Block

4

GENERAL AREAS OF SOCIAL WORK PRACTICE

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INTRODUCTION TO BLOCK 4

This block on 'General Areas of Social Work Practice' has six units. Each deals with a specific area of social work intervention. Although areas of social work intervention are many, we have chosen just six most important settings in the Indian context.

Unit 1, 'Social Work with Family' deals with multiplicity of family problems, dynamics of family system, intervention methods in social work and eclectic approach for handling family related problems.

Unit 2, 'Social Work in Educational Settings' provides you conceptual clarity about the historical development and functions of social work in UK, USA and India, models of school social work practice and social work in other educational settings.

Unit 3 is on 'Social Work in Health Care Sector'. This unit introduces you to the meaning of health and health care, concept of patient as a person, social and psychological factors involved in disease and their treatment and role of social work in the health care team.

Unit 4, 'Social Work in Industrial Sector' explains historical perspective of social work intervention in industry, social responsibility of industry, scope of social work in industry, applicability of social work methods in industrial sector, place of social work in industry and problems and prospects of social work in industry.

Unit 5, 'Social Work among Communities', describes community as a social system and social work with rural, urban and tribal communities.

Unit 6, 'Social Work in Correctional Settings' deals with characteristics of social work in the context of correction, values of social work in correction, correctional settings and tasks of social workers, social casework in correctional settings, social group work in correctional settings and social work in police departments and courts.

These six units will equip you with an understanding of some of the major areas of social work intervention in the Indian context.

UNIT 1   SOCIAL WORK WITH FAMILY

Dr. Henry Rozario

Contents

1.0 OBJECTIVES

The unit aims to provide you with an understanding of social work practice with families. Initially, the unit presents the multiplicity of problems faced by families. It also explains the dynamics of these problems from the perspective of family as a system. Finally, it explains in detail the various intervention methods available for social workers to work with families.

After reading this unit, you should be able to:
- understand the multiplicity of problems faces by families;
- recognize that these problems are to be seen from the perspective of the family as a system;
- describe the various intervention methods available for social workers to handle the problems;
- appreciate the importance of an eclectic approach in enabling families to handle their problems; and
- develop an interest to equip yourself further with appropriate knowledge, skills and attitude to help families with problems.

1.1 INTRODUCTION

Family is the basic institution in a community. It is the primary group in which members are born, brought up, formed, trained and socialized to play various roles and functions in society. Hence, it is important that the family maintains its well being. However, there are many problems and issues that affect a family. These problems are multifaceted in nature. The problem or progress of one person affects others in the family. It also presupposes that the causes of these problems could be located within the family and handling of such problems also will involve other members of the family. That is why family is treated as a system and any intervention in family must have this perspective.

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Social Work practice with family is based on this system perspective. There are various methods and strategies in the profession, which can be applied to handle the multiplicity of family problems. It is possible to work with individuals in families. There is also the option to work with groups of family members with common problems and to mobilize resources from the community to assist families in need. There are various techniques, such as family therapy, crisis intervention, marital counselling and pre-marital counselling, which can be used for specific purposes.

This unit attempts to provide information on the multiplicity of problems in the family, family as a system and the various interventions possible in the practice of social work with families.

1.2 MULTIPLICITY OF FAMILY PROBLEMS

Problems in families are multifaceted. Problems occur between parents and children. The children may complain of favouritism or over protectionism of parents and parents may observe disobedience or emotional outbursts as problems from children. Problems also occur between the spouses on issues such as child rearing, life-style and duties towards in-laws. In some situations, families come across a major crisis not because of problems among its members, but due to events, such as death of a spouse or sudden retrenchment of job. Thus, the problems have multi dimensions.

Since the problems in families are multifaceted, problems of any one member of the family may affect or influence other members also. So, the process of helping an individual entails the involvement of the entire family or, at least, those concerned with the problem. For example, most of the de-addiction centers treating alcoholic clients ask either the wife or parents to be present for the family therapy sessions. In some situations, Social work with families may go beyond the family system and may involve work with the immediate neighbourhood or the community at large. Let us take the case of a young wife whose husband had died of AIDS and who has to take care of three children. Social work with this family will involve screening the family members for HIV testing, mobilizing community resources, such as employment opportunity for the mother and subsidizing educational expenses for the children. Thus, the problems of families are multifaceted. Some of these problems are presented below. Though these problems are classified into categories for the sake of understanding, in reality, they exist as problems of the family as a system, and so, will affect everyone in the family.

Problems Faced by Children in the Family System

- Some parents are overly protective and overly indulgent with their children. Such children get tied down with their parents and lose their individuality.

- In contrast, few parents are indifferent to their children. They may neglect them or may even reject them. This may alienate and estrange the children.

- Some parents verbally abuse children or punish them physically. When parents resort to punishment method often, the children become stubborn and aggressive.

- Some parents exhibit favouritism to one child at the expense of the other. Some parents resort to an equally unhealthy behaviour of comparing one child with the other and letting down that child. Favouritism and comparison may lead to low self-esteem in children.

- Some parents are too authoritarian, while few others are too permissive. While too much authoritarianism stifles the independence and autonomy of children, too much of permissiveness leads to indiscipline and lack of self-control.

- Some children come across parents, who are highly demanding. They want to push their children to greater heights in the field of education and career. These children are unable to cope with this kind of stress and develop anxiety and panic.

Problems Faced by Parents in the Family System

- Many parents come across children, who are disobedient and stubborn. These children defy the norms, rules and guidelines of the family. Parents feel hopeless. Some parents, ultimately, give up to the demands of their children.

- As children enter adolescence, many parents experience difficulties in handling them. Biological changes that are associated with the onset of puberty and the associated emotional instability and heightened sexual feelings create 'storms' and stresses in the adolescents. Some parents are unable to cope with the sudden emotional outbursts of their adolescents and teenagers.

- Most of the adolescents develop peer group relations and are greatly influenced in their hobbies, dressing pattern and interests by the peer group. They gradually become independent from their parents. Many parents are unable to either accept or adapt to these changes.

- Some adolescents yield to infatuation and develop love affairs. Few of them even run away from their families. Such behaviours destabilize the family.

- In extreme cases, youth become victims of substance abuse and amoral sexual behaviour. The parents are thrown off the guard suddenly.

- When the children grow into adulthood, get married and leave the parents to start their own family, many parents experience the 'empty nest syndrome'.

- Some children disown their parents in their old age due to various reasons, such as poverty, strained relationship with in-laws or property disputes. Their plight is very miserable if they do not get help from social support systems, such as Home for the Aged.

Problems between Husbands and Wives in the Family System

- In some families, the spouses come across physical abuse and/or verbal abuse from one another. Verbal abuse is more common and equally hurting. Ultimately, it leads to the breakdown of communication and relationship.

- Husbands and wives come across conflicts based on interests, beliefs, values and priorities in life. Either one of them may try to force his/her ideas on the other. This leads to resentment and sometimes retaliation.

- Extra marital relations and the suspicion associated with it cause havoc in the family. Trust, love and concern one had for the other is shattered. It is replaced by distrust, suspicion, seething anger and vengeance.

- Some of the spouses come across permanent sexual difficulties by which they become incapacitated to gratify the physical needs of the other. The social stigma attached with sexual difficulties prevents the spouses to approach a family therapist or a medical practitioner and, thus, the problem remains unresolved. Though in many families this

problem may not be brought out openly, however, it may emerge in disguise as some other issue.

Families in Crisis

- Occasionally some families are struck by crisis. The crisis is more acute, especially if it involves the death of a family member.
- Long-term detention in prison on account of crime, sudden loss of job of the only bread winner of the family and drug addiction of children are some crisis events that can destabilize a family.

Check Your Progress I

Note: a) Use the space provided for your answer.
b) Check your answer with those provided at the end of the unit.

1) What is meant by 'multiplicity of family problems?

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1.3 DYNAMICS OF FAMILY SYSTEM

Family is a dynamic institution. It has gone through a lot of changes in the process of adapting itself to the changes taking place in other institutions. Family is not only a dynamic institution, but it constitutes a system. As a system, family has sub-systems, such as couples, parents and children. These sub-systems are inter-related to one another and also constantly interact with one another. Thus, any problem or progress in one sub-system will have its impact on other sub-systems and on the overall system itself. This has to be kept in mind in planning any intervention in the family system.

There are various group processes that take place in the family system. Emotional attachment among members of the family is one such dynamics. This attachment provides perfect bonding for its members to understand and accept one another. It also serves as a basis for retaining the values, religious beliefs, traditions, and norms over a long period of time.

Another dynamics observed in the family is its ability to adapt to the environment. Though family remains the primary institution, it co-exists with many other institutions belonging to the fields of education, occupation, government, religion and entertainment. The members of the family are, in one way or the other, connected to these institutions. Thus, the family learns to revise its norms, practices and values in relation to the changes taking place in the environment.

Another important dynamics observed in the family is its stability and harmony. Families provide stable relationship to its members. Each member has a prefixed role as a husband, wife or parent or child. Since each one's roles, functions and responsibilities to the other is clearly defined, there is stability in the family. This stability is the foundation of harmony in the family.

Problems come into family system when internal and external events disturb the above said processes in the family. Some families lose their emotional attachment to one another and may attempt separation. Some families find it difficult to adapt to the environment and get isolated. Some families lose their stability and harmony and indulge in constant quarrel. Ultimately, the families become dysfunctional and lose their relevance and purpose of existence.

If the families have to be restored to their functional state, an appropriate intervention is necessary. Such intervention has to be holistic in nature and treat the family as a system. It is in this context that the various methods of social work profession become relevant because these methods deal with an individual, the group and the community. The dynamics of family system is such that it necessitates an integrated approach, dealing with the entire system. The following paragraphs will explain the application of different methods of social work in the family system.

Check Your Progress II

Note: a) Use the space provided for your answer.
b) Check your answer with those provided at the end of the unit.

1) Why is family referred to as a dynamic system?

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1.4 INTERVENTION METHODS IN SOCIAL WORK

1) Social Work with Individuals in Family Setting

In working with a family, the social worker may sometimes limit his interaction on a one to one basis with a member of the family. Certain problems, such as poor academic performance and emotional outbursts of children or some behavioural problem of parents, such as being authoritarian, excessively demanding and overly protective, may not require the involvement of the other sub-systems of the family. In certain cases of marital conflicts, the other spouse may be hostile to the idea of working with a social worker. Such situations may necessitate the worker to work with one of the spouses to enable him/her to handle the problem. This helping process goes through different phases, indicating, that it has to be done systematically.

Phases in Working with Individuals

Study Phase

- Attend to the client. Develop a good rapport as it is very crucial in one to one relationship.

- Actively listen to him and his problems. Empathize with him.

- Maintain eye contact. Observe the non-verbal communication and body language of the client.

- Gather all the necessary details for handling the problems. Details include personal data of the client, his family background and the necessary information on psycho-social aspects of his personality.

Problem Assessment Phase

- Assess all the gathered information regarding the problem- the onset of the problem, its frequency and magnitude.

- Don't probe into areas irrelevant for handling the problems. Don't be curious about matters of privacy, which may not be relevant for addressing the problem.

- Identify the problem to be handled or a positive behaviour to be learnt. It is generally easier to develop new positive behaviour than to eliminate negative behaviours.

- Don't take the entire problem. Take that part of it, which is manageable, which must be handled immediately and above all, the aspect, which has a high probability of success. Success will give confidence to the client to handle more complex problems.

- Summarize what the client says at regular intervals. Respond empathetically not only to the content of his problem, but also to his feelings.

Helping Phase

- Select the intervention method after reviewing alternatives. Encourage divergent thinking in the client.

- Implement the intervention.

- Enable him to take responsibility for his problem solving behaviour. Help him to recognize the challenge involved in learning a new behaviour or in weaning away from a negative behaviour.

- Help him to anticipate bottlenecks and setbacks.

- Monitor his progress. Develop behavioural indicators, so that he can monitor his own progress periodically.

- Review all aspects of the intervention. If your intervention is not working, examine and change some features of the intervention.

Termination Phase
- Termination of helping process must be done carefully and gradually. The decision must be taken in consultation with the client.

- Plan follow-up to ensure intermittent reinforcement of new positive behaviour.

- Assure continued availability when necessary.

2) Social Work with Groups in Family System

Many parents will come across some common problems in bringing up their children. Similarly, the children or the spouses may also have a few problems that have a common pattern. Under such circumstances, it will be more beneficial to help them in groups instead of dealing them individually. For example, if a group of parents have concerns regarding their parenting methods, it will be more useful to bring them together in a group and enable them to share their anxieties, ventilate their feelings and enable them to learn from one another's experience. In the same way, children, who may have been referred for delinquent behaviours or temper tantrums, may benefit a lot if they meet other children with similar problems and work together to come out of the problem.

It is in these contexts, that working with groups assume significance in social work practice with families. Groups provide members with learning experiences, opportunity to share experiences and to engage in mutual problem solving. Members get the opportunity to increase their confidence under the guidance of a professional social worker.

Phases of Working with Groups

Study Phase

- Form the group with members, who have common problems, needs and expectations. (for example, a group of parents wanting to learn better parenting methods)

- A homogeneous group in terms of age, education and occupation is preferable.

- Look into details, such as comfortable seating arrangements and protection from distracting noises from outside. Being seated in a circle is ideal.

- Discuss with group members and identify their main concern. Evolve goals based on their concern.

- Clarify the goals and break them into tasks or activities. If the groups' goal is to learn better parenting methods, work out the knowledge, skills and attitude they need to learn. Based on this requirement, evolve themes, topics, sub-topics and activities to be carried out during every meeting.

Helping Phase

- Conduct group activities. Activities must be arranged in order of importance to goal attainment.

- Ensure a congenial group climate by monitoring basic group processes, such as participation, we-feeling, emotional support, confirmation and acceptance.

- Encourage individuals to freely express their ideas, feelings, attitudes, insights and information.

- Do not allow dominating, criticizing and moralizing behaviours among members. Make them understand that such behaviours will be detrimental to group functioning.

- Link every session to the previous and forthcoming sessions in terms of acquiring new knowledge and behaviour. This will enable members to learn new skills.

- Encourage the application of new learning. You can give home assignments to the members.

- Enable them to practice new behaviours in actual life situations. Ask them to record such experiences.

- Review home assignments of members in the group.

- Encourage members to share the implication of group learning in their lives as parents. For example, group of parents working on better parenting methods will share their new experiences of relating with their children.

- Respond to them with reassurance.

Termination Phase

- Give feedback to individuals as well as to the group about its progress. This will instill confidence in the members about their ability to learn new positive behaviours.

- If follow-up is necessary, work out modalities of further follow-up meetings.

- Encourage members to keep in touch with the worker or other members in case of any need for emotional support.

3) Working with the Community for Family System

The family does not exist in isolation, but in a community. The community is the basic support system for the family. The members of the family are also members of other institutions in the community. For example, the father in a family may be working in an industry and the mother may be working in a government enterprise. The children may be studying in a school and a college. In addition to this, they may be members of a particular religion and residents of a particular neighbourhood.

Some of the problems in the family will affect their role in other institutions in the community and some of the problems of these institutions will also affect the dynamics in the family. For example, the industry may go for a lay off and terminate the services of the father of the family. The college may take disciplinary action against the son because of his indiscipline in the campus. A tragic situation may come wherein the only bread winner of a very poor family dies in an accident and the family finds itself on the streets. In all these situations, the very process of assisting and rebuilding the family needs assistance from the community. The worker has to mobilize resources that are available in the community to help the families. It is in this context that social work practice with the community on behalf of the family becomes relevant.

Options in Community Work

- Some families may have a common problem and its solution may lie in mobilizing community resources. For example, the worker may be working with a few housewives whose main problem is their inability to take up a job, since there is no

one at home to take care of their young babies. These women are desperately in need of additional income. They are skilled and there are jobs available. In such a situation, it will be beneficial to these families if a Day Care centre for Children could be organised in the community. In such a scenario, the steps taken by the worker in mobilizing community resources solves the problem of many families.

- Imagine a situation where the bread winner of a family has lost his job. He is also not a skilled labourer. The worker can put him in touch with a vocational skills training institution in the community for learning livelihood skills and, later on, can arrange self-employment loan from a banking institution in the community.

- Sometimes, the worker may have to speak on behalf of children of some families, who are either orphans or belong to single parent families. These children need admission and concessions in a residential institution for children. He may face a situation where the single parent or the children cannot afford to pay the fees of the institution or the eligibility criteria for admission is not met by one or more children. In such a situation, he plays an active role of securing scholarships from the community or ensuring the admission by negotiating the admission criteria.

In all these situations, the worker has to work with the community and mobilize its resources in order to help some members of the family.

4) Crisis Intervention

Crisis can set in a family unexpectedly in the form of the death of a spouse or a child, extra marital relations, long-term imprisonment of a spouse or drug addiction of an adolescent. It is a critical period in the life of a family. It disrupts family's stability and harmony and puts at stake the security and survival of the members of the family. It is in this context that some external support is needed by these families. Crisis intervention is one such method which is widely used in social work practice.

Phases of Crisis Intervention

Assessment Phase

- Enable them to ventilate feelings. This is very important.

- Concern about the origin and causes of the crisis is less relevant. Do not spend much time on this aspect.

- Assess the impact of crisis on the family. Find out the extent and degree of dysfunction and impairment.

- Appraise ego strength of the family members. Identify basic defenses and habitual adaptive patterns of the members.

- Ensure the availability of internal, intra familial and community resources.

Intervention Phase

- Enhance the cognitive perception of the members by providing more knowledge about the crisis and the methods of handling it.

- Enable them to become aware of their feelings, such as grief, shock and anxiety. Provide them assurance and emotional support.

- Mobilize resources, such as material and monetary aid and elicit help from neighbours and relatives. Enable them to mobilize such resources by themselves and use the resources.

- Stimulate restoration of adjustment skills. Teach new attitudes and skills necessary to face life.

Termination Phase

- Point out the maturation taking place in the members while handling the crisis. This is the positive outcome of crisis intervention.

- Follow-up until a healthy equilibrium has been restored. This equips and enables the family to face any sort of crisis in future.

5) Family Therapy

Family therapy aims to establish more satisfying ways of living for the entire family. The family is considered as a system and a maladjusted person is given treatment within the family system. It is assumed that the problem of one person in the family is the product of how he interacts with other family members and how others interact with him. Problems, such as alcoholism, marital breakdown and family violence, can be quoted as examples. In this context, it is necessary to work with the entire family or with those who are directly concerned about the problem. Family therapy is one such method which is widely used in social work practice.

The Strategy

- Develop rapport. Study the family system.

- Determine what is blocking the family from solving its own problem. It is not enough to merely solve the immediate problem within the family.

- Teach the family members to openly communicate their positive or negative feelings, desires and needs.

- Intervene when discrepancies of feelings, words, or actions are noted.

- Encourage members to interact inside and outside the therapy. Show how the total interaction among all members is important for solving the problem.

- Assist family members to objectively review their long held beliefs, values and expectations that may block their problem solving process.

- Open up many new avenues for solving problems. Help them to find appropriate ways of solving their problems. Teach the family to solve its problem by itself.

- Educate the family members about the need to remain in touch with the neighbourhood and draw on its resources.

6) Marital Counselling

Marital counselling is used to handle conflicts between a husband and his wife. Marital conflicts may occur over virtually anything. Some areas that can lead to severe difficulties are monetary matters, child rearing practices, failure of duties towards in-laws, inability to

meet career demands, extra marital affairs and sexual difficulties. The main reasons for marital conflicts are unrealistic expectations of the couple and their personality traits. In this context, it is necessary to work with both the husband and the wife to restore stability and harmony in the relationship. Marital counselling is one such method, which is widely used in social work practice.

The Strategy

- Develop rapport with the couple.

- Enable the spouse to identify the problem. Discuss with them about its negative impact on their relationship.

- Enable spouses to understand the causes of the problem. Sometimes, the causes can be outside the marital unit.

- Point out how the inability to handle everyday stress in running a family spoils relationship between the husband and wife.

- With their consensus, choose that part of the problem that has to be handled, based on its immediacy and manageability.
- Equip them with the skills of open, direct, meaningful and satisfying communication. Enable the couple to communicate their thoughts and feelings in your presence. Restore their interaction with one another.

- Enable them to develop empathy for one another. Rekindle the love and concern they would have had in the beginning of their marital life.

- Help them to find out their family stressors and teach them stress management techniques.

- Work on the important areas in marital relationship, such as warmth in the relationship, fidelity, affection, responsibilities towards one another, mutual respect and support.
- Give them 'Home work' at the end of each session which they need to complete when they come for the subsequent session.

- Strengthen the support system within the family (family elders) and outside the family (neighbourhood).

- Enable them not only to resolve problems, but also to learn problem solving skills. This will help them in the future to handle their problems by themselves, instead of relying on external help.

Pre-marital Counselling

Young people need orientation before they get married. Many problems in marriage and, later on, in family life can be traced to the unrealistic expectations and distorted opinions the couple might have entertained before marriage. In this context, it is necessary to organise counselling services for those young people who are about to get married. Pre-marital Counselling is one such method, which is widely used in social work practice.

The Strategy

- Make the clients understand the goals and purpose of marriage in realistic terms.

- Make them aware of their own unrealistic expectations, immature thinking patterns and inappropriate attitudes, which they might have learnt from their own parents or from mass media.

- Train them in skills of interpersonal relationship, communication and problem solving.

- Help them recognize their roles and duties towards one another and also towards their parents and in-laws.

- Make them understand the physiological and biological dimensions of sexual relationship and its significance in marriage.

- Remove their ignorance, fear, guilt, aversion or anxiety about sexual relationship and the associated problems, such as impotence and frigidity.

- Impress upon them the importance of building a family with children. Highlight the importance of small family norm and indicate the various possibilities and methods of planning a family.

Check Your Progress III

Note: a) Use the space provided for your answer.
b) Check your answer with those provided at the end of the unit.

1) What is the necessity to work with groups in handling problems of family system?
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1.5 ECLECTIC APPROACH

There is no single method for handling family problems. No theoretical system fully explains the dynamics of the problems or the methods to handle them. Hence, there is a need to develop an eclectic approach. Eclectic approach is characterized by the knowledge of many theories and several skills for selecting the right approach and techniques with reference to clients.

Social work practice with family definitely revolves around an eclectic approach. The reasons are obvious. Family is a system and it is dynamic. The problems are multi-faceted. The causes and consequences are complex to understand and difficult to handle. Hence, it calls for an eclectic approach wherein the knowledge and skills of various disciplines are put together to effect change in the family system.

The social worker should be able to choose any combination of the social work methods of working with individuals, groups and the community and also other strategies, such as crisis

intervention, family therapy, marital counselling and pre - marital counselling, described above to handle the problem(s) of his clients.

1.6 LET US SUM UP

Family is the basic institution in the community. Hence, it is important that we are equipped with the skills and knowledge of working with families. In this unit, we have learnt that the problems faced by families are multifaceted in nature. We have also understood that family exists as a system, and so, handling the problem of any individual member in the family involves the cooperation of other members of the family system. It is in this context that this unit on 'Social Work with Family' has presented social work methods of working with individuals, groups and the community and also other strategies, such as crisis intervention, family therapy, marital counselling and pre-marital counselling. This might have given us the knowledge and interest to work with families. In fact, there are a few more approaches, but they do not come under the scope of this unit. You can make use of the references given under 'Suggested Readings' to enhance your knowledge.

1.7 KEYWORDS

Eclectic Approach	:	Using the right approach and techniques from several theories and systems.
Crisis Intervention	:	Ensuring immediate help to restore the client to normalcy when he comes across a sudden disaster.
Pre-Marital Counselling	:	Giving counselling to young people, who are about to get married.
Empathy	:	Putting ourselves in the position of the client and understanding his problems as well as feelings.
Rapport	:	Building relationship with the client that is nurturing and professional

1.8 SUGGESTED READINGS

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1.9 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress I

1) Problems in families are multifaceted. Problems occur between parents and children. The children may complain of favouritism or over protectionism of parents and parents may observe disobedience or emotional outbursts as problems from children. Problems also occur between the spouses on issues such as child rearing, life-style and duties towards in-laws. In some situations, families come across a major crisis not because of problems among its members, but due to events, such as death of a spouse or sudden retrenchment of job. Thus, the problems have multi dimensions. Since the problems in families are multifaceted, problems of any one member of the family may affect or influence other members also.

Check Your Progress II

1) Family is a dynamic institution. It has gone through a lot of changes in the process of adapting itself to the changes taking place in other institutions. Family is not only a dynamic institution, but it constitutes a system. As a system, family has sub-systems, such as couples, parents and children. These sub-systems are inter-related to one another and also constantly interact with one another. Thus, any problem or progress in one sub-system will have its impact on other sub-systems and on the overall system itself.

Check Your Progress III

1) Many parents will come across some common problems in bringing up their children. Similarly, the children or the spouses may also have a few problems that have a common pattern. Under such circumstances, it will be more beneficial to help them in groups instead of dealing them individually. For example, if a group of parents have concerns regarding their parenting methods, it will be more useful to bring them together in a group and enable them to share their anxieties, ventilate their feelings and enable them to learn from one another's experience. In the same way, children, who may have been referred for delinquent behaviours or temper tantrums, may benefit a lot if they meet other children with similar problems and work together to come out of the problem. It is in these contexts that working with groups assume significance in social work practice with families.

UNIT 2   SOCIAL WORK IN EDUCATIONAL SETTINGS

Anjali Gandhi

Contents

2.0   OBJECTIVES

After studying this unit you should be able to:

*   understand the relevance and use of social work in educational setting;

*   delve into the historical roots of school social work in UK, USA and India;

*   understand models of social work practice in education; and

*   get a glimpse of current trends in social work in educational setting.

2.1   INTRODUCTION

Education particularly school education, is recognized today as a fundamental human right. Educated people become more autonomous, make informed choices and take advantage of available opportunities. They are able to maximize their potential and lead more fulfilled lives. Poorly educated people, on the other hand, are more likely to be dependent on others.

The school of today is expected to teach reading, writing and learning skills, suitable to the potential and interest of the learner. It is expected to prepare young people for career opportunities and for healthy functioning in society. For this twin function of teaching subject matter and personality development, it is required to enrol and retain children till the task of schooling is complete.

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In spite of the recognized importance of schooling, many children do not get enrolled in school or drop-out of it due to poverty or other reasons. In such cases, effort is made to teach them by alternative means, such as non-formal classes or later through adult education programmes. For them as well, the goal of education remains more or less the same.

Can the broad-based goal of education, as stated above, be attained by educators? How would a learner concentrate if not properly equipped, fed or medically fit? Parents, who live in abject poverty, may spend all their energies in the acquisition of basic necessities of food and clothing. Their children are likely to enter school without adequate stimulation, discipline and nurturing. How can such a learner maximize the schooling experience? Further, schools may themselves be a part of the problem. Bureaucratic functioning of schools, large size classrooms and equally large teacher-pupil ratio can make individualized learning impossible. It may be that the learner is taught subject matter unrelated to his social context. Teachers also have time bound syllabi and have no energy and motivation to help a learner placed in difficult circumstances. They may label such a learner as problematic and inadvertently encourage him to discontinue schooling.

The above mentioned hurdles are not limited to formal schools, but can also be found in other educational settings, such as vocational institutions, non- formal or adult education classes. It is to mitigate these obstacles that professionals other than teachers are required to assist the educationists.

The education system, particularly schools, has realized the importance of taking help from professionals other than teachers. These professionals include social workers, psychologists, physicians, nurses, speech therapists and special educators. These non-teaching professionals together are called 'Pupil Specialists'. They help teachers fulfill the broad based goal of education.

2.2   SOCIAL WORK IN EDUCATION

Social workers enhance the social functioning of individuals through maximum utilization of their inherent potential. Believing in dignity and worth of people, they hold that sometimes people can be in a state of disequilibrium due to personal and social challenges. They, therefore, attempt to prevent and reduce this disequilibrium by linking people to appropriate social systems and resources. Besides this, they protect the most vulnerable members of society from destructive social influences. By virtue of the work they are called upon to perform, they develop expertise in building relationships and facilitating communication.

The services of social workers are being used by social institutions desirous of working effectively with people. The social workers are being employed by hospitals, educational institutions, prisons, industry, etc. All these are secondary settings for social work practice. In other words, social work in these institutions is not the leading profession, but helps other professionals in carrying out their tasks.

The Purpose

The leadership in education rests with teachers. Then what is the purpose of inducting social workers in educational sector? The skills of social workers are used in improving efficacy of education sector. By maintaining the school-home-community linkage, they help education achieve its central purpose. They prevent or deal with behavioural, economic, familial and scholastic problems, which interfere in learning. Relieved off the pressure, the

learner then makes the maximum utilization of learning experiences. In short, social work represents the human factor in education.

With the purpose of social work in education somewhat clear, let us look at some other relevant questions. What are the values, which guide social work intervention? What is the knowledge base, skills and competencies that the social workers in educational setting require?

The Value Base

The values practised by social workers in education stem from the fundamental values held by social work profession. These values, however, are modified for use in education. Mears and other (1996) provided a framework, which, with minor alteration, is given below:

Social Work Values	**Social Work Values in Education**
Recognition of the worth and dignity of each human being.	Each pupil is valued as an individual with unique characteristics.
The right to self determination.	Each pupil should be allowed to participate in the learning process and to learn.
Respect for individual potential and support for an individual's aspirations to attain it.	Individual differences should be recognized, intervention should be geared to individual needs.
The right of each individual to be different from others and to accord respect for these differences.	Each pupil, regardless of race or socio- economic characteristics, has a right to equal treatment.

The above mentioned authors hold that the central focus of social work values is the learner, the pupil. The social worker, while dealing with him directly or on his behalf with other stakeholders---the teacher, parents, peer or community members, must keep the "best interest of pupil" in mind. Ethical decision making on behalf of pupil must be based on sound judgement of cost/benefit analysis and expected outcome of action. This can be explained with an example ---- a child incapable of meeting the excessive demands of the curriculum of a private school may be supported to be shifted to a less demanding neighbourhood school. In such a case, the child could perform better, though parents may be reluctant to shift him to a lesser known school.

Knowledge, Skills and Competencies

The knowledge base of social work in education, as in social work, is human behaviour particularly in the context of social functioning. The profession borrows extensively from disciplines, such as sociology, psychology, anthropology, political science and medicine. The social worker in education requires skills in dealing with pupils appropriate to their age group and the factors that affect their learning. Broadly, the competency requirements are as follows:

- Understanding the functions of education in contemporary society.

- Knowledge of sociological issues affecting education.

- Awareness of legal and policy issues that impact education, including provisions for categories of disadvantaged population.

- Awareness of challenges that affect pupils, such as poverty, violence, AIDS, homelessness, substance abuse, consumerism, etc.

- Ability to analyse the systems of education, home and community and their linkages.

- Knowledge of structures and lines of authority in educational institutions and community.

- Ability to locate and provide appropriate resources required to mitigate conditions that impede learning.

- Understanding the history of social work in education and current models of practice.

- Understanding the multiple roles that a social worker can play within education system, home and community and the ability to play these roles.

- Ability to deal with different stakeholders – learner, educator, administrator, family, community and co-professionals.

- Ability to effectively communicate with diverse population.

Social Worker and Educator

Social worker and educator have common goals. Both aim to bring about holistic development in all learners, so that they become productive adults. Social worker can offer, even to the most caring educator, new appropriate ways of handling children. Similarly, teachers can provide valuable academic and classroom data about each pupil for the use of social worker. Even then their goals and values can come in conflict. Social worker focuses on individual child and his environment, while for the educator, the progress of the group and class discipline is most important. Hence, an educator may not easily understand why a social worker can be respectful towards a child, who manifests aggressive behaviour in class. She may also not empathize with those parents, who show apathy towards school or their child's education. Such conflict is natural, but must be resolved through open communication.

These hurdles, notwithstanding social work, have gained a foothold in the educational setting and are here to stay. Besides India, social workers are employed in educational settings in the United States, Canada, United Kingdom, Sweden, Germany, Australia, Africa, Japan, Korea, etc. Their role varies in terms of social realities of the educational system in their countries.

2.3 HISTORICAL DEVELOPMENT AND FUNCTIONS OF SOCIAL WORK IN UK

Social work in education is generally considered synonymous with social work in school. This is because most social workers are working in schools compared to other educational settings.

The school social work service in India occupies a crucial position. The professional social work, which we have adopted, has developed mainly in the United States. Similarly, our school system was founded by the British and has not undergone any radical change. Considering these factors, it seems logical that one understands the development of school social work in the United Kingdom and the United States before one attempts a similar study for India. Furthermore, these two countries have the oldest school social work service. Hence, tracing the development of school social work in these countries would provide a broader overview of this field. Given below is the history of school social work in the United Kingdom.

Appointment of Attendance Officers

In the United Kingdom, school social work is known as 'Education Welfare' and is disbursed by Education Welfare Officers (EWOs).

The services of the EWOs began with the appointment of school attendance officers. The Education Act of 1880 required local school boards to make attendance compulsory and empowered them to prosecute both children and parents for non-attendance.

The Act led to the appointment of a large number of 'School Attendance Officers'. They were usually former police or army personnel. These officers, nicknamed as 'Kid Catchers' or 'School board men', looked for children, who did not attend school, in parks and open spaces. They made home visits to convince parents to send their children to school.

These attendance officers soon realized that negligence of the parents was not the only reason for non attendance. The child might not attend school due to factors related to poverty, fear of teachers or peer group pressure. Slowly, their interventional strategies, like the causes, became multifarious.

The Education Act of 1944

The importance of attendance officers and their work was recognized by the Education Act of 1944. According to this Act, the Local Education authorities were made responsible for securing adequate facilities for children. Hence, attendance officers were required to provide medical inspection of pupils, free meals, free medical treatment where necessary, and special educational help for the disabled children. As attendance officers started disbursing welfare services, they were renamed as 'Education Welfare Officers'.

The Plowden Committee

It was the Plowden Committee, which in 1966 looked closely at the work of the EWOs. After studying large number of EWOs, it commented that bulk of their time was spent on school attendance, clerical work and in dispensing school meals and clothing to the child population in their area. It felt that EWOs did not undertake much work for home-school liaison. Emphasising the need for undertaking such work, the Plowden Committee recommended that EWOs be trained in social work. The implication of this report was that either the EWOs undertook social work training or be demoted as welfare assistants. This led many EWOs to undertake social work training.

Seebohm Committee

The recommendation of Seebohm Committee led to the establishment of Social Service Departments in 1971. These departments were established to carry out comprehensive services in the field of health, nursing, welfare and education with the help of trained social workers for individuals and families who were at risk. A large number of clients of these social service departments came from schools. The Social Service Departments could take a child into its care if the child had no parents or guardian or where his development was being prevented or neglected.

The Present Position

The school social work services in the United Kingdom are now being provided through Education Department and Social Service Department. The EWOs of education department work closely with social workers of the Social Service Department. For example, EWOs are responsible for ensuring that within their area of jurisdiction, the parents send their wards to school regularly. In cases where they feel that the child is beyond the control of parents or in need of care, they bring such cases to the notice of Social Service Department.

Today, a number of EWOs are trained in social work, though many still hold graduate degree in social sciences, such as sociology, social administration, psychology, etc. Promoting home, school, and community liaison, the EWOs provide a wide range of services. Yet, enforcing school attendance remains a central part of their work.

The school social work programme, as we have seen, has a long history in the United Kingdom. Nevertheless, it could not develop into a comprehensive service. The reason cited for this include exclusion of EWOs from the mainstream social work, absence of professional associations and inadequate funding at their disposal.

2.4 HISTORICAL DEVELOPMENT AND FUNCTIONS OF SOCIAL WORK IN USA

The initiation of school social work (visiting teacher work, as it was called initially) was made in 1906-07 in schools of Hartford, Boston and New York in the USA. The private agencies and civic organisations sponsored the work of visiting teachers to improve attendance and faster coordination between home and school.

The Recognition

A breakthrough in the school social work programme was achieved when in 1913, the board of Education of Rochester, New York accepted the appointment of a trained social worker as a visiting teacher. With this governmental recognition, boards in several parts of the United States appointed social workers in their school, resulting in expansion of visiting teachers.

Expansion of Service

The visiting teacher movement underwent a rapid expansion in 1920s with the support of the Commonwealth Fund. The sponsors of the Fund were concerned with the problem of Juvenile Delinquency. They felt that the visiting teacher, by decreasing maladjustment at school, can play a significant role in preventing juvenile delinquency.

The Commonwealth Fund in 1921 offered liberal grant to these boards, which agreed to host demonstration projects by employing visiting teachers. The boards were assigned visiting teachers for a period of three years with a condition that they would take over the service, if it was found useful at the end of demonstration period. With the efficacy of visiting teachers demonstrated, a large number of school boards hired their service.

As visiting teachers grew in number, the National Association of Visiting teacher was formed in 1919. It made valuable contributions through publications and setting high standards of work.

The Thrust on Casework

Along with the expansion, there was a gradually shift in the focus of the tasks performed by the visiting teachers. While the initial workers gave top priority to home-school liaison work, the present workers gradually shifted to casework tasks with children.

The reason for this was the enforcement of attendance laws and the influence of mental hygiene movement (mental health or mental hygiene). The enforcement of attendance laws brought to school children from varied backgrounds and abilities. Some of these children were from difficult home situations and brought with them problems, requiring individual attention. On the other hand, the popularity of mental health movement (mental health or mental hygiene) encouraged visiting teachers to develop techniques for prevention and care of social maladjustment in children. This popularized the case work approach.

As the visiting teacher work had become closer to casework and social work in general, the nomenclature of 'National Association of Visiting Teachers' was changed to 'American Association of School Social Workers' in 1945. In 1955, this body merged with the present 'National Association of Social Workers' (NASW) of the United States.

The Shift in Service

From the 1960s, the Government of United States passed a number of legislations to which school social work service had to respond. The Elementary and Secondary Education Act of 1965 encouraged special educational programmes for children of poor families. The Emergency School Aid Act of 1972 provided grants for programmes aimed at mainstreaming of immigrant children. The Education for All Handicapped Children Act of 1975 provided assistance to states, which adopted programmes for integration of handicapped children in regular educational setting with the non-handicapped children.

In the light of the above developments, the school social workers could not just stop at performing casework task. Instead, they were also required to undertake tasks focused on

bringing changes in school system that would benefit immigrants, handicapped and poor children. As new challenges emerged, school social workers had to respond with appropriate services. They were now working for pupil rights, issues of violence, HIV/AIDS, substance abuse and gender-based discrimination. The school social workers were now moving to ecological (the interaction of child, school, family and environment) perspective.

The Present Position

Due to long history and professionalism, the school social workers are firmly established in the schools of United States. They are an integral part of the 'pupil service'. To ensure minimum national standard and competence, NASW has formulated a list of standards for school social work services (NASW, 1992). A journal, "Social Work in Education', published by NASW, has been devoted exclusively for spreading knowledge in the field of school social work.

Check Your Progress II

Note: a) Use the space provided for your answer.
    b) Check your answer with those provided at the end of the unit.

   1) Distinguish between the school social work service of United Kingdom and United States.
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2.5 HISTORICAL DEVELOPMENT AND FUNCTIONS OF SOCIAL WORK IN INDIA

India, unlike UK and USA, does not have a common school system. There exists a hierarchy of schools, such as:

- Elite schools offering international certifications.

- Private schools catering to upper middle and rich classes.

- Schools for the children of central government, public undertakings and defense staff.

- Low fee private schools in rural areas.

- Government and Municipal schools for lower middle classes and the poor.

- Non-formal classes for non-entrants and school drop-outs.

- Special schools for children with disabilities.

Broadly speaking, these schools can be divided into two broad categories – private schools and government schools. People from upper middle class and above send their children to private schools. The people from lower economic classes send theirs to Government and Municipal schools. Hence, a comprehensive school social work programme catering to all children could not be developed in India.

Logically, the induction of social workers would have taken place first in the Government schools. These schools abound in poverty related problems could benefit more from social work intervention. Contrary to expectations, the school social work programme was first introduced in private schools.

Why Private Schools?

The reasons for above development are as follows:
1) When school social workers were to be inducted in Indian schools, the predominant method practised by school social workers in USA was casework. The social workers in India were only familiar with this model of school social work. Such a model was found more suitable for private schools catering to upper, middle and rich classes.
2) The private schools, being less bureaucratic, were more receptive to school social work experimentation. Only when the utility of social workers in schools was demonstrated, the social work programme was introduced in Municipal schools.

The text on historical development of school social work is, therefore, divided into two sections ---- (A) Private schools (B) Municipal schools.

Private Schools

Induction in Maharashtra

The expansion of social work education and search for placement agencies led many colleges of social work to place their students in schools.

The Kashi Vidyapeeth, Varanasi in 1958 was the first institute to use local school as field work agency. The following year, the Nirmala Niketan and Tata Institute of Social Sciences, Mumbai also introduced school placement. Unlike Varanasi, the placements in Mumbai led to the employment of social workers in a few schools.

The Karve Institute of Social Sciences in 1964 persuaded the Pune branch of Maharashtra Parent Teacher Association to accept student placements in its affiliated private schools. This placement also led to the appointment of social workers in some schools. These experiments brought into existence a cluster of school social workers in Maharashtra.

Induction in Delhi

The credit of introducing school social work programme in Delhi goes to the Delhi branch of Indian Association of Trained Social Workers (IATSW). The IATSW in 1969 undertook demonstration programmes similar to the one adopted by Commonwealth Fund in USA reported earlier in the text.

The school hosting this demonstration was to bear part of the salary of the social worker, while IATSW shared the major cost. It was agreed that after successful demonstration, the school would meet the total cost of the programme. The workers were to be guided by an 'Implementation Committee'. The members of this Committee were social work educators and practitioners. They continued to guide initial workers, raised funds, addressed parent-

teacher meetings, and organised seminars. This popularized school social work programme in Delhi. Soon private schools in other major cities also employed social workers.

The Tasks Performed

The basic physical needs of the children attending these schools were adequately met by their families. Hence, the schools were expected to provide for maximum development and optimum preparation of students for their future roles. These being the expectations, the schools became particularly concerned with those of their pupils whose potentials were grossly unrealized. Further, some schools also felt that their students grew up unaware of social realities prevalent in the real world around them. They made efforts to introduce the students to these realities. These considerations determined the tasks carried out by social workers. Prominent among them are given below:

1) The major thrust of social workers is to help children with their problems deterring them from achieving their full potential. They mainly deal with problems related to emotional disturbance, learning, peers, parent-child and teacher-child relationship. With changing urban scenario and its impact on children, newer challenges are emerging. Hence, social workers are increasingly involved with problems, such as increasing consumerism, substance abuse, violence and issues of gender and sexuality. Some social workers also undertake career counselling work.

2) The school social workers in private schools are also engaged in Socially Useful and Productive Work (SUPW) undertaken by their schools. They facilitate working of their school children in hospitals, special schools for the handicapped, with villagers through village camps and in similar other activities. The aim of such work is to develop an ability to think and reason, qualities of leadership and empathy for people living in difficult circumstances.

3) Some private schools have undertaken integrated education of children with disabilities in their schools. The school social workers protect the rights of disabled children and help them with an opportunity for development without discrimination. Depending on the need, they take up social work intervention with children and parents of handicapped and non-handicapped children. They provide support to teachers and liaison with external agencies for economic rehabilitation of disabled children.

Municipal Schools

The Beginning

The municipal schools in our country are run by local bodies and provide free education to the urban poor. Large number of children attending these schools are first generation learners and lack financial and other requisites to accomplish the task of schooling. Hence, many among these children manifest problems, such as high drop-out rate, absenteeism, academic underachievement, ill health, etc. Such schools are expected to develop appropriate educational strategies to improve school attendance and retention.

Two Municipal bodies–the Municipal Corporation of Greater Mumbai and New Delhi Municipal Committee — responded to the above challenge by undertaking school social work programme. The details of these two initiatives are:

Induction of Social Workers in Municipal Schools, Mumbai

The college of social work, Nirmala Niketan, as stated earlier, had some experience of initiating social work services in private schools. It was now concerned with the plight of slum children enrolled in Municipal schools. It visualized that the best way to bring a breakthrough in their plight was to provide integrated services through social work programme. Unlike private schools, these services should provide close linkages between school, home and community. To be effective, it must also address the school environment, its method of teaching and content.

These considerations led to the placement of social work students in Municipal schools. The successful demonstration of the utility of this service resulted in the appointment of two social workers in 1971 and 1973 in the Municipal schools. The programme got a boost in the International Year of the Child (1979), when it was extended to fifteen more locations. In accordance with the agreement, the Municipal Corporation undertook the major responsibility of administration and finances, while Nirmala Niketan was responsible for management and supervision of school social work programme. The programme was to be implemented by social workers with the assistance of paraprofessionals and student social workers.

Tasks Performed

The major tasks undertaken by school social workers are as follows:

1) The social workers undertook the prevention of drop-out as their priority area. The teachers of the respective classes were required to notify the names of children who, without any intimation, did not attend school for 10-15 days. A representative of social service unit visited the home and provided individualized help for such children. The service ranged from providing school equipment (uniform, books, etc.) to specific medical care or financial assistance to ensure the return of the child to school.

2) The highest drop-out rate was observed among children of standard I. It was felt that prior to their entry to school, most municipal school children had no exposure to 'Balwadis' and Nurseries. Intimidated by the formal structure of curriculum and teaching, they dropped out of school system. Responding to this, social workers designed a school Readiness programme of a few weeks prior to the entry to standard I. This programme had inputs on crafts, songs and other group activities. As children developed skills and attitudes necessary for formal learning, the drop-out rate for standard I fell considerably.

3) A large number of Municipal school children living in overcrowded slums do not have facilities to study at home. Lack of space, inadequate lighting and non-availability of guidance by parents are some of the major factors. The social workers made arrangement for evening study classes. Under the supervision of Municipal school teachers, students completed home assignments and studied informative books. The social workers also organised parental meetings, cultural programmes or competitions among children.

4) The Municipal schools are not equipped with adequate science laboratories required particularly for senior students. The social workers made arrangements with local colleges, so that they allow their laboratories to be used by these students. The students of these colleges were also enrolled as volunteers to help these children conduct science experiments.

5) The social workers helped in conducting non-formal education programme to bring children upto 14 years of age to the fold of education. The focus of these classes

was on children, who were either non-entrants or had decided to quit school for one reason or another. In these classes, the social workers helped teachers in developing the syllabus, teaching aids and in inculcating mental health components in teaching. They also worked closely with parents to enlist their support for the education of their wards.

6) In order to enhance the attracting and retaining capacities of schools and also to distract children from anti-social activities, some recreational programmes were conducted. Relying heavily on student social workers, the social workers organised summer recreation centers, day camps or annual fanfares.

The undertaking of above tasks proved the efficacy of school social work programme to the Municipal Corporation of Greater Mumbai. As a result, it now runs the school social programme on its own and not in partnership with Nirmala Niketan.

Induction of Social Workers in NDMC Schools

The New Delhi Municipal Committee (NDMC) like the Municipal Corporation of Greater Mumbai was concerned with high drop-out rate prevailing in their schools. Besides, many children falling in its area of jurisdiction were not attending school. It is ironical that neither social work educators of Delhi nor NDMC officials were aware of the Comprehensive School Social Work programme already developed for Municipal schools in Mumbai. Hence NDMC could not fall back on the experiences gained by its counterpart in Mumbai.

The Education Officer of NDMC had been exposed to the work of 'Implementation Committee' and, hence, was convinced of the utility of school social workers. Mainly due to his initiative, the NDMC in 1975 appointed 15 social workers for its schools. These workers were designated as student welfare workers. Their main task was to prevent drop-out and attain universalization of primary education in the area falling under NDMC. For this, each worker was assigned a specified area and the workers were placed under the supervision of senior educator of NDMC.

Task Performed

In accordance with the objectives, the tasks performed by student welfare workers were as follows:

1) For enrolment of children in schools, the student welfare workers conducted an annual survey in their areas. After such children were located, they assisted parents in admission work by procuring birth certificates, affidavits and escorting parents to schools for admission. They also made children receive incentives from NDMC in the form of text books, uniform, scholarship, etc. As a result of these efforts, within a period of five years, almost all children were enrolled in schools falling under NDMC.

2) To prevent drop-outs, the workers, like their counterparts in Mumbai, visited the homes of children who were absent from school for a period of 8 to 10 days. In accordance with the directive, no teacher could strike off the name of any child until the welfare officer had satisfied himself that no further effect can be made to bring the child back to the school. Intensive help was provided to the child and the family to bring the child back to school. Hence, within four years, the student welfare workers were able to sustain and control the problem of drop-out as well.

The efforts of student welfare workers were successful in achieving their aim of universalization of the primary education and prevention of drop-outs. However, the service could not grow into a comprehensive programme due to limited vision and expectations.

2.6 MODELS OF SCHOOL SOCIAL WORK PRACTICE

The historical development of school social work, as traced above, has also given us a glimpse of the tasks performed by social workers in schools. The focus of social work service differs in accordance with the type of school, target population and emerging social challenges. Resultantly, school social work service has evolved into different Models. Models imply the theoretical description that help understand how a process works. Alderson (1972) had introduced four models of school social work followed by one proposed by Costin (1975).

Traditional Clinical Model

This is a widely applied model in school social work. It focuses on individual student and the social and emotional problems that block attainment of their potential. Its goal is to enable students to make optimum use of school experience. The school is considered faultless and the individual student is expected to adjust to the conditions prevalent in school.

This model of school social work is suitable to schools catering to upper middle and rich classes of people. The private schools in India have, by and large, adopted this model.

School Change Model

It mainly focuses on dysfunctional conditions in school, its policies and practices. It encourages changes in school that are seen as causing student malperformance.

The school social work programme of Municipal Corporation of Greater Mumbai has some features of this model. The School Readiness Programme for standard I and recreational programmes undertaken by social workers are the examples to support this claim.

Community School Model

This model favours close school community relationship. It aims to develop school programmes to assist disadvantaged students. The worker attempts to alleviate community conditions of deprivation that hinder learning. It is suitable to deal with problems, such as juvenile delinquency, high drop-out rates, etc.

The social work programme of Municipal Corporation of Greater Mumbai has some features of this model as well. The organisation of study classes, non-formal education programme and appointment of paraprofessionals are the examples in this direction.

Social Interaction Model

This model views students as part of various social systems, i.e., family, school and community, all of which interact and need each other. The main role of the social worker is to facilitate communication and linkages between various systems.

The school social work programme of private schools as well as Municipal schools in India, represent features of this model.

School Community Pupil Model

It focuses on group of pupils and helps them use learning opportunities by bringing about change in the interactional pattern of school-community relationship. The goal of school social work programme is not to target school or community, but to identify group of student showing problems of underachievement, truancy, drop-out, absenteeism, etc.

The school social work programme undertaken by New Delhi Municipal schools followed this model. The social worker targeted the definite group of pupils who did not enroll in school or were potential drop-outs.

2.7 SOCIAL WORK IN OTHER EDUCATIONAL SETTINGS

The competencies of social workers can be used not only in formal school setting, but also in other educational settings, such as special schools for the handicapped, non-formal classes for the street children or in adult education programmes. The goal of social worker, however, would vary in accordance with the needs of the learner and the social realities surrounding them.

The social worker supporting people with disabilities requires special knowledge of disabilities and legislations governing learner's rights. Her work can range from preparing social and development history of the learner to provision of support and resources to teachers and parents to enable the learner derive maximum benefit from education.

The social worker associated with non-formal classes for the street children may have to deal with special issues concerning these children. The learner may lack adequate food, clothing and supportive environment. In addition to special teaching needs, the challenges of violence, crime or sexual abuse may have to be dealt with.

The adult learners have their special needs. The social worker may be called upon to help teacher design learning programmes more appropriate to the social issues faced by them. The programmes may range from provision of nutrition education to skill development for effective parenting.

Check Your Progress III

Note: a) Use the space provided for your answer.
b) Check your answer with those provided at the end of the unit.

1) What is community school model? Which school social work program in India followed this model?

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2.8 LET US SUM UP

The goal of education is not only to teach, but to prepare learner for healthy functioning in society. Such broad-based objectives of education cannot be achieved by educators alone. Hence, educational institutions, especially schools, are increasingly relying on other professionals. One such professional is the social worker.

The social worker brings values, knowledge and skills of social work profession to education to help achieve its central purpose.

The United Kingdom and United States have the oldest school social work service. The attendance and home-school liaison were its initial components. Over a period of time, social work service in educational setting has evolved into various models. Some bold experiments in school social work have also been made in India.

With the successful demonstration of the utility of social workers, a large number of schools, world over, are utilizing their services. However, the competence of social worker can be used with equal advantage in other educational institutions as well.

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2.10 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress I

1) The social workers represent the human factor in education. By maintaining the school, home and community linkage, they prevent and deal with hurdles that interfere in learning. By doing so, they help the learner maximize their learning experiences.

Check Your Progress II

1) The school social work service in the United Kingdom is being provided through Education Department and Social Service Department. The Education Welfare Officers (EWOs) and the social workers of the Social Service Department work in close collaboration. The EWOs are responsible for ensuring attendance and the delivery of supportive welfare services for children in their area of jurisdiction. The social workers step in when it is felt that the development of a particular child is being prevented or neglected. They, then, take the child into state care. Today, many

EWOs do not have social work training, while social workers are all trained professionals.

The school social work service in the United States is school based and delivered by trained social workers. The initial workers undertook tasks related to attendance and home-school linkage. Over the years, the school social workers have moved on to newer challenges, such as bringing changes in school-community relationship, integration of disabled and immigrants into school system. They also work for pupil rights, issues of violence, HIV/ AIDS, substance abuse, etc. Due to long history and professionalism, the school social work services are now firmly established in schools of United States.

Check Your Progress III

1) The community school model of school social work practice targets the conditions of deprivation in the community that hinder learning. The school social worker following this model develops special programs to assist groups of disadvantaged students. The challenges with these disadvantaged students include juvenile delinquency, high dropout rate, etc.

   The school social work program of the Municipal Corporation of Greater Mumbai, has some features of this model. The study classes, non-formal education program and the appointment of paraprofessionals in social service unit are pointers to this claim.

UNIT 3   SOCIAL WORK IN HEALTH CARE SECTOR

*Prof. Asok Sarkar

Contents

3.0   OBJECTIVES

The aim of this unit is to provide you with some of the ideas used by the social worker in the health care sector. It can also inculcate a few habits among you and set the direction for dealing effectively with the patients in health care institutions as well as in community. After going through this unit, you should be able to:

- make a distinction between the meaning of health and health care;

- portray the concept of patient as a person;

- enumerate the major psycho-social factors that influence diseases and their treatment; and

- reel off the roles of social worker in health care sector.

3.1   INTRODUCTION

Health problems of a community are seen as outcomes of interaction between certain causative agents and individuals, which are mediated by the environmental conditions. In other words, the malfunctioning of social system in terms of population explosion, unemployment, poverty, ignorance, old age, unhygienic living conditions, bad housing, poor nutrition, incompatible dietary habits, poor quality of sanitary facilities, lack of safe drinking water, etc., are the causes of ill health. Thus, it is assumed that ill health is only a symptom of social disequilibrium. In medical science, curing illness or good health has been postulated as a result of application of medicine. Many social scientists are of the opinion that health is misunderstood with treatment, which is not a precondition for good health. Prof. Imrana Qadeer feels that the consciousness of the people, culture and power of the dominant classes influence the concept of health and approaches to control health problems.

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Thus, it is clear that social forces or factors are very vital for the health of the masses. In the field of social work, how social factors in health were recognized has a specific history. The first initiative was registered in England around 1880, when a group of volunteers working for an asylum started making home visits for the discharged patients. In 1895 in England, Sir Charles Loch's recommendation regarding lady almoners' visits to the patient's home in order to prevent the abuse of drugs given by the charitable hospital paved the way again for the introduction of medical social work. In the USA, during 1900, home visit for discharged patients (from hospital) was introduced to provide home level care by the nurses. It divulged the value of social factors in health. In 1902, Dr. Charles Emerson appreciated the significance of social aspects in illness. He was of the opinion that medical students should work as volunteers under the charity or agencies and need to study the socio-economic as well as emotional conditions of patients. In fact, in 1905, when Dr. Richard C. Cabot established the Department of Medical Social Work at the Massachusetts General Hospital in Boston, the real importance of social factors in health was formally accepted in social work profession. Thereafter, trained social workers were appointed in different hospitals of USA to improve the quality of health care, to understand the social factors related to illness as well as treatment and to utilize community resources in comprehensive patient care. In India, the first social worker in health care was introduced in 1946 in J.J. Hospital, Mumbai and then in 1950 in Lady Irwin Hospital, Delhi. The present unit will make an effort to understand various issues needed to carry out social work in health care sector.

3.2 MEANING OF HEALTH AND HEALTH CARE

In our society, health is usually a neglected aspect of life which is not even fully understood unless the physical health disturbs the daily activities of life. Traditionally, it has been perceived as "absence of disease" in narrow sense. Meanings of 'Health' expressed in various dictionaries are comparatively better than the traditional concept. According to the Webster's dictionary, "Health is the condition of being sound in body, mind or spirit, especially freedom from physical disease or pain." As per the Oxford English Dictionary, "Health is the soundness of body or mind; that condition in which its functions are duly and efficiently discharged."

With the advancement of science, over a period of time different concepts of health have been evolved, from an individual concern to a world-wide social goal. These changing concepts are bio-medical concept, ecological concept, psycho-social concept, holistic concept, etc. In bio-medical concept, if one is free from disease, (s)he is considered as healthy. As per this concept, the human body is viewed as a machine and disease is an outcome of helplessness of the machine. Doctor repairs this machine and his ultimate suggestion is medication. Ecologists have defined health as a dynamic equilibrium between human beings and their environment and illness is maladjustment between these two factors. In the psycho-social concept, health is influenced by social, economic, political, cultural and psychological factors of the people concerned. The holistic concept is the conglomeration of all the above-mentioned three concepts. It indicates that all sectors of the society, such as industry, agriculture, animal husbandry, housing, education, public works, communication and others, have effect on health.

The definition of 'Health' given by the World Health Organisation (WHO) is widely accepted and is broad in its perspective. According to WHO (1948), "Health is a state of complete physical, mental and social well being and not merely an absence of disease or infirmity." Here, physical component pertains to the body, mental to the mind and social to the entire socio-cultural environment. Therefore, it is evident that factors from all these

spheres have a direct significant role in shaping and defining the health of an individual. Though the definition of WHO is positive in implication, it has been criticized by many academicians or researchers. For instance, Prof. Imrana Qadeer (Social Action, July - September, 1985) argues that this definition tends to focus on the ideal rather than the actual, since it assumes the notion of an absolute, i.e., the 'complete well being' of an individual, rather than examine the relationship of the individual with his social environment. It also ignores the fact that health or well being has a range and cannot be an absolute quantity (or quality). Many people feel that the definition of WHO is irrelevant, since there is nobody in this world who can claim to be physically, psychologically and socially absolutely well. They believe that accepting this definition would thus imply that all of us are sick).

Despite of the aforesaid limitations, the concept of health shaped by WHO is standard, positive and tries to represent the aspirations of the common people.

Health Care

WHO has acclaimed that health is a fundamental human right. In order to achieve it, health care is essential. 'Health' is a broader concept, but 'Health Care' is the subset of health. 'Health' is influenced by a number of factors, such as basic sanitation facility, safe drinking water, housing condition, adequate food, healthy lifestyles, environmental hazards, communicable diseases, provision of medical care, etc. But, the term 'Health Care' refers to services provided by any institution, government organization, private institution or NGO, to alleviate pain and suffering caused by a variety of diseases. Health care is not medical care, which refers to those personal services that are provided directly by physicians or rendered as a result of physician's instructions. Thus, we can summarize that medical care is a part of health care and health care is a subset of health.

There are three levels of health care, i.e., primary, secondary and tertiary. In the primary level care, individuals come in contact with the national health care system. Sub-Centres (SCs) and Primary Health Centres (PHCs) play the role of service providers with the help of multi-purpose workers, village health guides and trained dais. In the secondary level, more complex problems are dealt with. Community Health Centres (CHCs), Sub Divisional Hospitals and district hospitals serve this purpose. Tertiary level care refers to highly specialized services, which are provided through regional or apex institutions like Medical College Hospitals, All India Institutes, etc.

In the wake of independence, sincere efforts were made to improve the health care facility. Hence, there was a gradual evolution in the approaches of providing health care. At first, *Comprehensive Health Care* was introduced, which emerged from the Bhore Committee's (1946) recommendations. It suggested integrated preventive, curative and promotional health services from 'womb to tomb' to every individual residing in a defined geographical area. As a result of it, SCs and PHCs came into existence. The second approach in health care originated in 1965 as '*Basic Health Services*'. It suggested creation of a network of coordinated, peripheral and intermediate health units to cater to the health needs of people of an area. The third approach was propagated as '*Primary Health Care*', which was declared in Alma-Ata Conference, USSR, in 1978 in order to attain the goal of 'Health for All by 2000 AD'. Primary Health Care was conceived as an essential health care service at an affordable cost which was universally accessible to individuals and acceptable to them, through their full participation. In the National Health Assembly held in Kolkata 2000 and People's Health Assembly held in Bangladesh in 2001, as many as 94 countries agreed to make the Alma Ata Declaration a success by raising the slogan 'Health for All Now'. The United Nations adopted the Millennium Development Goals in the year 2000. It adopted eight goals in which emphasis was laid to tackle several health issues by the year 2015. In

2016, the Sustainable Development Goals (SDGs) replaced the Millennium Development Goals. There are 17 Sustainable Development Goals which are intended to be achieved by the year 2030. Some of these goals include eradication of poverty and hunger, clean water and sanitation and good health and well-being of individuals.

Check Your Progress I

Note: a) Use the space provided for your answer.
   b) Check your answer with those provided at the end of the unit.

1) Define health.

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2) What is health care? Briefly discuss the levels of health care.

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3) When and where was the social worker in health care introduced for the first time in India?

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3.3   CONCEPT OF PATIENT AS A PERSON

As per the Oxford English Dictionary, the term 'Patient' refers to a person who receives medical treatment under a doctor (either in the clinic/hospital or in the home / community). The word 'Person' is viewed as a human being who is an individual with distinct characteristics. Thus, the term 'Patient as a Person' intends to consider a patient, in spite of having sick role, a normal person who is supposed to perform many familial as well as social functions. These functions may include participating in decision making related to

family affairs, carrying out responsibility pertinent to family economy and child care, listening to psycho-social problems of other family members and expressing sympathy for the same, giving/receiving respect to/from others, showing solidarity for community welfare, etc. In the field of medical and psychiatric social work, this term is important for four types of people- the doctor, family members, community people and social worker. When a patient is admitted in the hospital, many things, which are usual in the lives of the hospital staff, often create emotional crisis in the life of the patient. Patient cannot get adjusted to the hospital environment as a result of smell of medicines, inappropriate response from the staff, lack of doctor's visit, unhygienic condition of the ward, sub-standard food, fear created from the sufferings of many other patients and death, etc. Hence, doctor should handle the patient as a person by giving less importance to the sick role. On the contrary, patients have some expectations from many people. They want others, especially family members and neighbours, to understand their psycho-social problems, to extend emotional support and not to keep them isolated considering them merely as patients. The term 'Patient as a Person' is also important to social worker. By practicing it, social worker tries to reduce the burden of a disease on the patient. In this regard, the social worker, without giving much importance to the patient's sick role, engages him/her in different activities, gives respect, becomes apprised of his/ her varied other problems (apart from the disease) and suggests referral services towards their solution.

3.4 SOCIAL AND PSYCHOLOGICAL FACTORS INVOLVED IN DISEASES AND THEIR TREATMENT

There are many instances where medical professionals feel that giving so much importance to socio-psychological factors is idiosyncrasy. But social scientists do not agree. They rationalize that these factors affect personal health, health care and community well being. Hence, a few social and psychological factors are discussed below to understand their influence on disease and treatment.

Social Factors

i.   *Poverty*: It results in low income, sub optimal diet, chronic hunger and so on. These lead to malnutrition, which lowers the resistance to all diseases. Poverty also brings overcrowding of population. In an urban slum or rural area, in a family, many people live in a single room. When one member of the family suffers from one communicable disease (eg. tuberculosis), he is in close contact with others and, thus, can easily transmit the disease to them. We also confess that poverty is the root cause of unhygienic environmental sanitation and poor housing, which in turn, induce respiratory infection, skin infection, rat infestation, arthropods, accidents, high rate of morbidity and mortality, etc.

ii. *Migration*: It is both a cause and a consequence of various social, cultural and economic constraints experienced by the people in society. Rural elites migrate to the city for advanced education and, subsequently, take up urban jobs, adding to the family's wealth. On the other hand, poor peasants and tenants, landless labourers, marginal groups and poor artisans migrate to the big villages, towns and cities in order to avoid unemployment. As far as health is concerned, migration severely affects it. Rural-rural or rural-urban single male (poorer class) migration leads to contracting and transmitting of STDs, HIV and AIDS as a result of risky sexual behaviour. Women migrants, who work for brick-kiln, construction, crop cutting, tile making, cane bamboo craft and so on, suffer from occupational health hazards. These health problems of migrant women include body aches, skin irritation, sun

burn due to working in heat, respiratory problems and allergies arising out of bad working conditions, lacerations, heavy menstrual flow, etc.

iii. *Personal habits*: The personal habits of each of us have a bearing effect on the disease. For example, the eating habits of some persons. Sometimes, drastic starvation for the purpose of weight loss practiced by boys and girls is also a dangerous procedure and detrimental to healthy living. The habit of taking food late or excessive drinking, though not the direct cause of any infection, indirectly paves the ground for many diseases by lowering the resistance to infection.

iv. *Low intelligence, low education and personal ignorance*: As a result of it, many people do not know the nature or causes of a few killer diseases and, consequently, do not take any precautionary measures. For example, sometimes people mix up freely with the TB patients and are not aware that they are inhaling germs when a patient coughs on their face. Likewise, many respiratory infections, intestinal infections, arthropod-borne infections, zoonosis and surface infections (trachoma, tetanus, leprosy, STDs, etc.) may also be get transmitted as a result of low education and personal ignorance.

v. *Working condition:* Those who are called upon to work in the dark, low light and improperly ventilated area are easy victims of blindness. Not only this, the nature of work sometimes is a direct cause of blindness. For instance, carpentry, black smithy, stone-crushing, chiseling, hammering, chopping wood, etc. Apart from blindness, bad working conditions can also lead to many diseases like heat exhaustion, heat cramps, frost bite, caisson disease, respiratory diseases including lung damage, occupational deafness, leukaemia, pancytopenia, injuries or accidents and so on.

vi. *Social stigma*: Many diseases, such as tuberculosis, leprosy, filaria, etc., lead to a sense of rejection, non acceptance and shame in the patients. The chief cause of it is the sense of rejection that prevails upon the minds of people living in the family as well as in the community. People assume that they may be infected if they mix up with the patients. A male adult suffers more due to his non-acceptance in the work place. A big anxiety about going back to work is caused by the fear of rejection by colleagues and authorities. Many questions come in his mind. Will he be looked down upon because of his disease? How will he be able to carry on in such an unfriendly atmosphere? However, a woman is also not so sure of acceptance by her husband and relatives. Though it is a fact that only a few women are actually deserted by their husbands on account of the disease, the fear of rejection or desertion is utmost in the minds of a large number of women patients. We also come across the fact that, sometimes, the relatives of the patients become isolated as a result of social stigma.

vii. *Cultural factor*: With the slow departure of caste system and impact of Western culture, eating and drinking out have developed amongst people. In cities and towns, it has become a common practice that people take snacks or refreshments by going to hotels or restaurants. They are neither hesitant to take food or drinks prepared by the persons belonging to other castes, nor mind to eat foods from plates and cups used by others. Many patients visit these restaurants and the crockery used by them is used by others too. In the hotels or restaurants crockery is seldom sterilized. Sometimes, a mere dipping of tumblers and cups in a bucket full of water is all that goes under the name of cleaning. Unless we sterilize these materials, they remain a rich source of infection and can spread many diseases.

viii.   *Other factors*: Along with the above mentioned aspects, many other social factors, such as urbanization and industrialization, availability and accessibility of health services, superstitions and traditional beliefs, drug addiction and alcoholism, etc., also influence a number of diseases or their treatment.

Psychological Factors

a) *Emotional problem*: Every individual in the world wants to live and takes precautions for survival. But there are some patients in whom this 'will to live' is not strong. Death is more welcome to them due to intensive suffering and emotion. Thus, a mind, which is concerned with death, helps to prepare the body for the disease and thus intensifies the mind's activity along those lines.

b) *Anxieties and tensions*: Everybody suffers from it in day to day life. Though each one develops from the childhood onwards, there are various mechanisms or techniques for relieving or controlling anxieties. Many persons go on indulging themselves into too many activities in order to regulate them. People make these activities or techniques permanent habits in their adulthood, which they are unable to resist or control. Thus, there are varied personal factors that play significant role in people's life, sometimes these become very embarrassing in the real life situation and expose many psychological disorders.

c) *Fatalistic attitude*: People depend on the fate and feel that all illnesses will be controlled by God. This attitude brings lethargy and inertia among them. On the part of the individual as well as community, it is a stumbling block and broadens the scope of diseases.
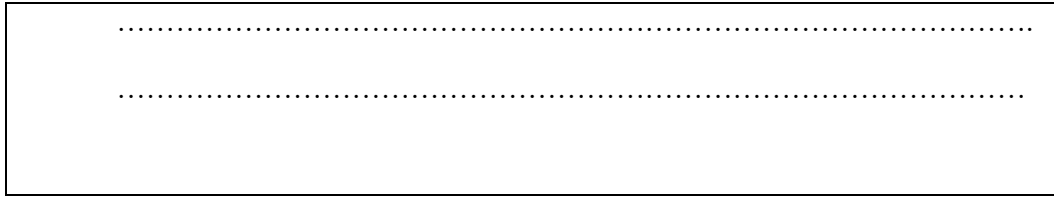

Check Your Progress II

Note: a) Use the space provided for your answer.
b) Check your answer with those provided at the end of the unit.

1) What do you understand by the term 'Patient as a Person'?
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2) Enumerate the social and psychological factors that influence the diseases and their treatment.
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3.5 ROLE OF SOCIAL WORKER IN THE HEALTH CARE TEAM

The term teamwork has become a commonplace in health care organisations in the 21st century. Teams are viewed as important functioning units and the potential benefits of teamwork are duly recognized as well as applauded. Depending on the level of integration, teamwork is distinguished by such terms as multidisciplinary, interdisciplinary and transdisciplinary. In *multidisciplinary teamwork*, experts from different disciplines are associated with the client, but each one is accountable for his or her disciplinary activities. The *interdisciplinary teamwork* presupposes interaction among various disciplines. The resource persons perform diversified activities, but also are liable for the group effort. *Transdisciplinary teamwork* has these characteristics to a greater extent. Representatives of various disciplines work together, but only one or two team members actually provide the services. In health care setting, social workers work in the interdisciplinary or transdisciplinary team. Medical professional or psychiatrist, medical or psychiatric social worker, clinical psychologist, occupational therapist, trained nurse, etc., are the members of health care team. The important functions of social worker associated with this team are as follows:

a) He *notes down the social history* pertaining to the patient's childhood and school performance, home condition, inter personal relationships in the family, job performance, psycho-sexual history, attitudes, hobbies, interests, etc., in order to understand or analyse patient's perennial problems in the context of present difficulties. This background information collected by the social worker and the medical professional's or psychiatrist's report as well as the findings of the psychologist help to diagnose and plan treatment.

b) Social worker *explains the nature of disease* or illness to the patients and their family members. He also explains how frequently the same disease can occur, what could be its impact at the individual level or at the group level, and the treatment procedures recommended by the doctors.

c) A social worker, as a member of health care team, can help the patient and family to find out the way towards better *social adjustment*. In this regard, he may provide emotional support and bring environmental modification by working with the employer or educational institution or family member or neighbourhood.

d) Many a time, lack of resources makes it difficult for a patient to receive appropriate medical or psychiatric care. Hence, social worker *pools community resources* in order to provide money or medicines or clothes or prosthesis to the poor patients, so that they can continue treatment as per the advice of the doctor. Apart from this, social workers also keep in touch with other social agencies available in the community, who refer the cases regularly to the clinic. This helps in proper co-ordination of services.

e) Activities related to *group work* with the patients and their family members are undertaken by the social workers in order to provide recreational facilities,

necessary awareness and therapeutic inputs. Group work is supposed to be used as a primary activity in the psychiatric institutions where long-term cases exist, but tentatively, only 24.1 per cent social workers consider it as primary function (Verma, 1991). The fact is that most psychiatric departments provide services mainly through OPD (Out Patient Department). Though CGCs (Child Guidance Clinics) accentuate on the group work/ therapy while working with children, very few CGCs organise group activities involving the parents for the purpose of therapy, counselling and education. Apart from psychiatric setting, group work method is generally neglected by the social workers, especially in institutional heath care services.

f) Social worker helps the client in *rehabilitation.* In health care setting, rehabilitation is a process of helping a patient to return to normal life or attain the best possible lifestyle following a serious illness or injury. It may be social rehabilitation (restoration of family and social relationships) or psychological rehabilitation (restoration of personal dignity and confidence) or vocational rehabilitation (restoration of the capacity to earn a livelihood).

g) Facilitating in *referral services* is one of the important functions of social worker. Referral service means linking a client or patient with an agency or programme or professional person that can and will provide the service needed by the client. In medical setting, a patient may be referred to a clinic or polyclinic or nursing home or hospital. In psychiatric set up, a patient can be referred to CGC (if child is having behaviour problem) or de-addiction centre (if alcoholic or drug addicted) or psychiatric department (for more opportunities pertaining to the therapeutic inputs) or mental hospital (to deal with the chronic and acute mental patients requiring physical treatment). The extent to which cases are referred to medical social workers or psychiatric social workers by other members of the health care team is an important indicator of the recognition of social work services.

h) Social worker gets involved with the *follow up* of the patient and his family, so as to stabilize the gains made during treatment. In medical or psychiatric institutions, in order to carry out follow-up activities, patients or their families who visit OPD are interviewed to assess the progress made by the patients after discharge. In CGCs, follow-up includes a greater degree of self-investment on the part of social workers in conducting interviews with the children, their parents and relatives, visiting homes and schools, etc., in order to ascertain the outcome of the intervention.

i) Social worker is also associated with the *teaching, supervision and staff development* activities. In order to provide social work knowledge, he teaches undergraduate and post-graduate level medical students, social work students, physio-therapy as well as occupational therapy students, nursing students, etc., and supervises interns, student social worker (for field work), para-professionals, volunteers and the like. With a view to upgrade the performance of the staff, social worker also organises seminars, conferences and workshops inside or outside the hospital.

j) Records that are maintained regularly and have clarity and objectivity are important for the continuation of treatment of the client, organisational development and social research. Social workers *take the responsibility of maintaining these case records, registers, files and correspondence* for future guidance and research purposes. It is found (Verma, 1991) among the social workers that tentatively, 87 per cent and 97 per cent regularly maintain registers and case sheets. Very few

social workers, i.e., almost 12 per cent and 19 per cent up-to-date their process records and summary records, respectively.

k) *Research work* includes activities of varying complexity from the formulation of research problem, development of hypotheses, selection of methodology, data collection, data analysis to report writing. Off and on, it is found that the social worker is involved in each phase of these research activities, which forms a part of their functions. But it is also pragmatic that none of the social workers carry out independent research work. They regard it as an auxiliary function.

l) In order to carry forward 'Mental Hygiene Movement' and propagation towards 'Health For All – Now', social workers *keep in touch with the community* by means of write ups in periodicals, audio-visual methods, radio, TV, social media etc.

m) A social worker associated with a health care team also acts as a *promoter of community residential care provider*. People who have no families or whose families can no longer care for them at home and who do not belong to a hospital or nursing home require community residential care.

n) Apart from all the aforesaid functions, *social worker attends emergencies* as and when required. There are two types of emergencies, i.e., medical emergencies and social emergencies. Burns, cardiac problems, poisonings, traumas, etc., are the true medical emergencies. Social emergencies include cases of child abuse, spousal abuse, elder abuse, rape and so on. All these have some common characteristics, i.e., they are unexpected, happen suddenly, endanger the patient's life, and the patients or families are not prepared for the same. As a result, patients or families face uncertainty, numerous questions, a flood of emotions and a need to plan response to the situation. Social worker, in this context, provides support in reducing the degree of uncertainty and in understanding as well as gaining control over the situation.

Check Your Progress III

Note: a) Use the space provided for your answer.
b) Check your answer with those provided at the end of the unit.

1) What is team work? Who are the members of the health care team?
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2) Discuss any two functions of the social worker as a member of the health care team.
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3.6   LET US SUM UP

Social work has been a part of health care scene for more than a century. It has made significant contribution in various health care fields, such as hospitals, clinics, rehabilitation centres, nursing homes, health departments, health agencies, etc. The terms like health, health care, patient as a person, psycho-social aspects of health and so on, have been redefined in social science and social work under the social development paradigm and the same refined knowledge have reinforced the capacity of social workers in health care in the 21st century. Now, social workers understand that illnesses have different meanings to the individual, family and the community. Hence, being a member of health care team, the social worker tries to give equal importance to the patients, their families, hospital environment as well as administration and community affairs.

3.7   KEY WORDS

Health For All- Now : In 1978, a potential breakthrough in global health rights took place at an international conference organized by the WHO and UNICEF in Alma Ata in erstwhile USSR. As many as 134 countries participated and declared the target of "Health for All by the Year 2000". The year 2000 has come and gone, but the declaration has not been materialized. The National Health Assemble held in Kolkata in 2000 and the People's Health Assembly held in Bangladesh in 2001clearly argued in this issue and raised the slogan 'Health For All- Now'

Mental Hygiene Movement : It refers to the promotion of positive mental health of individuals in a community by designing and implementing programmes, which reduce the incidence and prevalence of various mental illnesses.

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3.9 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress I

1) WHO has defined (1948) health as a 'State of complete physical, mental and social well being and not merely an absence of disease or infirmity'. Though this definition has some limitations, it is standard, positive and tries to represent the aspirations of the common people.

2) 'Health Care' refers to services provided by any institution, government organisation or private institution or NGO) to alleviate pain and suffering caused by a variety of diseases. It is not medical care, which provided directly by physicians or rendered as a result of physician's instructions.

   There are three levels of health care, i.e., primary, secondary and tertiary. In the primary level, individuals come in contact with the health care system through Sub-Centres (SCs) and Primary Health Centres (PHCs). More complex problems are dealt with through Community Health Centres (CHCs), Sub Divisional Hospitals and district hospitals at the secondary level. Tertiary level care refers to highly specialized services, which are provided through regional or apex institutions.

3) In India, the first social worker in health care was introduced in 1946 in J.J. Hospital, Mumbai.

Check Your Progress II

1) The term 'Patient as a Person' intends to consider a patient, in spite of having sick role, a normal person who is supposed to perform many familial as well as social functions. These functions may include participating in decision making related to family affairs, carrying out responsibility pertinent to family economy and child care, listening to psycho-social problems of other family members and expressing sympathy for the same, giving/receiving respect to/from others, showing solidarity for community welfare, etc.

2) Various social and psychological factors that influence the diseases and their treatment are as follows:

Social Factors:
- Poverty
- Migration
- Personal Habits
- Low intelligence, low education and personal ignorance
- Working condition
- Social Stigma
- Cultural Factor

Psychological Factors
- Emotional Problem
- Anxieties and tensions
- Fatalistic attitude

Check Your Progress III

1) A team comprises of different categories of members, in this case, staff or personnel. Teamwork refers to the work of two or more staff members who plan and carry out a particular task or programme through proper coordination and cooperation.

   Medical professional or psychiatrist, medical or psychiatric social worker, clinical psychologist, occupational therapist, trained nurse, etc., are the members of health care team.

2) As a member of the health care team, two important functions of the social worker are as follows:

   a) *Interpreting Problems:* Social worker explains the nature of disease or illness to the patients and their family members. He also explains how frequently the particular disease can occur, what could be its impact at the individual level or at the group level, and the treatment procedures recommended by the doctors.

   b) *Pooling Community Resources:* Many a time, lack of resources makes it difficult for a patient to receive appropriate medical or psychiatric care. Hence, social worker pools community resources in order to provide money or medicines or clothes or prosthesis to the poor patients, so that they can continue treatment as per the advice of the doctor.

UNIT 4   SOCIAL WORK IN INDUSTRIAL SECTOR

*Dr. Ranjana Sehgal

Contents

4.0   OBJECTIVES

This unit is designed to equip you with an understanding of the field of social work in industrial sector.

After studying this unit, you will be able to:
* define industrial social work;

* trace the historical evolution of social work in industry in the West as well as in India;

* understand the social responsibility of industry;

* define the scope of social work practice in industry;

* analyse the extent to which social work methods are applicable and suitable to the needs of the industry;

* delineate the place of a professional social worker in an industrial setting; and

* state the problems and future prospects of social work in industry.

4.1 INTRODUCTION

We live in an industrial age. The machine-processed articles supply most of our daily necessities and have contributed enormously to the material wealth of the world. Today, the worker finds it possible to enjoy more leisure and comfort than many of his counterparts a century ago. Today, if the

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industrial society has placed at his disposal many comforts, it has also created a new threat to his economic, social and emotional security. The everchanging economic and technological conditions require workers to keep rethinking about their social situation, to go on making new adaptations, and to create a network of new relationships. For many people, job consumes most of their time. More than that, personal aspirations, interests, fears, joys, family and community problems are tied up with the job. Since workers give most of their working hours and productive ability to the jobs and are left with little time and energy for other matters, it is not only an ethical responsibility of the employers, but it is also very important from the production and efficiency point of view that conditions be created wherein the operatives could develop satisfying work relationships. The groups and individuals should be able to live and work together in greater harmony and with greater satisfaction to all concerned.

In recent years, the social work profession has extended its purview to include many new and exciting areas of practice. Though the service delivery differs in different settings, a common ideal, namely 'help', uniformly binds them all. One such field that is receiving increasing attention is social work practice in business and industry. Today, the business community in its bid to improve the overall functioning of its human resource is seriously examining and using some of the services that professional social workers can offer by virtue of their specialized training. The emerging field of social work in industry refers to the reciprocity of objectives of business and social work.

4.2   CONCEPT

Even though social work in industry started nearly eighty years ago, it is still a relatively new concept. Though still in the process of growth, progress has clearly been made towards the clarification of the particular aspects arising from the integration of the industrial social work function with the overall organisational structure of an enterprise.

The inspiration for this new activity came from the European seminar on Personnel Social work held in Brussels in September 1960. The report of the seminar emphasized that the term 'Personnel Social Work' was preferred to the term 'Industrial Social Work' because the scope of the profession extends beyond the industry. Various definitions and interpretations have been given to the term industrial social work. However, the field is still in the process of defining itself.

According to Saini (1975), industrial social work has come to be defined as a systematic way of helping individuals and groups towards a better adaptation to work situation.

For any discussion on the concept of industrial social work, one has to revert to the report of European Seminar on Personnel Social Work that accepted the following definition.

'Personnel Social Work is a systematic way of helping individual and groups towards a better adaptation to the working situation. Social problems in an enterprise arise whenever an individual employee or a group and the work situation cannot adapt to each other.'

These days, the term occupational social work is being increasingly used in the West for the reason that the scope of social work can be extended to include all kinds and variety of occupations.

The latest interpretation goes as follows:

'Occupational social work can be broadly defined as a specialized field of social work practice, which addresses the human and social needs of the work community through a variety of interventions, which aim to foster optimal adaptation between individual and their environments. In this context, occupational social worker may address a wide range of individual and family needs, relationships within organisations and the broader issues of the relationship of the world of work to the community at large (NASW 1987).

From the definition, it is clear that no matter by what name we call it, social work, when applied to business and industry, is a utilization of social work knowledge, skills and values to bring about goodness of fit between man and his work environment.

According to the Dortmund report, social work in industry has a threefold aim, namely:

a) to help any individual or group to adapt to the work situation and to meet the work requirements; it may here be pointed out that the problems arising for these individuals or groups may :
   1)   be caused by, or occur in the work environment;

   2)   have unfavourable effects on the work situation, although not arising therefrom.

b) to stimulate management to adapt the work situation to the social needs of the employees.

c) to assist the work "community" as a whole to function in a better way.

Check Your Progress I

Note: a) Use the space provided for your answer.
b) Check your answer with those provided at the end of the unit.

1)   Define Industrial Social Work.
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4.3   HISTORICAL PERSPECTIVE

In Europe, scientific social work had its roots in the early 20th century. The Industrial Revolution, which first began in England, had transformed the pace and direction of the industrial production. Increasing use of machine power was far from being an unmixed blessing. The radical changes in the organisation and operation of industry ushered in by the Industrial Revolution were doubtlessly responsible for many of the economic and social problems that developed at that time with far reaching consequences.

Sensitive minded reformers soon perceived the incongruity of the rapid accumulation of wealth and the simultaneous decadence of human well-being and happiness among the masses. Some employers did act on a humanitarian impulse in response to the appalling conditions of the industrial workers. However, their concept of welfare was paternalistic.

The second phase of the industrial era in Europe falls in the period between the World Wars (1918-1939). It was a significant period in relation to employee's welfare. The phase was marked by increasing recognition of the human factor in industry, as was evident from the fact that the worker became a subject for studies in the industry.

A major breakthrough was achieved with the series of experiments conducted by the Hawthorne Works in Chicago from 1926 onwards. The experiments believed that if the employees were satisfied with their 'work situation', they were likely to reciprocate by being more productive. Consequently, the facilities relating to housing, work holidays, employment of apprentices, wages, etc., became increasingly important. To this was added the social legislation in the area of health and safety, industrial relations, works committees, social insurances, etc. Thus, in Europe, the concept of industrial social services began to be gradually integrated into the national social policy.

In the early 20th century, in addition to the changes in the political systems emphasising workers' welfare, the advances in social sciences, such as industrial psychology, industrial sociology, etc., added new dimensions to the understanding of the workers as a psycho-social entity rather than a mechanical robot.

In Britain, the concept of social work in industry has been virtually non-existent. It was only during the Industrial Welfare Movement between 1890-1913 that there was a brief spell of welfare activities undertaken by enlightened employers. The after-effects of the Industrial Revolution on the social conditions of industrial workers called for immediate action. Consequently, enlightened managements employed female welfare workers on their staff to look after the problems of the women and children working in the factory. The Quaker Firms of Rowntress and Cadbury's took the lead in this movement (U.N.1961).

World War II brought in its wake dislocation in industries and consequent problems of unemployment. The need for a social worker was greatly felt at this point. But with the ensuing stability in the socio-economic condition, the social workers in industry were left with no relevant functions. In Germany, the trained social workers were in great majority, but their position experienced basic shocks and disapproval shortly after World War II because industrial social work came to be wrongly identified with the ideology of National Socialism.

There were only a few practising industrial social workers after World War II, as there was a federal cut back in their services. It was not until the 1960s and 1970s that the profession and the schools of social work began to take a more serious look at industry and business as an arena of social work practice.

The Industrial Social Welfare centre at Columbia University's School of Social Work was developed in the early 1960s, which gave field placement opportunities for students in Union settings. In the late 1960s, the trend was followed by the Boston College, Wayne State and Hunter College of Social Work and the University of Utah.

In view of the increasing complexity in the field of personnel social work, the International Federation of social workers undertook the responsibility to explore the different directions in which personnel social work was developing and, at the same time, examined the basic concepts underlying its practice. Consequently, with collaboration of the Technical Assistance Office of the United Nations, Geneva, International Federation organised two International Study Groups on the functions and working methods of the personnel social worker. The study groups met in September 1967 at Zurich (Switzerland) and in March 1959 at Dortumnd (West Germany). The report of these study groups form the basis for the development of the concept of industrial social work as formulated in the Report of the European Seminar on Personnel Social Work, held under the European Social Welfare Programme (1961). The Seminar reviewed the earlier report and reiterated the need for personnel social work and highlighted its place by emphasizing that, "the concept of personnel social work should be embodied in the personnel policy of the enterprise, regardless of whether the function is part of the organisational structure of the enterprise or is carried out by an outside agency.''(U.N. 1961)

Industrial psychology and psychiatry had found favour in the U.S.A., in so far as the whole field of personnel counselling, covering all levels in the enterprise, was involved with mental health issues. Programmes were aimed towards the treatment of alcoholics, preparation for retirement or the handling of individual, supervisor-worker relationship and referrals of workers to specialized services, organised mainly through state and local mental health associations. Social workers were also used to train counsellors who helped union members to deal with their personal problems by way of consultation. Social work maintained a link between the management, labour and the community resources such as community councils, boards and national fund raising drives (Dsai and Dole 1979).

The Council on Social Work Education (CSWE) in May 1976 sponsored a meeting with social work practitioners, educators, representatives of organised labour and industry to discuss curriculum implications for future development in the field of social work in industry.

On June 7, 1978, 100 industrial social work practitioners from across the U.S. and Canada met in New York City to explore the nature of industrial social work practice and came to the conclusion that social work in industry had a very promising future and was uniquely suited to the labour and industrial setting, given the profession's commitment to a 'social functioning' perspective as opposed to a health versus illness approach common to other helping professions.

The joint project of the CSWE and NASW on social work in industrial settings (March 1977-Oct.1979) was a commitment by the profession to further the development of industrial social work education and practice and a hallmark in the development of Industrial Social Work. The practice of social work in the industry in the West has since been on a steady rise.

Developments in India

It is not an easy task to examine the developments in the area of social work in industry, especially in India because of the uneven development and the shifting nature of the field itself. Nevertheless, some important landmarks and major trends that influenced the present and the future have been briefly touched here.

Industrial Growth

Fully sharing the impact and consequences of international events, such as World War I, the subsequent recovery and boom upto 1929, the great depression of 1930-34, the recovery of 1935-39 and the Second World War, the industrial growth in the country during the period from 1914-1939 had its ups and downs. The Royal Commission on Labour, which submitted its report in 1931, had given a coherent picture of the pattern and problems of industrial development in India. The two World Wars had greatly helped India achieve a more accelerated tempo of industrial development, deriving substantial support from the fiscal and industrial policy of the Government of India. In India, the area of industrial development actually started with the beginning of the planning era in the early 1950s. Along with the industrial growth in India, in keeping with the demands of the industry there was simultaneous development of the personnel function in industry.

Growth of Personnel Function

The concept of industrial social work in India has been the by-product of the evolving field of personnel management over the years. While it was the special circumstances accompanying the period of the First World War that led to the development of the personnel function in the West, in India, it took another decade for the first personnel functionary known as labour officer to be appointed in sizeable numbers.

The first official administrator joined the ranks of the industrial management cadre in the year 1931 through the good offices of the Royal Commission on Labour under the chairmanship of J.H. Whitley. This commission was appointed to inquire into and report on the conditions of labour in the

industrial undertakings and plantations in British India on health, efficiency and standard of living of the workers. It was discovered that corruption was rampant, especially in the area of recruitment. On the recommendation of the Commission, the labour officer was appointed with the specific duty of eliminating corruption by taking over the recruitment function.

However, the exploitation of the labour continued. Statutory welfare provisions were not implemented by the employers. At this stage, the State felt it necessary to intervene and make statutory the appointment of an officer whose sole duty would be to look after the health, safety and welfare of the workers. Thus, in 1948, the welfare officer was statutorily born in section 49 of the Factories Act, 1948. This welfare officer, though his nomenclature may be misleading, was in fact a personnel practitioner. The range of his administration covered not only the welfare function, but also the functions of personnel administration and industrial relations.

The expansion of the field of personnel management has been greatly affected by the statutory support given by the government. In fact, this was the only statutory officer at that time and, perhaps India was the only country in the world to create this statutory position against the background of the social reform, social service and social movement during the 19th century. In the West, the nomenclature 'Personnel function' emerged in 1950s and in India, we accepted it in the 1960s.

Modern industry in India has grown by leaps and bounds after independence, both in size and in organisation. Its primary concern, therefore, became to correspondingly improve the efficiency of its personnel. Since the efficiency of an enterprise is dependent, among others, on industrial peace, the physical environment and a satisfying atmosphere prevalent therein, it was but natural that labour and welfare officers were asked to assume personnel functions and to evolve functionally as well as status wise into personnel officers.

The personnel officer has to a great extent, come to be accepted as a member of the modern management team in Indian industry. But his duties remain a "hotch potch of the legacies of the labour officer and the welfare officer."

The labour officer of yesterday evolved into the personnel officer. The growth actually began with the paternalistic welfare approach in the 1930s. Since then, its emphasis shifted to the field of industrial relations and labour management of the 1940s and 1950s. It has finally developed as a comprehensive function in the 1960s, a function, which has come to be integrated with the management function in an organisation. And, in the 1980s, it emerged as an H.R.D. (Human Resourse Development) function with still wider implications. This has resulted in the recognition of human resources as great asset to the organisation. This is evident from the fact that the concept of labour has itself undergone an evolution; referred to as 'labour' in the beginning and then 'employee'.

The term 'personnel' came to be widely used to denote the work force of an organisation in the 1960s and 1970s. Today, they are collectively referred to as the 'human resource' of the organisation.

Industrial Social Work: Emerging Trend

During the 1960s, industrial social work, as distinct yet part of the labour welfare and personnel management, emerged. This new direction was greatly influenced by the concept emphasised in the European Seminar on 'Personnel Social Work' held in Brussels in 1960. It was at that time that a clear demarcation in the functions of a personnel officer and social worker in industry appeared and social work in industry began to be differentiated from the concept of statutory welfare.

Industrial social work is a new phenomena and affords wide scope for specialised services in industry, at work place, in the employee's family and the community. However, it must be admitted that the duties covered under labour welfare form the genesis of the modern concept of industrial social work in India.

Industrial social work may be regarded as a specialisation coming within the field of Personnel Management. It means that the personnel man hands over part of his function to the social worker, namely, looking after the personal well-being of individuals and groups within the undertaking. Of late, there is a growing incidence of social work activities being undertaken by respected organisations, who have felt the need to call upon the skills of the professionally trained social worker in handling personal problems of their employees, in so far as they seriously interfere with their work life and affect productivity.

Though the phenomena of industrial social workers has come to be accepted in Indian industries, it is still confined to Metro cities of India where full time social workers are appointed, but in small numbers. Till the industry widely opens its arms to full time social workers, this function may have to be carried out by personnel/welfare officers.

Check Your Progress II

Note: a) Use the space provided for your answer.
b) Check your answer with those provided at the end of the unit.

1) What was the most important landmark in the Historical Development of industrial social work in India?

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4.4   SOCIAL RESPONSIBILITY OF INDUSTRY

"None of our institutions exists by itself and is an end in itself". Every institution is an organ of society. Business is no exception. The business role has traditionally focused on economic performance in the production of goods and services, but this role is gradually evolving towards a more social orientation. In the early 1950s, there was a sharp shift in public mood towards more social concern, which was reflected in extensive social conscience, concern and social responsibility.

The idea of social responsibility denotes that decision makers in industry are obligated to take actions, which protect and improve the welfare of the society as a whole, along with their own interests. The net effect is to enhance the quality of life in the broadest possible way. Society expects business to show much more concern for social effects, which arise directly from performance of business's economic functions and also expects business to help solve a number of general social problems that only indirectly relate to business activities. Social responsibility is concerned with the public interest. The substance of social responsibility arises from the concern for the consequence of one's acts, as they might affect the interest of others.

There are a number of ways in which business and industry may respond to social demands being made on it. One approach is withdrawal by which business recedes further into its own shell, reducing its interface with society and trying to mind its own business, it passes its social costs on to society, and generally leaves the problem for society to solve.

Business could also use the public relations approach. It offers public, through the press and public speeches, a multitude of stories about its accomplishments in social areas, all the while making no changes in existing practices.

Another option is the legal approach. Business depends upon law to protect it from changes because it knows that laws are amended very slowly in a large social system. Meanwhile, business does only the minimum required by law.

An additional approach is bargaining by which business negotiates with pressure groups, which make claims upon it. In this manner, it attempts to resolve disputes with negotiated settlements, which often produce change.

Problem solving is another approach in which business makes a genuine study of society's and business's values and needs and then it attempts to reconcile them in constructive ways. The problem solving role is an ideal one for business. Business is known as an efficient problem solver, and people look to it for leadership in this area. Problem solving will also help business retain its position as a major social institution. If it can, by its own merits, contribute to social solutions, it will improve goodwill and acceptance of its role. (Davis and Blomstrom, 1975)

In order to discharge their social responsibilities, to promote employee satisfaction, to achieve efficiency of operation and to ensure orderly conduct of plant affairs, most companies work in three directions. Firstly, they participate in and contribute to public programmes of social security and national health services. Secondly, they cooperate with the state and local authorities and other agencies whose services are made use of by the workers. Thirdly, they organise personnel departments in their plants to perform the tasks, such as employment service, industrial relations, wage administration, compliance of statutory obligations, welfare management and social work.

All these services constitute the personnel services in industry. It falls to the management to see that the multiple social responsibilities of business are fulfilled.

Check Your Progress III

Note: a) Use the space provided for your answer.
   b) Check your answer with those provided at the end of the unit.

1) What do you understand by social responsibility of industry?
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4.5   SCOPE OF SOCIAL WORK IN INDUSTRY

If we accept that business and industry are not merely profit oriented institutions but have social obligations as well, then social work does have plenty of scope in industry, as it can help it to achieve its social goals. Today, the managements' concern is not only confined to the production or sale of

goods and services, the social climate inside the organisation, the work structure and the mental health of the employees is of equal concern.

Industrial social work can go a long way in improving the social climate and quality of human relations in an organisation. Human relations propose in general that productivity should be achieved by means of building and maintaining employee dignity and satisfaction rather than at the cost of these values. In social work, human dignity is always upheld and man is helped to integrate and adapt to his social environment.

There is plenty of scope for social work practice in industry. This is because the larger the organisation, the more complex are the problems faced by human beings. In small organisations, employees have direct access to the managers and so many of their problems get sorted out early. In larger organisations, there is no such opportunity for the employees, as everything has to go through proper channels and, thus, they have access only to the supervisors and junior managers, who are not decision makers. Relationships between employees and management are more formalized and availability of the management to the employees is limited. Paternalistic attitudes towards employees and authoritarian kind of approach seem more prevalent in organisations. A social worker can help the employees to overcome their problems and continue to function as productive workers. According to M.M. Desai, the professionally trained social worker can develop his/ her programmes at the following levels:

- Preventive and developmental
- Curative

Preventive and Developmental

1) Informal educational programmes aimed at enlightening the workers on issues pertaining to work life like industrial safety, functional literacy, saving habits, social security, etc.

2) Promoting the use of health and medical programmes for workers and their families (health check-ups, inoculation campaigns, family planning, informative sessions on nutrition, low cost diets, childcare, etc.)

3) Personal and environmental hygiene, etc.

4) Developing recreational programmes like library services, prime sports gatherings, various skill competitions, exhibitions, film shows, etc. Celebration of cultural festivals, supplementary income programmes, hobby classes, vocational guidance programmes, etc.

Curative

Curative programmes are aimed at handling problem situations faced by the individual worker by helping him to make maximum use of his own potentials and the resources offered by the industry and the community. Counselling to the individual employees and their families can be given for problems, such as alcoholism, indebtedness, and absenteeism, etc. The counselling services can be coupled with concrete assistance by the way of:

1) Securing medical help within or outside industry.

2) Planning the family budgets.

3) Helping employee family members in obtaining funds.

4) Seeking employment for worker's dependents.

5) Referring the worker/his dependents to welfare agencies in the community like child guidance clinic, marriage counselling bureaus, alcoholic anonymous groups and the like, wherever there is a need.

Thus, social work skill can be actively used for preventing problems from happening, as also for enriching the life of the workers and their families. Early detection and prompt treatments may prevent some workers from becoming serious casualties.

Social work intervention in industrial sector can be at micro and macro level. At micro level, the social worker can provide treatment to the worker and his family, employer and union members. Help may be given in relation to problems related to work, self and others around them, such as job performance, job satisfaction, absenteeism, conflict situations, etc. Further problems, such as anxiety, depression, phobia, mental disturbance, substance abuse, marital and family conflict, may also be attended to.

At the macro level, it can be organisational intervention where the social worker can provide individual and group consultation to supervisors and managers at all levels regarding the understanding of human behaviour. The intervention may be in the form of proposing a new job design. Organising and planning of the services at the preventive, developmental and curative levels requires a basic study of the organisation. It is through an open and sensitive approach, rather than a predetermined blue print that the intuitive social worker can positively integrate the social work objectives with the management objectives. However, the scope of social work in business and industry would, in real terms, depend upon:

1) the attitude of the management;

2) the extent to which these needs can be addressed by social work;

3) cost effectiveness of the services provided.

Check Your Progress IV

Note: a) Use the space provided for your answer.
b) Check your answer with those provided at the end of the unit.

1) On what does the scope of social work in industry depend?
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4.6 APPLICABILITY OF SOCIAL WORK METHODS

The relevance and suitability of social work methods can be justified on the basis of the contribution, these methods can make towards the realization of the objectives of the business organisation. Divergent views have been expressed on this issue; some experts feel that these methods have little contribution to make in profit oriented setting of business and industry. According to them, "In

industry, we essentially pursue the commercial activities, economic propositions, hard accounting business and complicated machines, then how does social work figure here?"

To this, we can say that social work today extends to all strata of society. It is a science having a body of knowledge and an art having specialized techniques and skills of practice that are relevant to any problem situation at any level. It is an enabling process and any area, where it can fulfill its role, is relevant to it. The working class cannot be excluded from its purview.

There may be limitations for its practice in industry, but similar limitations exist for the practice of these methods in some of the primary settings in India. The three primary methods of social work, namely, social casework, social group work and community organisation can be fruitfully used in business and industry. Social worker can, apart from economic causes, study the socio-cultural and psychological causes of personal problems in industry. Their role will be of bringing about adjustment between men and women in business and their work situations.

Let us take a look at the specific contributions some of the social work methods can make to industry.

Social Casework

Social casework can be effectively used in situations of individual problems, such as alcoholism, depression, drug abuse, anxiety, marital and family difficulties, etc. Further, in induction, grievance situations, transfer cases, leave needs, absentee situations, problems due to job loss, retirement, etc., it can find much use. In accident cases and cases of indiscipline, it is very useful.

This primary method of social work can be effectively applied at two levels:

1) Difficulties and problems arising due to adjustment to family life due to any psychological, economic or cultural factors.

2) Difficulties arising out of adjustment to work life due to environment, personality problems, organisational structure and programs, etc.

Social Group Work

Group interaction can be used as an effective tool for helping employees to understand themselves and improve their relations with those around them. Group work techniques can be used in certain group situations to help the group to attain their efficiency and objectives through a harmonious development of the group work process. It can be used in consultation situations, such as labour management council, various committees, meetings, collective bargaining contexts, development and implementations of several welfare programs inside and outside the workplace, building of group morale, etc. It can be used in educational programs and workshops for at risk employees related to areas, such as coping with job related stress, family and marital stress, anxiety, drug abuse, etc.

Community Organisation

Here the social worker can help business to understand the total community in which they live and utilize its resources to benefit the community on one hand and the organisation on the other.

The problems, such as lack of educational facilities, proper recreation, medical facilities within the workers' community, can be attended to by the social worker. Community consciousness and development are being given importance by the management where the skills of the professional social worker can be effectively used.

Social Action

Social action method would be useful when the social worker gives services to the unions. Unions can today use the social worker's knowledge and specialized skills in putting forth demands, negotiating peaceful strikes, serving and enforcing labour legislations, etc.

Research

Social research is being used in industrial settings. The purpose is to collect and ascertain facts pertaining to a variety of issues and problems in industry. It will help businesses to understand the realities in management-employee relationship. Many a time, management takes piecemeal measures to counteract the inefficiency of the workers and may fail. But an integrated approach of social work may produce better results. The effort should be to locate the factors that have created and contributed to the problem and, after a careful analysis, offer plausible solutions. A professional social worker, by using his research skills, can help the management solve many problems.

It is not one method alone, but a fusion of all the above methods that truly help the business and industry, for a problem may not be a result of any one factor. It has to be studied in its totality. In such situations, a holistic approach of social work is very much needed. While handling specific problems, the casework help may be more effective, but some cases respond better when handled on a group or community level. A trained social worker, by using an integrated approach dwelling on his knowledge of human behaviour and human relationships and applying the various social work skills and techniques, can tackle human problems successfully. He has to consider every worker as a whole---at the shop floor, at home and in the community.

Check Your Progress V

Note: a) Use the space provided for your answer.
b) Check your answer with those provided at the end of the unit.

1) Can social work methods be effectively practised in an industrial setting? At what levels can the method of social casework be applied?
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4.7   PLACE OF SOCIAL WORK IN INDUSTRY

According to the study group organised by the Netherlands Government, a qualified social worker is necessary in an enterprise for the following reasons:

1) their specialised training in the understanding of human problems, ability to consider the human personality as a whole;

2) their knowledge of the conditions of work;

3) their knowledge of the worker's life;

4) their knowledge of the resources of the community;

5) their professional secrecy; and

6) their capacity for co-operation.

The role of social worker has traditionally been assigned to the personnel/ welfare functionaries in India. In fact, the social work profession, to a great extent, owes its popularity and growth to the acceptance of social work training as a necessary preparation for personnel and welfare work in India. A comparison with other countries reveals that the importance attached to the social worker's role in the personnel field is much higher in India than elsewhere. There are a number of trained social workers in our country who have been absorbed into industry, mainly in the personnel and labour welfare departments. In the West, industrial social work has developed along different lines, where full time social workers are appointed in industries to carry out the social work role and they are not burdened with other duties of industrial relations and personnel administration, as is the case in India.

India is the only country in the world where there is a statutory requirement that certain specified types of industries must employ trained social workers for labour welfare. The posts of welfare officers in industry were created by the government under the Factories Act 1948. These functionaries are paid by the individual managements, but their qualifications, method of recruitment, duties are prescribed by the government through rules framed for the purpose. Nearly all states require that the welfare officer should be a graduate of an approved University recognized by State Government for their training. Most of these institutions are schools of social work. The field of labour welfare and personnel management has found its place on the curriculum of the schools of social work as one of the specialization and a large number of students opt for it. For their training, the students are sent to various factories where they are expected to learn about the working and functions of the labour/ personnel department. They are also expected to apply their social work knowledge and skills, while tackling the labour problems.

Today many institutions have sprung up, which offer degree or diploma in labour welfare and personnel management, still, we find that those having social work training are preferred over others, which indicates that the benefits of social work training are recognised by the employers.

There is still not a clear-cut and well-defined role for the social worker in the industrial sector. The present scenario throws up a confused picture where the role of the social worker varies according to the size of the industry and the perception of social worker's contribution by the owners of the enterprise. In most undertakings, social workers are seen as performing tasks assigned to a personnel manager or officer, such as recruitment, selection, wage and salary administration, etc. Here the social worker has become more of a personnel man. In smaller undertakings, it is usually a one man show where he is partly a personnel man, partly a social worker, partly a timekeeper and, at other times, a public relations officer, trying to juggle with the wide ranging responsibilities.

As of today, it is only in handful of organisations that the social workers perform a pure social work role, wherein they are appointed as industrial social workers. Their role here, irrespective of their designation, is to assist the individuals and groups in adapting to the organisation in particular and society in general, by removing, as far as possible, the inner and outer obstacles to this adaptation. Within an organization, they help the employees to develop in a healthy manner, paving way for an effective organization. However, today, a trained social worker is an asset to an organization.

Check Your Progress VI

Note: a) Use the space provided for your answer.
      b) Check your answer with those provided at the end of the unit.

1) Is there a clear-cut and well-defined role for social worker in the industrial sector in India?
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4.8 PROBLEMS AND PROSPECTS

Practice of social work in business and industry is not without its share of hurdles and problems, some of which are enumerated below:

1) A social worker in industry has to accept the fact that her/his job would be limited by various factors. The limits could be professional by virtue of the job assignment, the organisational structure and by additional assignments.

2) Industry has not always defined its needs where a social worker can fit in as the logical resource person and the social workers have also not identified tangible areas of service that are significant to industry. Further, there is still not a proper understanding of the type of social work skills and knowledge, which are specifically transferable to Industry. A service becomes meaningful when there is a defined need and a defined service.

3) Many a time, the social workers may find themselves in a business that does not cherish the same values that social work stands for. The value orientation of social work is that the resources of the society must be used to bring about maximum opportunities for the individual, whereas that of business is profit.

4) Social workers today are appointed in large numbers as welfare/personnel functionaries in industry. As such, they are more busy carrying out their legal and administrative tasks rather than pure social work tasks, hence they are not very much identified with social workers working in other fields. Many a time, they find themselves in a business, which does not value the same concerns that social work stands for. The varied duties specified for the welfare officers in Indian Industries, ranging from welfare and personnel to legal and conciliation responsibilities, indicate lack of uniformity and consistency. It also reflects the lack of clarity regarding social work in industry and the true role of a social worker in that environment.

5) The alignment of social work and personnel management, which was considered as a good combination once, as it gave a big boost to the growth of social work profession, is now considered a bane of the profession by many social work educators. The multiplicity of the tasks carried out by the personnel/welfare functionary does not allow him to carry out his social work role.

6) There are practical difficulties faced in the practice of the various social work methods and they may have to be adapted and defined to the peculiar needs of the industry. Since the practice of these methods demands a lot of time and skill, the personnel functionaries, burdened with numerous responsibilities, do not always give adequate time and emphasis to them. The management will ultimately judge the value of these methods to the extent they contribute to organisational objectives.

Prospects

Inspite of obstacles and seeming hindrances, there are bright prospects for social work practice in business and industry. With the increasing realization on the part of the employers of their social responsibility and obligations, the value of social work and the contribution it can make is bound to grow. In the Indian context, the social welfare/personal officers, who are also professional social workers, are largely carrying out the social worker's role in industry. However, increasingly, the need for full time social workers is being felt and in big and progressive units, they have already found a place for themselves. Once full time social workers come to be accepted in Indian industries, the social work role, which is being presently carried out by welfare/personnel officers with social work training, will be given its legitimate place in industry.

Further, social work is no longer only confined to industry, but is seen as extending its expertise to all occupations and work situations; hence the term occupational social work is finding favour with the experts. This is so because today, employees, irrespective of the setting, are beset with many problems, which can interfere with their personal effectiveness and overall productivity. It is a challenge to the social work profession to apply its skill and knowledge to these non-conventional fields in new and innovative ways to increase productivity and organisational effectiveness and, thereby, create a niche for itself.

Today, more and more women are joining the workforce, posing new equations at home and at workplace. In the changing scenario, both men and women have to find new ways of adapting. The stress on them and their children can be tremendous, making mental health at workplace a serious issue. Consequently, many companies will have to develop programmes of childcare, paternity/maternity leave policies, flextime and so on.

According to Berry (1990), the world of work today poses various challenges. For old workers, it means learning and accommodating to new entrants with different styles, concerns and values. For new entrants, it means growth, learning and developing the persistence needed to achieve full membership.

Today, there are emerging areas of practice for social workers, which have been recognized in the West and are gradually making a conduit to the Indian Business and Industry. To mention a few,

Employee Assistance Programs (EAPS), Employee Relations (ER), Organisation Development (OD), Dislocated Worker's Services, Plans and Benefits Management.

A person's self-esteem, sense of well-being and prosperity is, in some way, linked to his job. Today, we are into tumultuous times of job upheavals, economic restructuring, competition downsizing, which have weakened the 'social safety nets' around us. Workers in all settings are faced with multitude of problems, which come in the way of their effective performance and overall productivity. The skills, techniques and knowledge of social work, which has so far been offered to the poor and destitute, can be put to great use in enhancing the ability of human resources to improve the world of work. Counselling, group work, research, policy analysis, program development and planning, need assessment and other such social work techniques can be used by business and industry to increase productivity and overall organisational effectiveness.

Social work integrates into it, knowledge and practice insights from sociology, education, clinical psychology, labour relations, organisational behaviour, etc., which can provide answers to the problems of workplace.

The future of social work in Industry is promising, provided the profession gears itself to the challenges and new demands of the world of business and industry. Social work educators would need to upgrade their educational program for industrial social work and practice with sound business principles.

Check Your Progress VIII

Note: a) Use the space provided for your answer.
b) Check your answer with those provided at the end of the unit.

1) What are the future prospects for the growth of industrial social work in India?
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4.9   LET US SUM UP

Industrial social work is a systematic way of helping individuals and groups towards better adaptation to work situation. This module determines the role of social work in industry as well as examines the role(s), which social workers can perform in industry, which will maximize the application of social work skills, knowledge and training. If we accept that industry is not merely a profit-oriented institution, but has social obligation as well, then social work can play a vital role to help it achieve its social goals. Today, it is not only the production or sales of goods that is management's concern, but the social climate inside the organisation, the work culture and the mental health of the workers is of equal concern. It has been felt increasingly that social work skills and training have not been utilized optimally by either of the two major sections in the industrial sector-viz. labour and

management---for solving the multitude of social and emotional problems that inevitably arise for individuals enacting a role in industry.

There is enough scope for social work in industry and certain problems in industry respond better to social work skills and approaches. A social worker can help the employees to overcome their problems and continue to function as productive workers. The professionally trained social workers can develop her/his programmes at preventive, developmental and curative levels. This can be on a micro and macro level. Organising and planning of the services at these levels requires a basic study of the organisation, as it is only through an open and sensitive approach that the social work objectives can be integrated with the management's objectives.

Social work methods, such as social casework, group work, community organisation, etc., can be fruitfully used in business and industry. Although each method has something unique to contribute, it is not one method alone, but a fusion of all the methods that can help the management solve the myriad industrial problems.

The place of social work in industry is still not clear and well defined. India is the only country in the world where there is a statutory requirement that certain specified types of industries must employ trained social workers. In most undertakings, social workers are seen as performing tasks assigned to the personnel officer. As of today, only a handful of organisations employ fulltime social workers.

The problem is that industry has not defined its needs where a social worker can fit in as a logical resource person and social workers have also not identified tangible areas of service that are significant to industry.

Inspite of obstacles, there is a promising future for social work in industry and business. Today, social work is no longer confined to industry alone, but is seen as extending its expertise to all occupations and work situations. It is a challenge to the social work profession to apply its skills and knowledge to these non-conventional fields in new and innovative ways to increase productivity and organisational effectiveness.

4.10 SUGGESTED READINGS

Desai, M.M., *Industrial Social Work,* TISS, May 1979.

Jacob, K K. (1965), *Methods and Fields of Social Work in India,* Bombay, Asia Publishing House.

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4.10 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress I

1) Social work when applied in business and industry is a utilization of social work knowledge, skills, and values to bring about a goodness of fit between man and his work environment.

Check Your Progress II

1) The passing of the Factories Act, 1948 was the most important landmark, which required the employment of appropriately qualified social workers as welfare officers to look after the welfare of workers. In 1948, the welfare officer was statutorily born in section 49 of the Factories Act. The range of his administration covered not only the welfare functions, but also the functions of personnel administration and industrial relations. In fact, this was the only statutory officer at the time and, perhaps, India was the only country in the world to create

this statutory position against the background of social reform, social service and social movement.

Check Your Progress III

1) The idea of social responsibility denotes that decision makers in industry are obligated to take actions, which protect and improve the welfare of society as a whole, along with their own interests.

Check Your Progress IV

1) The scope of social work in business and industry would depend on:

    a) the attitude of the management;

    b) the extent to which these needs can be addressed by social work;

    c) cost effectiveness of the services provided.

Check Your Progress V

1) Yes, social work methods can be effectively practised in and industrial setting.

    This primary method of social casework can be effectively applied at two levels-

    i)   Difficulties and problems arising due to adjustment to family life due to any psychological, economic or cultural factors.

    ii) Difficulties arising out of adjustment to work life due to environment, personality problems, organisational structure and programs, etc.

Check Your Progress VI

1) There is still not a clear-cut and well-defined role for the social worker in the industrial sector. The present scenario throws up a confused picture where the role of the social worker varies according to the size of the industry and the perception of social worker's contribution by the owners of the enterprise.

Check Your Progress VII

1) Social workers today are appointed in large numbers as welfare/personnel functionaries in industry. As such, they are more busy carrying out their legal and administrative tasks rather than pure social work tasks, hence they are not very much identified with social workers working in other fields. Many a time, they find themselves in a business, which does not value the same concerns that social work stands for.

    The varied duties specified for the welfare officers in Indian Industries, ranging from welfare and personnel to legal and conciliation responsibilities indicate lack of uniformity and consistency. It also reflects the lack of clarity regarding social work in industry and the true role of a social worker in that milieu.

Check Your Progress VIII

1) there are bright prospects for social work practice in business and industry. With the increasing realization on the part of the employers of their social responsibility and obligations, the value of social work and the contribution it can make is bound to grow. In the Indian context, the social welfare/personal officers, who are also professional social workers, are largely carrying out their roles in industry.

The future of social work in Industry is promising, provided the profession gears itself to the challenges and new demands of the world of business and industry. Social work educators would need to upgrade their educational program for industrial social work.

UNIT 5   SOCIAL WORK AMONG COMMUNITIES

*Dr. Ajit Kumar

Contents

5.0   OBJECTIVES

This unit aims at providing an understanding of the nature of Indian communities; the problems they face; and the possible intervention measures from the perspective of a professional social worker. The unit begins by explaining the concept of community and viewing community as a system. Next, it explains the concept of social change and briefly dwells upon different theories of social change. It then examines the concept of community in the Indian context. Broadly speaking, Indian communities can be divided into three types- rural, tribal and urban communities. Since these communities are the main components of Indian social structure, they are explained in great detail by subdividing each type into sub-types. The study of this unit is expected to enable you to understand:

- basic concept of a community and community as a social system;

- concept of social change;

- types of communities in the Indian context;

- features of the Indian communities- Rural, Tribal and Urban;

- major institutional structures in the community- Rural, Tribal and Urban;

- problems and issues in the community- Rural, Tribal and Urban;

- professional social work intervention in communities- Rural, Tribal and Urban.

5.1   INTRODUCTION

* Dr. Ajit Kumar, MSS Institute of Social Work, Nagpur

The modern age, beginning with the Industrial Revolution (1750) in England, saw deep-rooted changes not only in the material world, but also in the world of ideas. The age-old belief of accepting poverty, misery, unhappiness, etc., as a part of one's ordained fate was no longer acceptable. The earlier condition where religion provided solace for one's life situations changed. The Industrial Revolution drastically altered the production system, which, in turn, affected the world of beliefs and ideas. Slowly, the idea took root that human conditions can be changed and bettered, for which conscious efforts were needed to be undertaken. The efforts need to be made not only by the individual and the family, but also by the society at large. Different forces have emerged from the 18th century onwards – the growth of the nation-states; the slow emergence of a welfare state and the evolution of political forces; all with a common purpose-to the improvement of the human condition.

Professional social work was one of the new forces, which emerged with a similar notion. Its beginning can be traced back to the 1880s, and in the earlier stages, it was driven by charitable intentions, trying to meet the needs of the western society undergoing large-scale urbanization and industrialization. Gore traces the history of professional social work to the period of transition in Britain when agriculture based communities were breaking down and a middle class was emerging. This period saw displacement of the population on a large scale and social work emerged to help the "lone Individuals, of waifs and strays, of unattached women, of the abject poverty of low paid workers and the unemployed." In the early phase of Industrialisation, neither the State, nor the employer took responsibility for the 'workers' job security, safety or well-being' (1997:442,443).

Social Work started with charitable intentions, with the idea that the more fortunate were doing their duties for those in distress. This was based on the notion that the help rendered should be minimal to keep people active and, at the same time, ward off hunger and death. Over a period of time, some of the ideas got modified.

5.2 COMMUNITY AS A SOCIAL SYSTEM

Concept of Community

The term 'community', as Raymond Williams (1976) suggests, has been in the English language since the 14th century, when it meant a community of relations or feelings. The word 'community' is commonly used in social sciences, particularly in sociology, while it is an area of practice for the social work profession. According to one compilation, there are 94 definitions each differing from the other on one or the other characteristic. Two well-known sociologists (MacIver and Page) have identified four major features of the concept – any area of common life; somehow distinguished from other areas; having typical characteristics; and the boundary should have meaning.

- The concept of community has territorial or geographical implications.

- There are common socio-economic characteristics.

- There is an element of we-feeling and cohesiveness.

Let us now examine them in greater detail:

i) To refer to any group of people as a 'community' would mean that they reside in a common territory or occupy the same geographic space. The most common example, which comes to the mind, is of a village. Residence in a common area is the defining element.

ii) Mere residence would not be sufficient. There must be some common socio-economic characteristics. For instance, a village is considered to be a good example not only

because of a common residence, but also because they speak the same language, share common cultural traits, must be using the same well, school and going to the same religious shrine. The primary items in food consumption, such as eating of rice or wheat must be common to all the members. A majority of the villagers are linked to the agricultural system. The festivals and marriage festivities will have common elements, irrespective of caste and economic differences.

iii) The first two features lead to the third feature. Common residence and sharing a common socio-economic pattern of life induces a feeling of cohesiveness. People begin to identify with each other and a sense of we-feeling develops. This we-feeling is of being an insider vis-a-vis non-community members, who are viewed as outsiders.

Community as a System

The word system is used to refer to a totality comprising a number of parts, functionally linked to each other. Functionally means the performance of a useful role. For example, the human body is a system in the sense that it consists of a number of parts – hand, legs, eyes, hair etc., and each part performs a useful role, contributing to the total functioning of the complete human body. Even if one part is removed, the human body becomes incomplete and, to that extent, the 'totality' gets reduced, while the part, which may be a leg or a hand, will wither away and die. The Dictionary (Chambers Twentieth Century Dictionary, 1981) defines the word as, "anything formed of parts, placed together or adjusted into a regular and connected whole"; or "a set of things considered as a whole".

To understand Community as a system, we can divide it into three sub-systems:

- Economic Sub-system

- Political Sub-system

- Social Sub-system

Economic Sub-system

To understand the economic sub-system of a community, we will have to examine the main occupation of the people; the wages they receive; the mode of payment; the assets which people have in terms of house, land, savings, etc.; and the expenditure patterns. If we want to understand the economic sub-system of a village, it is necessary to understand the primary and secondary occupations in the village; whether the payment is on a weekly or monthly basis; who owns land and how much of it is irrigated; how many households are landless? What proportion of the income is spent on food, housing, clothing, education, health, etc? The answer to these questions will help us to understand the economic sub-system of the village. A similar exercise can be done with an urban community – some of the questions will have to be modified to be relevant to the urban economy.

Village as an Economic Sub-System

The primary occupation of an Indian villager is cultivation or labour work. A small section will be managing their own land by employing labourers, while the majority will be working on other's land as labourers. Land ownership, particularly that of irrigated land, is concentrated only in the hands of a small section of the population. Different regions will have different systems, but generally speaking, labourers will be paid on a weekly basis. In many of the villages, old occupations, like that of washermen, goldsmith, ironsmith, etc., have been abandoned, while new occupations have emerged. With the expansion of the school system and Panchayati Raj Institutions, many salaried jobs have been created. Milk business, selling agricultural products in nearby towns, etc., have also created new occupations.

Political Sub-system

The word political is used here to refer to the concept of power. While power is an abstract concept, it is real and is used to the benefit of some sections of the society. Those sections of the society, which benefit are powerful, while the sections excluded are powerless. To understand the power structure in a community, the following three questions have to be answered – Who has the power in the community? On what is the power based? How is this power used? An answer to these three questions will provide us with an overview of the power-structure of the community. Let us try to answer these questions one by one:

Who has the power in the community?

An easy way of the identification of powerful people in a community is by identifying the leaders, both formal and informal. Formal leaders refer to individuals occupying formal positions in local organisations. The organisations could be religious, political, economic or social. In comparison, it is more difficult to identify informal leaders, since these individuals exercise power without occupying positions. A simple way to identify informal leaders is to ask a number of people in the community to name a few individuals who are helpful and influential. The names, which occur the most often and do not occupy formal positions, can be considered as the informal leaders of the community.

What are the bases of power?

The second question is to do with the bases of power. Leadership has to have some foundations and this could refer to a number of factors – economic assets in the form of money, house, land, etc.; caste membership; education; information; contacts and networking; family prestige; memberships in important political parties; and business establishment. Generally, a combination of these factors helps in the emergence of leadership.

How is power utilised?

The third question has to do with the utilisation of power. Power can never be a status quo arrangement. Power always seeks to strengthen itself in various forms and ways. Political power reinforces economic power, while in turn, economic power reinforces political power. A person with political power will try to strengthen his economic base by acquiring assets, business, contracts, etc., while an economically powerful person, to strengthen his position, will develop political contacts.

Village as a Political Sub-system

Formal leadership in a village will be exercised by the Sarpanch/Head and other elected members of the Gram Panchayat. The office-bearers of the milk cooperative, agriculture credit cooperative society, religious organisations, social organisations, Mahila Mandals, etc., could be other formal leaders of the village. The members of the land owning section of the village would exercise informal leadership. Land, access to political parties, education, information, caste, etc., generally form the bases of power. The power may be used to get a family member or a member of one's group into a position of importance, to obtain license to run the ration shop or distribute kerosene, to run Government aided schools and hostels, to obtain salaried jobs, etc.

Social Sub-System

All non-economic and non-political matters will be covered under the heading social sub-system. The social structure with reference to marriage and family; caste system; religious beliefs; values and norms would be some of the aspects to be studied. Festivals, food habits, ornaments, etc., could be some of the other aspects.

Community in the Indian Context

Gangrade has highlighted the need to understand the concept of community in the Indian context, where it is often seen as referring to 'caste', 'linguistic' and 'religious' groups. Membership of these social groups is based on birth and it divides the Indian society both horizontally and vertically. Marriage and kinship ties are strongly rooted within the caste and religious categories and form the primary identity of the individual. As a result, his/her responsibilities and obligations are more to these categories and less to the society at large. A community understood in this sense tends to become narrow and exclusive in outlook, going against the social work philosophy of treating every human being on equal terms. A social worker has to develop an attitude and a behaviour above and beyond caste and religion. The problem, "is to break up the narrow loyalties of these groups in the interest of the larger groups in such a way that each draws strength from the other and becomes complementary rather than mutually exclusive" (1971: 11, 12).

Check Your Progress I

Note: a) Use the space provided for your answer.
    b) Check your answer with those provided at the end of the unit.

1) Name the three main features of the concept of community.

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2) Explain what "community as a social system" means? Briefly explain the three subsystems.

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5.3   SOCIAL WORK WITH RURAL COMMUNITIES

Features of the Rural Community

- In majority of the villages, the economy is based on agriculture. The life-cycle of a village community would centre on the specific nature of agriculture. Indian agriculture is dependent on monsoons for most parts of the country, leading to a great degree of uncertainty. The labourers do not have work throughout the year, while the farmers are unsure of a good crop. This uncertainty would be reflected in the life of the people – long term planning to spend and save becomes difficult, affecting children's education, health and other long-term expenditures.

- The main occupations are cultivation and labour work. With the onset of monsoons, for tilling and ploughing the land, and during the harvesting season, the demand for labour goes up pushing up the wages. During the off-season, not only would the wages come down, but the families may also have to migrate in search of jobs. The cultivator, who is dependent on market prices, gains if the prices are high and vice-versa; with falling prices, he tends to loose.

- Compared to an urban community, the population of a village would be much smaller. Occupationally, and in terms of residence, people would be less mobile. In a rural community, occupations tend to be inherited – a cultivator's son would turn to farming, while children from a landless household would turn to labour work. Occupational changes are easier when a person migrates to an urban centre. Members of a rural community share similar cultural patterns, such as, the same language, religion, food habits, etc. Overall, a village has a great degree of homogeneity.

- The social structure of the village is based on the caste system and the traditional family structure. The primary ties would be important with a strong sense of belonging. A person's role and perceptions would emerge as an outcome of his position in the local society. There would be a fundamental acceptance of the normative and perceptual values of the group. Members of the same caste tend to stay close to each other in the village.

Institutional Structures in a Rural Community

Institutional structures refer to organisations with policies, programmes, finances and administrative hierarchy; and in the last fifty years, a number of them emerged undertaking different functions. Upper castes and higher economic classes control them. They affect the life of the local community in various ways and it is necessary to understand how they work. They can be of three types:

a) *Governmental Organisations*

A number of departments of the state Government affect the life of the local community, such as the Revenue, Forest, Irrigation, Health, General Administration, Public Works Department, etc. The Government exercises direct control and takes all decision related to recruitment, working conditions, payment of salary, work allotment, supervision, etc. Then, there are autonomous organisations like the State Electricity Boards and the Police Department.

b) *Non-Governmental Organisations*

Local communities have a number of formal and informal organisations. They could be of different types– social, political, religious, etc., undertaking different functions in the community. Most villages may have one or two Mahila Mandals and a committee managing the affairs of the local shrine. Members of political parties tend to be more active than members of other organisations and could be mobilised for some of the social work issues. A major characteristic of NGOs is that the Government does not exercise direct control over them.

c) *Statutory and Public Institutions*

In the last half a century of development, a number of statutory organisations have emerged, such as, Panchayati Raj Institutions and co-operative organisations in the area of credit, agricultural processing and marketing, supply of agricultural inputs, etc. Milk co-operatives have been set in many rural areas. They are public bodies reflecting local interests with political overtones. Since the leadership emerges after fighting elections, these bodies have strong local roots. The most widespread of such organisations is the Panchayati Raj Institution, which works at the District (Zilla Parishad), Block (Panchayat Samiti) and the Village (Gram Panchayat and Gram Sabha) level. Each state has

passed it's own legislation for the implementation of Panchayati Raj. In the area of rural banking, the National Bank for Agriculture and Rural Development has been set up under the NABARD Act, 1981, which is a Central legislation.

Problems in a Rural Community

The problems in a rural community can be understood in the following manner:

a)   *Problems at the level of Individuals*

Family conflicts of various types will come under this category. The most common would be conflicts between the spouses or conflicts between two generations of the family members. These conflicts are more in the nature of value-conflicts, centered on one or two individuals in which the role of the human personality is important.

b)   Problems at the level of Groups

The problems at the group level could be more in the nature of socio-economic conditions. These could be the problems of the aged, single parents, marginal farmers, landless households, illiterates, school drop-outs, teenagers, etc.

c)   *Problems at the level of Communities*

The defining element here would be a section of population larger than a group being affected. This could be a large segment of the community or the whole community. At this level, there are implications on policies affecting the village community and the working of the local institutional structures. In terms of issues, it could be that of alcoholism, sanitation, health, violence, environmental degradation, drinking water, matters related to land and forest, problem of wages, infrastructural problems, problem of exploitation and oppression, problems faced by families below poverty line, etc.

An important area of work could be the functioning of the Gram Panchayat and Gram Sabha. The Gram Sabha is supposed to be the base of the Panchayat Raj System and, in principle, exercises the maximum powers at the village level. All adult villagers constitute the Gram Sabha and are supposed to meet four times a year to review the work done by the Gram Panchayat and make new plans to be implemented by the Gram Panchayat. In practice, this never happens and a small group controls and monopolises both the Gram Panchayat and the Gram Sabha.

Conceptualising the Social Work Intervention Measures

The identified problems have to be developed in the format of an 'Issue'. To implement this process, the following steps should be undertaken:

- Identify the problem to be worked upon;

- Decide on the target group – the quantitative dimension;

- Operationalise the objectives, which could have both quantitative and qualitative dimensions;

- Identify local institutional structures for collaborative work;

- Decide on a line of action;

- List out a few qualitative and quantitative indicators to evaluate the work done.

Once these steps are undertaken, then the broad outline of the intervention measure is ready. Now, specific steps have to be decided upon, for which the following details of the proposed line of action would be helpful:

- What specific steps have to be taken?

- What resources are required for the proposed steps?

- From where the resources are to be obtained?

- Discussion with the personnel of the institutional structures on the nature of collaboration to be undertaken.

5.4   SOCIAL WORK WITH URBAN COMMUNITIES

Features of an Urban Community

- The occupational pattern of an urban community would be dominated by non-agricultural occupations. The working hours would be regulated and monetary compensation would be in the form of wages and salaries. A segment of the population would be linked to the formal economy where rules and regulations operate, and a greater element of economic security operates. There would also be provisions for social security measures in the form of old age pensions, savings schemes and provisions for taking loans.

- Low-Income households would be tied to the urban informal economy where economic insecurity is higher and the scope of rules and regulation is lower. The provision for social security measures is very poor in the urban informal economy. Generally, low-income households stay in slums, which are of two types. Those slums recognised by the municipal authorities not only get civic facilities, but the residents become owner of their plot of land/house and become taxpayers. But non-recognised slums suffer from a double disability. Since they are not recognised by the municipal authorities, they are not eligible for civic amenities and could, at any time, be removed from their houses/sites. In addition, they cannot create an asset by improving the house-site.

- A portion of the urban community would be migrants. In smaller towns, the migration would be from the nearby villages, while in bigger towns and industrial cities, the migrants could be from far off places. The migrants would be coming with heir own culture and, possibly, could be from a different linguistic group, caste group or religion.

- The population of urban communities would be large in size and also exhibit a great deal of heterogeneity.

- The social structure would see greater influence of secondary ties and the nuclear family. Geographic and occupational mobility in an urban community would be greater than in a rural community.

- Owing to influences from a variety of sources, a member of an urban community need not share the normative and perceptual values of his/her group of origin in its totality, and also, his sense of belonging to the group need not be very strong.

Institutional Structures in an Urban Community

Urban communities will see a wide variety of organisations as compared to rural communities. Part of the variety will be due to the heterogeneous nature of urban communities and partly because urban areas tend to be centres of industries and local administration. They impinge on the life of the local

community in various ways and it is necessary to understand how they work. They can be of three types:

a) *Governmental Structures*

A number of governmental departments undertake their functions, which are important in an urban community. The Department of Revenue, the General Administration Department, the Town Planning authorities, the Rationing Department, Department of Industries, etc., are some of the examples of government departments.

b) *Non-Governmental Structures*

Urban communities have a number of Non-Governmental organisations. Educational bodies, starting from the primary level till the highest level, would be seen in urban areas. The Chambers of Commerce, Merchant's Associations, religious bodies, social organisations, student organisations, women's groups, etc., are some of the other common organisations. Commercial Institutions, such as industries and banks play an important role in urban setting. Political parties and social work organisations are other notable organisations in the urban communities.

c) *Statutory and Public Structures*

The most prominent public structure would be the municipality. In the field of cooperatives, many organisations are to be found – the most common would be co-operative housing societies and credit co-operative bodies. In many states, town planning is entrusted to statutory bodies.

Problems in an Urban Community

a) *Problems at the Level of Individuals*

Family conflicts of various types will come under this category. The most common would be conflicts between the spouses or conflicts between two generations of the family members. These conflicts are more in the nature of value-conflicts and the focus is on one or two individuals, in which the human personality plays a role. Problems of children could become a separate area of work. Inter-generational conflicts are likely to be more common in urban families.

b) *Problems at the Level of Groups*

The problems at the group level could be more in the nature of socio-economic conditions. This could be the problems of the aged, single parents, unemployed, beggars, school drop-outs, destitute, orphans, victims of crime, juvenile delinquents, families affected by AIDS, mentally ill patients, differently-abled, etc.

c) *Problems at the Level of Communities*

The defining element here would be a section of population larger than a group being affected. This could be a large segment of the community or the whole community. In terms of issues, it could be that of alcoholism, sanitation, health, violence, environmental degradation, drinking water, problem of wages, infrastructural problems, problem of exploitation and oppression, etc. The other issues could be of poverty and employment; getting the names of poor people included in the BPL list.

Conceptualising the Social Work Intervention Measures

The identified problems have to be developed in the format of an 'Issue'. To fulfill this process, the following steps should be undertaken :

- Identify the problem to be worked upon;

- Decide on the target group – the quantitative dimension;

- Operationalise the objectives, which could have both quantitative and qualitative objectives;

- Identify local institutional structures for collaborative work;

- Decide on a line of action;

- List out a few qualitative and quantitative indicators to evaluate the work done.

Once these steps are undertaken, then the broad outline of the intervention measure is ready. Now specific steps have to be decided upon, for which the following details of the proposed line of action would be helpful.

- What specific steps have to be taken?

- What resources are required for the proposed steps?

- From where are the resources to be obtained?

- Discussion with the personnel of the institutional structures on the nature of collaboration to be undertaken.

5.5 SOCIAL WORK WITH TRIBAL COMMUNITIES

Features of a Tribal Community

- The problem of defining a tribe has long defied administrators, anthropologists and sociologists, all of whom have given different definitions. The International Labour Organisation (ILO) in its report of 1953 stated that, "there can be no standard, which can apply to all indigenous or aboriginal groups throughout the world" (Deogaonkar, 1994: 15). However, any group displaying the following characteristics can be treated as a tribe:

  - A definite habitat and area.

  - A unified social organisation based primarily on blood relationship (Consanguinity).

  - A cultural homogeneity.

  - A common scheme of deities and common ancestors.

  - A common dialect with a shared folk-lore.

- Under Article 366 of the Indian Constitution, the tribal community has been declared as Scheduled Tribes and it includes 212 tribes from 14 states. The President of India is empowered by Article 342 (i) to notify and specify any tribe/tribal community from any area as a "Scheduled Tribe". On such notification, the tribe so specified is added to the list of scheduled tribes in the Fifth Schedule and is, thus, entitled to all the Constitutional Safeguards and Protection.

- The constitution of India contains many provisions for the protection and welfare of the tribal population. Article 46 mentions that the state is committed to the welfare of the scheduled castes and scheduled tribes and their protection from all types of socio-economic exploitation. Article 275 provides for special grants for tribal welfare from the Government of India to some states and forms part of the Sixth Schedule. Article 164 makes it obligatory to appoint a Minister-in-Charge of Tribal Welfare in the states of Bihar, Madhya Pradesh and Orissa.

Article 244 makes applicable the provisions of the Fifth Schedule to the administration and control of the Scheduled Areas and Scheduled Tribes.

- Jharkhand, Chhatisgarh and Orissa have the largest scheduled tribe population in our union followed by Maharashtra and Rajashtan. As per the 1991 Census, the scheduled tribes constitute 8.01 per cent of the total population of the country.

- According to Verrier Elwin, tribals can be classified into four categories. First, those still residing in forests and following old life-styles. Secondly, those staying in rural areas and dependent on agriculture. Thirdly, those who have migrated to urban areas and have taken up modern industrial occupations. Fourthly, those who have been completely absorbed and become a part of the Indian mainstream. The well-known Indian sociologist Ghurye has a different scheme of classification. The first category comprises those who have struggled and attained a high position in Hindu society, such as Rajgond. Secondly, those who have become partially Hinduised and thirdly, those who reside in forests and are opposed to outside culture.

- In terms of size, tribal communities are small. Traditionally, tribals were land-owners and in spite of the problem of landlessness, large sections of them still own land.

- Traditionally, tribals were governed by notions of collective ownership of property including land and used to meet many of their needs from the forest. Even today, tribals are less integrated with the market structures as compared to members of other communities.

- The status of women in tribal communities is better and they enjoy more decision-making powers. This is indicated from the fact that in olden times, a 'bride-price' had to be paid rather than 'dowry', as the case is with mainstream society.

- In the pre-British period, the tribals had an autonomous culture and were a nature loving community. Starting with the British period onwards, the tribal community is getting assimilated into the mainstream Indian society, but at the lower end of the society. This process is called acculturation, which "is the process by which a whole way of life is in a process of change under the influence of another culture. This cultural change may be slow or rapid, and in due course, it may lead to partial or even total assimilation with other cultures. Each tribal group may be at a different level" (Deogaonkar, 1994 :16).

Institutional Structures in a Tribal Community

- Traditional Institutions like the Ghotul, which helped in the socialisation of youth, is weakening, while modern structures are emerging. The Panchayati Raj System, Co-operative bodies, educational institutions and market structures are now slowly being formed in tribal areas. Many Governemnt departments, some of which have specialised in tribal affairs, are functioning among tribal communities. In many tribal areas, social work organisations, mostly NGOs, have made important contributions in the field of education and health.

Problems in a Tribal Community

Land Alienation

A large section of tribals own land, which is cultivable. Starting from the British period, tradesmen, money-lenders and hardy farmers have entered tribal areas and unscrupulously grabbed the tribal lands. Thus, the tribals, who were traditional farmers became farm-servants and in many cases bonded labour in their own land. Later on, a legislation was passed to prohibit any land transaction between a tribal and a non-tribal, monetary or otherwise, which, to an extent, has checked the process.

Forest and Tribals

Since time immemorial, tribals have cohabited with nature and depended upon the forests for fuel, fodder and other necessities of life. By collecting minor forest produce, they could sell it to itinerant tradesmen or in nearby markets to buy necessary things from the market. Right from the British regime, these traditional rights, known as nistar rights, were accepted and given official recognition by the Government. The tribal use of the forest was purely for home-based consumption and the forest cover was preserved.

The British period saw the beginning of commercial exploitation of forest, which continued in the post-Independence period as well. This process led not only to the abridgment of tribal rights over forest, but unscrupulous contractors, in nexus with bureaucrats, cut vast stretches of forest. The tribal access to forest was reduced and a right for limited use was granted, requiring permission from local forest officials necessitating bribes and harassment. Currently, there has been some change in the forest policy and moves have been taken to entrust the management of forest to local communities under the Joint-Forestry Management Program.

Displacement

A major problem, which the tribal community is facing, especially those staying in remote areas, is the problem of displacement. In the post-Independence period, a number of projects were set up, which took away tribal lands and the forest where they were staying. The social movements from 1980s onwards have focussed on this problem and now a rehabilitation package is included, while implementing any big project. Apart from the difficulty of an adequate rehabilitation package and problems of proper implementation; there is the larger problem where a tribal loses land and is awarded a monetary compensation. She/He has problems in investing the compensation in a secure way or in buying an equivalent piece of land. When entire tribal communities are uprooted, then the loss is of a way of life for which no monetary compensation can suffice.

Poverty and Unemployment

The tribal way of life was based on 'use' and on a subsistence mode. Ownership of property, increasing production, saving and dealing with market forces was relatively unknown. The onset of modernization can be traced back to the British period. The growth of urbanization and industrialization, the emergence of modern education and new skills left the tribal community at a disadvantage. While the Old World was disintegrating, they were ill-equipped to deal with the demands of a modern age. Poverty and unemployment is rampant among the tribal community. In the last two decades, a small section of tribals has emerged, who are educated and have got good jobs. The socio-economic policies of the last few decades have led to the setting up of schools, hostels, scholarships, developmental projects, etc., and a small stratum of tribals have taken the benefits of these programmes – they are educated and have got stable jobs in the public sector. But these changes have not taken place among a large number of tribals.

A majority of poor tribals are either landless or are subsistence farmers. Owing to the poor spread of irrigation, farming in India is dependent on monsoons. Growing a single crop leaves the tribal farmer with no surplus to build up some savings, while for half of the year, there are no jobs for the landless tribals.

Language and Identity

A majority of tribals are spread throughout the country, and in most places, do not enjoy a numerical majority. Perforce, they have to learn the language of the state to which they belong in addition to Hindi and English and in the process, the tribal language and scripts are dying. Along with the loss of their language is the loss of their way of life and the question of identity crisis. In some places, tribal

movements have taken place to protest against their exploitation by outside forces and also to assert their tribal identity. One outcome of these processes has been the creation of the state of Jharkhand carved out of Bihar. Apart from the North-Eastern states, Jharkhand is the only state where the tribals form a numerical majority.

Check Your Progress II

Note: a) Use the space provided for your answer.
b) Check your answer with those provided at the end of the unit.

1) List three major features of an Indian village.

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2) What are the problems faced by tribal communities?

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5.6   LET US SUM UP

Traditionally, community was the context in which people lived, learnt about their own culture and related to other human beings. The modern world based on industrialisation and urbanisation is eroding the concept of community. In India, the word community could also mean a caste, religion or language based group. In this unit, we have examined one area of social work practice, that is, 'social work with community' with reference to rural, urban and tribal communities.

We have given a few definitions of the concept of community and elaborated the important characteristics of community. To develop an understanding of the various dimensions of community, a framework of three subsystems has been presented. The economic subsystem deals with occupation, income, etc., while the political subsystem discusses the distribution of power in the community. The social subsystem studies the social and cultural life of the community. The three sub-systems are inter-related to each other. Political matters will have roots in economic issues and vice-versa. All matters have a social context.

The definitions, characteristics and the subsystems enable the learner to grasp the conceptual nature of the community, preparing s/he for the next stage, that is, the methodology of social work intervention. The intervention has been discussed in the context of urban, rural and tribal communities. Prior to the intervention measures information has to be gathered and an understanding

has to be developed of each of the setting. To do this, we examine the main features, the institutional structures and the problems, which the community faces. An understanding of these three aspects would help us to go to the third stage, that is, to design effective and relevant intervention measures. To further the understanding, a few examples have been cited. The unit ends with a brief discussion on the nature of goals to be pursued.

5.7 KEY WORDS

Social	: The term refers to life in an organized community. It is characterized by a cooperative association with other human beings and also learning the culture of the group with reference to language, literature, music, tradition, norms and values, etc.
Political	: Political here refers to the concept of power and the manner in which power is distributed in a society. Some sections of the society will have power, while others will be powerless and there is a constant struggle between the two. It is this process, which characterizes the word political.
Change	: Change here refers to making an alteration to a situation, hereby making it different from an earlier situation. To pass from one state to another state of affairs could be termed as change. The word is used in the context of society where something different keeps on happening. Sometimes, it could be small things, which do not get noticed or, at times, it could be major things, which become noticeable immediately. Major changes are preceded by smaller changes.
Conflict	: The expression conflict means a clash or a struggle. A contest between two different options results in a conflicting situation. In this unit, the word conflict is used in the larger sense of society, where on many social, economic and political matters, there will be contradictory view-points. Conflict inherently need not be a negative situation and once resolved, it can lead to an improved situation.
Institutional	: The word institutional refers to the formal establishment of organisations, which have objectives, staff funds, policies and a programme to be implemented. Organisations get created in a certain socio-economic framework, serving a large purpose and, in this sense, the work institutional is use.

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5.9   ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress I

1) The concept of community has three main features, which are as follows:

   - A group of people residing in the same locality, as in the case of a village in rural areas and a neighbourhood in a town.

   - This group of people shares some similar social and economic characteristics. Similar occupation, income and expenditure could be some of the economic characteristics. Caste, religion, language or cultural traits could be some of the social characteristics.

   - This group of people tends to identify with each other and there is a feeling of cohesiveness among them. the sense of "wee-feeling" is limited only to the members of the community, which differentiates them from other communities.

2) Community as a system means that it is a totality comprising of a number of parts, which are functionally related to each other. Functionally here refers to the useful role, which each part has to play. When all the parts are linked to each other functionally, then it makes an integrated whole. Community as a system has three sub-systems, which are as follows:

   - The economic sub-system deals with aspects like occupation, income, expenditure and assets.
   - The political sub-system examines how power is distributed in a community. It seeks to answer questions like who has power in the community, on what is it based and how is it used.

- The social sub-system examines the life of the people in terms of caste, religion, values and norms, marriage and family, music, festivals and related aspects.

Check Your Progress II

1) The three major features of an Indian village are as follows:

- The economy of the majority of the villages is based on agriculture. As most of the farmers still depend on monsoon, there is a great degree of uncertainty of timely rains and the possibility of getting good crops. Untimely rains would lead to poor crop yield and low income. This affects the household in terms of long-term planning for children's education or saving money or making a major investment.

- Even after more than half a century of growth and developments, the two major occupations in the village are cultivation and labour work. Non-agricultural and related occupations are very few in numbers.

- The village social structure is strongly based on caste and a traditional family structure. Members of the same caste stay close to each other. Primary ties are strong and traditional norms and values govern the life of the people.

2) The following are the problems faced by the tribal communities:

- Their traditional rights of using forest resources for household consumption are being restricted.

- Their land is being taken-over by the non-tribals.

- They are being displaced because of the implementation of large projects.

- Loss of language and identity.

UNIT 6   SOCIAL WORK IN CORRECTIONAL SETTINGS

*V. V. Devasia

Contents

6.0   OBJECTIVES

This unit aims at making you aware of social work intervention in correctional settings. The various objectives are to familiarize you on the principles, values and functions, the methods of social work and their application in correctional institutions, community corrections, such as probation, parole, after care and the role of social work in other areas of criminal justice system, such as police and court. After reading this unit you should be able to:

- understand the characteristics of social work in correctional settings;

- find out the basic assumptions and functions of social work in relation to correction;

- know the values of social work in the context of correction;

- trace out the social work process in correction;

- discuss the task of social worker in correctional setting;

- elucidate the role of caseworker in correction;

- analyse the role of group worker in correction;

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- demarcate the work of social worker with police and court;

- learn the key concepts; and

- do intensive exercise to internalize the study matter.

6.1 INTRODUCTION

Social Work is a developing profession. Its focus is on the interaction between individuals and systems in the social situation. Individuals are dependent on systems that help them in obtaining material or emotional resources, services and opportunities they require to actualize their aspirations and to help them cope with their life tasks.

It has been asked by many whether principles of social work are applicable in correctional settings. The answer is in the affirmative, so different methods of social work, like casework and group work are applicable in correctional institutions besides probation and parole. There are restrictions, which the correctional settings impose upon the delinquent or criminal. Yet, if the correctional experience is a useful one and social worker's service is a genuine help, these limitations do not come in the way of correction in the true sense. Therefore, social work principles, based upon an understanding of the dynamics of the helping process, hold great promise for useful service in correctional settings.

6.2 CHARACTERISTICS OF SOCIAL WORK IN THE CONTEXT OF CORRECTION

According to the Social Work Curriculum Study, "Social Work seeks to enhance the social functioning of individuals, singly and in groups, by activities focused upon their social relationships, which constitute the interaction between man and his environment. The activities can be grouped into three functions: restoration of impaired capacity, provision of individual and social resources and prevention of social dysfunction." Hence, social work is a discipline, which takes preventive and remedial action on problems in several areas of society. It helps families in economic or emotional difficulty. It works in medical and school situations. It seeks to correct the causes underlying delinquency and crime. The three functions of social work, restoration of impaired capacity, provision of individual and social resources and prevention of social dysfunction, are intertwined and interdependent.

Restoration can be curative or rehabilitative. Its curative aspects are to eliminate factors, which have caused breakdown of functioning, and its rehabilitative aspects are to organise and rebuild interactional patterns. Provision of resources can be developmental and educational. The developmental aspects are designed to further the effectiveness of existing social resources or to bring to full use the personal abilities for more effective social interaction. The educational aspect is structured to make familiar the public with specific conditions and needs for now or with changing social resources.

Prevention of social dysfunction involves early discovery, control, and elimination of conditions and situations, such as delinquency and crime, which potentially could hamper effective social functioning. The two main divisions of prevention of social dysfunction are- prevention of problems in the area of interaction between individuals and groups and secondly, the prevention of social ills.

The underlying assumptions of social work in the context of corrections are:

1) Social work, like all other professions, has problem solving functions and hence, it can help offenders in their treatment and rehabilitation.

2) Social work practice is an art with a scientific and value foundation and, hence, correctional work is professional in nature.

3) Social work as a profession came into being and continues to develop because it meets human needs and aspirations recognized by society. Hence, it assumes some of the tasks of socialization and control functions of society and helps the offenders to bring about the desired change in their thought patterns and behaviour.

4) Social work practice takes its values from those upheld by the society of which it is a part. However, its values are not necessarily or altogether those universally or predominantly held or practiced in society and hence, it emphasizes in treatment and rehabilitation of the offender.

5) The scientific base of social work consists of three types of knowledge:

   a) tested knowledge,

   a. hypothetical knowledge which through validation gets transformed into tested knowledge and

   b) assumptive knowledge (or "Practice wisdom") that requires transformation into hypothetical and then into tested knowledge. The correctional social worker uses all three types of knowledge, and carries a professional responsibility for knowing, at any time, which type of knowledge he is using and what degree of scientific certainty is attached to it.

6) The knowledge needed for social work practice is determined by its goals and functions and the problems it seeks to solve and, hence, they are applicable in the administration of correction.

7) The internalization of professional knowledge and values is a vital characteristic of the professional social worker, since he facilitates to bring about the desired change in the behavior of the offender.

8) Professional skill is expressed in the activities of the social worker. It constitutes his artistic creation, resulting from three internal processes: first, conscious selection of knowledge pertinent to the professional task at hand in order to help the offender, second, fusion of this knowledge with social work and correctional values; and third, the expression of this synthesis in professionally relevant activity to administer correction and to modify offending behaviour.

These assumptions constitute commitments for the social worker. It also means that the functions assigned to social work by society represent a two-fold responsibility. The first is to determine the professional activities through which it seeks to reach its socially approved goals and modify them as necessary in the light of changing social needs. The second is to exercise discipline and control over practice that would keep its professional accountability. A problem developed in the area of social interaction, whether raised as a problem by the individual or by a group in the community, calls for the professional services of the social worker.

In correction, social work not only helps individuals, groups and community to solve problems, but also assists them to prevent offending behaviour and enrich daily living. So, the main focus of the social worker is upon helping people to prevent and control crime. The social worker usually works with clients on a conscious level, helping them to face realities and solve problems in preventing and controlling offending behaviours.

In correction, social work is an art because it requires great skills to understand delinquent and criminal behaviour. It is a science because of its problem-solving method and its attempt to be objective in determining delinquent and criminal activities and in developing principles and operational concepts to deal with delinquency and crime. It is a profession because it encompasses the attributes of a profession in dealing with offending behaviour.

Check Your Progress I

Note: a) Use the space provided for your answer.
b) Check your answer with those provided at the end of the unit.

1) What are the functions of social work in relation to correction?

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6.3 VALUES OF SOCIAL WORK IN CORRECTION

Social work values are basically the values of democratic societies, which are mainly the worth of the individual, the inherent dignity of the human person, society's responsibility for contributing to the common good, etc. For the National Association of Social Workers, the following six values are listed basic to the practice of social work:

1) The individual is the primary concern of this society.

2) There is interdependence between individuals in this society.

3) They have social responsibility towards one another.

4) There are human needs common to each person, yet each person is essentially unique and different from others.

5) An essential attribute of a democratic society is the realization of the full potential of each individual and the assumption of his social responsibility through active participation in society.

6) Society has a responsibility to provide ways in which obstacles to this self-realization can be overcome or prevented.

These values are verifiable observations. When values are focused on ultimate assumptions about man and what is desirable for him, it becomes obvious that relatively few basic values exist. So the primary values of social work are:

1) Society has an obligation to ensure that people have access to the resources, services and opportunities they need to meet various life tasks, alleviate distress and realise their aspirations and values.

2) In providing societal resources, the dignity and individuality of people should be respected. All other values in social work originate from these primary values and contribute to the achievement of goals based on the primary values. The values dictate ways in which the worker should interact with others in carrying out his professional activities so as to actualize the primary values.

Knowledge of social work may be enhanced by consideration of some of its distinguishing characteristics. Social work stresses on the total person in the total environment. Its emphasis is on the importance of the family in molding and influencing behaviour. Utilization of community resources in helping people to prevent and control criminality is another important dimension.

Social work uses six basic methods. Among them casework, group work and community organisation are known as the primary methods. Social welfare administration, social work research and social action are the secondary methods. All these methods are applied in correction in varying degrees. Casework involves a close face-to-face relationship, mainly on an individual basis in working with people and their problems. Group work utilizes the group as the tool to bring about desired changes in social functioning with troubled persons. Community organisation is the inter-group approach towards facing and solving social problems.

The worker-client relationship is the key in the social work process in correction. The social worker attempts to make it possible for the client to face and change his offending behaviour through this warm, accepting and understanding relationship.

In social work, there are four fundamental activities: assessing the problem, planning for solution of the problem, implementing the plan and evaluating the outcome. Assessment of the problem, such as delinquency and criminal behaviour, requires various evaluative steps, logically consecutive, but in practice, synchronized. In the light of this assessment, a plan of action must be structured. Implementing the plan involves rendering all the specific and interrelated services appropriate to the given problem situation in the light of the assessment and planning. Finally, evaluation determines the effectiveness of service in the light of the expected outcome formulated as part of the planning activity.

Check Your Progress II

Note: a) Use the space provided for your answer.
b) Check your answer with those provided at the end of the unit.

1) What are the values of social work in relation to correction?
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6.4 CORRECTIONAL SETTINGS AND TASK OF SOCIAL WORKER

To deal with officially identified delinquents and criminals, every democratic society has created a system of correctional agencies. These agencies have been given the task of administering the penalties assigned to delinquents and criminals. These agencies are expected to protect the

community during the offender's period of supervised status by controlling his behaviour. Furthermore, they are expected to help the offender, so that he can return to normal status, better abled to be a constructive member of the community.

Probation and Parole are the two main agencies in the correctional system. Different kinds of correctional institutions are as follows:

- Prisons

- Borstal Schools

- Schools for Juvenile Delinquents

- Remand/Observation Homes

- Beggar Homes

- Reception Centres, Protective Homes

- State Homes, Probation Hostels

The nature of the penalties, which these agencies administer, is essentially that of restricted activities, maintaining strict disciple and regulated interaction. This period of down-graded status is spent under supervision either in an institution or in the community under the guidance of a correctional social worker.

The handicaps inherent in this status include:

- Loss of certain civil rights, such as voting, rights to enter into certain contracts, etc.

- Loss of liberty

- Restrictions on mobility

- Restrictions on privacy i.e., the offender must keep in contact with the supervising officer and must discuss most aspects of his basic social adjustment.

In correctional agencies, social workers may be known by such titles as classification officer, treatment worker, caseworker, group worker, diagnostic clinic worker, house master, etc. Among these, in the social treatment point of view, caseworker and group worker stand out prominently. It is characteristic of the social work task in the correctional setting that the worker may need to engage the administration in identifying the required services and in reformulating job description, so that the correctional setting may benefit from a fuller use of social work skills.

Social worker's specific main tasks in correction are as follows:

1) Act as the officer of the court or other quasi-judicial body to investigate and report about the offender and his social situation, contributing the results of such social observations in an appropriate and meaningful way to the making of legal decisions.

2) Supervise the client's social activities in such a way that violations of the conditions of his status and his success in meeting conditions are perceived and can be reported.

   The general control plan provided in the status is individualized according to the client's need for constructive social control.

The social worker supports the client to adhere to socially conforming behaviour and motivates for inner growth to foster self control.

3) Help the involuntary client to handle the stress caused due to the law enforcement and correctional process constructively.

Become motivated to ask for and use help in the modification of delinquent and criminal behaviour.

Modify client's behaviour in the direction of increasingly viable conformity with social expectations.

4) As the formal authority person in the delinquent or criminal's life, work with either authorities associated with the client (parents, teachers, employees, social agencies, institutional personnel) in such a way that:

- The problems of these authorities with the delinquent or criminal are alleviated.

- The activities of the authorities support the delinquent or criminal's efforts towards satisfactory behaviour.

- The delinquent or criminal is more soundly linked with the resources of his groups and his community.

5) Administer a case load or group load in such a way that:

- The social worker's decisions are appropriate and responsible.

- The decisions of other personnel in the administration of criminal justice are respected, implemented, and appropriately influenced by the social worker's knowledge.

- The necessities of legal and administrative deadlines are observed.

6) Enact a role in a multidiscipline agency involving shared decisions and teamwork obligations in partnership with:

- Personnel from other professions,

- Personnel in the same role as his, but with other educational backgrounds,

- Personnel with sub-professional assignments and backgrounds,

- Personnel from other agencies in the administration of criminal justice,

- Personnel in other agencies who have served the delinquent/criminal or will do so in the future.

7) Take a responsible part in the social change of the correctional institution and in the development of the field of service of the correctional institution, contributing from his professional knowledge and experience to the determination of policy.

8) Contribute to developing professional knowledge of social work in corrections.

The social worker helps the offender to change his offending behaviour, so that he can relate constructively to others and become socially acceptable. This is done through working with the individual to help him to change through better understanding of himself and by tapping his own

strengths and resources; and through modification of his environment to bring about a more healthy social climate in which he has to live. The social worker encourages the offender to talk about his problems, to feel about them, and to come to an insightful understanding of himself, accompanied by socially constructive behaviour.

The tasks of the social worker in corrections include four particular aspects:

- Investigation for the purpose of securing information about the client's failure or success in meeting the obligations of his legal status.

- The use of controls to modify client's behaviour.

- Acting as a legal authority in the client's life with responsibility for value change.

- Correctional decision making.

In order to work with offenders, all these are important, especially when helping them to better adjust to the society. The correctional social worker's most important task is to change the values and behaviour of the offenders, so that they begin to accept the values of the particular community. Therefore, social worker's aim is to help the offender, not to punish him. The goal is to utilize the knowledge and skills of the profession in a corrective manner, to rehabilitate the offender, to help him to help himself, so that he can return to and become a part of his society and lead a constructive life.

The professional worker, who would be effective in work with delinquents and criminals in the correctional caseload, will require:

Knowledge of:

- Delinquent and criminal behaviour as one form of deviance.

- The psychological and social strains, which, in various constellations, compel individuals towards such behaviour.

- The body of techniques, which is learned by the offender in order to commit offences and to protect himself in dealing with community authorities.

- The diagnostic approaches now in use and the problems inherent in applying them to the correctional caseload.

Skills in:

- Identifying the social as well as psychological strains effective in the causation of offending behaviour.

- Modifying the offender's environment, so that factors which cause criminal deviance are eliminated.

Attitudes of:

- Acceptance of delinquent and criminal deviants without condoning anti-social behavior. Scientific interest in the contributions of social structure to causation and treatment as well as in psychological determinants.

- Readiness to work experimentally and without undue discouragement in a field where present knowledge is limited, prognosis is uncertain, and failures frequent.

These knowledge, skills and attitudes help the professional social worker to deal more effectively with the offender, i.e., for the reformation and rehabilitation of the offender.

Next is the specific functions of the correctional social worker. He helps to strengthen motivation of delinquents and criminals for constructive correction. Through talking with them sympathetically and understandingly, the social worker aids them. The correctional social worker allows the offenders to ventilate their feelings. Most offenders need to share with someone, in confidence, their inner feelings, their fears and frustrations, as well as their hopes and aspirations. In correctional settings, the social worker provides a safe emotional climate in which offenders can express and verbalize them.

The social worker provides needed information to offenders in correctional settings. By giving information, the probation and parole officer can help offenders to make decisions. The probation officer does not make decisions for the probationers, but he helps them to consider rationally, their problems and the alternatives which they have.

By defining situations and problems, the social worker helps the offender. He assists the offender not only in thinking about a problem, but also in feeling about the situation. The social worker also assists the offender in modifying his environment. With his knowledge of community resources, the social worker is able to help the offender and his family to tap different kinds of financial and social resources to meet their needs.

Reorganising behaviour patterns of the offender is an important function of the correctional social worker. This also includes helps for sexual deviants, chronic alcoholics and drug addicts and those who have deep personality problems.

Facilitating referral is another important function of the correctional social worker. Referral may be made to a clinical psychologist, psychiatrist, school teacher, physician, lawyer or other professionals, who may help the offender with a particular problem. The social worker's comprehensive knowledge of the community resources is used to advantage in making referrals.

6.5   SOCIAL CASEWORK IN CORRECTIONAL SETTINGS

In correctional settings, improvement of social functioning is achieved by means of mobilizing the capacities within the offender. The mobilization of inner capacities and environmental resources is accomplished primarily through the relationship between the caseworker and the client. The relationship, which is established during the period of treatment process, enables the client to work towards a constructive solution of his problems.

Social casework is an art in which knowledge of the science of human relations and skill in relationship are used to mobilize capacities in the individual and resources in the community, appropriate for better adjustment between the client and all or any part of his total environments. So, casework is the process of dealing with the individual case. It is concerned with the individual in relation to his social environment and aims at his successful adjustment.

A professional casework relationship is the one that enables the client to express facts, attitudes and feelings with a guarantee that the worker's response will be geared to the client's need, not to the worker's need. The caseworker is responsible for facilitating communication, both verbal and non-verbal, without which no relationship can be established and developed. This relationship is connected with the treatment process.

The two types of casework treatment currently used in correctional settings are the supportive treatment method and curative treatment method. The former requires the use of a number of techniques that help the client to improve his functioning within the framework of his established ego mechanisms of defence. The latter requires the use of different techniques that help the client to

improve his functioning through modification of selected ego mechanisms of defence. The outward form of the client's behaviour and selected internal process are modified.

In correctional institutions, caseworker keeps the relationship a realistic one, using the possible elements in the relationship to motivate and influence the client towards a maximal solution of his problems. Thus, in the correctional settings, the caseworker's activity in respect to motivation is directed towards reducing the strength of factors inhibiting the client's use of help, towards identifying and utilizing the constructive motivating forces that the client has already developed. This is for the purpose of adaptation and mastery and towards offering opportunities that may induce constructive motivation, where it does not exist.

In correctional settings, the social caseworker attempts to establish a relationship which, over a period of time, frees the client to express his feelings, muster his ego strength, change his anti-social values and become law-abiding citizen. Thus, relationship is the core of social caseworker's contribution, along with the use of community resources. It means that the caseworker accepts the client, understands and respects him. The client gradually develops feelings towards the caseworker, and shares his ideas, emotions, and worries. Then, through a bond of warmth and support, changes are effected. The caseworker is non-judgemental, sensitive to the needs of the offender, and conveys a feeling of respect for the integrity and individuality of the offender, regardless of his criminal conduct.

The helping process depends upon a relationship between worker and client within which the client may, if he is able and willing, be encouraged to ask, receive, and use help in clarifying his own wants and purposes, in relation to the resources available to him and in mustering his own powers to achieve his chosen ends. In many instances, the offender is likely to express his needs about concrete situations, such as the way he left things at home, or the job he left behind, or some details of institutional life, such as change of work assignments, or living quarters, or a suspected discrimination against him in privileges. The basis of the client's complaints may be real and may furnish a specific issue upon which the caseworker and the inmate of a correctional institution can work together. But casework with offenders is not primarily concerned with the individual offender as a separate entity apart from his surroundings. Nor is casework primarily concerned with the social environment and its improvement. Casework, however, has a general interest in both the offender and the environment, since its goal is to find a means of adjustment and an equilibrium between the two. For the successful accomplishment of this task, the caseworker must understand the offender, his capacities and abnormalities and he must know the social situation, its resources and dangers. Furthermore, his knowledge must be broad enough to go beyond the offender involved and embrace the scientific principles, which lie at the back of personality development, behaviour, and the social forces, which govern family and community.

There are five basic assumptions underlying casework, which are applicable in helping the offender:

1) Every individual must be seen as a person of dignity and worth.

2) Behaviour, whether acceptable or unacceptable to the community, expresses a need of the individual.

3) An individual can and will change his behaviour if the right help is given at the right time and in the right amount.

4) If the offer of help is given before the problem becomes seriously aggravated, the response is likely to be better.

5) The family is the most influential force in the development of personality in the crucial early years. The emphasis in casework varies from case to case, since the cause of maladjustment

may lie primarily with the individual, or with the environment, or in some cases a combination of these personal and social factors. The casework may be directed at strengthening the personality, in order to increase the capacity and understand the offender. This is true, for instance, in the case of those who suffer from nervous and emotional disorders, from frustrations and conflicts, which prevent successful adjustment in any situation. In other cases, the emphasis may be directed at the change or enrichment of the environment, to eliminate harmful conditions and make use of helpful resources. This is true, for example, in the case of children who live under conditions in delinquency area, where adjustment is difficult for even the most normal type of personality.

In attaining both immediate and ultimate goals, three fundamental processes are seen interplaying at every point, the use of the resources, assisting the offender to understand his needs and possibilities; and helping him to develop the ability to work out his own social programme through the use of available resources. Therefore, casework is a joint action in which both the caseworker and the offender take part and in which, they develop a definite relationship.

In correctional settings, casework has been in use over a considerable period of time, especially in relation to probation. In other correctional settings, especially in institutions, not only is casework a later development, but it is very difficult to apply. The prison or Borstal School programme is one of mass treatment and often casework is neglected.

6.6   SOCIAL GROUP WORK IN CORRECTIONAL SETTINGS

Group work with delinquents and criminals is often seen as a powerful technique for modifying behaviour and attitudes. Although demanding and sometimes complex, group work is based on some rather simple and well supported observations about how people grow and interact. Social group work is a method of rendering service to persons, through providing experience in groups. Development of the person towards his individual potential, improvement of relationship and social functioning competencies, and social action are recognized as purposes of social group work. The worker functions within a framework of ethical and social values. In social group work, the worker helps members and group to use their abilities and strengths. The worker uses himself in different ways in relation to specific objectives. The group member and the group are inextricably interrelated and the condition of each is bound to affect the other.

There can be three main reasons for the use of the group work in treatment of the delinquent and the criminal:

- First, the dynamics of the offender himself.

- Second, the specific correctional setting in which he finds himself.

- Thirdly, the specific purpose for which society has put him into the correctional setting.

There is a phenomenon appearing in the delinquent, which shows that one of his outstanding identification as well as support is the group. This phenomenon is certainly closely related to the age of most of the delinquents, since all adolescents seek their status far more in the group of contemporaries through closeness with adults. The use of the group work method becomes, therefore, essential because often the delinquents cannot be reached otherwise. He must be approached in his own group where the other delinquents are around and he feels secured. The purpose and goals of the group related to this understanding are many:

1) The strengthening of the feeling of security of the offender in the framework of the group, so that he does not feel alone and helpless, but also moves towards not being wholly dependent on it.

2) The strengthening of the offender's independence by helping him to actually participate in group discussions, not to submit to a gang leader or a powerful sub-group.

3) The introduction of an adult who represents the values of a society they often reject, but who, because of his accepting attitude, represents adult security and love. The delinquent can meet this adult in a group, while still feeling the support of his contemporaries and relating in different degrees of intensity. It also provides an opportunity of gaining satisfaction in the need for adventure and experimentation in various ways that are accepted by the society.

4) An opportunity to gain inner resilience and status within the group through accomplishment in activities accepted by the society.

In group work in correctional settings, the programme media should be varied. The group members must allow for outlet of hostility, and not reduce the group to unacceptable behaviour. Programme should allow, at times, for the individual need of withdrawal by letting a group member do something for himself without feeling guilty that he does not participate, but help him feel accepted by presence in the group.

Besides the help with outlet of feelings, a programme should include the opportunity for real achievement. It should strike a balance between more individual and more cooperative projects, according to the readiness of the group members. It must also allow for pure enjoyment and aesthetic satisfaction. In these days, the use of the group as a tool in correctional work has been recognized more and more. The guided group interaction technique can serve as a sort of spear-head around which many activities, can be organised in an effort to get at the inner life of the person.

Check Your Progress III

Note: a) Use the space provided for your answer.
       b) Check your answer with those provided at the end of the unit.

1) What are the main goals of group work in correction?
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6.7 SOCIAL WORKERS IN POLICE DEPARTMENTS AND COURTS

In certain European countries, United States of America and in Japan, professional social workers work with the police, especially in their youth bureaus. Social workers help police to understand properly the delinquents whom they apprehend. They also help the police to develop a rehabilitative attitude rather than a punitive one.

Social workers play a major role with the police in trying to prevent delinquency and crime. Professional social workers generally believe in preventive aspect of delinquency and crime. The rationale behind this is that if more time and talent can be put into preventing anti-social behaviour in the first place, the society, as well as individuals and families will be much better off. With the help

of the social worker, police work with delinquents in recreational activities and clubs to prevent delinquency and crime.

In India, professional social workers are attached to juvenile courts, performing the role of probation officers. They have various functions in the juvenile court. Conducting investigations to find out various causes and facts in a violation of law is an important function. A social worker can generally be objective and can secure a picture of the total situation that is helpful to the court.

In juvenile courts, the magistrate makes decisions based on the report submitted by the probation officer. Investigations are usually related to the delinquents, but most often, involve the family, close relatives and other key persons in the lives of the accused.

Another important function of the social worker is to represent the court after the magistrate has made the decision. Probation involves regular interviews and contacts between the probation officer, who is the social worker, and the offender. The social worker tries to use his knowledge and skills to help bring about desired changes and modifications in the behaviour of the offender who is in probation.

Check Your Progress IV

Note: a) Use the space provided for your answer.
b) Check your answer with those provided at the end of the unit.

1) What is the role of a correctional social worker in juvenile court?
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6.8   LET US SUM UP

Juvenile delinquency and crime are major problems of modern society. Social work has an important role to play in the control, correction and prevention of delinquency and crime. Social work attempts to help the individual, his family and the community to face and solve delinquency and crime through the utilization of individual, family and community resources.

Casework, group work, and community organisation are the basic processes utilized by the social worker in correctional settings. The correctional social worker is given authority in order to change the way offenders (clients) express values in action. All social workers work with offenders in terms of values. More than any other function, the correctional social worker's task is defined in terms of changing values of the delinquent or criminal, so that they become suitable in action with the values of the society.

The social worker helps, particularly the police departments, courts, probation, institutions, parole and prevention. Therefore, professional social work in correctional settings is a comprehensive, constructive social attitude, therapeutic in some instances, restraining in some instances, but preventive in its overall social impact.

6.9   KEY WORDS

Arrest   : To deprive a person of his liberty with ultimate aim of bringing him to trial for a criminal offence.

Bail   : When granted bail, a person charged with offence and held in custody, may be released, while awaiting or during committal proceedings or trial.

Behaviour Modification   : Behaviour modification techniques are based on the assumption that the likelihood of occurrence of a behavior depends on its consequence. If a behavior is followed by a reward, it becomes more likely to occur in future, while if it is followed by a punishment, it becomes less likely.

Community Homes   : This is a general term covering residential accommodations available to local authorities in exercising discretion as to the placement of child in custody.

Conviction   : The formal judicial determination of a case on a finding of guilt or the acceptance of a plea of guilt, though the word is sometimes used simply to refer to a finding of guilt.

Corrective Training   : This is intended for offenders who, while apparently committed to a criminal career, were not so far advanced in criminal sophistication that a period of intensive and constructive training might succeed in rehabilitating them.

Crime   : In simple terms, it is known as lawbreaking.

Criminal   : A person who has broken the law.

Delinquent   : A delinquent is a person, who is a child and who has broken the law.

Imprisonment   : A term of judicial sentence available for a convicted offender who is a major.

Incapacitation   : As a penal measure, the aim of incapacitation is to ensure that an offender will not offend again.

Juvenile Court   : Established as an alternative to the seemingly criminogenic, stigmatizing process of the adult court, the Juvenile Court first developed in the USA in the late 19th century for the trial of juveniles.

Prison   : A place for incarceration.

Social work in correction   : From a criminological point of view, the importance of social work lies in its provision of an alternative framework for dealing with juvenile and adult offenders from the rationale developed by the criminal justice system.

Suspended Sentence   : This is penal measure used in many countries. It is essentially a sentence of imprisonment, which is held in abeyance during the so-

called operation period fixed by the court when imposing the sentence. A offender receiving a suspended sentence is initially set at liberty. If he then commits no offence during the operational period, he does not go to prison.

Truancy : A child's absence from school without excuse, with or without parental knowledge or connivance. Educational issues aside, truants have a substantial involvement with juvenile delinquency.

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6.11 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress I

1) Social work seeks to enhance the social functioning of individuals, singly and in groups. The three functions of social work are restoration of impaired capacity, provision of individual and social resources and prevention of social dysfunction.

Check Your Progress II

1) Social work values are basically the values of democratic societies, which are mainly the worth of the individual, the inherent dignity of the human person and society's responsibility for contributing to the common good. Hence, the individual is the primary concern of the society. The society has a responsibility to provide ways in which obstacles can be overcome or prevented.

Check Your Progress III

1) There are three main reasons for the use of group in treatment of the delinquent and the criminal. First, the dynamics of the offender himself. Secondly, the specific correctional setting in which he finds himself. Thirdly, the specific purpose for which society has put him into the correctional setting. Besides, it helps in the socialization, reformation and rehabilitation of the offender.

Check Your Progress IV

1) Correctional social workers, who are attached to juvenile court, perform the role of probation officers. Conducting investigations to find out various causes and facts is an important function. The social worker represents the court after the decision is made by the court.