Social Work Interaction with Individual and Group
Subject: SOCIAL WORK INTERACTION WITH INDIVIDUAL AND GROUP Credits: 4

SYLLABUS

Introduction to Social Casework

Social Group Work
Characteristics and Significance, Principle, Skills and Models of Group, Group Formation, Social Group Worker

Introduction to Social Problem
Contemporary Social Problem, Social Defense

Fields of Social Work

Economic Aspects of Social Work
Development and Underdevelopment, Concept and Dynamics of Social Development, Concepts and Types of Economic System, Social Planning and Social Policy, Human Development

Constitutional and Legal Aspect
Indian Constitution, Indian Legal System its Relevance for Marginalized and Disadvantage Group, Public Interest Litigation, Basic Understanding of Criminal Procedure, Social Legislation and Role of Social Worker in Legal Assistance

Suggested Readings:

1. Nigel Parton, Social Theory, Social Change and Social Work, Routledge
CHAPTER 1
INTRODUCTION TO SOCIAL CASEWORK

STRUCTURE
- Learning objectives
- Historical development
- Basics of social casework
- Practice of social casework
- Interviewing in social casework
- Fields of social casework
- Review questions

LEARNING OBJECTIVES
After reading this chapter, you should be able to:
- Understand the social casework, and explain its historical development.
- Understand the practice of social casework
- Understand the interviewing in social casework
- Understand the fields of social casework

HISTORICAL DEVELOPMENT

The Nature of Individual

Every individual is unique and his/her needs are dissimilar from others in society. Consequently, the treatment given or approach to one individual cannot be used for the other individual. To understand human behavior and the individual variation Grace Mathew has given following proposition.
- An individual’s behaviour is conditioned through his/her environment and his/her life experiences. Behaviour refers to reacting, feeling, thinking, etc. Attributes of human being are not visible to others. The circumstances and powers surrounding the persons constitute the environment.
For human growth and development it is essential that sure vital needs should be met. The vital needs may be – physical and mental. Physical needs refer to needs for food, shelter, and clothing. Mental needs can be in the form of emotional security, need of parents, child, and spouse.

- Emotional needs are real and they cannot be met or removed through intellectual reasoning.
- Behaviour is purposeful and is in response to the individual’s physical and emotional needs.
- Other people’s behaviour can be understood only in terms of ones own emotional and intellectual comprehension.

Each individual and every individual has his/her own importance. As every human being has his/her own set of qualities, he/she cannot be neglected. Herbert Bisno described the following attributes of individual nature:

- Each individual through the very fact of his/her subsistence is of worth.
- Human suffering is undesirable and should be prevented or at least alleviated, whenever possible.
- All human behaviour is the result of interaction flanked by the biological organism and its environment.
- Man does not naturally act in a rational manner.
- Man is amoral and asocial at birth.
- There are both individual and common human needs.
- There are significant differences flanked by individuals and they necessity be recognized and allowed for.
- Human motivation is intricate and regularly obscure.
- Family relationships are of primary importance in the early growths of individual.
- “Experiencing” is essential for learning procedure.

While these two attributes concerning individuals seem obvious at first glance they are often forgotten. Our tendency to simplify events and our biases
often prevents us from realizing the uniqueness of the individuals with whom we are dealing. We often observe how individuals with dissimilar natures are treated by the common approach. For instance, we hear people say that beggars have no self-respect and are lazy. To avoid this mistake caseworkers have to remind themselves that each client who comes to the agency has his own outlook, feelings, and attitudes. Their troubles may have some similarities but has significant differences. Thus the treatment necessity is differentiated according to the needs of the individual. The caseworker should effort to understand the client’s need and respond to him in an individualized way according to his needs. Likewise the caseworker should recognize the individual as significant simply because he is human being. Professional acceptance of clients through putting aside personal bias is a significant requirement of the caseworker. The caseworker may have to deal with terrorists, criminals and other deviants who he/she may personally dislike.

According to Maslow’s prioritization can be categorized as follows:

- **Physiological needs:** This refers to vital needs of food, shelter, cloth, air, and water.
- **Safety needs:** It is the nature of human being that it likes to be on the safer side and avoid physical damage and hazards.
- **Need for belongingness and love:** Every human being loves to be love and to belong a scrupulous group and with the prestige in that group. If a person is deprived from parental love, affection of siblings and peer group, there are chances of development of violent behaviour in him.
- **Esteemed needs:** It is general psychology of human being that it likes to be at the top position, to have status in the society and acceptance in his own group.
- **Need for self-growth and identification:** After fulfillment of above needs there is need for opportunities accessible to a person for self-growth and to prove his capabilities for his remarkable identification in the society.
- **Need for cognitive understanding of self and the world approximately:** When the person recognize himself and the world
approximately him it is said that all his needs are fulfilled. It is the top mainly need in the need hierarchy, which governs the person at spirituality and very few persons achieve it.

We can say that each human being has a number of needs requiring satisfaction. If these needs are not fulfilled it may result in frustration followed through crisis situation. The caseworker has to understand the client’s need in order to study, diagnose and to provide treatment according to his needs.

**Troubles Faced Through Individual and Families**

Troubles may be caused due to the non-fulfillment of needs or inability to perform his social roles. The social roles are linked with being a parent, spouse, and wage-earning worker etc.

**Causes of Human Troubles**

Problem of social functioning causes distress to the individuals. These individuals are not to be measured as a unit of category but a unique person. Casework method tries to resolve individual troubles through scientific approach. According to Encyclopedia of Social Work Vol.1, the cause for human troubles may be divided into five categories:

- Lack of material possessions
- Misconception in relation to the situation and relationships and lack of appropriate information
- Illness or health troubles related to a disability
- Emotional distress resulting from stressful situations
- Personality characteristics or deficiencies

Grace Mathew undertook a survey of 200 casework records, which was based on the reports of casework services rendered for the clients in India. From the sample obtained from Survey of Casework Record; the troubles can be categorized as follows:

- Troubles related to illness and disabilities
- Troubles due to lack of material possessions
- School related troubles
- Troubles related to institutionalization
- Behaviour troubles
- Troubles of marital discord
- Problem situations needing a follow-up service
- Needs related to rehabilitation of people handicapped through disabilities
- Predicaments and difficulties of client caught up in troubles that have been regarded as social troubles like gambling, prostitution, alcoholism, drug addiction, and unmarried motherhood.

**Kinds of Problem**

In general we can categorize the troubles faced through individual as:

![Diagram: Problems Faced by Individuals](image)

Broadly we can say that in a society several troubles are associated with the individual and the prime aim of casework is to resolve individual troubles in order to help him/her to be self-governing and effective in social
functioning.

**Concept of Social Casework**

In the words of Gordon and Hamilton “social casework which is both a tool and area of work consists of processes which develop personality through adjustment consciously affect individual through individual flanked by man and his social environment”. Miss Richmond gives this definition of casework. “Social casework is art of doing dissimilar things for and with dissimilar people through cooperating with them to achieve at one and at the same time their own and their society’s betterment.” Thus it is both art and science of resolving individual troubles in social area, for individual and society are interdependent and social forces power behaviour and attitude of an individual.

The focus of each branch is dissimilar but the practice of these three branches is not mutually exclusive. Social casework is concerned with individual and his adjustment to life and general social welfare. It does not concentrate on individual to the exclusion of social factors. In other words the vital objective of social casework is to promote social welfare with vital focus on individuals.

**Vital Assumptions of Social Casework**

The main work of social casework is to enable an individual in solving a problem through self-efforts. The social worker’s job is to give adequate help and guidance. According to Hamilton the chief assumptions of social casework are:

- Individual and society are interdependent and complimentary to each other.
- Several factors operative in the society power human behaviour and attitude.
- Some troubles are psychological and some are interpersonal in nature.
- In the procedure of social casework conscious and controlled relations are recognized for achieving its aims.
• Social casework enables an individual to solve his/ her troubles through channelizing his/her energy and capability positively.
• Social casework provides everyone equal right to progress. It also provides help to every needy and disabled person.

**Philosophical Assumptions**

The ultimate goal of social casework is to establish harmonious relationship flanked by individual and the society to which he belongs. According to Grace Mathew there are sure assumptions, which constitute the fundamental structure of social casework. They are generated out of the communal thinking and traditions in casework. These philosophical assumptions are:

• Every human being has to be measured as a person with dignity and worth.
• Human beings are interdependent and it governs their interaction in social groups.
• There are common human needs for growth and development of individuals. The subsistence of common needs does not negate the uniqueness of individuals. Every individual is like all other human beings in some characteristics and like no other individuals in sure characteristics.
• Every individual has within him/her, the potential for growth and attainment and he/she has a right to the realization of this potential. From this it follows that people has capability to change.
• Society has an obligation to help those who do not have the means for the realization of their potentials.

**Historical Development of Casework in West and India**

Individuals in every society right from ancient times were helped through others to solve their troubles. All religions encouraged the helping of the poor and helpless people. However it took professional shape in the late 19th and
early 20th century. To date the actual beginning of social casework in west is impossible but some significant landmarks in its growth are given below.

**Early Beginnings**

The Association for Improving the Condition of the Poor (A.I.C.P.) shaped in America in 1843 approached the problem of poverty more individually than had been previously it was. The aims of A.I.C.P. were to visit the poor at homes, to provide counsel, to assist them practically in obtaining employment, to instill in them self-respect and self-reliance, to inculcate the habits of economy and whenever absolutely necessary to give such relief as should be suited to their wants. The first professional School of Social Work was the New York School recognized in 1898. The establishment of this institution designates that social work had sufficiently large body of knowledge and skills through that time. Further the need was felt for better trained professionals as complicated modern troubles could not be handled in traditional ways.

**1877s**

The earliest organized effort in USA was the establishment of American Charity Organization Society in 1877. One of the aims of the society was to find out the ways and means of helping the poor and needy and thus to organize individualized service. The society used volunteers described “FRIENDLY VISITORS”. We will be studying in detail in relation to the contribution of Friendly Visitors in coming chapter of the same unit. The main plan of this organization incorporated the investigation of applicants to assess the need, central registration, recording, and relief giving.

**1914-1917**

The first training programme for the casework started at this time. Casework at this time was based more on medical model. For sometime casework was only confined to sick persons, i.e. a sick person to be treated was the priority. The term “work with case” was used for the first time in national conference in USA. The first professional training programme
especially for the casework was started in the form of summer training. The impact of this training programme resulted in the need for more substantial training and schools of social work attached to the agencies came into subsistence. When these schools started regular training programme, they were recognized as professionals. Miss Richmond and Francis McLean, offered specialized service to thousand of clients. Social casework journal of family service association grew out of efforts of this great pioneer movement. The first book in case work “Social Diagnosis” was published in 1917 through Miss Richmond.

**Impact of First World War**

Prior to First World War, major emphasis was given on the social factor, which influenced individuals who had troubles. The causes of these troubles were found in the environment and the superior social economical pressure under which people lived. The primary foundation of social casework was human behaviour. The impact of Second World War was that social work became popular and a large number of people who had not been acquainted with it became familiar with it. Medical and psychiatric social workers were especially in demand throughout the war. Several men and women came to know the meaning of social casework for the first time. The First World War made a wide impact on social casework. Psychiatry in this period became significant. The contribution of Freud and his follower influenced the method employed through the caseworker in dealing with the individuals. Child guidance clinic movement and treatment, prevention of mental problem and delinquency strengthened the psychological orientation of this approach.

**1920s**

At this time caseworker adopted the new psychoanalytical approach to understand the client and their troubles. These caseworkers found the psychoanalytical theory and the concepts in psychology very useful in casework movement. This psychoanalytical theory was given through Freud and recognized as Freudian psychology made strong impact on casework.
Thus it was the era of psychiatric development of social work. Focus of caseworker was on psychic forces within the individuals. Professionals also began to move into other fields like prisons, school, etc. In late 1920’s it was expected that client and his/her involvement in problem solution was essential for the success of casework. At this time caseworker realized that more responsibilities should be given to individuals to make decisions of their life. In 1930 psychoanalytical contributions became very significant and social caseworkers accepted the new method of dealing with clients. Slowly many schools of thought urbanized with several points in common and number of differences. These schools were based on the theory of Sigmund Freud and Otto Rank.

1930s

It was the era of sudden changes in life-style that lead to economic depression. Casework had to consider the economic factors, which were causing distress to the clients. It was realized that economic distress could lead to emotional disaster and breakdown. The social and economic need of great differentiation refocused sociological and reality consideration for social work and compiled action on the part of federal government. At this time several work programmes such as federal emergency relief act, the work progress administration, the public work administration, and the civilian conservation corporation appeared. Thus major outcome of the depression was establishment of governmental public assistant programme. It relieved the voluntary agencies from the task of providing economic help. Caseworker was able to devote more time in dealing with clients inter personal troubles.

1940s

The 1940s were dominated through the world war. Social work approaches appeared in the previous decade was transformed through the changes in theory and practice.
**Impact of Second World War**

Social casework was greatly influenced through the events of Second World War. Throughout the war there was augment in personal troubles on the part of clients due to financial crises. Emotional troubles also increased. To meet these needs and to solve these troubles family agencies were started.

**1950s**

In this era private practice in the social work began. Professional agencies were started rising in the field of case study. Now the caseworker started going to community and the troubles of community were taken care indirectly through solving individual troubles. It was the period of resettlement, revaluation, and upgradation for social worker.

**1960s**

Here the mainly promising development increased stress on importance of research. The past overemphasis on either environment or personality gave absent the awareness of interdependence of these two factors. In this era social action was more focused to bring in relation to the change in the society. Casework method adopted new techniques and principles.

**Current Trends**

One of the current trends is shifting of caseworker from older and recognized agencies to newer and experimental areas of social work. Caseworkers are now more aware of their own contribution to human welfare. As a profession it has now gained more popularity. One of the current trends is increased stress on the importance of research. Also there is rising awareness that personality and environment are interdependent.

**Importance of Casework as a Method: Casework in India**

Indian culture and religions advocate the need to help the poor and needy. There is also a tradition of knowledgeable individuals providing advice and
support to others, for instance Krishna gave advice and support to Arjun at the beginning of the Mahabharata war. The Hindu Shastras also accentuated on giving which may be in the form of wealth, knowledge, and wisdom. In Buddhism help should be given to relatives and friends. In Islam alms was given through the fortunate to the State and used for welfare of needy. Christian missionaries in India also started activities which aimed at helping the poor. But these efforts were paternalistic in nature and did not aim at making the individual self-governing. Further, the relationship in these instances was not professional. Thus there exists a significant variation between modern professional casework and traditional helping of needy individuals.

Education of social workers in India started with the training of volunteers occupied in charity and relief activities. In 1911 N.M. Joshi had recognized Social Service League in Mumbai. This league mannered training programme for volunteers who are at the service of people suffering from famines, epidemics, floods and such other disasters and also who mannered welfare programmes in the middle of the poor and the destitute. The first professional social workers who did casework in the Indian settings were trained in the American School of Social Work. In 1936 Sir Dorabji Tata Graduate School of Social Work, now recognized as Tata Institute of Social Science (TISS), was started to impart training to those who had a University degree in the field of social service. Thus, the training for the social work was changed into a full time career oriented educational programme. Casework as a theoretical course and as a method of practice in the academic programme started from the year 1946. Initially social casework was practiced in relatively few agencies and institutions but nowadays social casework is practiced in several agencies, institutions and organization such as hospitals, clinics, courts, industry, military organization, family welfare agency, child welfare agency, institution for the aged, destitute, orphans etc.
Major Landmarks in the History of Casework Development

Contribution of Friendly Visitor

As we discussed earlier the term Friendly Visitors was first used in 1877 through American Charity Organization Society for its volunteers. Citizens of England with the substance of helping poor people founded this society. These people had funds to help poor and needy. They were kindhearted volunteers who visited poor families to assess their needs and to give help, guidance, and advice. They made their visits in act of charity and not expecting any monetary rewards. They composed data in relation to the needy individuals and families and helped them after assessing their needs.

There were hundreds and hundreds of volunteers who made their visits to the home of poor and brought whatever they could in the way of understanding, sympathy, encouragement, and general goodwill. The role of Friendly Visitor was educational one and goal was to improve the character through personal power. Living advice and being model were two methods through which the visitor influenced the client and there can be no doubt that some of them did exert a wholesome personality power in hard personal and family situation. Though, there was comparatively little consciousness or the analysis of factors at work in the relationship. At the same time it was almost certainly through the efforts of Friendly Visitors that the concept of scientific charity evolved and seeds of social casework were sown. The visitor found that the problem of all poor people is not alike and they should not be treated in the same manner. The term Friendly Visitors was subsequently supplemented through the term “Paid Agents”. These Paid Agents urbanized systematic procedures in performing their task. They composed data in relation to the needy individuals and families and helped them after assessing their needs. Paid Agents also maintained records including personal data and the kind of help given to clients. The communal experience of Friendly Visitors and Paid Agents facilitated the understanding of human behaviour.

With the development of Schools of Social Work, Friendly Visitors received training and instructions in relation to the method of investigation, diagnosis, and treatment from experienced social worker.
**Contributions of Mary Richmond**

In the previous chapter we discussed that the beginning of professional casework is associated with publication of Mary Richmond’s book “Social Diagnosis”. In the words of Richmond “Social diagnosis is the effort to arrive at as exact a definition as possible of social situation and personality of the given client”. She was interested in the formation of methodology of helping clients. She visualized a diagnostic summary with following three headings:

- Difficulties defined
- Factors Causal
- Assets and liabilities

Richmond knew that the facts, which were observed and inferred, are not always scientifically reliable. Richmond tried to answer the following questions.’ Who arrives at diagnosis? What is the foundation of power? How reliable is the worker’s judgment and the facts on which they are based?” Richmond found that diagnosis is a procedure consisting sequence of steps in order to facilitate the worker to arrive finally at his/her definition of social situation and personality of client. The sequence of steps was as under:

- Interview with client
- Get in touch with his family and close to ones
- Search of inside and outside sources for cooperation
- The interpretation of information composed

**Interview with Client**

According to Richmond the primary step is to know the personality of the individual and to study his/her life closely, which can be done through interviewing him/her in relation to the his/her family background, family doctor, health agencies, schools, past and present employers, residence and neighborhood. Interviewer’s aim is to collect information concerning the sources for further information. Richmond also described the objectives of the worker for the interview, which are to:

- Provide the client fair and patient hearing.
Establish mutual understanding on good foundation.
Secure clues in relation to the other source of information.
Begin the slow procedure of developing self-help and self-reliance.

Get in touch with his Family and Close to Ones

In the critical get in touch with the family, Richmond saw the need of an individual not only for assessing the personality, diagnosis of problem but also to develop a relationship with other members of the family. Richmond felt that attention should be given to family cohesion, unity of family and the capability of family members toward affection, enjoyment, and social development, children’s ambitions and aptitude, interference of relatives and variation in role were to be noted.

Search of Inside and Outside Sources for Collaboration

Outside source of information to make diagnosis incorporated social agencies, churches, doctors and health agencies, present and former neighbors, relatives, friends, present and past employers, school and public record, etc. and inside sources like his/her willpower, confidence, self-reliance, attitude etc. Miss Richmond recommended that the worker gain information from this outside source and he/she goes first to those sources which were likely to power his/her personality and the mainly prominent factors in client’s history.

The Interpretation of Information Composed

The composed data from the above sources was measured as raw material for diagnosis. Such interpretation is arrived through the careful weighing of proof and critical comparison. Social proof was defined Richmond as “all facts as to personal or family history are taken together designates the nature of a given clients in social difficulties and means to their solutions”. She also recognized that the client’s own hopes, plans and attitude towards life are more significant than any other information. Richmond made the first exclusive effort to analyze casework procedure. This was the first truly professional approach in casework. The contribution of Richmond has always
been held in respect through modern caseworker because of several reasons. It contains the concept of self-determination which has become very significant in modern casework philosophy.

Richmond’s interest was dual. On the one hand it was a social and on the other hand it was psychological. It was concluded that forces within the individuals and outside him/her power his/her behaviour and his/ her nature in the society. Richmond attempted to combine this dual interest and she suggested that there ought to be a profession described “Sociatriy”.

**Contribution of Freudian Theory**

As mentioned earlier throughout the First World War much the power of psychiatry became strong. Before the advent of psychiatry Social Casework was practiced as an active art. The caseworker investigated, diagnosed, and administered the social services. After being influenced through Freudian theory, social caseworker also provided individual therapy. Feelings, emotions, attitudes, repressed conflicts and the dealing with the unconscious became an integral part of Social Casework understanding and method. Slowly, social work curriculums in the West contain psychiatry.

**Freudian Theory**

Today, as in the past, several social workers---not only those who specialize in psychoanalysis---draw on Freudian theory in their efforts to understand human behaviour. In 1918, the first psychoanalytically oriented school of social work, Smith College School for Social Work, was founded to teach students in relation to the Sigmund Freud’s ideas and their application to practice, particularly in the treatment of WWI veterans’ suffering from trauma due to their war experience. Freud’s power is found in several areas of casework. His greatest power was though on caseworker-client relationship. Previously clients were persuaded, influenced, or even coerced into accepting the caseworker suggestions and ideas. Informally, a few psychoanalysts did give training and supervision to social workers and in 1948 social workers were first accepted at the psychoanalytic institutes of the National
Psychological Association for Psychoanalysis and the Postgraduate Centre for Mental Health, both in New York.

Unconscious Mind

Through his experience with hypnosis and study of dreams, Freud found a word of hidden mentality, which he described the “Unconscious”. Several of the social workers that came into get in touch with Freud’s concept of unconsciousness, and psychiatry began to introduce these concepts into social work.

Ambivalence

Thinking of men is divided into two parts and Freud noted that these two parts were often in disagreement with each other. To understand the ambivalence he explained that, one could love and hate simultaneously, one could have fear and courage at the same time etc.

The Past

Freud observed that there were several conflicts flanked by past experience and present attitude of a person. That is why to treat the disagreement one should know the history of disagreement.

Transference

Transference refers to any distortion of a present relationship because of unresolved (and mostly unconscious) issues left in excess of from early relationship.

Resistance

Resistance refers to the resistance to interpretation of transference. The Chief Conception of Freud is:

- Unconscious mind is the determinant behaviour.
- Ambivalence in feeling and attitude.
- Past experience determines the present behaviour of the person.
- The recognitions of the phenomenon of transference in psycho-therapy
- Resistance to interpretation of transference to be dealt in all helping procedure.

Freud’s three disciples Alfred Adler, Carl Jung and Otto Rank have urbanized schools of their own. Adler was instrumental in establishing the first child guidance clinic in Vienna. Adler introduced the system of “individual psychology”. Jung has given analytical psychology and accentuated a relationship with the therapist and therapeutic factor. Otto Rank practiced as a therapist and wrote extensively on technical as well as on cultural characteristics of psychoanalysis and gives emphasis on psychotherapeutic philosophy.

**Value of Social Casework within the Sphere of Social Work**

We know that Social Casework as method of social work aims at helping individual to solve his/her problem in the society to perform in better way and to enhance his/her own capabilities. The vital unit of society is individual. If individuals are satisfied in their life and efforts are made to minimize maladjustment then it leads to formation of peaceful society. Society is consisting of individual. Every profession has a tested body of knowledge for its own growth and development. This body of knowledge should be easily understandable and communicable and should contain principles, techniques, method, procedure, tools and terminology of its own. The social work as profession has urbanized a body of knowledge, which contain method and tools, and terminology of its own.

In the sphere of social work, casework as a method demands a dual orientation. Firstly orientation in human psychology, secondly orientation in knowing cultural force of the society in which it works. Initially Social Casework was practiced in a few agencies and institutions but it has been increasingly utilized in newer settings. Today there are several agencies,
institutions and organizations, which regularly use social casework. It is practiced in hospitals, clinics, courts, industries, military organizations, family welfare agencies both government and voluntary, immigrant agencies, day nurseries and schools, adoption agencies, child guidance clinics, hygiene organization, health organization and others.

**BASICS OF SOCIAL CASEWORK**

**Principles of Social Casework**

The principles of social casework are applied in establishing close relationship flanked by social caseworker and the client. Relationship is the medium through which changes are brought in the behaviour and personality of the client. The term relationship in social casework was used for the first time through Miss Virginia Robinson in her book, “A Changing Psychology in Social Case Work” in 1939. The social casework relationship is the dynamic interaction of attitudes and emotions flanked by the social caseworker and the client with the purpose of helping the client to achieve a better adjustment flanked by himself and his/her environment.

Thus the purpose of establishing relationship is to help the client with his/her psycho-social needs and troubles. The relationship flanked by caseworker and client may be more strengthened through by sure principles. These principles are:

- Principle of individualization
- Principle of meaningful relationship
- Principle of acceptance
- Principle of communication
- Principle of expression of feelings
- Principle of controlled emotional involvement
- Principle of non-judgmental attitude
- Principle of client’s self-determination
- Principle of worker’s self-awareness
- Principle of social functioning
- Principle of tuning behaviour
- Principle of social learning
- Principle of confidentiality

**Principle of individualization**

No two persons are alike in all qualities and traits. Their troubles may be the same but the cause of the problem, the perception towards the problem and ego strength differs in every individual. So, each individual client should be treated as a separate entity and complete information is required to establish close relations in order to solve his/her problem from root.

**Principle of Meaningful Relationship**

The purpose of establishing relationship in social casework is to change the behaviour of the client or to achieve adjustment in maladjusted situation. Meaningful relationship is urbanized in social casework through demonstrating the interests in client. He/she is influenced of the caseworker’s warmth as an individual and conveys respect and caring for him/her. In return, the caseworker helps the client to trust in his/her objectivity and feel secured as worthwhile individual.

**Principle of Acceptance**

Social caseworker accepts the client as he is and with all his/her limitations. He/she believes that acceptance is the crux of all help. It embraces two vital ideas --- one negative and one positive. He/she does not condemn or feel hostile towards a client because his/her behaviour differs from the approved one. Later on, he/she try to vary his/her behaviour step through step.

**Principle of Communication**

Communication is a two-way procedure. There necessity is proper communication flanked by caseworker and the client, which helps, in proper understanding of each other. It is the road to the identification of the client’s problem. The function of social caseworker is primarily to create an
environment in which the client will feel comfortable in giving expression to his/her feelings. It depends on a proper communication.

**Principle of Expression of Feelings**

Purposeful expression of feelings is the recognition of the client’s need to express his/her feelings freely, especially his/her negative feelings. The caseworker listens purposefully, neither discouraging nor condemning the expression of those feelings. Sometimes he/she even stimulates and encourages them when the expression is of therapeutic nature.

**The Principle of Controlled Emotional Involvement**

The social caseworker tries to understand the client’s feelings and emotions but he/she himself/herself does not involved emotionally in his/her troubles.

**Principle of Non-judgmental Attitude**

The non-judgmental attitude is an excellence of the casework relationship. The caseworker does not blame the client for his/her problem nor does he assign any responsibility for his/her miseries. He/she only evaluates the attitudes, standards or action of the client.

**Principle of Client Self-determination**

The client’s self-determination is the practical recognition of the right and need of clients to freedom in making his/her own choices and decisions. But this right is limited through the client’s capability for positive and constructive decision making.

**Principle of Self-awareness**

It means that caseworker should recognized his/her own strengths and limitations in dealing with client’s troubles. If he/she feels that the troubles of the client are beyond his/her capability, the client should be transferred to the
appropriate power.

**Principle of Social Functioning**

Social functioning means the functioning of the individual in his/her social roles and relationships, with emphasis on his/her relation to the environment. The caseworker tries to assess the roles of the client and his/her capability to perform these roles.

**Principle of Tuning Behaviour**

Man has body, mind and intellect as three instruments of experiences through which life constantly pulsates. These three instruments have their own separate features in each person. Hence each person has unique personality. There is need of tuning three instruments for right perception and thinking. The social caseworker does it.

**Principle of Social Learning**

Social learning is a pre-requisite to the changes that are inevitably involved in problem-solving. The social learning processes involve:

- arousing and focusing attention and concern,
- organizing and evaluating the problem and planning future action,
- searching for and acquiring new information,
- providing opportunities to the client for new experience.

**Principle of Confidentiality**

Confidentiality is the preservation of the secret information concerning the client, which is disclosed in the professional relationship only.

**Schools of Social Casework**

In the beginning the aim of social work was to help but later on due to power of psychology and psychiatry, personality and behaviour treatment have
also been added as the objective of social casework. Vital orientation of social caseworkers is of dissimilar kinds and with the result diagnostic and functional schools appear in the practice of social casework.

**Diagnostic School**

The diagnostic school is basically founded on the Freudian theory of psychoanalysis. Mary Richmond gave shape to these thoughts in the form of a school. She wrote first book on social casework i.e. Social Diagnosis in 1917. The other contributors of this school were Marion Kenworthy (New York School of Social Work), Betsey Libbey (Family Society of Philadelphia), Gordon Hamilton, Bertha Reynolds, Charlotte Towle, Florence Day and Annette Garrett. The Diagnostic school is based on the following main foundations.

**Principles of Diagnosis**

Social casework help is based on the understanding of each client individually and his/her troubles. It is essential because it gives a realistic foundation for differentiation, and a base for the improvement of the client’s social situation and personal satisfaction and adjustment. The diagnosis is based on the following principles:

- The diagnostic procedure consists of a critical study of a client and his/her situation and the trouble concerning which help is sought or needed for the purpose of understanding the nature of the difficulty with rising details and accuracy.
- Diagnosis is based on the knowledge of the worker in relation to the interplay of social and psychological factors affecting the client.
- The knowledge of interaction flanked by inner and outer forces influencing the client makes the procedure of diagnosis helpful and therapeutic.
- Every problem of the individual should be understood in the light of multiple factors theory.
In the initial stage also, relieving of pressure of stresses and strains on the client, helps the caseworker to arrive at a proper diagnosis.

The initial appraisal of personality and motivations and their significance in the development of client’s problem provides the foundation for planning the treatment of the client’s troubles.

For the solution of the problem of the client, it is of utmost importance to gain some knowledge of his/her current capability to work and to recognize the motivating forces in his/her behaviour.

The understanding of the psycho-dynamics and the pathological symptoms of the personality of the client provides the foundation of determining the kind of help that can be appropriately offered.

**Principles of Treatment**

The main objective of the treatment is of alleviating the client’s distress and decreasing the malfunctioning in the person situation system. The above objective is achieved through enhancing the adaptive skills of his/her ego and functioning of the person situation system. It is based on sure principles:

- The forces of the discussion in the interview are centered on the problem and ways of resolving it. Attention is paid to know the obstacles both situational and behavioral that stand in the way of solution.
- Nature and extent of both social and psychological factors differ in each situation.
- Treatment goals and techniques are planned after a careful study of the scrupulous needs of the client.
- The success of the treatment programme is based on the utilization of the relationship purposefully.
- Social therapy and psychotherapy are the two broad classifications of social casework treatment.

**Use of Techniques**

The techniques contain encouraging, emotional discharge, reassurance,
support, suggestion, guidance and direction, provision of new experiences, clarification, interpretation, etc.

Use of Relationship

The relationship is the medium of treatment through which client is enabled to find new ways of perceiving his/her troubles and of handling himself.

Functional School

The functional approach to social casework practice was urbanized through the Faculty Members of the School of the University of Pennsylvania. This approach is based on the personality theory of Otto Rank. According to Functional School social casework is a method of helping people through special services given through social agencies in such way that the experience of by such services may be psychologically constructive. Thus the functional school of social casework has two inseparable characteristics:

- Potentials for help to a person are inherent in the subsistence of service. Inspite of the differences in the clients and ways of by of agencies services, the kind of service an agency gives and their purposes remain the same.
- The use of agency service gives psychological experience that differs from the form of another kind of service regardless of the similarity of problem in the people by the two services.

Diagnosis

The diagnosis is mainly effective which is related to the need for some specific service and which is urbanized in the course of giving the service. This school does not recognize the significance of understanding the total situation of the client. Functional diagnosis recognizes that people cannot be categorized and a plan with a specific kind of service may deny potential growth and change. In establishing a diagnostic conclusion each individual makes his/her own diagnosis of him. Diagnosis is a way of engaging in a
human relationship procedure, which frees the help seeker to determine his/her own goal for himself/herself. The client is the centre for change capable of continuous growth and development.

_Treatment_

Functional school prefers to use the term helping procedure, rather than treatment. Social caseworker is not responsible for treating someone who is the passive recipient of treatment because the school believes that the centre for change resides in the client itself. Social casework through the agency service seeks to release power for improved social functioning. The procedure of establishing and by a diagnosis serves as the part of casework helping. Total social casework procedure comprises three stages or three time stages: beginning, middle and ending.

In the beginning stage, the caseworker establishes relationship through removing all the hindrances that come in the way of understanding the client or through the client to the caseworker. He/she also tries to understand the client’s needs, desires, motives, interests and hopes for future. He/she also divides the problem of the client and put them in order of priority. The client starts to take services from the agency. In the middle stage the responsibility of the client increases and the relation becomes closer. The last stage is of separation of client from the caseworker. It is a hard procedure. Sometimes client does not like to terminate the service due to emotional touch with the worker. The social caseworker with all his/her abilities and capacities tries on one hand not to harm his/her feelings and on the other hand the client may go happily. Caseworker gives him/her a chance to become conscious of his/her readiness to leave, so that he/she can leave the agency without and fear.

_Variation flanked by Diagnostic and Functional School_

- Diagnostic School follows the theory of personality urbanized through Sigmund Freud whereas functional school is based on the theory of ‘will’ urbanized through Otto Rank.
- Diagnostic School believes that personality is a composite of several interacting forces, reacting not only in each other but also powers the social environment favorably or unfavorably. The strength and the
nature of balance of these forces are the result of individual’s experiences primarily of his/her relationship to parents and the other person. The functional school also believes that the procedure of development of personality takes place within the interaction of inner needs and environmental experiences, but such an interaction takes place and is directed through the human beings inborn will to individual development and autonomy.

- According to diagnostic school, the ego is the chief of psychic energy, the strength of which is determined mainly through the favorable or unfavorable course of one’s psycho-social environment. But according to functional school the ego (self) is the result of the creative use of inner and outer experience through the ‘will’ and is not the product of interaction of inner and outer forces.

- In the diagnostic view, the goal of treatment is to augment the individual’s ego capability whereas functional school tends to direct his/her effort toward helping the client to release his/her inner capability of feeling, organizing and acting.

- Total information in relation to the client’s ego functions, total personality, motivating forces, reality pressures and his/her current feelings is essential according to diagnostic view for enabling the client to take part in the therapeutic relationship. Functional school gives emphasis on the client’s feelings in the immediate situation which comprises both his/her problem and the casework relationship through which he/she may solve the problem, other information are secondary.

- Diagnostic School believes in doing planned and goal directed help to the client –both psychological and social. Functional school gives full freedom to the client to provide direction to his/her own procedure of change. Agency services are made accessible.

- The Diagnostic School accepts responsibility for apprising client’s capacities and weakness and for organizing and arranging events for self development. The functional school believes in the client’s right for choices and goals because of the constructive value of the use of self.
Theories of Social Casework

Theories or models provide the direction to the caseworker to handle the client in a way which is suited according to the client’s need and social circumstances.

Psycho-social Theory

Psycho-social theory was propounded through Hamilton. She published an article on “The Underlying Philosophy of Social Case Work” in 1941 in which the word ‘diagnostic’ was used to express psycho-social troubles. In this approach, diagnosis and treatment are directed toward person in situation. The client is seen in the context of his/her interactions and transactions with the outer world. For proper diagnosis and treatment client’s social context necessity be understood and mobilized. Treatment necessity is differentiated according to the need of the client. Three stages are involved in psycho-social approach.

Psycho-social Study

Social Caseworker starts his/her work with the knowledge of the needs of the client. He/she on the foundation of the needs assesses what kind of help his/her needs. He/she also finds out the perception of the client in relation to his/her own problem, and his/her desires in relation to the kind of assistance to be provided. He/she, then, himself/herself tries to arrive at his/her own understanding of what the client’s trouble is, what factors contribute to it and what kind of service is needed to improve his/her ego strength and adaptability.

Diagnosis

On the foundation of the composed data and accessible material social caseworker tries to assess the nature of client’s trouble contributing factors
and where changes can be brought in his/her behaviour without much efforts.

Treatment

Social Caseworker gives much emphasis on indirect treatment or environmental modification. He/she intervenes actively in the environment and provides necessary concrete help to the client. He/she provides financial help through locating such agency, proper health care and also educational possessions. Direct treatment is also provided for the ventilation of the client to accept concrete help. Psychological support, counseling, suggestions, etc. techniques are used to establish close relations with the client.

Behaviour Modification Theory

Behaviour modification theory is based upon the principles of learning and conditioning propounded through Pavlov and Thorndike. The researches of B.F. Skinner helped to develop the behaviour modification approach further. The behaviouristic theory viewed problem as essentially the result of a failure to learn necessary adaptive behaviours and competencies and/or the learning of ineffective and maladaptive behaviours. It may happen due to conflicting situations that require the individual to make discriminations or decisions of which he/she feels incapable. The maladjusted person has learned faulty coping patterns, which are being maintained through some kind of reinforcement, and he/she has failed to learn needed competencies for coping with the problem of living.

Techniques of Behaviour Modification

The following techniques are used for behaviour modification:

Simple Extinction

In this technique, the reinforcement is removed to eliminate a maladaptive pattern of behaviour. This is especially helpful where maladaptive behaviour is being reinforced unknowingly through others. Through this technique,
learned behaviour patterns are made weaker and disappear overtime.

**Systematic Desensitization**

It is a technique to deal with a wide variety of maladaptive emotional behaviours, particularly involving anxiety, irrational fears and phobias and other shapes of dysfunctions i.e. neurotic tendencies. There are five vital steps in systematic desensitization:

- assessment,
- construction of anxiety hierarchies,
- training in muscle relaxation,
- imaginary training, and
- implementation.

**Impulsive Therapy**

In this technique, instead of banishing anxiety, the social caseworker attempts to elicit a huge flood of anxiety. With repeated exposure in a safe setting where no harm is felt through the client, the stimulus loses its strength to elicit anxiety.

**Assertive Therapy**

It is needed to develop more effective coping mechanism. In such therapy, the opportunity is given to the client for role-playing.

**Aversion Therapy**

This technique is used for the modification of undesirable behaviour through the method of punishment. Punishment may involve either the removal of positive reinforcements or the use of aversive stimuli.

**Family Therapy**

Family is a system which is composed of three sub systems: marriage,
parenthood and siblings. There are continuous interactions and transactions in the middle of these sub systems. It is quite often observed that sometimes relations may not be harmonious and at that time outside help is required to bring the family on proper track. Family therapy is based on the assumption that marital relationship system powers the family adjustment and so it is necessary to understand the nature of marriage. It is also true that the nature of the marital equilibrium affects all family members but its effect differs on each of the member. The development of children is affected also through the nature of the marital equilibrium because they interject the parents as models and guides. Further each developmental stage in the family has stressful situation which requires new relationship.

Family therapy is important because whenever one member of a family is in trouble, all are in trouble. Communication in the family is the channel through which members of the family interact. Whenever there is problem in the family communication become faulty or dysfunctional. In family therapy, the diagnosis is confirmed on the foundation of several kinds of interviews with the client and family. The social caseworker tries to know family structure, and the processes in the family responsibilities, roles patterns of daily living, role performance, role relationship, dependency, separateness, independence stage, capability, tolerance and control of feelings, intimacy, anxiety, regression, taboo, etc. He/she records the family history and analyses its contents.

*Self-control and Self Management Therapy*

Helping clients to help themselves is an old casework phrase. Self-control refers to the ability of individuals to change behavioral patterns that they or others perceive as harmful. The role of social caseworker in this procedure is to help the client to develop the knowledge in relation to the how, when and where to use strategies for change. The worker acts as an instigator and motivator to help the client to start the programme and have motivating force to complete it. A multi-step guide has been presented through Watson and Tharp to develop a self-control plan.

- List a current dissatisfaction.
Select one scrupulous problem of behaviour that occurs in a scrupulous situation.

Describe the effect of problem on behaviour.

Be as precise as possible in stating the behaviour that occurs and the situation in which they occur.

Gather baseline data. Count every instance of target behaviour and stay a record of count.

Catalogue enforcements. Answer three questions for each potential reinforce.
  - Is it a reinforcement or specially shaped,
  - Is it a strong reinforcer?
  - Is it accessible?

List and effort to verify through observation possible antecedents to problem behaviours. Devise a plan for intervention for altering antecedents.

Identify the emotional components of the problem and plan for desensitization.

Select one of the plans that you have urbanized.

Continue to collect data on the problem behaviour. Make a graph of the data to determine that the intervention plan is working.

If the plan is successful, consider termination of relationship.

_The Problem Solving Theory_

This theory was propounded through Helen Harris Perlman in the book “Social Case Work: A Problem Solving Procedure”. This model stands firmly upon the recognition that life is an outgoing problem encountering – problem solving procedure. Every person is involved every time in coping with his/her troubles. Sometimes he/she is capable of coping and sometimes fails to resolve the crisis situation. Through problem solving procedure individual or family is helped to cope with or resolve some difficulty that he/she is currently finding hard to solve. Thus the primary goal of problem solving model is to help a person cope as effectively as possible with such troubles in carrying social
tasks. In the initial stage the attempts are made to engage the client with his/her troubles and to do something in relation to it in a working relationship with the agency. The problem solving procedure starts at once, from the first movement with treating the person. The client is not treated for his/her problem but he is treated for the purpose of helping him/her to know him/her i.e. strength and weaknesses and how to remove those weaknesses. In short, the problem-solving casework procedure involves the following steps:

- It tries to release, energize and gives directions to the client’s motivation for change.
- It tries to release and exercise the client’s mental, emotional and action capacities for coping with the problem.
- It tries to find and make accessible to the client such aids and possessions as are necessary to the solution of the problem.

**Role Theory**

Role is mainly behavioral concept. Role may be seen as a product of an interplay flanked by:

- Individual member’s needs and possessions,
- The solution in the social network, and
- The forces acting on the social network from the environment.

When there are internal or external difficulties, which are beyond the capability of an individual, he/she feels the problem and fails to perform his/her role.

Social Caseworker with such clients suggests new ideas and ways of facing the problem and suggests solution for a difficulty that the external factors have encountered. He/she offers facts, which relate to his/ her own experience for understanding the problem. He/ she gives suggestions in terms of examples, and tries to explain how suggestion would work if followed through the client. He/she mediates flanked by other members, attempts to reconcile disagreements, and relieves tension in disagreement situation. His/her efforts are also directed to stay communication channels open through encouraging others to participate in the business of the client.
Rational Emotive Therapy

This technique is used in the area of modifying irrational elements control in excess of the self. Some of the irrational ideas at the core of emotional and behavioural troubles are as under:

- It is dire necessity for an adult to be loved through everyone for everything he/she does.
- Sure acts are awful or wicked, and people who perform such acts should be severely punished.
- It is horrible when things are not the way one would like them to be.
- It is easier to avoid rather than face life’s difficulties and self-responsibilities.
- One needs something stronger or greater than one self on which to rely.
- Human happiness can be achieved through inertia and inaction.
- One has virtually no control in excess of one’s emotions and one can not help feeling sure things.

Rational Emotive Therapy comprises four stages:

- *Presentation of Rationale*: The worker attempts to elicit the troubles or significance of self-statements in general without mentioning the client’s troubles.
- *Overview of Irrational Assumption*: The worker presents a number of irrational self statements before the client and tries to make the client realize that his/her statements are irrational.
- *Analysis of Client’s Problem in Rational Emotive Terms*: Client is made aware of his/her problem rationally and is provided with the knowledge of how he/she has labeled the event.
- *Teaching the Client to Vary Internal Statement*: In this stage the client is taught to change his/her opinions and attitudes which is anxiety provoking.

PRACTICE OF SOCIAL CASework
Brief History of the Casework Procedure

Mary Richmond may be thought of as the conceptual founder of casework. In 1917, in her book, “Social Diagnosis”, she described the three vital categories in the theory of social work practice. They are:

- Investigation or Fact finding,
- Diagnosis, and
- Treatment.

The procedure, according to Richmond began with the gathering of proof or investigation followed through a critical examination and comparison of proof. The second category was the diagnosis, wherein an effort was made to arrive at a definition of the social situation, knowledge of the causes and personality of a given client. Last came its interpretation and the definition of the social difficulty. Richmond used the word diagnosis more regularly when describing the whole procedure; she felt that the word diagnosis was a better word than investigation as the former belonged to the end of the procedure. Though, social work writers like Florence Hollis, Evelyn Davison and many others expressed that the term diagnosis had been borrowed from medicine and so gave a false impression of the caseworker. It led to the necessity for discovering the etiology of each “illness” as though it were some internal infection. Then treatment was focused on dealing with some internal bacterium that was causing some symptoms of fever and aches and pains. The caseworker does not diagnose pathology and prescribe a remedy, but working beside side the client, seeks slowly to come to an understanding of the client and his/her problem. Diagnosis in medicine, according to the critics suggests a completed appraisal before treatment, which may not be true in casework.

In casework both diagnosis and treatment proceed together. Since client worker relationship is the medium through which help is offered, treatment begins at the moment when the client and the worker first meet, and continues as extensive as the case remnants active. Since clients and troubles are ever changing, diagnosis in casework necessity also is a continuing procedure. Besides when treatment was used as the approximately partner of the term ‘diagnosis’, it was felt that the worker manipulated the client - doing something
to the client rather than with him/her. The thought of partnership was lacking as also the respect for the client’s right to direct his/her affairs.

Caseworkers for many years attempted to use the knowledge in relation to the causes. It served as an aid in understanding the development of behaviour. It was also used as a substitute for intervention knowledge on the assumption that understanding how a problem came in relation to the also provides information in relation to the how to change that problem. For instance, understanding a body of knowledge such as the Freudian theory was sufficient for carrying out treatment or intervention. Very soon casework critics realized that causal knowledge is not often related to treatment or intervention knowledge rather it cannot be equated with treatment. What was needed was to have a separate and an entirely dissimilar set of principles and procedures to carry out an intervention. Many writers like Gordon Hamilton, Hollis, Turner and others evolved several sets of procedures and techniques of intervention for guiding change in clients.

Slowly the approach faced changes as it was influenced through the socio-economic events of the 1920’s and 1930’s, as well as through the growth of social theory. It redirected its attention to the fact that individuals live in a world of here and now, or in a series of situations. Subsequently the use of the principle of interaction brought with it the dynamic conception of social casework as a procedure of helping.

**Stages in the Social Casework Procedure**

Study, assessment, intervention, termination and evaluation are the main divisions of the social casework procedure. They are the threads of the procedure that will continue to be interwoven throughout the social casework procedure. We, as social workers would logically place study, assessment, intervention, termination and evaluation in that order. Actually these steps are not performed in sequence, and as Gordon Hamilton said they are woven in and out, one procedure paralleling another. She further explained that we made a tentative or temporary diagnosis in the beginning and even planned out a treatment. Though, our minds go on drawing inferences and we continue in
the preparation of the study to understand the client better. Intervention or treatment begins with the first get in touch with.

According to Skidmore the study procedure is treatment when it helps the client to clarify the problem for him or herself, and to make changes in or her life situation resulting from this understanding. So understanding the person is a continuous procedure. As extensive as the assessment continues the stages of study, intervention, termination and evaluation continue to recur. The stages may overlap and may proceed simultaneously. Though, there tends to be an emphasis in time on one or the other. Although, specific stages are not the rule, the processes, though interwoven, should be stated in orderly stages of procedure or the case may lose its focus and may drift.

**Study, Assessment, Intervention, Termination, Evaluation and their Applications to Social Casework Practice**

In the study stage the client presents the problem. This stage begins with the caseworker involving the client fully in the procedure. The essential functions of the worker are to facilitate the client to participate and interact in the procedure. This stage is crucial because the client makes the significant decision of whether to enter into the treatment. Whether to accept or decline a service is the client’s decision. The client, not the worker makes the choice. So the initial get in touch with needs to be fruitful and constructive to encourage the client to continue in the service.

**Client-Worker Communication**

The worker’s attitude is a significant controlling factor in what the client decides. At this juncture, the worker is guided through the vital values of social work. Showing respect for the worth and dignity of the client profoundly power the worker’s practice with individuals. Worker believes in the ‘worth’ value which places the individual in a position of ‘eminence’. While communicating this value, the worker reinforces the problem-solving capability, worth and self-affirmation in the client. Worker also applies his/her social and knowledge in helping clients to decide, to express individuality and
ambivalence in socially approved ways. This helps the client to achieve social enhancement and personal growth.

It is the first task of the worker to hear the client’s account of his problem, catching not only the words but also their meaning --- what is said and what is unsaid are significant. Mary Richmond described the first interview in the book, ‘Social Diagnosis’ as an opportunity for a full and patient hearing and for getting an thought of the client’s attitude towards life. A sense of leisure, even within the limited time, conveys to the client that the worker regards him as a person of worth to whom the worker wishes to provide the time that is needed for full understanding. A rapport is recognized where in the worker is natural, outgoing, and at ease. Worker takes definite steps to establish the so described emotional bridge in excess of which factual data concerning the client and his/her problem pass to the worker and back, in excess of which interpretations and guidance pass from worker to the client. Much of this kind of communication takes place through nonverbal or para verbal means--- nods, smiles, and an attentive posture. The worker usually tries, through giving the client an empathetic hearing, to lessen anxiety and provide the client the feeling that he or she is in a place where help will be given. Remarks such as “You are looking well today” or “I can understand how hard that necessity have been” or “Such feelings are natural” are some illustrations.

Two factors are significant in this stage --- the client’s trust in the worker’s competence and his/her trust in the worker’s goodwill. The way the client sees the worker depends a great deal on the worker’s true interest in helping the client, his/her warmth and his/her acceptance of the client. The worker’s way of greeting the client, his/her tone of voice, facial expression, and posture, as well as his/her verbal expression and the actual content of his/her communications will all contribute to how the client feels in relation to the worker. The worker will have to show his/her competence through understanding the client’s needs and feelings, through his/ her knowledge of possessions and through the social with which he/ she enables the client to communicate. The emphasis throughout the interaction is on the ‘here and now’ and on the problem. The problem may not be as what is seen through the worker but as experienced at the moment through the client. This relationship,
which is recognized flanked by the two, is so a central means of help in casework. Perlman describes it as ‘an attitude of attentiveness, respect, compassion and steadiness’ and adds, ‘It is this demonstration of sympathetic attitudes and intent that, more than words, encourage the client to begin to tell his/her troubles.”

**Understanding the Client**

Study basically involves three main activities, which will help in understanding the client:

- Ascertaining the facts;
- Pondering their meaning; and
- Deciding upon the means of help.

**Ascertaining the Facts**

According to the Oxford Dictionary ‘a fact is a thing certainly recognized to have occurred or to be true, a datum of experience.’ Facts may be a present fact or fact of history, it may be tangible or intangible. All these facts are significant in casework often the intangible ones mainly of all. The after that issue that we need to address ourselves is: What facts do we really need in order to help? Data on the client’s feelings and emotions, communicated in the interview are of great relevance and give significant clues concerning the problem. It also helps in understanding the way the client perceives the problem and the way the client has handled the problem in the past. A client cannot be in accessible from the family. Study of the family gives a clear insight into the relationship and interaction amongst the family members and more importantly flanked by the client and the family. There are three characteristics on which the worker may focus the study of the client’s family:

- The powers in the family, which shaped the early years.
- The way the family relates to the problem and the client.
- The way it reacts to the worker’s intervention.
Such data are useful for assessment purposes and for decisions on treatment goals. The amount of information, which a worker needs in order to help his/her client effectively, varies greatly. In some cases extensive and detailed exploration may be essential, in others it may be unnecessary. The casework social here is the ability to determine what each case requires. To illustrate: For any child care officer, when planning to receive a child into care, particularly if this is likely to be extensive-term, it is essential to have a thorough understanding of the child’s home background and of the kind of life experience he/she has had so far. Worker, so, needs to understand what is likely to be relevant in any problem, which falls within a given category.

**Tools and Techniques in the Study Procedure**

Interviews with the client and those significantly involved in the situation can motivate, can teach, can secure information and can help the client to bring out things, which are bothering him/her. It is also one of the best ways of observing a person’s behaviour. Records and documents also have a special place. Collateral contacts are also helpful as these are contacts other than the client or his or her immediate family, for instance, schools, hospitals, employers and relatives.

**Assessment**

Assessment is the understanding of the psychosocial problem brought to the worker through the client. Assessment means to ‘know through’ or recognizing or understanding thoroughly; it attempts to answer the question ‘what is the matter”. As Hamilton says ‘it is a realistic, thoughtful, frank and “scientific” effort to understand the client’s present need. Assessment begins with a further elaboration of the problem through the client giving the worker a better perspective and understanding of the problem. As the case progresses and more information are added, the initial impressions are recognized, changed or even rejected. There is a circular excellence in relation to the assessment. It never stops throughout the casework procedure. As Skidmore and Thackeray say that it is fluid and dynamic as it is ever changing,
beginning at study and continuing to termination.

Drawing of tentative inferences begins with the first interview and observation continues throughout the case. All skills rest in knowing what to look for, what to disregard and how to review the findings in the light of the present data. As one moves beside with the client to explore, the meaning of the facts becomes clearer. When one asks relevant questions, helps the client to bring out the necessary data, whether he/she is telling in relation to his/her current situation, his/her life experience, or his/her purposes in by the agency, whether he/she arranges with us for a home or collateral visit or for an interview flanked by the worker and another member of the family, one comes to an understanding of the problem and the person who has the problem.

**Tasks of the Worker**

One of the tasks of the worker in this stage is to arrive at causes and this means a more precise definition and an account of the problem. For instance, when the client tells the worker that he is not able to get beside well with his wife, we note this as an instance of ‘marital discord’ which needs to be further defined and described. Though, as a complete definition of the case is not always possible and final, the assessment needs to be reviewed from time to time. Another task of the worker is to establish causal relationships. Use of causal knowledge focuses on answering the question, Why did a given state of affairs come about? Thus, a caseworker might use such knowledge to understand how and why a scrupulous individual urbanized as he or she did. For instance, the boy runs absent from school and does not return home because he is jealous of his younger sibling, or the child’s aggressive behaviour was because of his early rejection through his mother. Here we are looking at the interplay flanked by the client and other people and the interactions within them in order to understand how change in one part may affect another part. In other words we are looking at the causes of a specific situation.

We do not seek to know the past because we feel that the past is structured in the present. Failures in version in the past are usually accepted in excess of and may be seen in the client’s functioning in the present situation even in the
interview itself. The worker is constantly making a review of the strengths and limitations of the client and assessing how the client is coping with the situation. Assessment so refers to the analysis of strengths, capacities, limitations, motivation and opportunities of the client. Eventually the net result of assessment guides the worker in planning out the intervention.

**Role of the Worker**

The role of the worker is essentially that of a knowledgeable person. The worker in a helping role applies his or her knowledge of life situations and understanding of human behaviour. A thorough knowledge of Freud’s personality theory may be essential. The functioning of the several characteristics of the interacting forces such as id, ego and superego, including how the individual’s defenses operate is measured of primary importance in assessing the client’s capability to deal with the problem and the extent to which he/she is contributing to his/her own problem. Any body of knowledge that focuses on understanding human behaviour, whether in terms of personality or society becomes essential. This is the cause why we study the subjects in our courses --- dynamics of human behaviour and individual and society. We also need to understand the nature and dynamics of role expectations as they power the individual’s shaping of his/her own behaviour, his/her expectations of how others will act, his/her interpretations of their actions and consequently his/her response to their actions and their response to his/her.

An assessment does not result in categorization of individuals or in labeling of troubles. It further facilitates the worker to use psychosocial classifications say for instance, according to socio-economic class, which is often represented through education plus occupation and income or physical disease for which the classification is arrived at through the doctor or breakdowns or inadequacies in social functioning which may be classified into, for instance, parent-child adjustment problem or learning problem. Classifications may be kept flexible keeping in view the dynamic and changing life situation. Questions, comments and in several non-verbal ways, the worker communicates to the client to further elaborate the problem as may be required for intervention. A mutual agreement is maintained flanked by the worker and the client. Goals are set according to the client’s needs and the availability of services.
**Intervention**

Technical definitions of “intervene” as given in Webster’s Dictionary contain “to come in or flanked by through way of modification” and “to come flanked by in action”. Intervention knowledge would contain that knowledge which helps caseworkers bring in relation to the change in those situations with which they are concerned. This knowledge focuses on the questions, What can be done to vary this situation, and will it be effective? Intervention begins with the set of goals as decided together through the client and the worker. Goals, as mentioned earlier are determined through the client’s needs and the availability of external possessions if the services within the agency are not accessible. The ultimate objective of the worker is to reduce the client’s distress and decrease the malfunctioning in the client’s situation or to put it positively as Hollis says it is to enhance the client’s comfort, satisfaction and self-realization. Here we necessity look at client motivation and client strengths and at how the situation can be customized or changed.

According to Skidmore and Thackeray, Intervention is guided through a set of principles, which are as follows:

- The client’s right to decide his or her own course of action. Worker considers the limits of the client’s capability to make sound choices. This is encouraged and respected through the worker, knowing that one small attainment can be a stepping-stone for further development.
- Acceptance of the client’s capability to change and that he/she can and will utilize his/her possessions to improve.
- Social work relates to strengths rather than sickness or disorder. Limitations are handled and recognized realistically.
- Knowledge in relation to the client’s family and the several situations related to it are used responsibly for the welfare of the family. The worker shares this information appropriately with the knowledge and consent of the client.
- Worker is responsible not only to the client but to him or herself, the agency, the community and the profession.
Categories of Intervention

Intervention can be of three kinds:

- Direct,
- Environmental modification, and
- Administration of a practical service

Through direct methods of intervention is meant a series of interviews accepted out with a purpose of helping the client make constructive decisions, uphold an emotional balance and reinforce attitudes favorable to growth and change. They are described direct as they involve face-to-face interaction. These contain counseling, supportive techniques like acceptance, assurance, and facilitation of expression of feelings, accrediting and building of self-confidence, and being with the client. Counseling techniques are inclusive of the supportive techniques as in the beginning stage of the client worker communication, use of supportive techniques is necessary for a professional relationship. Though, as Grace Mathew says they need to be measured as two sets of techniques as supportive techniques and not always followed through counseling techniques even though counseling techniques are always preceded through one or more supportive techniques.

Counseling is planned to help a person in a rational way to sort out the issues in his/her situation, to clarify his/her troubles and conflicts, to talk about the several options and help make choices. Counseling, to some extent is an educational procedure and is used only for individual counseling that calls for professional training, education and experience. Some of the significant counseling techniques are reflective discussion, giving advice, motivation, clarification, correcting perception, modeling, anticipatory guidance, role playing, reality orientation, partialisation, interpretation, universalisation and confrontation.

Supportive techniques: Acceptance, which is a vital technique of helping, is conveyed through words and the overall behaviour is visible to the client. Further, it is characterized through the way the worker demonstrates warmth and genuineness to the client. The way the client is received and listened to, is significant in creating a feeling of being accepted. One way to accept the client
is to empathize rather than sympathize. Sympathy is the feeling of concern, compassion or sorrow, while empathy refers to the ability of entering into another person’s ‘shoes’ or mental state and to feel the latter’s feelings. Worker has to guard himself or herself from sympathizing with a client.

Assurance is a technique used through the worker to help the client understand that his/her feelings are not judged and that the worker is not shocked at hearing the client expresses feelings of hatred, jealousy, resentment and anger. The worker can make statements that are assuring like “I can understand how you feel” or “it is natural to have such feelings in such circumstances”. Facilitation of expression of feelings is a technique of helping the client to vent his/her feelings. Strong feelings that are bottled up can create blocks in thinking. In such cases it is essential for the worker to help the client to express and the worker acts as a prodder and prompter. Accrediting and building of self-confidence refers to the worker pointing out to the client his/her strengths and giving him/her due credit for the tasks performed. This helps the client build up his/ her confidence. Being with the client is a technique that is essential when the client loses confidence or is weighed down with anxiety and is unable to make decision or carry out his/her tasks. In such instances the attendance of the worker will serve as a support.

According to Hamilton environmental modification refers to all attempts to correct or improve the situation in order to reduce strain and pressure. The emphasis here is on modifying the situation. This method is often referred to as an indirect method of intervention as the focus is on the change of physical environment, or an alteration of any of the social systems, which may be essential for the client for better functioning. For instance, the client may be encouraged to join a recreational or other group, so that he/she may be able to function better, or arranging programmes to reduce strain for the slow learners for whom competitive situations are to be avoided.

Administration of a practical service as Hamilton says is one of the oldest and best recognized of the casework methods of intervention. In this method the worker helps the client to choose and to use a social resource or service provided through the agency. Several times the client knows what he/she wants, but does not know where or how to get it. The client is served in one’s
own agency or sent to another agency where he/she is best served. Providing material help, legal aid, medical care and arranging for camps are examples of practical services. The worker needs to have a thorough knowledge of community possessions, use them selectively and economically.

**Termination**

Termination as used in social work means the ending of a procedure that began when the agency agreed to enter into the interventive procedure. The processes of study, assessment and intervention do not continue forever. The worker and the client together understand and plan out termination. Termination is also the stage when the client can look back with satisfaction on what has been accomplished. Worker takes the initiative, outlines realistic goals, confirms the importance of what the client can do and is expected to do in resolving the problem. Termination in other words is the signal that the worker uses to confirm that the worker has confidence in the client’s ability to learn to cope with situations and to grow. The role of the worker is of an enabler and also as a resource for the client in the present situation.

Termination planning removes sure wrong notions that arise in the client in relation to the shifting the responsibility to the agency or to the worker, thus avoiding the feeling of dependency and false hope through some clients. As the relationship slowly comes to a close, the worker reviews the total number of gains made in the interventive procedure. This review, based on worker’s observations and client’s contributions will also contain a self-assessment through the client. This stage is basically highlighted through the reassurance of the client in his / her readiness and willingness to function more effectively.

**Evaluation**

Evaluation is the procedure of attaching a value to the social work practice. It is a method of knowing what the outcomes are. Evaluation is done for three significant purposes, which are:

- To let the agency and the worker know if their efforts have brought fruitful results in the service provided.
For public relations.
To build a case for promoting funds.

Casework practices need to be evaluated from time to time. This subject needs to be tested and researched and mainly importantly needs ongoing validation. They need to be proved to the public that they are effective and beneficial to the clients. Casework practice should be subjected to critical review. Workers need to be held accountable for what they do and for their social work competence. Workers need to win approval from the public for their programmes. They may sometimes have to be told that their services are overlapping and ineffective. Workers have to enhance their own image and also of the agency to develop public relations. The clients need to provide a feedback on the effectiveness of the services.

**Recording**

Recording is significant as it publicizes to the public in relation to the efficiency of the services. Facts have to be gathered, organized and recorded for measurement of results.

**Case Illustration**

**Study**

Suresh was a twelve-year-old boy who had troubles of lying, stealing and cheating in examinations. His overall performance in school and particularly in class was far from satisfactory. He also had a behaviour problem, which involved hitting other children, kicking several objects in the classroom, and swearing when other children hit back, or when the teacher corrected him. Suresh belonged to a middle class family, which consisted of his father, Ramesh, mother Saundarya and one sister Seema, two years younger to him. Ramesh worked as a driver in a private firm and his job seemed demanding. The children rarely saw their father, leave alone talk to him. Saundarya, his mother was sick mainly of the time, looked weak and lethargic. She could barely manage the home and take care of the children. As a result the home
and the children were badly neglected. Suresh found it hard to relate to his mother as she was in bed mainly of the time. He spent a lot of his time with his friends in the neighborhood and was hardly seen at home. From his talk and behaviour it could be inferred that he was greatly influenced through his peer group.

**Assessment**

The worker tried to look for the underlying causes of Suresh’s behaviour or try to get at the why’s of it. Taking a ‘social history’ was the purpose of the worker’s efforts. What was also significant was to look at ‘here and now’ and on the present problem. Saundarya’s ill health, consequently leading to Suresh being neglected were partially some of the causes contributing to the problem. Ramesh’s indifference to the responsibility of taking care and showing love to the children were also the other factors. The teacher in school did not make efforts to give the right kind of emotional support that he was craving for. He had confidence only in his friends and that was the solace that he looked forward to.

**Intervention**

First and foremost the worker tried to communicate to Suresh in a warm and non-threatening manner. She demonstrated a genuine concern to his troubles in school and towards his mother’s ill health. Slowly a rapport was recognized with Suresh. Worker talked in relation to his friends in school and in the neighborhood, which made Suresh feel relaxed and free. He started to talk more, slowly expressing some of his likes and dislikes. He expressed dissatisfaction in relation to his father not being approximately, not taking him out like other fathers did. He said he was unhappy in relation to his mother’s illness and that his mother never looked happy. He felt that his little sister was always stuck to his mother – ‘never would leave her’.

The meetings with Suresh increased in frequency and the relationship flanked by the worker and Suresh grew stronger. Suresh seemed to enjoy worker’s company and would want to spend more time with the worker than
before. It was apparent that Suresh had urbanized a confidence in the worker. Suresh did not hesitate on worker’s suggestion to meet his teacher and even his father. Suresh on his own arranged a meeting of the worker with the family. On meeting the family, the worker realized that it was not an easy task for the worker to relate to Ramesh the father, on Suresh’s troubles. It would take at least two to three meetings for Ramesh to change his attitudes towards Suresh. Saundarya the mother seemed forthcoming and she assured the worker that she would spend more time with Suresh. Worker’s meeting with the teacher did not show immediate results. The teacher expressed her inability to help at first as she said she had so several children to look at and so would not have much time to mind Suresh. But then she said she would try.

**Termination**

Worker planned out a termination once she learned that Suresh was showing improvement. Since Ramesh, Suresh’s father needed more counseling, it was necessary for the worker to work more towards changing the father’s attitude and outlook. Worker regularly met the mother to pursue the treatment for her illness. Worker used supportive techniques with the teacher in school like for instance giving advice, anticipatory guidance, motivating and encouraging.

**Evaluation**

There was a definite improvement in Suresh’s behaviour. His attitude towards other children in class had changed for the better. He was not misbehaving in class. The two to three meetings with Ramesh had made some impact as worker felt that Ramesh was showing some interest in Suresh. The teacher in class enquired and showed concern in relation to the Suresh. Complaints in relation to the Suresh in the school reduced. Suresh certainly looked better and the worker feels, even felt well.

**INTERVIEWING IN SOCIAL CASEWORK**
Concept and Purpose of Interview

What is an Interview?

The mainly obvious characteristic of an interview is that it involves communication flanked by two individuals. But can all interactions flanked by two people be termed as interview? When two friends are talking to each other is it an interview? When a father and son are conversing with each other is it an interview? No, it is not. You have to distinguish flanked by mere conversation and an interview. Not all the talks that take place flanked by two people can be termed as an interview. Interview is not a mere conversation but a purposeful, directed conversation. One person, i.e., the interviewer takes the responsibility for the development of the conversation. He/she sees to it that the conversation moves towards the desired goal.

The professional interview is dissimilar from an informal interview for varied reasons, the predominant characteristic being that it is mannered within the framework of a specialized knowledge and social. In a professional interview the interviewer operates within the confines of a well defined setting and is backed through organized experience and recognized competence, working towards recognized and recognized purposes. Interviewing is an integral and significant action in every profession. Both experienced practitioners and relatively inexperienced social workers struggling on the job with all the recurrent troubles of interviewing, and seeking some specific guidelines and answers, may benefit from an explicit examination of the interview in this chapter.

Interview --- A Purposeful Conversation

The simplest definition of an interview is that it is a conversation with a deliberate purpose, a purpose mutually accepted through the participants. It is usually a face-to-face interaction which involves both verbal and non-verbal communication flanked by people throughout which ideas, attitudes and feelings are exchanged.
Distinguishing Interview from Conversation

The crucial feature which distinguishes an interview from a conversation is that interview interaction is intended to achieve a conscious purpose. If the interaction has no purpose, it may be conversation but it may not be termed as an interview. The point of differences flanked by an interview and conversation are listed below:

- Since the interview has a definite purpose, its content is chosen to facilitate attainment of the purpose. The orientation of the conversation is associational, and there is no central theme.
- If the purpose is to be achieved, one person has to take responsibility for directing the interaction (designated as interviewer) so that it moves towards the goal. There are no comparable terms to indicate status, positions and role behaviour in a conversation as its participants have mutual responsibility for its course.
- In an interview flanked by a professional and a client, one person asks questions and another answers them partly because someone has to take the leadership. Here, two people are working on the problem of one.
- The actions of the interviewer necessity are planned, deliberate and consciously selected to further the purpose of interview whereas the behaviour of all the parties to a conversation may be spontaneous and unplanned.
- An interview requires exclusive attention to the interaction. A conversation, though, can be peripheral to other activities.
- Because it has a purpose, the interview is usually a formally arranged meeting. A definite time, place and duration are recognized for the interview.
- Because an interview has a purpose other than amusement, unpleasant facts and feelings are not avoided. In a conversation, the usual tacit agreement is to avoid the unpleasant.
What is a Social Casework Interview?

The casework interview refers to the meeting of the social worker and the client in a face-to-face conversation. It is not a casual conversation but a professional action on the part of the social worker, because the conversation is geared to specific or general purposes which may be obtaining or imparting information, giving help or studying and assessing the client’s situation.

Purpose of Social Casework Interview

Interviewing is the base on which the theory and the practice of social casework has been built in excess of the years. It is the main medium of help without which the social casework procedure will never be possible. Interviewing is one of the significant casework technique which functions as a conveyor for the transmission of help to the client. The purposes it serves may be one or more of the following.

Obtaining and Imparting Information

Interviewing is a two way procedure. Presently as information is received through the social worker, so also information is imparted to the client concerning official procedures and other matters in relation to the himself/herself, his/her role as a social worker, and in relation to the function of the agency. Usually the client is a perfect stranger to the agency on his/her first visits. He/she may or may not bring a note of referral from a third person indicating the cause for referral. The social worker has to gather data concerning the problem. When a client is not able to furnish the required information, members of his/her family are interviewed for the purpose.

Study and Assessment of the Client’s Situation/Troubles

Data gathered from and in relation to the client are sorted out and analyzed, from which relevant characteristics are connected to form a verbal picture of the problem situation with clear indications of cause-effect relationships. In this procedure, the social worker applies the knowledge of social sciences for understanding the behaviour of the clients and others in a
problem situation. Ordinarily a few interviews are necessary before an assessment of the situation can be made.

*Interview as a Direct Tool for Giving Help*

Throughout the interview several other casework skills and techniques are also used. Casework interview is operative as extensive as the individual is a client of the agency. The interview is a channel of direct help even at the first get in touch with flanked by the social worker and the client.

**Kinds of Interview**

The several kinds of interview patterns are discussed as below: On the foundation of the manner in which they are mannered, interviews are usually of the following kinds:

*Structured Interview*

It is also recognized as controlled, guided or directive interview. Under this a predetermined questionnaire is used. The interviewer is asked to get the answers to those questions only. He/she usually does not add anything from his own side. The language too is not changed. He/she can only interpret the statement wherever necessary.

*Unstructured Interview*

It is also recognized as uncontrolled or non-directive interview. No direct or predetermined questions are used in this kind of interview. The interviewers may develop questions as the interview proceeds. It is usually held in the form of free discussions. The vital objective of this method is to get the client express himself/herself freely.

*Mixed or Depth Interview*

It is a combination of structured and unstructured kinds of interviews.
Under this method the client is free to express himself/herself but at the same time structured questions give a base of information to the interviewers to compare the clients. The method of conducting an interview will be influential to a considerable extent through the purpose of the interview. On the foundation of the purposes they serve, interviews are of following kinds, some are primarily directed towards obtaining information, some primarily towards giving help. Mainly, though involve a combination of the two.

*Information Gathering or Social Study Interview*

Its purpose is to obtain a focused explanation of the individual in terms of social functioning. The information enables the worker to understand the client in relation to the social problem situation. Knowledge in relation to the client and his situation is a necessary prerequisite to an understanding of the client in his situation. And understanding is a necessary prerequisite for effectively intervening to bring in relation to the change.

*Diagnostic / Decision-making Interviews*

This kind of interview is geared towards the appraisal and determination of:

- what the problem or the trouble is.
- what factors seem to be contributing to it.
- what can be changed and customized.

As the caseworker listens to each interview he/she constantly tries to answer the above three questions and what he/she does in the immediate interview will be, to a large extent, dependant on this understanding. For instance, in the case of a delinquent juvenile, the caseworker has to direct the interview in answering the following questions:

- how the client sees himself/herself as a delinquent.
- what role his/her parents, peers, neighborhood have played in contributing to the problem.
- The teacher’s attitude, school curriculum and environment.
Diagnostic interview is multifaceted and is an orderly effort to understand the client-situation configuration.

**Therapeutic Interview**

The purpose of this interview is to effect change in the client, in his/her social situation, or in both. The goal is more effective social functioning on the part of the client as a consequence of the therapeutic changes. Such interviews involve the use of special remedial measure to effect changes in the feelings, attitudes and behaviour on the part of the client in response to the social situation.

**Interviewing Skills**

The interviewing procedure comprises a series of interviews which deal with the vital steps in the problem-solving procedure—Study, Diagnosis and Treatment. These three stages of social work are nothing but the procedure of data collection, data assessment and intervention pertaining to the client in his problem solving procedure. The interviewing procedure in Social Casework, thus, follows a consciously dynamic movement through these several stages to accomplish the purpose of casework. Each single interview is only a part of the sequence of the whole procedure. We can divide the whole interviewing procedure into three significant/vital stages which we can term as:

- Initial/Introductory stage
- Developmental stage
- Final/Concluding stage

Though in actual practice, it may not be possible to stay the stages in
WATERTIGHT COMPARTMENTS, BUT FOR OUR CONCEPTUAL UNDERSTANDING WE NEED TO
DEMARcate AND SEPARate THE SEVERAL STEPS IN THE PROCEDURE AND DWELL ON EACH
ONE OF THEM SEPARATELY. THUS, THE INTERVIEWING PROCEDURE IS VIEWED HERE AS A
UNIT OF SERIES OF STEPS EMBODYING A PROCEDURE OF THREE SUCCESSIVE STAGES. AS
THese STAGES HAVE ALREADY BEEN DISCUSSED IN DETAIL IN THE PREVIOUS UNIT ONLY THE
GENERIC SKILLS AND THE SPECIFIC SKILLS RELEVANT TO EACH STAGE WILL BE ANALYZED IN
THIS UNIT. INTERVIEWING IN SOCIAL CASEWORK IS NOT A ROUTINE PROCEDURE OF ASKING
SURE SET QUESTIONS AND RECORDING THEIR ANSWERS. IT IS AN ART, A SKILLED TECHNIQUE
WHICH THE SOCIAL CASEWORKER CAN IMPROVE AND SLOWLY PERFECT THROUGH PRACTICE.
The requisite skills though have to be tempered with adequate scientific knowledge. Knowledge of the theory underlying interviewing gives you the
required framework within which one can critically look at the skills used and
the ways to improve.
In this section you will be acquainted with the skills which a casework interviewer has to
acquire to become an effective interviewer. We will be discussing them at two stages:
- Stage-specific skills
- Generic interactive skills

Caseworkers are constantly struggling to hear, see, feel and understand
what the others are trying to express or hide and are well aware of the
complexities of this task.

**Stage Specific Skills: The Introductory Stage**

While every stage of the interview contributes significantly to the whole
procedure the initial stage is of scrupulous importance for it has a special
purpose which is to establish the setting, mood and pace mainly conducive to a
productive conversation flanked by the client and the caseworker so that the
interview can get off to a good start. The following skills are mainly useful in
the Introductory/Initial stage.

**Preparatory Reviewing**

Preparatory reviewing is a social used to look at and consider information
accessible to you and your agency prior to an initial get in touch with another
person. For instance, if a prospective client has received service at the agency before, you would look in excess of relevant records the agency has on file. Preparatory reviewing helps you grasp important factual information which reduces the possibility that the applicant, client or other persons will have to repeat information they have previously provided.

Preparatory Arranging

The social of preparatory arranging is the logistic preparation for a first meeting. It comprises scheduling an appointment for the interview, ensuring that there is adequate time and privacy and organizing the physical environment. It may contain securing an interview room, locating an interpreter, or rearranging furniture. It comprises considering the appropriateness of the interviewer’s appearance and perhaps even hygiene. In agency settings, it comprises considering the potential effects of the physical environment. To sum up, preparatory arranging should facilitate communication and diminish, to the extent possible, interference and distraction.

Preliminary Planning

The interviewer should engage in the social of preliminary planning before the interviews with the clients. Several first meetings have as their primary purpose, gathering of information. In such cases you might formulate a general but flexible plan concerning what data to seek and from whom. Preliminary planning enables you to begin the interview in a coherent fashion and helps you formulate a tentative purpose to share with the client.

Introducing Yourself

At the beginning, you should identify yourself through name and profession and through agency or departmental affiliation. You might also want to give formal identification. In mainly circumstances, a friendly facial expression and a warm, firm handshake or a ‘namaste’ are helpful in making get in touch with. A few informal comments may also help the clients feel
more at ease with you, but do not overdo it.

*Seeking Introduction*

Early in a first meeting, the interviewer should encourage each new client to say his or her name, and then pronounce it correctly. After knowing the client’s name ask how the person prefers to be addressed and thereafter throughout the interview, refer to your client through name.

*Clarifying Purpose*

The initial stage of the interview should clarify the purpose that will engage the participants throughout the course of interview. The purpose needs to be of manageable proportions. Regularly the stated purpose of an interview is either far too ambitious or too ambiguously stated. Both participants should make every effort to formulate the purpose in operational terms.

*Probing/Questioning*

When the interviewer and client substantially agree in relation to the purpose of the meeting, one may then proceed to seek information in relation to the concerns that led to this encounter. ‘Probes’ are used to elicit facts, ideas and feelings concerning the person, the problem, the situation and potential means for resolving the recognized difficulties. The procedure of probing yields information necessary for mutual understanding, assessments, contract formulation, movement towards troubles resolution and goal attainment, evaluation and ending. Usually probes are phrased as questions. A good general rule concerning questioning is that it should be for the twin purposes of ---

- Obtaining specific information
- Directing the conversation from irrelevant to relevant areas so as to make the interview more fruitful and meaningful.

Questions are usually of two kinds:
Close ended questions: They are asked to elicit short responses usually a ‘yes’ or ‘no’ or one row answers. Instance: “Do you like going to the movies?” “Who is your best friend?” Such questions are especially useful in crisis situations where vital information necessity be gathered quickly. Though, too several such questions should not be asked in a casework interview, else the client may feel he is under some investigation and is being interrogated than being interviewed. Some closed-ended questions are recognized as ‘leading questions’ in legal terms. A leading question is phrased in such a way as to encourage a specific answer---one that the questioner wishes to hear. Instance: “Did your parents not have a fight on the night you ran absent from home?” Such leading questions should usually be avoided.

Open ended question: Such questions are phrased in a manner that encourages people to express themselves more extensively. They are intended to further exploration on a deeper stage or in a broader way. Mainly of the time, they tend to check a factual answer. These are ‘what’ and ‘how’ questions that enables the client to react and respond in a number of ways. Instance: ‘What happened after that?’ ‘How did you feel at that moment?’

Reflecting Feelings

In order to use competently the social of reflecting feelings, the interviewer needs a sophisticated vocabulary of feeling words without which it is very hard to paraphrase the feelings, emotions and sensations experienced and expressed through clients. Instance: Under the ‘happiness’ category you might contain the word ‘satisfied’, under the ‘anxiety and fear’ category, you might list ‘stress’ as an associated term. Thus ‘reflecting feelings’ mirrors client’s emotions and the facts or thoughts associated with them.

The Developmental Stage

Organizing Descriptive Information

It is the first step for assessment procedure to organize the information
gained through exploration into a form that allows for efficient retrieval and examination. Typically, this involves arranging data according to sure categories that the interviewer and the agency professionals consider to be important. Descriptive organisation allows you to present coherently information that you read, directly observe or hear.

Analyzing

Analyzing entails examining in detail the several pieces of information in relation to the client in his/her problem situation. The effort here is to pinpoint the critical elements or themes from in the middle of this information. Finding out truth with probing at a right point is a social which may be urbanized with experience and sensitivity.

Synthesis

Synthesis builds on what is gained from analysis. It involves assembling important pieces of information into a coherent whole through relating them to one another and to elements of your theory, knowledge and experience base.

Reflecting a Problem

The interviewer demonstrates to the client that he/she understand his/her view of an recognized problem. Clients, especially adults who voluntarily seek social services are usually quite ready to share their views in relation to the troubles of concern, but some clients may need support guidance and encouragement to do so. Reflecting a problem is an significant form of active emphatic listening.

Developing an Approach

In developing an approach, the interviewer and the client necessity identify who will meet with them in what context or what will be the target of change. Together they necessity also determine who will be involved in the change efforts and how these efforts might affect others. Both of the participants
consider a number of factors and develop a scheme or problem to guide their work together.

**Attending Behaviours and Minimal Encouragements**

Attending behaviours are those observable actions of the interviewer, which designates that he/she is interested and paying attention. An significant component of attending behaviour is non-verbal, manifested in eye get in touch with and body posture. Minimal encouragements are short utterances with little content which have the effect of encouraging the interviewee and reinforcing his desire to continue – “uh- huh ,” “go on” , “so”, “I see”, “ sure” – they contain non-verbal nodding.

**Summarizing or Recapitulation**

Partial or detailed summaries and recapitulations help to extend the range of communication. The interviewer briefly reviews what has been discussed and gives the interview its direction. A summary tends to pull together a section of the interview, make explicit what has not been sheltered. Summarizing requires a sifting out of less relevant, less important material. It also designates to the interviewee that the interviewer has been listening attentively and knows what has been going on.

**Making Transitions**

At times throughout the interview, the interviewer may decide that a change should be made in the material being discussed. The content under discussion may have been exhausted. Transitions help extend the range of interview without disturbing the relationship.

**Paraphrasing**

Paraphrasing is a selective restatement of the main ideas in the phrasing, which resembles, but is not the same as, that used through the client. ‘Para’ means ‘beside side’, and a paraphrase parallel what the client said. A
paraphrase helps the interviewer check his/ her understanding of what the client is saying. It also helps the interviewee to see more clearly what he/she has said, since it holds a mirror up to his/her communication.

**Interpreting**

An significant task that confronts the caseworker is to interpret what has been said and heard. The interviewer necessity discovers factors through going beneath the surface of his/her client’s remarks and understands them more than is superficially important. For instance, the casework interviewer necessity looks for the underlying anxiety and fear that may be symptomatically indicated through hostility and dependency.

**Advising**

Making a suggestion or recommendation can be a perfectly appropriate action through a caseworker. In by the skills of advising, the interviewer necessity always conveys that the client may freely accept or reject his/ her advice. In general, resist the temptations to offer advice based on your own personal feelings, attitudes and preferences. Of course there are several occasions when you clearly should offer direct and specific advice but avoid communicating advice as commands or directives.

**Confronting**

In confronting, the interviewer points out to the clients – directly and without disapproval– inconsistencies, or contradictions in their words, feelings and actions. Confrontation can have a powerful effect on clients. It has the potential to cause severe disequilibrium in people who are highly stressed or have fragile coping skills. So, be sure that the person has the psychological and social possessions to endure the impact. Avoid judgmental or evaluative speculation or conclusions. Finally, it is wise to “precede and follow confrontations with empathic” responses.
Reframing

Reframing refers to the words you say and the actions you take when introducing clients to a new way of looking at some aspect of themselves, the problem or the situation. Usually, it involves sharing a dissimilar perspective from that which clients have previously adopted. Reframing is applicable when the fixed attitude constitutes a fundamental part of the problem for work. It liberates the clients from a dogmatic perspective. As a result, clients may reconsider strongly held beliefs which in turn affect their feelings and behaviour as well.

The Final / Concluding Stage

Reviewing the Procedure

It is the social of tracing what has occurred flanked by the interviewer and the client in excess of the time they have worked together. It is a cooperative procedure where both share in the retrospection. You might probe for additional thoughts and feelings and then share some of your own important recollections.

Evaluating

In addition to reviewing the procedure, you also engage the client in a final evaluation of progress towards problem resolution and goal attainment. For this discussion, the interviewer may draw on the results of measurement instruments such as before-and-after test scores, graphs and several ratings. You may also share your own subjective impressions of progress. Whatever you do in the form of a final evaluation, be sure to seek feedback from the client in relation to it. As a part of the procedure, you express your pleasure concerning the positive changes that have occurred.

Sharing ending Feelings and Saying Goodbye

Both the client and the caseworker may experience a wide range of emotions and feelings when the time comes to say a final goodbye. The
caseworker should in the last interview provide ample opportunity to the client to express his/her feelings related to the ending of the relationship. The intensity of the feelings may vary according to the personality of the client, the duration and intensity of the relationship, the role and the function of the caseworker and the final outcome. The client may be encouraged to share some of his/her feelings (sadness, anger, fear, dependency, gratitude, affection) in the last meeting or else the feelings may lie suppressed forever.

**Recording and Note-taking**

Following your final meeting with a client, you condense what occurred into a written closing summary. Contain in the final recording the following information:

- Date of final get in touch with.
- The names of the interviewer and the interviewee.
- Beginning date of service.
- The cause why get in touch with flanked by you and the client was initiated.
- The approach taken, the nature of the services provided, the activities you and the client undertook.
- A summary evaluation of progress and an identification of troubles and goal that remain unresolved and unaccomplished.
- A brief assessment of the person-problem situation as it now exists.
- The cause for closing the case.

**Generic Interactional Skills**

**Talking (Voice, Speech and Language)**

Talking as a social implies by voice, speech, language and body language effectively so that interviewing can be a smooth affair. The words you choose, the excellence of your pronunciation, the sound and pitch of your voice, and the rate and delivery of your speech communicate a great deal to the clients and others with whom you interact. A caseworker has to be very careful with
the selection of the words and should use words and phrases that are readily understood through mainly people. Try to use words that are descriptive and observational rather than inferential. Through your voice, speech and language convey that you are truly interested in what the client has to say. When you speak or write, active voice is preferable to passive voice and each unit of speech should not be so extensive or intricate as to impede understanding.

A caseworker should try to cultivate a talking style which is moderate in vocal tone, volume and speed of delivery. It should be, though, varied to match the pace of the client.

**Listening**

*Hearing and Observing*

‘Hearing’ refers to the procedure of listening that involves attending to the voice, speech and language of other people. Effective hearing involves removing the barriers and focusing totally on the words and sounds of the client. One should not hear selectively which happens due to judging, comparing, criticizing or evaluating what is being said through the other person. ‘Observing refers to listening through your eyes. It occurs when you pay attention to the client’s physical features, gestures and other non-verbal behaviour. The purpose of observing is to understand the ways in which the client views and experiences his words. There is hardly any situation in casework where hearing and observing do not go hand in hand. In the middle of the specific characteristics to observe are

- facial expressions
- eye get in touch with
- body language, position and movement

Observation makes it possible to record the behaviour of the client as it occurs. You should not only listen to what the client says but also note closely what he does not say, the vital blanks left in his/her story. Non-verbal signals may supplement or contradict what the client is saying. As you master the art of interviewing it will become apparent to you that people do not always say what they mean or act as they feel.
**Encouraging and Remembering**

‘Encouraging’ is an element of listening that very closely approaches talking. You can encourage other people to continue expressing themselves through making very brief responses in the form of single words, short phrases or sounds and gestures. Instance: “Please go on”, “Uh-huh”, “Please continue”. ‘Remembering’ is the final dimension of listening. It is the procedure of temporarily storing information in order that it may later be used, for instance to communicate understanding, make thematic connections flanked by messages expressed at dissimilar times, prepare a written record, or develop an assessment.

**Body Language (Non-Verbal Communication)**

Though we may not be aware of it, for mainly of us, our body language speaks more than our verbal speech. A lot of communication is non-verbal and our body is the main channel of this form of communication. Factors such as posture, facial expression, eye contact and body positioning are powerful shapes of communication. The body language should be congruent with your verbal language. You cannot say ‘thank you’ but actually look ‘sorry’. You can convey through your smile that you are friendly, caring and attentive to the client. It should communicate attention and interest in other person, as well as care, concern, respect and authenticity. You should typically adopt an open or accessible body position when beginning interviews. Tightly clasped hands, looking at a watch tend to communicate nervousness or impatience and slouching in chair may suggest fatigue or disinterest. The frequency and intensity of eye contact should depend on the purpose of interview.

**Active Listening**

According to Barry Cournoyer active listening combines the talking and listening skills in such a way that clients feel understood and encouraged towards further self-expression. It represents a clear and tangible demonstration that you have understood, or at least are trying to understand
what the client has expressed. It designates that you want to comprehend fully and accurately what the client has expressed and that you are interested in the client’s views, feelings and experiences. It constitutes a major element of the vital feedback loop flanked by you and your client. Your sincere effort to understand through active listening approximately always elicits further expression from the client. Because it conveys empathy and understanding, there is simply no substitute for active listening. If you only talk or only listen but do not actively listen, you will almost certainly discourage clients from free and full expression.

**Essential/Requisite Qualities of the Casework Interviewer**

A discussion on skills would be partial if we do not touch upon the qualities required on the part of the caseworker to be an effective practitioner. Though, the task to list all the qualities is a intricate one as definite conclusions may never be reached. Further the qualities may also vary according to the purpose of the interview. For instance: The warm accepting qualities necessary for an interviewer whose main objective is therapeutic, may not be required for an interview where primary purpose is assessment. Though, the demonstration of these qualities alone will not enable the caseworker to reach the goals unless they are accompanied through specialized knowledge and skills. According to Cournoyer, the following qualities are desirable on the part of an effective worker:

- **“Empathy”** is a procedure of feeling with another person rather than feeling for or feeling towards as in sympathy. Baker (1991) defines empathy as “The act of perceiving, understanding, experiencing and responding to the emotional state and ideas of another person”. Empathy helps the caseworker to gain an appreciation for and sensitivity to the client and helps in developing a rapport and maintaining sound working relationships.
- **“Respect”** according to Rogers (1957), is the demonstration of unconditional positive regard. The caseworker should uphold a respect for all clients irrespective of their class, caste and economic status. The
caseworker should also recognize and respect the fundamental right of the client to make his own decisions.

- **Authenticity**: Hamund, Hapuer and Smith (1977) state that, “Authenticity refers to a sharing of self through behaving in a natural, sincere, spontaneous, real, open and non defensive manner. An authentic person relates to others personally, so that expressions do not seem rehearsed or contrived. Though, it does not provide an absolute liberty to the caseworker to say or do whatever he/she thinks/feels at any given moment.

- **Self-understanding**: It is an excellence which a caseworker necessity posses if he/she is to use himself/herself effectively in helping others. The caseworker has to go through the procedure of “self exploration and self detection” in order to “know thyself”.

- **Self-control**: Self-discipline and Self-control have to follow self-understanding. Situation may be painful, upsetting, disturbing or provocative wherein the caseworker may be overwhelmed through his/her own emotions and feelings. But an enormous self-control has to be exercised. The worker has to direct her words and action in such a manner that they do not go against the values and ethics of the profession.

- **Understanding of Social Work Values and Ethic**: The caseworker necessity pay constant attention to professional ethics and obligations as they are applicable to approximately all characteristics of one’s professional life. For this, he/she necessity have a thorough grasp of social work values and ethics as well as their legal obligations.

- **Professional Knowledge**: A caseworker without professional knowledge is like a painter without a brush. Knowledge related to theory and research of human behaviour, social troubles, use of social work theory and principles etc. and other wide range of areas is essential to be effective. The caseworker necessity stays himself/herself abreast with the latest development of the field to be updated and informed.
- Responsible Assertiveness: It comprises the capability to express knowledge, opinions, and feelings in a manner that respects both your own and others rights and preferences as unique and valuable human beings. It comprises the ability and the manner in which you express your knowledge and opinions, your power and responsibility, your personal and professional power without showing disrespect to your own dignity and that of the client.

**Vital Rules of Interviewing**

One wishes that there was a blueprint of an ‘ideal’ or ‘perfect’ interview accessible to the caseworker which could serve as ready reference before embarking on the interviewing procedure. It is impossible to have a comprehensive list of ‘infallible rules’ for conducting a casework interview.

- Effective interviewing is possible only when it is grounded in a vital understanding of human nature, behaviour and motivation.

- The setting of interview is of vital significance. It should ensure some degree of privacy, give for an atmosphere which is relaxed and physically comfortable, should be free of distracting noise and interruptions. Give a setting with which the interview can get off to a good start.

- The length of the interview should be determined according to the purpose of the interview. It should be neither too extensive nor too short.

- The client should be put at ease, stimulated to talk freely in relation to his/her troubles, helped to organize his/her own confused thoughts and feelings in relation to his/her difficulties. Help the client to relax, which is not possible, if you are not relaxed.

- The relationship flanked by the interviewer and interviewee is of utmost importance in casework. The interviewer necessity never forgets the impact that her own personality, appearance and manner may be having on the client.
• Talk in a language understood through the client, begin where the client is and proceed at the pace of the client. The interview necessity always is adapted to the emotional and intellectual needs of the client.

• Be a warm, receptive and patient listener. Competent listening on the part of the caseworker requires minimal attention to ones own thoughts and feeling and maximum concentration on what the client is experiencing and expressing. A good interviewer is always a good listener and a keen observer.

• Listen to silence for it can be more evocative than words. You should know how to respond and manage pauses and silence. Do not be in a hurry to fill the gap created through silence because an unwarranted or hasty intervention may leave a vital part of the story forever unsaid. A decent respect is shown to silence.

• Master the fine art of questioning. The kind of question asked should be in accordance with the purpose of interview. The wording is significant but equally significant is the tone of voice in which they are put. Framed in simple words, the questions should be neither very few nor too several. A reassuring tone is better than an accusing and suspicious one.

• To understand what is said, understand what is not said, non-verbal behaviour cannot be ignored. Often it can be a more effective a message conveyor than the spoken words.

• People do not always say what they mean or act as they feel. Look for ‘bodily tensions’ because these non-verbal signals may supplement or contradict what the client is saying and thereby help you to read flanked by the rows.

• Have a high stage of awareness of your own feelings and emotions, biases and prejudices should be kept outside the purview of the interview as they have no place in a professional interview.

• The interviewing in casework should be a reciprocal procedure. The planned meaning of the communication should be received and understood through both parties. The client should be incorporated as an active participant in the interviewing procedure.
• Acknowledge the client’s right to self-determination. Direct your activities in the interviewing procedure towards promoting self-determination and participation.

The Relationship of the Interviewer and the Interviewee

All human beings form relationships with other human beings but the relationship shaped through a caseworker with the client is special and unique. This relationship facilitates the whole interviewing procedure. For several a client, talking with someone who listens with a non-judgmental understanding instead of criticizing or admonishing is a unique experience. This relationship with a person who does not ask anything for himself personally but focuses his/her interest entirely on the client and yet refrains from advice or control is a very satisfying one (Garret). The establishment of a relationship flanked by the client and the caseworker serves as a prerequisite to a successful interviewing procedure.

Establishing Rapport

Establishing rapport, especially in the Indian context becomes easy when the caseworker is well aware of the client’s total environment as well as the socio-cultural processes, which power his/her thinking and behaviour. The worker can also work through the network of family members, close friends, elders etc. Home visits, talking in excess of a cup of tea, knowing the interests, likes and dislikes of the client facilitate this procedure. The caseworker’s own background, environment and behaviour are of crucial importance in establishing rapport.

Once a positive relationship is in place flanked by the worker and the client, the client is ready to open his/ her heart to the caseworker. Homogeneity of language and socio-culture background further facilitates the procedure. The caseworker with his/her comments and questions continuously stimulates this procedure. As the ‘more significant’ is distinguished from the ‘less significant’, crucial issues are center of focus. Supported through the relationship, the client feels free to communicate better with the worker. Even
though the problem may still be unresolved, some important changes may occur in the attitude of the client towards it. Consequently, his/her feelings of anxiety and frustration may also go undergoes change and become less intense. Throughout the interviewing procedure, the caseworker and the client have to stay in focus the professional nature of their relationship. A professional relationship is pursued for a purpose, which should be recognized through both participants, and it is in excess of once that purpose is achieved.

In casework, the problem of the client is the mutual concern of the client and the caseworker and the caseworker has the requisite knowledge and competence to help the client. The caseworker presents herself in the same warm and receptive ways to all clients throughout the interview; though the clients may respond and react differently. Some clients may bring forth inappropriate reactions and a caseworker should be skilled in managing the problematic responses.

Transference

The mainly regularly encountered necessity to “work” a relationship occurs with the phenomena described “transference”. To any emotionally charged relationship each of us brings conscious and unconscious feelings and attitudes that originally arose in or still belong to other earlier significant relationships. This is readily understandable for none of us comes newborn to new relationships ---- we are drawn to or repelled through persons who unconsciously remind us of others…. These transferred elements of attraction or repulsion, yearning or defensiveness, liking or dislike occurs spontaneously and they may emerge at any point in a relationship ---- at the beginning or any time beside the way. In casework they present no scrupulous problem if the client is not so heavily subject to them that he sees and reacts to the caseworker as though he were some person with a function other than that of a professional helper. When the client reacts inappropriately, with excessive or distressed feeling, to what is described forth, we say, that a “transference” or a “transference reaction” has taken place. Transference may occur after an interview that has been deeply satisfying and has described up echoes of submerged wishes to be more fully and continuously satisfied then the client
suddenly feels a surge of overwhelming gratitude or helpless frustration and reacts “childishly”. “Why can’t we drop all this professional stuff and presently be friends?” pleads the woman who wants the caseworker’s affection but not his/her help in work on her troubles. Transference may also manifest not in spoken expression at all but rather in the way a client momentarily or uniformly reacts towards the caseworker. They may be measured transference reactions when on their examination in the light of the actual role and operations of the caseworker they have not actually been provoked.

Transference manifestations need to be recognized, recognized and dealt with as they occur, but the effort is to so manage the relationship and the problem solving work so as to provide minimum excitation to transference. Primarily the caseworker avoids the rousing of transference or deals with its spontaneous emergence through maintaining his/her clarity of direction, role and purpose.

**Counter Transference**

The caseworker is also human who has had his/her share of satisfying and frustrating relationships in his/ her personal life. He/she too may have “relationship reactions” and should have the requisite professional social to manage them. She may at times unconsciously transfer into his/her relationship with the client sure positive and negative reactions or strong feelings of attachment which are not realistically described for. This phenomenon is described counter transference. Any personal and subjective involvement with the client may be a part of counter transference. The caseworker through practice will have to recognize and separate the personal from the professional and consciously control his/her subjective responses. The counter transference may otherwise hamper the smooth procedure of interviewing and derail the interviewing procedure. Transference and counter transference are dynamic factors that operate in casework interview and have to be dealt with maturity and competence.
Specific Interviewing Troubles

Throughout the interview procedure, the interviewer and the interviewee may at times face a variety of troubles or blocks those prevent or impede the interviewing procedure. The mainly obvious of these is physical and the mainly intricate is psychological. Though, several a time they may appear in combination. For effective interviewing one necessity be alert to such barriers and take remedial steps. Some of the specific interviewing troubles are explained here which could be due to any of the following factors.

- Environmental factors
- Socio-cultural factors
- Psychological factors
- Factors related to the client/caseworker

Environmental Factors

- *Physical setting and seating arrangement:* The purpose at the beginning of the interview is to establish a setting, mood and pace which will be conducive to a productive conversation. The physical setting and the seating arrangement may sometimes serve as a barrier. If the client is made to sit too far or too close, it may put him ill at ease. The physical setting should be one that leads to comfort and helps him relax. The client and the caseworker should not sit sideways but face-to-face so as to establish eye get in touch with, else, the worker will not be able to note all facial expressions. Seating of chairs should not be such so as to lead to physical inconvenience which could be distracting. Insufficient light and excess temperature can negatively affect the interviewee’s initial response to the interviewer. Any physical barriers to nonverbal communication where the interviewee’s body is non-verbal can make the client inaccessible to conversation.

- *Noise:* The place of interview should be free of any disturbance or distraction. Noise can be a source of distraction for both the client and the interviewer and it should be minimal. Throughout casework interviewing, the environment should be noise free, so that nothing is
unheard. For instance: If the interview is disturbed through loud traffic noise, the worker may have to ask the client to repeat which may lead to irritability and loss of vital information.

- **Lack of privacy and frequent interruptions:** Lack of privacy is a common barrier especially in an Indian setting. More than often the whole family wants to be a part and parcel of the interviewing procedure. Though privacy is desirable, in sure cases, if the interviewer and interviewee belong to the opposite sex, family may not permit them to meet in separation. Frequent telephone calls, walking in and out of the room can fail to create an atmosphere wherein the clients feel free to reveal their innermost thoughts and feelings. Further throughout home visits one may fail to get total privacy.

**Socio-cultural Factors**

- **Biases:** Keeping ones biases from intruding into the interview is a major task at times. Several a times it is hard to stay one’s personal likes and dislikes, preferences and predispositions from affecting the interaction. Biases and prejudices lead to stereotype thinking and categorization of interviewee in terms of predetermined presumptions.

- **Socio-cultural differences:** Class, color, age, customs, beliefs and sexual preference are some of the significant socio-cultural differences that at times separate the interviewer from the interviewee. We usually have the tendency to stereotype a person through his/her age, race, class or ethnicity. These factors tend to intrude at times into the interviewer-interviewee relationship despite the worker’s vigilance. Knowledge of the client’s cultural milieu is necessary in understanding the client as well as in solving his/her problem. The interviewing procedure will be totally hampered if the interviewer fails to vary the communication patterns to accommodate differences in age, race, culture and class.

- **Complexes that affect people due to religious affiliations:** Troubles may be encountered when dealing with specific concerns which are impacted through religious differences. Example—a Muslim
caseworker may be uncomfortable discussing gender discrimination with a Hindu female client.

- **Class and status differences:** Troubles may crop up if the interviewer is from a lower class and goes to interview people who have high status. The high status person is faced with the problem of maintaining appropriate aloofness without becoming unapproachable. The lower status interviewer has the problem of assuring the interviewee of her expertise and knowledge in her own area. In the Indian context a higher caste client may find it hard to talk freely with the low caste worker.

**Psychological Factors**

- **Differences of age, intelligence and attitudes:** If the interview content is not according to the age of the client then distortion is likely to occur in their interaction. Characteristics like age differences may at times operate as barrier to effective interviewing especially if the client is too young or much older to the interviewer. A generation gap is inevitable. The interviewer may have special troubles with her own feelings when working with interviewees from dissimilar age groups. The interaction should be canalized according to the client’s stage of intelligence. The interviewer necessity stays a check on client’s attitude. The interview necessity always is adapted to the client, emotionally and intellectually. Always the interview necessity start where the client is and move ahead as fast as the client can move.

- **Personal inadequacies and personality complexes:** The interviewer as a human may have personality complexes or his/her own personal inadequacies. He may be introvert or of shy nature. One’s personal complexes and limitations could also act as a barrier at times.

**Factors Related to Client and the Caseworker**

- **Lying and fabrication:** Lying and fabrications through the interviewee present a hard problem for the social work interviewer. A relationship
built on lies and maintained through lies (one lies leading to others) involves a intricate mixture of feelings, none of which can lead to easy communication. Clients lie because they want to be accorded respect and acceptance; they want to present a socially desirable façade, hiding the imperfections. If you suspect lying, ask yourself what prompts this behaviour—what purpose does it serve? Our effort should be to act in a manner which would deny the client, all cause for lying.

- **Boredom and frustration:** Repeated casework interviews with the same general problem augment boredom and it becomes hard to uphold the same stage of interest. The clients may become bored and somewhat calloused, having listened repeatedly to an extensive series of hard sessions with several similar elements.

- **Hiding back vital information:** Clients hide back vital information because they have the feeling of insecurity and they want to be accorded respect and acceptance. The interviewer should assure the client for confidentiality and assuring for the betterment.

- **Non-cooperative client:** At the onset of the casework interaction, clients show no interest towards sharing their problem and try to avoid the interaction through maintaining an extensive spell of silence. Several times the clients may refuse to cooperate, hampering the interviewing procedure.

- **Misunderstanding the message:** The language used throughout interview should be simple and understandable to the client so that client may not mislead the interview interaction. Transference reaction on the part of the client can also obstruct the smooth flow of the interviews.

**Factors Related to Case-worker**

- Inability to vary the pattern of interviewing to accommodate the differences in race, class, culture
- Exploiting position and power to dominate interviewee
- Selective attention and listening
- Stereotyped thinking and categorization of client on the foundation of preconceived assumptions
- Overemphasizing personal need gratification and rewards
- Priority to own needs in excess of the needs of the client
- Professional failure, self-control in case of the client’s hostility, rejection and abusive behaviour
- Coming unprepared for the interview
- Bureaucratic approach with more inclination towards procedural details and strict interpretation of rules. Task-oriented approach rather than person oriented approach
- Too active or too passive
- Counter-transference reactions

This is through no means an exhaustive list. Success in the interview would depend on the joint efforts of the client and the caseworker to overcome these troubles.

**Case Recording: Concept**

After the interviewing procedure is in excess of the caseworker has the obligation to record the interview. The language of interview now has to be translated into the language of the record (file, shapes, computer). According to Kadushin recording can be seen as a part of the interview procedure. Through the act of recording the interview continues in the mind of the interviewer after it is terminated. It is a retrospective living of the encounter. As a consequence the interviewer of necessity, has to selectively decide which characteristics of the interview were more important. She has to systematically organize a somewhat chaotic experience.

**What is a Case Record?**

A record literally means ‘a formal writing of any fact or proceeding’ and when used as a verb means ‘to set down in writing or other permanent form’.
Taking cue from this we can describe case record as a written explanation of the casework proceedings. Though, from the above statement one should not conclude that case recording is an easy, routine and simple task, far from it, its a highly skilled and intricate task. Recording is an significant and integral part of casework procedure and is an output of the action of the casework. The importance of recording lies both in the procedure as well as the product.

For, an individual who is planning to become a caseworker, the art of record writing is worth striving to develop and perfect, not only because case recording is an essential part of good casework and is becoming a more significant factor with the rising complexity of social treatment, but also because the case record is fortunately or unfortunately often used as one of the significant indexes of the caseworkers ability. A question often asked is, why do we need to write records? Do they really serve any purpose? The importance of case records can be ascertained when we look at their functions and the varied purposes they serve.

**Purpose of Recording**

According to experts, recording in social casework serves the following purposes:

- It aids practice
- It aids administration
- It aids teaching and supervision
- It aids research

**As an Aid to Practice**

The fact that recording has improved/the practice of social casework is now well accepted and is measured as the mainly significant device to develop one’s skills in this area. Records help in diagnosis and treatment. It enables the caseworker to analytically reflect upon and improve his or her practice thus enabling efficient interviewing and intervention. As the caseworker gives the information composed, an organized and structured form, analysis and critical
thinking becomes easier. Case records are essential for refreshing the memory, especially when cases stretch for too extensive and the worker may lose track of detail. They also enable better planning for the after that interview and give the opportunity to rectify previous mistakes. This knowledge when passed on to a new worker ensures that the same mistakes are not repeated.

**As an Aid to Administration**

Records, also serve as significant tools of administration. They serve as an index for the correction of policies and practices. Further they also provide an insight into the caseworker’s ability and ensure stability if the caseworker is transferred, or resigns. They help the agency in not only evaluating the caseworker but also in the evaluation and reappraisal of the existing and as well as future services. Records are also of great importance when client is referred from one agency to another for specialized services, as they ensure stability. Further they allow sharing of information flanked by agencies.

**As an Aid to Teaching and Supervision**

Recording as a teaching and supervision device is indispensable. Records aid teaching and supervision in that they add to the body of knowledge of social work and make this knowledge communicable. They give an opportunity to the students to organize and present information and observations, reflection and action in a systematic manner. It is useful for reflecting on one’s role and reactions in an interaction. Recording serves as a tool for supervision and evaluation whereby a teacher can encourage students to examine and interpret data, expressing their individuality through it. Supervision encourages the cultivation of better recording skills and better casework as a result. It can be used in systematically training the students and is an significant device to introduce students to practice.

**As an Aid to Research**

Records can be used for social research and planning they are the chief source of material for research done on such significant subjects as the
effectiveness of casework as a social work method. Records contain accumulated experience of social workers which can be translated into statistical form and thereby help in finding solution to social troubles.

*Purpose of Recording in Casework*

- helps in diagnosis and treatment
- enables more effective interviewing and intervention

As an aid to practice:
- contributes to analytical reflection and improvement in casework practice
- useful for organizing and structuring of information/ aids orderly thinking
- refreshes the memory of the worker/ increases retrospective understanding
- enables better planning for subsequent interview
- useful as a guide to new worker in correcting past mistakes
- useful as an index for correction of polices
- ensure stability if any caseworker discontinues a case

As an aid to:
- ability of caseworker can be gauged

Administration:
- useful for future reference
- useful in evaluation of agency
- Allows sharing of information flanked by agencies
- helps in supervision and training of students

As an aid to teaching:
- adds to body of knowledge of social work, which is and supervision made communicable
- enables students to develop analytical and interpretative skills
- easy method of introducing students to practice
As an aid to research it useful for social research and planning

- contains accumulated experience
- can help in providing statistical data on social troubles

**Kinds of Recording**

From the literature accessible on casework recording no clear cut classification of records on the foundation of their kinds is accessible. Though, for our understanding we can provide the following classification of recording.

- Procedure
- Summary
- Verbatim
- Non-Verbatim

**Procedure Recording**

Procedure recording is a form of recording used regularly through the caseworker. In this kind, the procedure of interview is reported and is a rather detailed account of what transpired with considerable paraphrasing. It preserves a sequence in which the several matters were discussed. It comprises not only what both the worker and the client said but also important reaction of the client and changes in mood and response. In this the interview and observation go hand-in-hand. It may be verbatim or non-verbatim reproduction.

**Summary Recording**

Summary is a good device for organizing and analyzing facts. Summary points into meaning and relative importance of material gathered. A careful summary made at appropriate intervals reduces bulk, clarifies direction and saves the workers, time. Summary is commonly assumed to be a review or recapitulation of material that has already appeared in the record. It may be either topically arranged or may appear as condensed chronological narrative.
Mrs. Sheffield has defined summary in social casework recording as “A digest of important facts in the client’s history which has previously been recorded”. Summary could be a diagnostic summary, periodic summary or closing summary.

The closing summary is a summary made at the time the case is closed. To be mainly effective it should be written through the worker who was responsible for the case at the time of closing. The periodic summary is simply the summary of material previously recorded and is made at more or less regular intervals or at the end of more or less definite episodes in the family history.

**Verbatim Recording**

It is reproduction of factual data in the individual’s own words. It is commonly used in casework because of its accuracy and objectivity. Though, it should not become a mechanical reproduction of information because casework as an art requires an intelligent selection and rearrangement of material. As a part of training of the worker, verbatim recording may be of value in developing objectivity.

**Non-verbatim /Narrative Recording**

Narrative recording has been and still is a predominant style of recording. It is the style found in newspapers and magazines. It is the way we speak of the day’s events, it is the way we write letters, and it is the ways we stay diaries. Narrative form of recording is preferred for reporting acts of practical helpfulness, events and mainly collateral visits or conferences. It may be used for the contents of the interview in all instances except when the procedure itself and use of relationship have special significance.

**Principles of Recording**

How we wish, especially in the initial stages of practice that there were some fixed rules and perfect procedures, which could guide us in writing case
records. Though there is no such thing as an ideal or model record. Record is a flexible instrument, which should be adapted to the needs of the case. Each case is dissimilar, the circumstances of work hold marked differences and the recording so, rests not on following an outline, but in the mastery of sure component processes. Given below, are the attributes one looks for in a good case records whereby we can judge it to its merits. They can be termed as principles of casework recording as they serve as guidelines for writing records.

- Accuracy, objectivity, simplicity, clarity and brevity should be observed in writing records.
- Facts and their interpretation should be distinguished as it leads to objectivity. Inferences should be drawn in an impartial manner without attempting to power the judgment of the reader (e.g., frequent fights flanked by the husband and wife might lead the caseworker to interpret that she dislikes or hates her husband).
- Record necessity is orderly in its arrangement and it is not possible unless the writer has thought out in advance what should be incorporated and then has set out the material in a logical sequence.
- A extensive record is not necessarily a good record. Records should neither be too extensive nor too short.
- The casework records are not meant to be literary masterpieces, so they should be written in simple language and simple style.
- A telling verbatim quote can sometimes depict a situation much better than a narrative account, so, wherever possible reaction of the clients should be recorded in their own words.
- There should be sure degree of uniformity and standardization as to the form of observation.
- A record should have readability and visibility and should contain a clear and concise presentation of the material.(E.g. content can be organized under topical heading such as interviews, home visits, get in touch with collaterals. Letters, medical reports etc filed at appropriate place.)
To uphold clarity and accuracy avoid by words which are vague, ambiguous and likely to be misinterpreted through the readers. (e.g. “middle aged, perhaps etc.) Note taking as far as possible should be done immediately after the interview is in excess of. If done throughout the course of interview it may not only hamper the full participation of caseworker in the procedure but may make the client feel that she is not getting the full attention of the caseworker.

- It should always be made clear who are involved in the situation, which is addressing whom and what are the sources of information.
- The details of every important subject or situation should be given.
- One should not record the self-apparent, the insignificant, the familiar, and the repetitive.
- Any record should show clearly the nature of the problem presented or the request made; what the worker thinks in relation to the situation; what the worker and client know in relation to it; what relevant family group and community factors are involved; what the change or movement of outcome are.

**Guidelines for Casework Recording**

Record is a dynamic and flexible instrument hence no hard and fast rules can be prescribed. The casework record should reflect an orderly way of thinking which can be done through a flexible use of procedure, summarized and condensed recording so that the recorded material becomes a positive aid to the worker in his/her practice. The following guidelines though may be observed.

**Uphold a Field Work Diary**

While in the field you necessity carry with you a field work diary. This diary is used for writing, events and incidences as they happen throughout the day. They may cover such things as names, addresses, dates, and details of interviews with the client and collaterals, observations, inferences and any
other such relevant information. From this jumbled up data you are then expected to organize systematically the accessible information into a formal case record. The daily procedure record may comprise the following:

- Conduct the interview, write in narrative style the questions asked and the way they were answered or in other words write in relation to the interview as it took place. The observation should be appropriate recorded such as the mannerisms, expressions, gestures, hesitation, silence, resistance, discomfort, emotions expressed, refusal to answer, sure questions etc. The record should also reflect important reactions of the client such as changes in mood and responses, body language, the subjects from which the client tends to shy absent or finds hard to talk about.

- Extra information on environmental factors, relationships with those approximately gathered with home visits or any other source could be mentioned. Letters or other such documents could be attached. At the end of report you should provide your inferences and interpretation. You should indicate the meaning you derived from the events and incidents and reasons for it. You should conclude through briefly outlining your plans for the after that meeting or the after that steps you propose to take, in other words your future plan with respect to that case. This may contain:
  - areas to be sheltered in the after that interview
  - collaterals to be contacted
  - information to be obtained for the after that meeting

How to Collect and Organize Data

The caseworker can use the following tools and devices for collecting data:

- Face sheet/Intake sheet
- Eco-map
- Genogram
**Face Sheet/Intake Sheet**

Face sheet or intake sheet as some prefer to call it is usually filled in at the initial stage of the casework procedure. Mainly of the social work agencies have a more or less standardized proforma which has blanks for entries to be made through the worker related to the identification data such as name, age, occupation, family profile and other such information. The purpose of the face sheet is to provide in a convenient form the objective social facts or situation of the client of a permanent character to particularize the case.

**Genogram**

A family genogram is the graphic representation of one’s family tree. It gives a pictorial representation of the members beside with a chronological statement of important events. It helps in assessing a person’s psychosocial features or the interactional patterns of the family. The caseworker organizing the information can make it brief or extensive depending on the purpose it is to serve.

**Eco-map**

Though family experiences are important, people are also greatly affected through the social context in which they live. Our record will not be complete if we do not depict this social context. An eco-map is an effective tool for this purpose. According to Hartman (1978) an ecomap is an very useful tool for portraying the social context, because it provides a diagrammatic representation of a person’s social world. In addition to presenting an overview of a person, family or household in context, the eco-map readily identifies the energy-enhancing and energy depleting relationships flanked by members of a primary social system (e.g. family or household) and the outside world. The graphic nature of the eco-map highlights social strengths and social deficiencies and helps to identify areas of disagreement and compatibility. It often designates areas where change may be needed. The ecomap is a natural adjunct to the genogram.
FIELDS OF SOCIAL CASEWORK

Features of Social Casework Practice

All that you have learnt now needs to be applied to specific clients – in specific situations with similar or dissimilar troubles and concerns – being served through dissimilar organisations. It will help you perform more effectively if you stay in mind the following characteristics that characterize social casework practice, wherever you may be situated:

- Let me start through stressing the fact that casework help is not standardized. As we go beside, we shall talk in relation to the different factors that may determine caseworker’s differential response to a similar situation.
- The individual, the client, is seen as a whole – as a thinking, feeling, acting being ----- in continuous interaction with his total social environment.
- You, as the Social Caseworker, represent not only the agency which has employed you but also your profession – Social Work. That is, you have to practice (use knowledge and skills & techniques) within the professional value-system, ethics and principles but at the same time be responsible for achieving the goals of the employing agency.
- While you usually work within the service delivery systems devised through the organisation, you have a commitment to performing the role of a change – agent in case these systems are dehumanizing or degrading for the clients.
- You have to be constantly aware of your personal self and make sure that it does not interfere in your social casework practice.
- It is all the more significant in Social Casework because its clients’ troubles and concerns have heavy emotional component.
- Human troubles of living are intricate and multidimensional and require sensitive handling.
- So, Social Casework Practice may very often require interagency collaboration.
• You will very often be a part of a team of professionals. In primary settings, you are likely to be the main professional for service delivery, whereas, in secondary settings, you may have an ancillary status. It is significant for you to communicate your contribution as a social work professional to other professionals in the team.

• Social Casework service may be offered for prevention, promotion, cure/ remedy, rehabilitation, placement, reformation, palliative care, or for modification of social environment.

**Determinants of Fields of Practice**

Fields of social casework practice are broad areas or settings in which casework method is utilized to help individuals and families. Several fields can be determined on the foundation of the following components:

• **Person-in-context** – The context here comprises the total social environment of the client —— a male adult with visual impairment, a middle-aged woman abandoned through her husband, an orphaned child in a Foundling Home.

• **The concern or the problem requiring help** – Destitution, chronic illness requiring major changes in life-style, drug dependence, rehabilitation, trauma caused through riots or serious accident, bereavement, role disagreement, displacement.

• **The human service organisations that give the location for providing help**, like, schools, hospitals, childcare institutions, short stay homes, institutions for the elderly and juvenile homes. The first two dimensions can be analyzed further from two perspectives:

**The Needs Perspective**

• *Common human needs* – beside survival needs, every individual has needs for affection, for security, for attainment and for belonging (to a group).
- **Special human needs** – needs that arise because a person has a disabling impairment, is suffering from a chronic illness requiring major changes in life style, has deficit of coping or social skills, needs arising due to traumatic experiences like accident, riots, natural calamities or needs of very young or old persons.

- **Societally caused needs** – those that arise due to sure circumstances in society itself, for instance, discriminatory practices, oppression, deprivation, or displacements due to large developmental projects.

The needs perspective helps the worker in understanding the source and extent of the problem as it applies in each case. It helps in knowing in relation to the impact of the unfulfilled need on the client and his social environment. The worker is able to help the clients decide upon the action plan for dealing with their problematic situation through fulfilling the unmet needs.

**The Life-span Perspective**

An individual experiences a number of life changes as he/she goes through his life cycle, that is, from birth to death. She/he is seen as moving in life through a series of developmental stages, each stage requiring the individual to successfully complete some tasks before he/she moves on to the after that one. In mainly cases, human beings move through this cycle without major unsettling stresses. But if the person is not able to achieve this transition smoothly, he/she may find life changes stressful and is thus unable to adapt to the new demands. A five-year-old child enters school, which is discipline-driven and formal, after the secure and free atmosphere of home. A young girl gets married, shifts to her matrimonial home and takes in excess of the role of a wife and daughter-in-law. If she is not prepared for this transition, she may feel overwhelmed through the demands of her new situation and get depressed.

A middle-aged man, gainfully employed, gets retired from his job. From a very busy life style with set routines, he/she now finds himself at loose ends, with a lot of time at his disposal. How well he/she is prepared to deal with the life changes will determine the stage of his emotional well-being.
**The Human Service Organisations**

The mandate of these organisations is that of ‘service’, that is, to uphold and improve the general well-being and functioning of people. Examples of such organisations are schools, hospitals, correctional institutions, and social welfare and development agencies. Human Service Organisations are characterized through a) goals and objectives, b) specific client groups, c) personnel, d) programmes and services, e) service delivery systems, f) material possessions and networks.

**Fields of Social Case Work Practice**

As we have already stated that any discussion of fields of casework practice needs to look at two components: client groups with some problem or concern and the setting where the clients get help with their concerns. Let us first describe in brief the client groups and some of their features.

- The Individual: Person and his/her interaction with social environment are influenced significantly through a number of factors. These factors determine as to how dissimilar clients react to a similar situation/problem/concern differently. Their expectations from the caseworker may also vary accordingly. Some of these factors are:
  - **Age:** The needs and concerns, troubles and difficulties faced through a child are invariably dissimilar from those of a young adult or an elderly person. Again, how the individual--- of any specific age group --- looks at the situation under study, feels in relation to it and wants it to be handled may differ according to the age of the individual.
  - **Sex:** The experiences and circumstances of male and female persons in a given society are socially and culturally determined. The status in society (rights, privileges and power within the family and society at large), division of tasks, role expectation, role transitions, and role conflicts affect men and
women differently. The stereotyping of image and roles tend to become oppressive and discriminatory for women specially.

- **Caste:** In Indian society, caste based discrimination affects individuals and families crossways age and sex divisions, although females suffer the mainly. The low status because of belonging to lower castes results in deprivation, oppression, and lack of opportunity, depression, apathy and inertia.

- **Class:** The income group an individual belongs to determine the life goals and motivation for striving for change. Outlook towards life and troubles of living are likely to affect persons belonging to: a) lower income groups; b) middle income groups; c) affluent groups; or d) those that are below poverty row.

- **Religion:** In a pluralistic society like India, belonging to minority groups’ religion has its own difficulties. Religion holds a very significant place in an Indian person’s upbringing. Understanding of religious beliefs, customs and moral values is essential in helping a person.

- **Region:** People belonging to rural, urban or tribal areas tend to demonstrate specific response patterns and preferences in life. Persons hailing from a small city, a village or a metro city, are exposed to dissimilar stimuli. Their life experiences will, so, be dissimilar from one another. Their needs and expression of concerns may also be dissimilar.

- **The Family:** Family is a special social group wherein members are bound to each other through blood or marriage. The main function of family is child rearing and growth and development of each member. Families fulfill their social responsibility through socializing children in the culture of the society. In fulfilling their functions, families interact with a large number of social systems and organisations like, kinship network, religious and economic institutions, schools, the work place, civic authorities, welfare and legal framework etc. Unique patterns of interaction – within the family (in the middle of members),
and with outsiders evolve overtime. Family is a system wherein the experience of any one member affects the other members. A drug dependent son, a physically or mentally challenged child, the main earning member having troubles at the work place, an elderly father / mother – all affect the social functioning of the family as a whole. Sometimes, the problem faced through one member is an expression of a serious problem with the vital interpersonal relationships, interaction and communication patterns within the family. Families go through a life cycle. Marriage takes place and children are born. Children go to school or work. The first child gets married – the daughter goes absent or the daughter-in-law joins. The married son may or may not stay with the parents. The parents grow old and die. The son continues with the family. With each change in the composition of the family and role transition, several stresses occur. Mainly often, families are able to cope with these normal transitions. But, some special situations cause a sense of inadequacy in the families and they are forced to seek professional help. Some of the troubles, which put too much strain on family’s coping mechanisms, are severe marital discord, domestic violence, child abuse, incest and redundancy (unemployment). Let us now talk about some of these settings in brief to get an thought of what are their main characteristics, what kind of troubles or concerns they deal with and the kind of professional interventions Caseworkers give to their clients – individuals and families.

- Hospitals: Doctors are the main professional groups in the hospital, responsible for medical care of the patients. The recognition of psychosocial and cultural dimensions of illness and hospitalization has enabled employment of trained social workers in the hospitals. Social Casework is utilized in the OPDs (outpatient departments), the Wards, and Special Clinics. The heavy work load of doctors in large Govt. Hospitals usually leads to lack of clear communication flanked by the medical staff and the patients and their families. In such a scenario, the main roles expected of social workers are those of mediator; enabler; coordinator of services; case manager; mobilization of family,
community and hospital possessions; and acting as a member of the team of professionals. Working with the patient and his/her family is a major task of the social worker. So, Social Casework is a primary method in medical social work practice.

Institutions Providing Mental Health Care: The caseworker works as a member of the team of professionals including psychiatrists, psychologists and occupational therapists. Psychiatrists are the main professional group in charge of care and treatment of the mentally ill or emotionally disturbed persons. The patients may be attending OPDs, day care, or may be hospitalized. The main tasks of the caseworker are to uphold constant get in touch with the family of the patient; mediate flanked by the doctors and the patient/family; give counseling to the patient; assist in discharge and after care of the patient. The worker provides the necessary support to the family and helps the other family members understand the needs of the mentally ill person.

Working with the Chronically/Terminally Ill: The patients who are suffering from chronic illness, like diabetes, asthma, and heart disease, need help in understanding their illness and the demands of the treatment, and adjusting their life-styles to the limitations imposed through the condition. The families of the patients also need support and guidance in dealing with the patient’s condition that may have extensive-term implications for the whole family. In some cases, especially in the middle of those belonging to lower income groups, the financial burden may need to be eased out through identifying and mobilizing possessions in the kinship network or community at large. While working with the terminally ill patients, the first dilemma the worker faces is to inform the patient and his family in relation to the illness. The patients suffering from a terminal illness, like cancer and AIDS, have additional stress factor – the thought of impending death and anxiety in relation to the family after their death. The tasks of the caseworker contain: a) ensuring palliative care to reduce pain and discomfort, b) talking in relation to the death, c) involving the patient in planning for the family after his/her death, d) providing opportunity to family members to talk in relation to the death and dying, e) providing support --- emotional and material --- to the patient/ family. In the case of AIDS, the caseworker will need to tackle the issue of stigma attached with contracting AIDS and the possibility of infection getting passed on the other family members.

Schools: Schools are institutions for formal education, with a fixed routine, set syllabus, and a well-recognized pattern of teaching and learning. Teachers are the main professional group and they spend the maximum time with students. Schools vary in size--- from small single teacher schools in the villages and tribal areas to large bureaucratic organisations with thousands of students. Schools may offer primary, middle, secondary or senior secondary education. Again, some may be Government schools/aided through the Govt. or fully private self-governing schools.
Despite progressive and child-centered educational philosophy, schools are characterized through emphasis on syllabus (information content), formal examination system for evaluating achievements and formal teacher child relationships. In this context, the child very often is not able to get his vital human and educational needs fulfilled. This situation proves to be stressful to the child. Due to preoccupation with syllabus and maintaining discipline, teachers are unable to individualize the child’s situation and there is a ‘problem child’ at hand. Hence, there is recognition of need for individualized Social Casework Service to help the child. School, though, offers an excellent opportunity to Caseworkers for offering preventive and primitive interventions beside remedial service. Transition of the child from entry to passing out from school coincides with the child’s own maturation procedure. Through anticipating the demands and stresses of a scrupulous age group, appropriate interventions may be planned so as to avoid unnecessary emotional turmoil. Through helping in the development of personality and life and social skills, the Social Caseworker can achieve the status of a partner in the educational procedure. Despite of its being a secondary setting of Social Casework Practice, the Worker can easily demonstrate the vital contribution of Professional Social Work to fulfillment of educational goals of schools. The Social Caseworker works as a liaison flanked by the family and the teacher. He/she acts as a mediator, enabler, teacher (giving necessary information), advocate (to highlight the negative impact of school norms and practices on the child), change-agent for the school’s systems and procedures, and as a consultant for the staff of the school in matters concerning children’s needs and well-being.

- Residential Institutions: There are situations when individuals have to be removed from their natural environments and placed in residential institutions. Some of the institutions where social casework is practiced are as follows:
  - *Children’s Homes:* Children who are destitute, orphans, or have run absent from home and can not be sent back home; those who are violence, risk to health (e.g., healthy children of leprosy patients) or moral danger are usually placed in children’s homes. Mainly of these Homes operate under the provisions of Juvenile Justice Act and, so, give custodial care. Children are committed for specific periods. There is sometimes a feeling in the middle of inmates that they are under detention. Only in a small number of cases adoption and foster care services are or can be offered. Homes, run through the Govt. or voluntary organisations, are expected to give custody and care to the children. Social Worker is an
significant professional here. Living arrangements may be
dormitory or cottage kinds. Social Caseworker is expected to
help each inmate adjust to the life within the Home and achieve
psychosocial development. As the children have often gone
through traumatic experiences before they are placed in Homes,
it is very significant for them to come to terms with their life,
talk in relation to it and get in excess of the pain and the sense
of betrayal. The worker is expected to give rustic care, liaison
with schools where the children go for education, help children
develop positive relationships within the institution, and
prepare for life after the stay in the Home is in excess of.

- **Correctional Institutions**: These contain homes/ special schools
  for the delinquent, prisons, remand/observation homes, beggar
  homes etc. The main task of the Social Caseworker is to help
  those in disagreement with law through enabling them to
  understand themselves and their relationship with others. They
  need to understand what is expected of them as members of
  society. The aim is to rehabilitate these persons – to help them
  in such a manner that they can engage in socially constructive
  activities once they go back to their homes. The worker helps
  the clients change /vary their values (so that they are in row
  with the social values); change their behaviour and response
  patterns. The residents of these institutions often have a feeling
  of hostility towards society or they suffer from a sense of
  inferiority and inadequacy. Social Casework aims at correcting
  these attitudes and feelings through modifying the clients’
  immediate environment, working with their families and
  maintaining a supportive professional relationship with them.
  The Caseworker works as a member of a team of professionals
  like, probation and parole officers, psychologists, psychiatrists,
  and vocational counselors and educators.

- **Homes for the Aged**: The number of old age homes has been
  rising in cities. The stresses and constraints of urban living
have often led to adult children opting to send their aging parents or relatives to residential institutions. The residents in these homes need nursing care, understanding and emotional support. The caseworkers in these institutions help the residents cope with loss of the loved ones, illness, lack of energy, loneliness, loss of economic independence and the thought of approaching death. The caseworker enables the client uphold his/her self-esteem. He/she also helps the family deal with suppressed or open feelings of guilt so as to encourage them to uphold cordial relation with the client. The worker needs to identify and rally community possessions like motivating and orienting volunteers to spend time with the residents, talk to them and attend to their simple errands.

- **Residential institutions for women**: Short stay homes, rescue homes, nari niketans, widow homes etc. are some of the settings where casework practice takes place. Mainly of the inmates are those women who are destitute, abandoned or battered through their husbands, widows with no relative to provide them support, victims of crimes including prostitution or kidnapping. These residents need to build their skills – vocational and social – to become self-governing persons capable of taking care of their lives. The caseworkers try to bring in relation to the conciliation flanked by the client and her family, if any. Where marriage is indicated, pre-marital counseling is provided.

- **Organisations Working with the Differently Abled**: There are residential and non-residential organisations offering variety of services to the differently abled. The main task of the caseworker is to fulfill the objectives of the organizations such as a) care; b) rehabilitation - vocational training, education (depending upon their capability), employment; c) offering services according to governmental provisions and special concessions; d) advocacy to
reduce or remove social discrimination against the differently abled; and e) facilitating the client’s acceptance and understanding of his/her situation and also recognition of his/her potential. Giving support to the client – both emotional and action oriented – is an significant intervention offered through the caseworker. The caseworker also works with the family to help them cope with the situation, to understand the needs of the client, and to learn to take care of the client when he or she is at home. The worker very often acts as a broker, linking the client and or his/her family with the accessible community possessions and networks of other organisations working in this area.

- Organisations Working with Victims of Disasters: There is rising recognition of the need for individualized help for the victims of disasters – whether natural or man-made. Victims of natural calamities are victims of floods, earthquakes, and drought. Victims of man-made disasters contain victims of communal violence (riots), serious accidents, mega projects of development etc. Some of the common experiences of mainly of the victims of disasters are trauma; loss of loved ones; loss of livelihood or assets; homelessness; feeling of helplessness; feeling of anguish or hostility (desire for revenge); loss of community feeling; despair and a sense of fatality or sometimes high/unrealistic expectations from the worker. Despite this commonness, the clients need individualized care to overcome debilitating impact of the crisis. Large-scale displacements due to mega projects like Dams lead to erosion of community and family life, absence of usual social control mechanisms, the tearing of the social fabric, and loss of livelihoods beside the troubles of settling down in alien environments. Working with these persons is a big challenge for the Caseworker. It is not easy to win their trust as they have lost confidence in everyone approximately them. Very often, winning their trust is the first vital step towards taking them out of the traumatic experience. Beside offering them emotional support, the worker needs to build in them hope for a secure future. The worker enhances the client’s possessions through coordinating with several agencies – both
governmental and voluntary. Giving information in relation to the accessible services and provisions goes a extensive way towards instilling hope in the clients. The clients are helped in viewing their experiences rationally rather than emotionally. But, this can be done only after they have appeared from their trauma. Engaging the client in the planning and implementation of the action plan facilitates the client’s rehabilitation and recovery from despair.

- Organisations Working with Women: Social caseworkers are employed in family counseling centers, crime women cells, legal aid cells, family courts and women resource centers. The aim of the professional interventions is to enable women become empowered, confident, and self-governing and also utilizes accessible legal provisions and safeguards for her protection. There are rising number of cases of rape victims. The worker has to help link the family with police, courts, hospitals, schools, and agencies working for rehabilitation of these victims. Special techniques are used to help the victim come out from trauma, and restore her self-confidence and self-esteem. The family also needs understanding and support of the worker in dealing with this situation. The sensitivity towards the discrimination women face in families and society is vital in arriving at accurate assessment of the condition under study. For illustrating Social Casework Practice two cases are presented.

**Case 1 --- Hospital Based Casework**

**Referral**

The attending doctor refers a woman patient admitted in the female surgical ward to the medical social worker of a government hospital. She is reported to be unwilling to undergo operation, which she has postponed twice before.
The Casework Procedure

Study

The social worker, Sangeeta met the patient, Mrs. K. in the ward and told her in relation to the doctor’s referral. Sangeeta learnt that Mrs. K was 35 years old married woman. Theirs was a nuclear family. She had three children, aged 14, 10 and 5 years. All the children went to a school nearby. Mrs. K. was a housewife. A parttime maid servant helped with a few of household jobs. Her husband’s job required him often to be absent from home. Mr. K had brought his wife to the hospital because of severe pain in her knee. The doctor had advised surgery. Sangeeta explored further to enquire the reasons for the client’s resistance to surgery through interviewing the client in the ward and her husband, both in the ward and throughout a home visit. The worker also spoke to the nurse on duty in case the client had shared any of her concerns with the nurses (by the collateral sources for information). She spoke to the doctor concerned to understand the client’s medical problem and the chances of the client’s recovery. The worker measured the following probable reasons (there could be even more than the ones listed):

- Was it because of her anxiety as to who would look after her children throughout her extensive period of hospitalization?
- Was she scared of the procedure of operation, as Sangeeta, the medical social worker, knew from her experience that surgery very often created panic in the patients and even their relatives?
- What was her husband’s reaction to the doctor’s advice? Did he offer any support to her operation?
- Who will attend to her throughout the post-operative period, because, according to hospital rules, only female attendant is allowed in the female wards?

Assessment

Sangeeta, the worker, shared with Mrs. K, her understanding of the likely cause(s) for the latter’s anxiety in relation to the operation. Sangeeta believed that it was significant that Mrs. K confirmed the worker’s definition of the
client’s problem before some solution could be worked out. (Communicating empathy and ensuring client’s participation in the procedure.) Depending on the cause/s, Sangeeta and Mrs. K could consider one or more of the following solutions:

**Giving Information**

Sangeeta could explain the exact problem Mrs. K was suffering from. It was possible that the patient might not have felt free to ask the doctor or the doctor never explained the problem in detail. Worker could also explain the complete procedure of surgery and the chances of recovery. Here she performed the role of a mediator flanked by the patient and the medical staff.

Identifying and Mobilizing Family Support System:

- Some female relative could be requested to be with children throughout the period of hospitalization;
- Husband could apply for leave from his office;
- Sangeeta could give opportunity to Mr. K to express his anxiety. She could have sessions with the husband and children to give them emotional support. The family, then, could give the necessary emotional support to the client. (Counseling sessions with the family members.)
- The eldest child could be helped to share some responsibility at home in the mother’s absence. With the support of the worker, this experience could become a source of positive learning for children --- to learn to tackle hard situations and to become self-governing.

By Hospital Possessions:

- The medical social work department could arrange or an attendant for the client.

Any other:

- Any other help that the client may need or any there suggestion that Mrs. K or Mr. K may now think of.
**Intervention**

The worker could assure the client that the surgery she was undergoing was well within the doctor’s experience. Following the principle of client’s right to self-determination, Sangeeta could offer one or more of the interventions outlined earlier. Throughout the casework procedure, she communicated her availability to the client in case of need. Sangeeta also worked as a member of the team of professionals responsible for the medical care of the patients being served through the hospital.

**Evaluation**

Mrs. K agrees to undergo surgery. The doctor who had referred the case acknowledges Sangeeta’s work and appreciates social work intervention in facilitating the patient’s medical treatment.

**Termination**

The case is, so, formally closed. Sangeeta describes the location of her office in the hospital and working hours and encourages them to meet her whenever they feel the need. They thank the worker for all that she had done for them.

**Follow-up**

Sangeeta visits Mrs. K in the ward occasionally, before the operation and after the operation. She seeks feedback in relation to the client’s recovery from the doctor and the nurses and passes it on to the family. She keeps in touch with Mr. K and enquires in relation to the children. She ensures that the family is prepared to look after the patient at home throughout convalescence. In case, there is some unforeseen complication in the post-operative stage, Sangeeta will have to initiate the casework procedure again.
**Assignment/Action-I**

Given the same case of the referral of a patient who is unwilling to undergo surgery, work out assessment in the following contexts/circumstances:

- Patient is an office going male person. All other particulars are the same.
- Patient is a woman from low-income family. Her husband is a construction site laborer.
- The patient is a school going/non-school going child (male/female) aged 12 years.
- The infection having become serious, the doctors may have to amputate the patient’s leg above the knee. There is no risk to life on explanation of the operation. Select any of the family contexts discussed above. Write down your answers and talk about with your field instructor.

**Case 2 ---- Family Work in the Community**

We shall now talk about a case where the social worker recognized the client herself. The case also demonstrates proactive approach, that is, the worker did not wait for the client to seek help. Rather she offered her service to the client at the latter’s own home.

**Referral**

Renu, a young trained social worker recently qualified, is working in a community-based organisation. She recently organized a women’s group approximately weekly kirtan (Devotional music and worship day organized through women themselves. A Brahm初心 conducts the worship). The residents of the Basti belong to low-income groups, and mostly of lower castes. After one such session, Renu asked Mrs. G in relation to her daughter-in-law Kala. Renu told Mrs. G that though Kala had arrived some time back, she had not been seen in the present group. Mrs. G invited Renu to visit their
home and meet her daughter-in-law. Throughout the home visit, Renu found that Kala was looking very ill, was obviously anemic, and did not talk to Renu at all. Sensing Renu’s concern, Mrs. G took Renu outside and started complaining in relation to Kala. She informed Renu that Kala was very lazy, did not know how to cook or do other household work, and that Kala always pretended to be ill to escape work.

Renu decided to take up the case to help the family. As the family had not asked the help, Renu had to explore the particulars of the family and gather other relevant information very slowly and discreetly (quietly) so that no member of the family felt offended. She learnt the following details in relation to the family.

**The Social Casework Procedure**

Renu realized the importance of applying dissimilar principles of casework to be able to establish positive relationship not only with Kala, who Renu recognized as her client, but also with Mrs. G and Mohan, Kala’s husband. Only then could she hope to help Kala. She accepted Mrs. G Kala and Mohan; adopted a non-judgmental attitude; created an atmosphere in which the persons concerned could share their experiences and feelings freely. (Principle of purposeful expression of feelings) She was careful not to allow her initial sympathetic attitude towards Kala and anger against Mrs. G to bias her and affect her exploration work. (Controlled emotional involvement) She had to stay an open mind to gather and interpret information.

**Study**

Renu interviewed Mrs. G in her shop. She visited Kala in the attendance of Mrs. G and through involving both of them in conversation learnt several facts in relation to the their situations. Once or twice she met Mohan beside with his mother to observe their interaction. Mrs. G in late forties, lost her husband when her two sons were still small. Her elder son had shifted, after marriage, to his own establishment in another Basti. Mrs. G owned the single room tenement, acquired through her as result of the slum clearance scheme of the City Government. She also owned a small shop close to her home in which she sold simple things of daily needs. Her younger son Mohan, aged 20 years,
worked as a worker in a factory nearby. He had left school after studying till class four. Mohan was under awe of his mother and obeyed her totally.

Kala was 16 years old and belonged to a village in the district of Jhansi, in the State of Uttar Pradesh. She had studied upto 7th Standard and had been forced to leave studies. Kala was not used to cooking on kerosene oil stove. In the village, they used Chullah, with wood and cow dung cakes as fuel. Theirs was a big family with something going on all the time. She had been very scared in the City, very unsure of herself. Her mother-in-law never liked anything that she did. Her husband did not bother in relation to her or her health troubles. She had been feeling weak and sickly for quite sometime but had not been taken to the doctor. Kala had become depressed and lost her appetite. She never had any energy to do work fast or properly. Mrs. G did not agree with these observations.

**Assessment**

After reflecting on the facts (objective facts and feelings in relation to the those facts and experiences), Renu arrived at the following inferences tentatively:

- Kala was from a village and found living in the city stressful;
- She was perhaps not prepared for marriage, being quite young;
- Kala found herself under constant scrutiny of her mother-in-law, Mrs. G, their family consisting of only three members;
- Her sickness could be more due to depression than actual physical reasons (psychosomatic symptoms);
- In any case, it was advisable to get her medical care to eliminate any physical causes of sickness;
- Kala perhaps expected more support from her husband which was not there. Mohan presently did not react to the situation;
- He did not want to be blamed or nagged through the mother for having supported the wife as had been the case with his older brother;
- Mrs. G had felt hurt when her older son had left her;
・ She wished to stay her younger son and daughter-in-law under her control;
・ She felt insecure. After extensive widowhood and its associated troubles, she felt that she had the right to demand obedience from her son and daughter-in-law;
・ She wished to prove to the community people that she had full control in excess of her household.

Plan of Action

Having achieved positive relationship with Mrs. G and Kala, Renu measured the following actions for initiating the procedure of helping the family:

・ Medical Care:
  o Convince Mrs. G to allow Kala to go to hospital for proper medical check-up.
  o To persuade Mohan to accompany Kala to the hospital, otherwise offer to escort Kala for medical check-up. This will also confirm whether Renu had really won the family’s trust.

・ Facilitating Role Transition
  o Help Kala accept her new roles of the daughter-in-law and that of wife. Give her emotional support and an opportunity to express her feelings in a safe and encouraging professional relationship with Renu.

・ Improving Interpersonal Relationships within the Family
  o Help Mrs. G understand difficulties of a young bride from a small village;
  o In a joint session, help Mrs. G spell out her expectations from Kala and let the latter express her anxieties;
  o Help the two women develop bonds of affection.

・ Use of Social Intercourse for Kala’s Resocialization
  o Persuade Mrs. G to let Kala join women’s group to augment interaction with the community people;
In case Mrs. G agreed to this suggestion of Renu, this had to be done very cautiously because women’s curiosity and comments may create complications. That may undo all that Renu had accomplished. (Community pressures may have both positive and negative power.)

- **Assertiveness Training for Mohan**
  - To try for a breakthrough with Mohan and help him to become more assertive without being disrespectful towards his mother (A tall order! Renu felt);
  - Mohan could be persuaded to join some group of men in the community or at his work place;
  - Help Mohan take on the role of husband and feel responsible for Kala.

- **Use of Community Possessions**
  - Identify some woman in the community who was friendly with Mrs. G and could help in reducing Mrs. G’s antagonistic attitude towards Kala;
  - Enlist help of such a get in touch with through ensuring that this woman understands Renu’s intentions.

- **Professional Relationship as an Intervention**

  How several of the tasks listed above would actually be done depended, of course, on the family members reaction to the first task decided upon. Renu could not take her rapport with Mrs. G for granted. She had to continuously work at maintaining relationship with all the members. Relationship itself could be therapeutic (healing).

*Evaluation*

Kala accepted on the medical treatment prescribed. Kala started talking more with her mother-in-law and took pains to cook food according to the latter’s instructions. Mohan went with Kala to the hospital couple of times and worked in his mother’s shop to enable her to take rest. Kala attended the kirtan beside with Mrs. G Mrs. G showed off her daughter-in-law proudly in the women’s group. Kala had a good voice and sang devotional songs in the
group, which were appreciated through other women.

_Termination and Follow-up_

As the things were under control and interpersonal relationships within the family improved, Renu reduced her visits to the family. As she sustained to work in the Basti, she would greet them occasionally but terminated the case.

**REVIEW QUESTIONS**

- Explain the nature of individual.
- Explain the concept of social casework.
- Talk about the value of social casework within the sphere of social work.
- Explain the principles of social casework.
- Explain the theories of social casework.
- Talk about the concept and purpose of interview.
CHAPTER 2
SOCIAL GROUP WORK

STRUCTURE

- Learning objectives
- Characteristics and significance
- Principles, skills and models of group
- Group formation
- Social group worker
- Review questions

LEARNING OBJECTIVES

After reading this chapter, you should be able to:

- Understand the characteristics and significance of groups
- Understand the principles, skills and models of group work practice
- Understand the group formation
- Understand the stages of the development of groups
- Understand the social group worker’s role in group work procedure

CHARACTERISTICS AND SIGNIFICANCE

Definition of Groups

Not every collection of people can be measured a group. The Oxford English Dictionary defines group as a number of persons or things regarded as forming a unit on explanation of any kind of mutual or common relation or classified together on explanation of a common degree of similarity. There are three criteria suggested through this definition to call a group as a group:

- Number of persons – more than one
- Mutual or common relation
- Similarity

Groups may be contrasted with aggregates. An aggregate is a collection of individuals who are present at the same time and place but do not form a unit
or have a common degree of similarity. Individuals standing on a street corner, the members of an audience at a music programme are aggregates, not groups. While the Oxford definition has captured the vital essence of a group, dissimilar social scientists have put forward their own views on what is a group with emphasis on the several characteristics of a group. We can see some of the definitions below.

**Interpersonal Interaction**

A group may be defined as a collection of individuals who are interacting with one another. According to this definition, the individuals are not a group unless they are interacting with one another. Three psychologists who have defined group in this way are Bonner, Stogdill, and Homans. They stress that the primary defining feature of a group is interpersonal interaction. It is questionable that a group can exist without its members interacting with one another.

**Perceptions of Membership**

A group may be defined as a social unit consisting of two or more persons who perceive themselves as belonging to a group. According to this definition, the persons are not a group unless they perceive themselves to be part of a group. Two psychologists who have defined group in this way are Bales and Smith. They stress that the primary defining feature of a group, is that the members perceive themselves to be part of a group. It is questionable that a group could exist without its members being aware that they are members of a group.

**Interdependency**

Group may be defined as a collection of individuals who are interdependent. According to this definition, the individuals are not a group unless an event that affects one of them affects them all. Four psychologists who have defined group in this way are Cartright and Zander, Fiedler, and
Lewin. These authors stress that the primary defining feature of a group is that the members are interdependent in some way. It is questionable that a group could exist without its members being interdependent.

**Goals**

Group may be defined as a collection of individuals who join together to achieve a goal. According to this definition, the individuals are not a group unless they are trying to achieve a mutual goal. Three psychologists who have defined group this way are Deutsch and Freeman. They stress that the primary defining feature of a group is the craving of its members to achieve a mutual goal. It is questionable whether a group would exist unless there was a mutual goal that its members were trying to achieve.

**Motivation**

Group may be defined as a collection of individuals who are all trying to satisfy some personal need through their joint association. According to this definition, the individuals are not a group unless they are motivated through some personal cause to be part of a group. Two psychologists who have defined group in this way are Bass and Cattell. They stress that the primary defining feature of a group is that its members belong to the group in order to obtain needed rewards or to satisfy other personal needs. It is questionable that a group could exist without its member needs being satisfied through their membership.

**Structured Relationships**

A group may be defined as a collection of individuals whose interactions are structured through a set of roles and norms. According to this definition, the individuals are not a group unless their interactions are structured through a set of role definitions and norms. Two sets of psychologists who have defined group in this way are McDavid and Harari and Shel and Sherif. They say that the primary defining feature of a group is that the interaction of its...
members is structured through role definitions and norms. It is doubtful whether a group could exist unless role definitions and norms structure the interaction of its members.

**Mutual Power**

A group may be defined as a collection of individuals who power each other. According to this definition, the individuals are not a group unless they are affecting and being affected through each other and so, the primary defining feature of a group is interpersonal power. Shaw defined group in this way. One solution to the profusion of definitions is to combine them all into one definition. A small group may be defined as two or more individuals who:

- Pursue common goals
- Are interdependent
- Interact with each other
- Share norms concerning matters of common interest and participate in a system of interlocking roles
- Power each other
- Find the group rewarding and
- Describe themselves and are defined through others as belonging to the group

Not all these characteristics are equally significant and although it is impossible to gain consensus in the middle of social scientists as to which characteristics are mainly significant we can arrive at a definition of group for the purpose of group work as follows.

- A group is two or more individuals in face to face interaction, each aware of positive interdependence as they strive to achieve mutual goals, each aware of his or her membership in the group, and each aware of the others who belong to the group.
Kinds of Groups

All of us are simultaneously members of several kinds of groups. We are members of the family, members of friendship groups, members of work organisations and members of fan club or a religious group. Sociologists have attempted to classify/differentiate the several kinds of groups as follows.

Voluntary and Involuntary Groups

Voluntary groups are those we join through our own choice and effort. We may join a political party or a scrupulous occupation. In contrast involuntary groups are those that we are forced to join or those that we are automatically members of without choice. For instance, everyone is without a choice, automatically a member of sex, age and racial groups.

Open and Closed Groups

An open group is one in which virtually anyone can become a member. For instance, all can join the Hrithik Roshan fan club. A closed group, though, is much more hard to join. Some exclusive clubs restrict membership so that all cannot join. Only a few elites manage to get memberships in such clubs. Likewise the mafia (underworld) is a closed group.

Vertical and Horizontal Groups

A vertical group consists of members from all walks of life, while a horizontal group consists predominantly of members from one social class. Occupational groups – of doctors or electricians for instance – are composed mainly of members from the same social class. On the other hand religious groups may have members from all classes.

Primary and Secondary Groups

Primary group is one where members develop close, personal, intimate and enduring relationships. Family, neighbors and work associates are examples of
such groups. Members know one another well, greatly power each other and feel closely related. On the other hand, in secondary groups individuals act towards one another in rather impersonal, superficial and utilitarian ways.

**Natural and Shaped Groups**

Natural groups consist of members who come together in a spontaneous fashion on the foundation of naturally occurring events, interpersonal attraction or the mutually perceived needs of members. Family, peer groups and street gangs are examples of natural groups. On the other hand shaped group consists of members who come together through some outside power or intervention. These are groups that are shaped for a scrupulous purpose. Therapy groups, encounter groups, committees and teams are examples of shaped groups. The kind of group that we discussed last – shaped group – is of great interest to group work as the groups that we come crossways in group work predominantly belong to this kind of groups.

**Factors of Group Formation**

We can identify four major factors that power our decision to join and remain in a wide variety of groups: attraction to members of the group; the activities, goals, or the task of the group; affiliating with the people in the group; and meeting needs or goals lying outside the group. Attraction to members of the group grows out of proximity and frequency of interaction. (Consider your own experience of friendship groups that are mainly determined through who is accessible for interaction: your neighbors, classmates, roommates, and so on.) Though, we necessity keep in mind that proximity creates only the potential for, attraction; other factors usually come into play when actually establishing a relationship. The power of similarity, especially attitudinal similarity, appears to be as strong in group formation as in interpersonal attraction.

The task of a group, as experienced in its activities and goals is often an significant cause for joining. You join a photography club because you enjoy
taking pictures and discussing that action with others. You join a protest group against higher tuition fees because you cannot afford to pay more. In these examples, you are gaining rewards directly through group membership. The application of social swap theory to group formation predicts that we join and remain in groups when the rewards for doing so outweigh the costs, thus yielding profits. The third general factor of group formation is our desire to affiliate with the people in that group. We satisfy our need for affiliation through interacting with people, presently as we meet our need for attainment through the activities and goals of the group. Whether we affiliate for social comparison, or to reduce anxiety, or to satisfy an innate craving, it is clear that the group is a powerful forum for meeting our vital social needs and a strong power on our behaviour.

Group membership may help us meet needs that lie outside the group – thus, group membership may be a stepping stone to achieve an external goal, rather than a source of direct satisfaction. A college professor may regularly attend meetings of a professional association to enhance the probability of promotion. A candidate for political office may join a host of community organisations to enhance his or her chances for election. When we consider attraction to a group, we necessity also consider the characteristics of the group itself. Many attributes of groups usually make them more attractive to prospective members and thus contribute to group formation.

- The more prestige a group can offer a member, the more attractive the group. Members who have positions of higher power and prestige are usually mainly attracted to remain in the group.
- Co-operative relationships and joint rewards heighten the attractiveness of a group, whereas individual striving and competition detract from it.
- The degree of positive interaction in the middle of members directly affects attractiveness since it increases the range of personal and social needs being met.
- The size of the group affects its attraction. Smaller groups usually offer more possibility for interaction, for sharing similarities, and for meeting individual needs, and so tend to be more attractive.
Positive relations with other groups may add to the prestige of the group and make it more attractive.

Nothing succeeds like success. Groups that are perceived as meeting their goals effectively usually appear to be more attractive.

**Plausible Hypothesis in relation to the Group Formation**

From the several factors influencing group formation the following hypothesis can be confidently stated.

- People join groups in order to satisfy some individual need.
- Proximity, get in touch with and interaction give an opportunity for individuals to discover the need satisfactions that can be attained through affiliation with others.
- Interpersonal attraction is a positive function of physical attractiveness, attitude similarity, personality similarity, economic similarity, racial similarity, perceived ability of the other person (his or her success or failure) and need compatibility.
- An individual will join a group if he or she finds the activities of the group attractive or rewarding.
- An individual will join a group if he or she values the goals of the group.
- There exists a need for affiliation which renders group membership rewarding.
- An individual will join a group if he or she perceives it to be instrumental in satisfying needs outside the group.
- Group development follows a constant pattern, which may be characterized as orientation evaluation- control.

**Theories Underlying Group Work Practice**

From knowledge in relation to the small groups accumulated in excess of the years in laboratory and natural settings, investigators of group phenomena began to develop comprehensive theories to explain group functioning. An
enormous variety of these theories exist. This section examines five of the mainly significant theories: systems theory, psychodynamic theory, learning theory, field theory and social swap theory. An understanding of these theories is significant to place in the appropriate context the group processes and human behaviour in groups experienced through you when you do group work.

**Systems Theory**

Systems theory attempts to understand the group as a system of interacting elements. It is almost certainly the mainly widely used and broadly applied theory of group functioning. According to this theory, groups are social systems with many interdependent members attempting to uphold order and a stable equilibrium while they function as a unified whole. Groups are constantly facing changing demands in their quest to attain goals and to uphold a stable equilibrium. Group’s necessity rallies their possessions and act to meet changing demands if they are to survive. According to Parsons, Bales and Shils (1953), there are four major functional tasks for systems such as a group: 1) integration – ensuring that members of groups fit together; 2) version – ensuring that groups change to cope with the demands of their environment; 3) pattern maintenance – ensuring that groups describe and sustain their vital purposes, identities and procedures; and 4) goal attainment – ensuring that groups pursue and accomplish their tasks. Group’s necessity accomplishes these four functional tasks to remain in equilibrium. The likelihood that a group will survive depends on the demands of the environment, the extent to which members identify with group goals, and the degree to which members believe goals are attainable. Through overcoming obstacles and successfully handling the functional tasks confronting them, groups strive to remain in a state of equilibrium.

This theory also states that groups are in constant interaction with their environments. They occupy an ecological niche. Homans suggests that groups have an internal system and an external system. The external system represents a group’s way of handling the adaptive troubles that result from its relationship with its social and physical environment. The internal system
consists of the patterns of activities, interactions, and norms occurring within the group as it attempts to function. Concepts derived from the several views of systems theory that are particularly relevant for group workers contain the following:

- The subsistence of properties of the group as a whole that arise from the interactions of individual group members.
- The powerful effects of group forces on member’s behaviour.
- The thrash about of groups to uphold themselves as entities when confronted with conflicts.
- The awareness that groups necessity relates to an external environment as well as attends to their internal functioning.
- The thought that groups are in a constant state of becoming, developing, and changing, which power their equilibrium and sustained subsistence.
- The notion that groups have a developmental life cycle.

**Psychodynamic Theory**

Psychodynamic theory has had an significant power on group work practice. In his work Group Psychology and the Analysis of Ego, Freud (1922) set forth his theoretical formulations in relation to the groups and their power on human behaviour. According to psychodynamic theory, group members act out in the group unresolved conflicts from early life experiences. In several ways, the group becomes a re-enactment of the family situation. Freud describes the group leader as the all-powerful father figure who reigns supreme in excess of group members. Group members identify with the group leader as the ‘ego-ideal’. Members form transference reactions to the group leader and to each other on the foundation of their early life experiences. Thus, the interactions that occur in the group reflect the personality structures and defense mechanisms that members began to develop early in life. The group leader uses transference and counter transference reactions to help members work through unresolved conflicts through exploring past behaviour patterns and linking these patterns to current behaviours. The group leader might, for instance, interpret the behaviour of two group members who are struggling for
the leader’s attention as unresolved sibling rivalry. When interpretations made through the group worker are timed appropriately, members gain insight into their own behaviour. According to the psychodynamic theory, insight is the essential ingredient in modifying and changing behaviour patterns inside and outside the group.

More recent conceptions of psychodynamic group treatment have adapted and customized classical psychodynamic theory to contain a greater emphasis on the here-and-now experiences of group interaction. This is useful in ensuring that members deal with issues of immediate concern to them. From an analysis of the immediate behaviour patterns in the microcosm of the group, the leader can help members reconstruct unresolved childhood conflicts and have corrective emotional experiences. Through direct, mutual interpersonal communications, members build interpersonal skills, adaptive capacities, and ego strength, as well as gain insight into their behaviour. The cohesiveness of the group encourages members to reveal intimate details in relation to their personal lives and to describe and act out their conflicts in a safe and supportive environment.

**Learning Theory**

The primary focus of learning theory is on the behaviour of individuals rather than on the behaviour of groups. Thus, learning theory has usually ignored the importance of group dynamics. Though, learning theory has had an significant power on current methods of group work practice. The emphasis on clear and specific goal setting, contracting, the power of the environment on the group and its members, step-by step treatment planning, measurable treatment outcomes and evaluation can be traced to the power of learning theory.

According to social learning theory, the behaviour of group members can be explained through one of three methods of learning. In the classical approach to learning theory, behaviour becomes associated with a stimulus. For instance, a worker responds through making a negative verbal comment each time a member turns and speaks to another member while the worker or other group members are speaking. After many times, the mere stimulus of the
member’s turning, without speaking, will be enough to cue the worker to respond with a negative verbal comment. Another theory of learning is described operant conditioning. In this paradigm, the behaviours of the group members and the worker are governed through the consequences of their actions. Thus, if member A acts in a sure way and member B reacts positively, member A is likely to continue the behaviour. In the group, the worker might use praise to augment member-to-member communications and negative verbal comments to decrease member-to-leader communications. To help a member with a problem he or she has experienced in the outside environment, such as being overweight, the group leader might ask the member to develop a plan that specifies self-imposed rewards for behaviour that decreases caloric intake and self-imposed sanctions for behaviour that increases caloric intake.

Bandura (1977) has urbanized a third learning paradigm described social learning theory. According to Bandura, mainly learning takes place through observation and vicarious reinforcement or punishment. For instance, when a group member is praised for a sure behaviour, that group member and other group members reproduce the behaviour later, hoping to receive similar praise. When a group member who performs a sure behaviour is ignored or punished through social sanctions, other group members learn not to behave in that manner because such behaviour results in a negative outcome.

**Field Theory**

Kurt Lewin mannered numerous experiments on the forces that explanation for behaviour in small groups. According to Lewin’s field theory, ‘a group has a life space, it occupies a position relative to other objects in space, it is oriented towards goals, it loco motes in pursuit of these goals, and it may encounter barriers in the procedure of locomotion. The unique contribution of field theory is that it views the group as a gestalt, that is, an evolving entity of opposing forces that act to hold members in the group and to move the group beside in its quest for goal attainment. In developing field theory, Lewin introduced many concepts to aid in understanding the forces at work in group. In the middle of these are : 1) roles, which refer to status, rights, and duties of group members; 2) norms, which are rules governing the
behaviour of group members; 3) power, which is the ability of members to
power one another; 4) cohesion, which is the amount of attraction the
members of the group feel for one another and for the group; 5) consensus,
which is the degree of agreement concerning goals and other group
phenomena; and 6) valence, which is the potency of goals and objects in the
life space of groups.

Relying on one principle of this theory that suggests individuals will not
change their behaviour unless they see their behaviour and attitudes as others
see them, the t-group experience attempts to give participants with extensive
feedback in relation to the their own behaviour. Members are confronted with
the effects of their own behaviour on other group members and on the group
worker. Role plays, simulations, and other experiential program activities are
often used to illustrate how group processes develop and how they affect
members.

Social Swap Theory

Social swap theory focuses on the behaviour of individual group members.
The theory has its origin in animal psychology, economic analysis and game
theory. Social swap theorists suggest that when people interact in groups, each
attempts to behave in a way that will maximize rewards and minimize
punishments. Group members initiate interactions because the social
exchanges give them with something of value, such as approval. According to
social swap theorists, because nothing is gained ordinarily unless something is
given in return, there is an swap implied in all human relationships. In social
swap theory, group behaviour is analyzed through observing how individual
members seek rewards while dealing with the sustained social interaction
occurring in a group. For an individual in a group, the decision to express a
given behaviour is based on a comparison of the rewards and punishments that
are expected to be derived from the behaviour. Group members act to augment
positive consequences and decrease negative consequences. Social swap
theory also focuses on the way members power one another throughout social
interactions. The result of any social swap is based on the amount of social
power and the amount of social dependence in a scrupulous interaction.
Guided group interaction and positive peer culture are two specialized group work methods that rely heavily on principles from social swap theory. They are regularly used with delinquent adolescents in residential and institutional settings. In both approaches, structured groups are used to confront, challenge, and eliminate antisocial peer group norms and to replace them with pro-social norms through guided peer-group interaction. The importance of groups for humans has led a number of social scientists to perceive groups as the salvation or the bane of our species. To some social scientists, groups are the foundation for everything that is good in our lives. For other social scientists, groups are destructive powers on our lives. Both views are oversimplified. Groups can have constructive or destructive effects depending on how they are used.

Benefits of Groups

- Under mainly circumstances, the productivity of groups is higher than the productivity of individuals working alone. You may have seen this happening in mainly companies and even in small-scale industries where more numbers of a scrupulous product is made through a group effort rather than an individual effort. You would have also seen this in games involving teams where the chance of hitting a goal is high when they work towards it as a team rather than as individual players.

- Groups make more effective decisions and solve troubles more effectively than individuals working alone. This is the cause why we have committees in organisations. It has been proved through social scientists and management experts that better decisions are arrived at through a group of persons working at the problem rather than an individual who is trying to solve the problem on his/her own. When troubles are discussed in groups there is greater clarification of the problem. Likewise, a variety of solutions are suggested through group members out of which a good solution emerges.

- It is through group memberships that we learn the values of altruism, kindness, consideration for others, responsibility and so forth. We are
born in a primary group described family, which ingrains in us a wide range of human values. We learn to be kind to each other in the family. In our friendship groups we learn to be considerate to others and in our workplace we learn to be responsible. Thus, all the groups we are in teach us a variety of human values.

- The excellence of emotional life in terms of friendship, love, excitement, joy, fulfillment and attainment is greater for members of groups than for individuals acting alone. A person who does not have any relationship with others will not be able to experience mainly of the emotions. Family provides the experience of love while friendship groups give excitement. The office where we work may give us with fulfillment and also a sense of attainment.

- The excellence of everyday life is greater in groups because of the advantages of specialization and division of labour. Our material standard of living, for instance – our housing, food, clothing, transportation, entertainment etc. – would not be possible without the help of others and unless we interact with them.

- Conflicts are supervised more productively in groups. Without group standards, social values and laws, civilization would be impossible. Groups normally establish standards or norms for its members to function effectively. Without these norms, which usually reflect societal norms, there would be confusion. Group norms exert considerable power in excess of individuals and stay them under control.

- A person’s identity, self-esteem and social competencies are shaped through the groups to which he/she belongs. If you are asked a question, ‘who are you?’, you will immediately say ‘I am a student’, which means you are part of the students group which provides you with an identity. Likewise, you may say you are the son/daughter of a sure person or the friend of a sure person or a manager in a scrupulous organisation. Thus, being a member of dissimilar kinds of groups give you with identity. Groups also help develop the self-esteem of its members through being very supportive. Friendship groups in
scrupulous give you with a lot of emotional support and understanding that build up your self-esteem. You can experiment with dissimilar kinds of behaviour in a friendship group without the threat of rejection.

- Without co-operation, social organisation and groups of several kinds, human beings would not survive. Humans have a vital social nature and our survival and development are the results of the effectiveness of our groups. While groups give a lot of benefits, social scientists have also pointed out characteristics of groups that are not very constructive.

One of the significant points they have mentioned is that, people in groups are more likely to take greater risks than they would alone. Groups tend to take more extreme positions and indulge in more extreme behaviour than individuals. In large groups individuals can become anonymous and so, feel freer to engage in rowdy, shocking and illegal behaviour. When one member engages in impulsive and antisocial behaviour, others may do likewise. Another negative aspect of groups pointed out is that groups often power their members to conform. The identity of the individual can be threatened if conventionality is too extreme. Social scientists also point out that sometimes group affiliations become so strong that group members treat non-members and other groups in impersonal ways. Intense grouping behaviour leads to many conflicts in the society. Though, a correct understanding of groups and its proper application will help us reap the immense benefits from by groups. Experiments mannered through social scientists have proved time and again the strengths of by groups for the development of the individual and society. That is the cause why an understanding of groups is crucial to the practice of group work. In the context of group work, groups contribute immensely to the personality development of individuals.

**Power of Groups on Personality Development**

- The formation of proper attitudes that are crucial to personality of an individual takes place through groups. It is the attitude that guides every action of human-beings. Groups give opportunities for
individuals to expose themselves to a variety of situations that shape their attitudes.

- Groups also change the stages of aspiration that individuals have. It is well recognized that individuals reach higher goals if their aspiration stage is also high. Individuals constantly check their aspiration stage with those of others in the group and change it if theirs is at a lower stage. For instance, candidates aspiring for civil services join IAS study circles where they meet other IAS aspirants and get inspired through their hard work and perseverance. Thus, they are able to set higher goals for themselves after joining the group than when they would have acted individually.

- Individual patterns of living, working and life pursuits also determine one’s personality. These patterns could also be customized through participation in groups. Individual’s hobbies are greatly influenced through groups. Likewise in work life, how a person manages time and how he/she responds to stress would be greatly influenced through the group he/she is in. Groups also power one's mission in life. We see a lot of individuals who join groups to serve society in dissimilar ways. Whether an individual becomes self-serving and materialistic or altruistic may greatly depend on the group he/she belongs to.

- Groups help individuals gain a perception of one’s self and his/her role in society. The constant feedback an individual gets from other group members helps build the self-image of one’s self. One can understand the kind of personality he/ she has with the help of groups. Individuals can also determine what their role is based on the feedback given through others.

- Groups give immense psychological support and help individuals express both positively and negatively. One of the key determinants of personality development is the psychological support required through the individual through whom he/she can experiment with behaviour as well as express his/ her ideas, opinion and feelings freely without the threat of rejection. Groups give ample opportunities for this leading to personality development.
Kinds of Group Work Groups

Groups for the purpose of group work are usually classified into two kinds: treatment and task groups. They are classified according to their primary purpose.

Treatment Groups

Five primary purposes of treatment groups are: support, education, growth, therapy and socialization.

Support Groups

Support groups can be distinguished from other groups by supportive intervention strategies through their primary goals: to foster mutual aid, to help members cope with stressful life events, and to revitalize and enhance members’ coping abilities so that they can effectively adapt to and cope with future stressful life events. Examples of support groups contain the following:

- A group of children meeting at school to talk about the effects of deaths in their families on their lives.
- A group of people diagnosed with cancer, and their families, discussing the effects of the disease and how to cope with it.
- A group of recently discharged psychiatric patients discussing their adjustment to community living.

Leadership of support groups is characterized through a facilitative approach that emphasizes helping members share their communal experiences in coping with a stressful event. The group worker helps members share their experiences and empathically respond to each other. Simply recounting events, ventilating feelings, and reflecting on efforts to cope can promote self-understanding and help overcome loneliness, separation and despair. A major role of the worker is to facilitate hope in the future and motivate members to improve coping skills through self-help and mutual aid. Strong emotional
bonds often develop quickly in support groups because of member’s shared experiences. Emotional bonding may also occur because members are stigmatized through the superior community and find comfort and power in their association with each other.

*Educational Groups*

The primary purpose of educational groups is to help members learn new information and skills. Educational groups are used in a variety of settings, including treatment agencies, schools, nursing homes, correctional institutions and hospitals. Examples of educational groups contain the following:

- A group of women in slums who want to know in relation to the reproductive and child health.
- A group of parents who are going to adopt children.
- A group of NGO leaders who want to be more effective.

All educational groups are aimed at rising members’ information or skills. Mainly groups routinely involve presentations of information and knowledge through experts. They also often contain opportunities for group discussion to foster learning. When leading educational groups, workers concentrate on both the individual learner and the group as a whole as vehicles for learning, reinforcement, and discussion. Also, workers consider each members’ knowledge of the subject matter and stage of skills and experience so that members derive at mainly benefit from the learning procedure.

*Growth Groups*

Growth-oriented groups offer opportunities for members to become aware of, expand, and change their thoughts, feelings, and behaviour concerning themselves and others. The group is used as a vehicle to develop members’ capabilities to the fullest. Growth groups focus on promoting socio-emotional health rather than remediation socio-emotional illness. Examples of growth groups contain the following:

- A group for newly married couples
- A value clarification group for youth
- A consciousness raising group for Rotary club members

Growth groups usually stress self-improvement and the potential of human beings to live a full and rewarding life, especially through improved relationship with others. They give a supportive atmosphere in which individuals can gain insights, experiment with new behaviours, get feedback and grow as human beings. The bond in growth groups stem from members’ commitment to help one another develop and maximize their potentials. When composing growth groups, workers often select members who have diverse backgrounds and the potential to enrich and broaden each others’ experiences. Communication in growth groups is members centered and highly interactive.

**Therapy Groups**

Therapy groups help members change their behaviour, cope with personal troubles or rehabilitate themselves after physical, psychological or social trauma. Examples of therapy groups contain the following:

- A psychotherapy group for outpatients at a community mental health centre.
- A group sponsored through an NGO for people who want to stop smoking.
- A group for children who are first time offenders.

In therapy groups, members come together to solve their troubles. The group leader is often viewed as an expert, an power figure and a change agent. Members’ troubles are assessed and treatment goals are urbanized with the help of the worker. Although the group has a common purpose, each member may have a dissimilar problem with dissimilar symptoms. So, to achieve individual goals, the worker often focuses on one member at a time. The stage of member’s self disclosure is usually quite high.
Socialization Groups

Socialization groups help members learn social skills and socially accepted behaviour patterns so that they can function effectively in the community. Socialization groups regularly use program activities such as games, role plays or outings to help members accomplish individual goals. Examples of socialization groups contain the following:

- A youth group in Nehru Yuvak Kendra
- A social club for outpatients of a psychiatry centre
- A group for children from poor and disadvantaged neighborhoods

There are at least three common shapes of socialization groups: social skills groups, governance groups and recreation groups. Some social skills groups such as assertiveness training groups are shaped for adults who wish to improve their existing skills. Social skills groups can be particularly useful for individuals who are unable or unwilling to communicate effectively and for those who have difficulty engaging in satisfying social relationships. Young children, shy adolescents and mildly retarded adults are examples of people who can benefit from such groups. Program activities can help draw out these kinds of group members through helping them form meaningful relationships and learn social skills.

Governance groups are often found in residential settings such as nursing homes, psychiatric hospitals, correctional facilities and residential treatment centers. The purpose of these groups is to involve residents in the daily governance of the institution. Through their participation in the governance procedure, members learn advocacy, communication, disagreement resolution and empowerment skills. They also learn to share with others, take responsibility for their actions, and participate in decision making processes. Recreational groups are particularly significant for working with children, adolescents and older adults in neighborhood centers. They can help members learn community values and accepted shapes of behaviour, develop interpersonal skills and feel a sense of belonging. In addition recreational groups help members develop confidence in their ability to function as separately of a group and to function in other social situations.
**Task Groups**

Task groups are common in mainly agencies and organisations. They are used to find solutions to organizational troubles, to generate new ideas and to make decisions. Task groups can have three primary purposes: meeting client needs, meeting organizational needs and meeting community needs.

**Teams**

Team members coordinate their efforts and work together on behalf of a scrupulous client group. Instance of teams contain the following:

- A group of workers in charge of a scrupulous department in a company
- A group of professionals who work in psychiatric hospitals

The functioning of the team is the responsibility of the team leader. Team leaders are often appointed through an administrator in the organisation. The team leader is a facilitator and coordinator for the group and is accountable to the organisation for the actions of the team. The team leader is responsible for conducting meetings, motivating team members, coordinating individual efforts and ensuring tea functioning. Members are bonded through a team spirit that assists them in their work as a group rather than being a collection of individuals representing dissimilar concerns and professional agendas.

**Committees**

The mainly common kind of task group is the committee. A committee is made up of people who are appointed or elected to the group. Their task is to accomplish a task delegated to the committee from a higher power. Examples of committees contain the following:

- A group of students in charge of a rural camp for the college
- A group of employees assigned the task of studying and recommending changes in the agency’s personnel policies.
Although members are expected to share their personal views throughout deliberations, the stage of self-disclosure in committees is low. Mainly committees tend to follow a standard set of procedures. It is useful for each meeting to have an agenda so that committee members can follow the action of the group and know what to expect throughout the rest of the meeting. The chairperson is responsible for seeing that the agenda and the formalized procedures are accepted out.

**Social Action Groups**

Social action groups empower members to engage in communal action and planned change efforts to alter some aspect of the social or physical environment. Social action groups serve the common good of both members and non-members. Examples of social action groups contain the following:

- A tenant’s group seeking support for a playground in their housing intricate.
- A group of women in poor neighborhoods working to improve water supply in their locality.

A worker involved in a social action group can assume one of several leadership roles, depending on the nature of the change effort and the needs of the group. A worker assumes an enabler role to help the group acquire information or possessions, determine priorities and procedures and plan a strategy for action. The bond that holds members of action groups together is a shared perception of injustice, inequity, and a need for a change in the current social structure. Communication patterns vary with the circumstances of the group. The worker helps the group develop open communication patterns so that all members have a chance to become involved. The worker also helps the group establish communication links with its environment.
Group Logistics

Group Composition

Whether a group should have a homogeneous membership (members from similar age-groups, sex and socio-economic background) or a heterogeneous one depends on the group’s goals. In general, for a specific target population with given needs, a group composed entirely of members of that population is more appropriate than a heterogeneous group. Consider a group composed entirely of elderly people. It can focus exclusively on the specific troubles that characterize their developmental period, such as loneliness, separation, lack of meaning, rejection, deterioration of the body, and so forth. This similarity of the members can lead to a great degree of cohesion, which in turn allows for an open and intense exploration of their life crises. Members can express feelings that have been kept private, and their life circumstances can provide them a bond with one another. Likewise self-help groups for women also benefit greatly from the homogeneity of the composition of their group. They are able to pursue the common goal of credit management or self-development in a united fashion.

Sometimes a microcosm of the outside social structure is desired, and in that case a heterogeneous group is best. Personal-growth groups and sure therapy groups tend to be heterogeneous. Members can experiment with new behaviour and develop interpersonal skills with the help of feedback from a rich variety of people in an environment that represents everyday reality.

Group Size

What is a desirable size for a group? The answer depends on many factors: age of clients, experience of the leader, kind of group, and troubles to be explored. For instance, a group composed of elementary school children might be kept to 4 to 6, whereas a group of adolescents might be made up of 8 to 12 people. For a weekly ongoing group of adults, in relation to the 10 to 12 people with one leader may be ideal. A group of this size is big enough to provide ample opportunity for interaction and small enough for everyone to be involved and to feel a sense of “group.”
Frequency and Duration of Meetings

How often should a group meet? For how extensive? Should a group meet twice weekly for 1-hour sessions? Or is 1 ½ to 2 hours once a week preferable? With children and adolescents it may be better to meet more regularly and for a shorter period to suit their attention span. If the group is taking place in a school setting, the meeting times can correspond to regularly scheduled class periods. For groups of college students or relatively well functioning adults, a 2-hour weekly session might be preferable. This 2-hour period is extensive enough to allow some rigorous work yet not so extensive that fatigue sets in. You can choose any frequency and duration that suit your style of leadership and the kind of people in your group. For an in-patient group in a mental health centre, it is desirable to meet on a daily foundation for 45 minutes. Because of the members’ psychological impairment, it may not be realistic to hold their attention for a longer period.

Length of a Group

What should be the duration of a group, and is it wise to set a termination date? For mainly groups a termination date should be announced at the outset, so that members will have a clear thought of the time limits under which they are working. Groups in educational institutions typically run for in relation to the 15 weeks. It is extensive enough for trust to develop and for work toward behavioural changes to take place, but it is not so extensive that the group seems to be dragging on interminably. A major value of this kind of time-limited group is that members are motivated to realize that they do not have forever to attain their personal goals. At dissimilar points in this 15-week group, members are challenged to review their progress, both individually and as a group. If they are dissatisfied with their own participation or with the direction the group is taking, they have the responsibility to do something to change the situation.

Some groups composed of the same members meet for years. Such a time structure allows them to work through issues in some depth and to offer
support and challenge in making life changes. These ongoing groups do have the potential for fostering dependency, and thus it is significant that both the leader and members evaluate the impact of the group on the clients’ daily living.

**Place for Group Meetings**

Where should the group hold its meetings? Several places will do, but privacy is essential. Member’s necessity is assured that they will not be overheard through people in adjoining rooms. Groups often fail because of their physical setting. If they are held in a day hall or ward full of distractions, productive group work will not occur. You would require a room that is not cluttered up with chairs and tables and that allows for a comfortable seating arrangement. Member’s necessity is able to sit in a circle. This arrangement lets all the participants see one another and allows enough freedom of movement that members can spontaneously make physical get in touch with.

**Open Versus Closed Groups**

*Open groups* are characterized through changing membership. As sure members are ready to leave, new members are admitted, and the group continues. *Closed groups* typically have some time limitation, with the group meeting for a predetermined number of sessions. Usually, members are expected to remain in the group until it ends, and new members are not added. There are some advantages to open groups that incorporate new members as others leave, one of which is an increased opportunity for members to interact with a greater variety of people. A potential disadvantage of open groups is that rapid changing of members can result in a lack of cohesion, particularly if too several clients leave or too several new ones are introduced at once. So, it will be better to bring in new members one at a time as and when opening occurs.

**PRINCIPLES, SKILLS AND MODELS OF GROUP**
Principles of Social Group Work

The group worker benefits the conscious understanding of the vital principles of social group work because this knowledge provides him/her a framework to work with the group. Sometimes the word ‘concept’ and ‘principles’ are used interchangeably but there is variation flanked by the two. The concepts are ideas concerning individuals, groups and communities appeared from social and biological sciences as well as from the humanities disciplines. Such concepts are for instance social aloofness, problem, role, ego, etc. They are vital to all social work methods. A principle is a verbalized statement, general rules or laws, fundamental truths through which we proceed from one situation to another. A principle necessity is understood to mean a hypothesis so adequately tested through observation and experiment that it may be put forward as a guide to action. Social group work principles are guiding assertions of statements that have come from experience and research. Vital principles of working with people in groups to help them grow and change have appeared from the practice of social group work. The objectives of social group work can be fulfilled only within the framework of principles. So, it seems necessary to deal with vital principles, which are guiding force for group work practice. Douglas has described fourteen principles of social group work.

- Recognition and subsequent action in relation to the unique variation of each individual.
- Recognition and subsequent action in relation to the wide variety of groups as groups.
- Genuine acceptance of each individual with his unique strengths and weaknesses.
- Establishment of a purposeful relationship flanked by group worker and group members.
- Encouragement and enabling of help and cooperative relationship flanked by members.
- Appropriate modification of the group procedure.
Encouragement of each member to participate according to the stage of his capability and enabling him to become more capable.

Enabling members to involve themselves in the procedure of problem solving.

Enabling group members to experience increasingly satisfactory shapes of working through conflicts.

Provision of opportunities for new and differing experience in relationships and accomplishments.

Judicious use of limitations related to the diagnostic assessment of each individual and total situation.

Purposeful and differential use of programme according to diagnostic evaluation of individual member’s group purpose and appropriate social goals.

Ongoing evaluation of individual and group progress.

Humane and disciplined use of self on the part of the group worker.

Konopka has described sure principles to work with the groups. Summary of these principles has been narrated here.

The social worker’s goal is to enable clients or group members as a whole to move toward greater independence and capability for help.

The social worker necessity uses the scientific method to prepare for action fact-finding analysis and diagnosis in relation to the individual, group and the social environment.

The social worker necessity form purposeful relationship. It means a conscious focusing on the needs of the group members and attempts to fulfill them.

The social worker necessity use himself consciously. This comprises self-knowledge and discipline in relationship but without the loss of warmth and spontaneity.

The social worker necessity accepts members as they are, without condemning their behaviour. This involves deep understanding of group members as well as knowledge and identification of values regulating human beings.
The social worker necessity understands the origins of his own value system and be able to handle it in relation to the value system of others.

He necessity allows members to develop their own behaviour without much interference and to choose their own point of departure without imposing outside demands. But the worker has responsibility for stimulating change.

Cohen has also discussed sure principles which may be important in working with the groups. According to him:

- The group member’s necessity is encouraged to help themselves through the social worker playing as indirect or enabling role rather than a manipulative one. It means the group members be given the right of self-direction and self-determination.

- The work with the group should be started at the stage of group members. It means that proper knowledge of educational, economic, social and other characteristics are essential while working with the group. If the work or programmes are above the mental stage of members, they will loose their interest.

- Social worker necessity focuses not merely on the immediate problem as seen through the group but on relation to the total situation.

- Social worker necessity stays in mind that individual differences exist while dealing with the group members.

- It should be kept in mind that the welfare of individual is inextricably interwoven with the welfare of the group. So social worker necessity is concerned with the development of material, human and social possessions to meet all the needs of all the members of the group.

Friedlander has mentioned the following vital principles of social group work.

- The function of the social group worker is a helping or enabling one. This means that his goal is to help the members of the group and the
group as a whole to move toward greater independence and capability for self-help.

- In determining his/her way of life, the group worker uses the scientific method---fact-finding, analysis and diagnosis in relation to the individual, the group of the social environment.
- The group work method requires the worker to form purposeful relationship to group members and the group.
- One of the main tools in achieving such relationship is the conscious use of self.
- A vital respect and love for people without considering his weakness.
- The work should be started from where the group is.
- There should be constructive use of limitations. The group worker will mainly use himself, programme materials, interaction of the group and awaking of insight in the group members.
- Every member of the group should be understood separately. It means individualization is essential.
- Interaction is a procedure through which group members develop their strengths and power. So, social group worker should properly monitor this procedure.
- It is also necessary that non-verbal activities and programmes should be understood and used beside with the verbal material.

Trecker has explained the following principles of social group work.

- The principle of planned group formation.
- The principle of specific objectives.
- The principle of purposeful worker-group relationship.
- The principle of continuous individualization.
- The principle of guided group interaction.
- The principle of democratic group self-determination.
- The principle of flexible functional organisation.
- The principle of progressive programme experience.
- The principle of resource utilization.
- The principle of evaluation.
On the foundation of dissimilar principles discussed through dissimilar social work authors, we may summarize as follows.

- Principle of planned organisation of the group.
- Principle of understanding each individual as a member of a group and as an individual.
- Principle of equality.
- Principle of understanding relationship as tool for solving group troubles as well as individual troubles and also for development of the group.
- Principle of encouragement of each member of the group.
- Principle of recognition of variety of groups with dissimilar objectives.
- Principle of self-development, i.e. full opportunity to the group to organize its programmes according to its needs.
- Principle of self problem solving. Members should be involved in understating and solving troubles themselves.
- Principle of use of programme according to diagnosis of the group. Dissimilar kinds of programmes are needed according to the troubles of the group.
- Principle of experience development. Each member of the group should get opportunity to act and express his feelings in the group.
- Principle of understanding the importance of group life in shaping and molding one’s character and personality. The group worker should believe the importance of group experience.
- Principle of understanding the group procedure and its dissimilar elements, for instance, group structure, role and status, division of responsibility, etc.
- Principle of understanding familiarity with the procedure of cooperation, disagreement, accommodation, resistance and ambivalence in the group. This knowledge is essential to handle the dissimilar group situation.
- Principle of modification in-group procedure. The group worker always keeps in mind the result of group activities. If it is not as it is
required he suggests the group members to vary their activities and programmes.

- Principle of providing new opportunities. It is the job of group worker to make aware the group in relation to the opportunities of work in dissimilar fields and also the ways and means to avail these opportunities.

- Principle of use of constructive limitations. Nobody is perfect. This is also applicable to the group members. Whatever the capability and ability they have should be used properly through the group and whatever the limitations, they should fully understand and attempts should be made to work within these limitations.

- Principle of conscious use of himself/herself. The role of group worker is to guide the interaction procedure of the group. He/She should interfere in the group activities only when group members should demand for his/her help. Members of the group should not feel that the worker is unnecessary interferes in their affairs.

- Principle of use of scientific action plan. It means that the social group worker first find out the problem of the group or collect data and on the foundation of composed facts, the diagnosis is done. After that action plan should be prepared for the solution of the problem and for the development of the group.

- Principle of acceptance. It means that the group worker should accept the members as they are without condemning any weakness. At group stage, it necessity accept the services of the group worker.

- Principle of understanding values. Values are the guiding force for behaviour expression, they necessity be kept in mind while dealing with the group troubles.

- Principle of determination of specific objectives. Objectives should be clear for the group as well as to the group worker.

- Principle of resource utilization. The group may have dissimilar kind of needs and these needs cannot be fulfilled through one agency and so the worker should tap the possessions of the community.
- Principle of evaluation, continuous examination and evaluation of group activities.

**Program Planning in Social Group Work**

Program Planning in Social Group Work---Trecker In the group work, if a program has to be of maximum value,

- It necessity be person centered
- It necessity meet specific needs
- It should develop out of the interest and needs of the group members
- It should involve the members themselves in planning to the maximum amount of their ability
- It should utilize the worker as a helping person.

The worker is not there to provide a program, but to help the members to develop their own program. The term program is a concept which when broadly conceived comprises the whole range of activities, relationships, interactions and experiences of individual members and the group which have been deliberately planned and accepted out with the help of the worker to meet the needs of the individuals and the group. The worker helps the group to select the areas of content and the media of expression. The group worker who consciously relates the ‘what’ (the content) of program and the ‘how’ (the means) of program with the ‘why’ (aims and objectives) of program. The program development procedure aims at the blossoming of the group’s own potentialities.

The social worker’s primary job in program development is to guide the procedure of interaction in the middle of the group members. Social group work utilizes the interaction of members approximately program in an agency setting with worker guidance. Interaction refers to participating behaviour of a reciprocal kind. Interaction itself is not an end but rather a means to the goal of the group.
Principles of Program Planning

- Program should grow out of the needs and interests of the individuals who compose the group.
- Program should take into explanation the factors such as age of the members, cultural background and economic condition.
- Program should give individuals with experience and opportunities, which they voluntarily choose to pursue because of their interest and values.
- Program should be flexible and varied to satisfy a variety of needs and interests and to afford a maximum number of opportunities for participation.
- Program should evolve from the simple to the more intricate, with movement coming as a result of group growth in ability and readiness, movement from initially ‘personal’ to ‘social’ or ‘community’ concerns should be an ultimate objective if our program is to have greater social significance.

Skills of Social Group Work

In a general sense social means the capability to perform activities. The Webster Dictionary defines it as “knowledge of and expertness in execution and performance”. Virginia Robinson refers to social as “the capability to set in motion and control a procedure of change in specific material in such a way that the change that takes place in the material is affected with the greatest degree of consideration for and utilization of the excellence and capability of the material”. Trecker defines methods and social as “Methods means the purposeful use of insights and understanding based upon a body of knowledge and principles. Social is the capability to apply knowledge and understanding to a given situation. Jekins has listed sure skills that are essential for a social group worker to become more productive in-group situation.

- Exchanging ideas in the middle of the members freely and clearly, by language understood through everyone and with no fears of starting arguments or hurting feelings.
• Examining objectively how well the group and its members are working.
• Sharing the leadership jobs in the middle of the group members and show sensitivity to the feelings of all.
• Accepting new ideas and new members into the group without irreparable disagreement, and to disciplining the group to work toward extensive range objectives and profit from failures.
• Thinking clearly in relation to the group troubles, findings, causes and working for solutions.
• Adjusting group procedures and plans to meet the feelings and the desires of the members.
• Creating new jobs or committees as needed and to terminate them or the group itself, when the need is fulfill.

Phillips has enumerated the following skills of social group work.

• Social in By Agency Functions: The group worker necessity is skillful in carrying the functions of agency. He should always try to propagate what the agency in the community wants to do. He does the following activities for this.
  o The Intake Procedure: The worker who meets the applicants while carrying out the agency’s procedures for intake, will talk about with him what him/her particularly wants from the agency as well as what is accessible those for him/her to consider both the privileges and responsibilities of agency membership.
  o Connecting the Group with the Agency: The worker relates the group more firmly to the agency through helping it to understand what the agency stands for and what kind of responsible behaviour is expected of them as well as of other groups.
  o Serving the Individual through the Group Work Procedure: Since the function of the agency comprises helping group units to develop in socially useful ways, as well as helping
individuals the social worker’s attention necessity be on the development of the group as a whole and on each individual’s use of the group.

- Working with the Individual Outside the Group of Meetings: Although the worker offers his services within the group procedure he also provides help to the individual if need be for the better use of group experience on the part of members.

- The Referral Procedure: An significant part of the group work agency’s service is to work with members and their parents in a procedure of considering the use of other community services for help with troubles that can not be dealt within the group work agency.

Social in Communication of Feelings: The social group worker should have the following skills.

- The Worker’s Feelings: High in the middle of the qualities essential to a social worker’s social is the capability to feel with others.

- The Group Member’s Feelings: The worker necessity is skillful in helping the group members to know, accept, express and be responsible for their feelings.

- Group Feelings: The interaction of each member with the others and the worker produces group feelings. The worker helps the group in understanding their feelings and its meanings.

Skills in By the Reality of the Present: Under this the social worker does two things.

- Utilizing the group’s current interest for purposeful action.

- Helping the group to take responsible decision.

Social in Stimulating and By Group Relations

- The social group worker should enable each group member to find and take his part in relationship with other members.

- He should be skillful in by programmes to strengthen group relations.
Trecker has listed the following vital skills of social group work.

Social in Establishing Purposeful Relationship: a) The group worker necessity be skilful in gaining the acceptance of the group and in relating himself to the group on a positive professional foundation. b) The group worker necessity is skillful in helping individuals in the group to accept one another and to join with the group in common pursuits.

Social in Analyzing the Group Situation:
- The worker necessity is skillful in judging the developmental stage of the group to determine what the stage is, what the group needs and how quickly the group can be expected to move. This calls for social in direct observation of groups on a foundation of analysis and judgment.
- The group worker necessity is skillful in helping the group to express ideas, work out objectives, clarify immediate goals and see both its potentialities and limitations as a group.

Social in Participation with the Group:
- The group worker necessity is skillful in determining, interpreting, assuming and modifying his own roles with the group.
- The group worker necessity is skillful in helping, group members to participate, to locate leadership in the middle of themselves and to take responsibility for their own activities.

Social in Dealing with Group Feeling:
- The group worker necessity is skillful in controlling his own feelings in relation to the group and necessity study each new situation with a high degree of objectivity.
- The group worker necessity is skillful in helping groups to release their own feelings, both positive and negative. He necessity is skillful in helping groups to examine situations as part of the working through group or intercrop conflicts.

Social in Programme Development:
• The group worker necessity is skillful in guiding group thinking so that interests and needs will be revealed and understood.

• The group worker necessity is skillful in helping groups to develop programmes, which they want as a means through which their needs may be met.

Social in by Agency and Community Possessions:

• The group worker necessity is skillful in locating and then acquainting the group with several helpful possessions which can be utilized through the members for programme purpose.

• The group worker necessity is skillful in helping sure individual members to make use of specialized services through means of referral that cannot be met within the group.

• Social in Evaluation:

  • The group worker necessity have social in recording the development processes that are going on as he works with the group.

  • The group worker necessity is skillful in by his records and in helping the group to review its experiences as a means of improvement. On the foundation of above discussions and opinions of dissimilar social workers on the dissimilar kinds of skills essential for group work practitioners, we may list them as follows.

• Communication Skills:

  • Communication is at the heart of group work practice. The social group worker makes use of two broad categories of communication skills .

    • Those which are planned to facilitate interpersonal helping.

    • Those planned to facilitate to achieve the group work objectives.

A number of specific skills may help the group worker to perform his jobs more effectively.
• Social of Programme Planning: It is very essential that group worker necessity be skillful in planning the programmes for the group. It is also essential that the worker necessity be skillful in communicating the message approximately the answers of many questions. He/ She should be skillful in communicating his own feelings to the members of the group.

• Social of Identify Self Role: It is an significant step in group work practice. The worker necessity convinces the group for his interface in its affairs.

• Social of Explaining the Purpose of the Group Formation and Communicate the Group: Everybody before joining the group wants to know in relation to the benefits of joining the group. If he/she is satisfied, he comes forward and become a member of that group. So, the group worker necessity is skillful in convincing the people to avail the facilities of the agency through joining the group. The worker, further, explains how communicate in group so that the group may advance in its goal.

• Social in Interpreting Verbal Communication: It is the job of the group worker to stay watch on the verbal communication in the middle of the group members because if it is not on the right track, the group may loose its vital purpose. He/she should always try to direct in proper direction.

• Social of Answering Question: Throughout group procedure, sure questions, queries or doubts are raised through the group members. If they are not answered in right perspective, the members may disassociate themselves. So, it is essential that the social group worker has the vide knowledge of social work as well as human behaviour.

• Social in Effective Helping Relationship: It is heart of social group work practice. A group worker necessity genuinely cares for the group members. The relationship will be more cohesive and fruitful if the social group worker possesses the following skills.
  o Social of Empathy: It refers to the worker’s capability to perceive accurately member’s feelings and subjective
experiences. The group worker should show in his/her behaviour that he/she is taking genuine interest in their welfare. It will help in developing confidence flanked by group worker and the group.

- Social of Encouraging the Member’s Feedback: It refers to a statement that encourages the member to respond to the worker’s explanation. This gives the members an opportunity to ask questions and raise disagreement if any.

- Social of Describing the Member’s Role: This is a common tendency that everybody wants facilities, and rights but less inclined to fulfill their duties. It is the job of the social group worker to explain the member who is joining the group in relation to his role in the group. When he/she is clear in relation to his/her role he/she works happily.

- Social of Active Listening: In active listening the worker tends to both the member verbal and non-verbal message. The listening becomes active listening when it is followed through clarification and explanations needed through the group members.

- Social of Exploring the Member’s Silence: Sometimes it happens that one or the other members of the group keeps silence and takes the least interest in the group activities. It is the job of social group worker to find out the reasons for his/her silence and encourage him/her for active involvement.

- Social of Recognizing every Member’s Strengths: It refers to expressions of confidence in the member’s ability to accomplish some specific tasks in the group procedure. It will help the group worker in performing dissimilar kinds of activities in the group with the help of its members and thus the group will grow and enrich in achieving its objectives.

- Social in Partialization and Gradation of the Problem: All the troubles of the group and its members cannot be solved at once. So, their gradation and partialization is needed. Priority should
be fixed through the group worker. It will facilitate the group procedure in right direction.

**Assumptions Underlying Social Group Work**

It is accepted that the group attempts to achieve its goals through the interaction of its members. So the vital assumption is that the group organized for a given purpose attempts to achieve this purpose through employing their members to the best possible use. There are several factors that can power the interaction of the members of a group. These factors maybe liking of members of each other, availability of direction, possessions accessible, etc. Groups in which members dislike one another tend to perform less effectively their roles than a group whose members are on friendly terms. Douglas has drawn up a list of the vital assumptions upon which group work practice is based. These assumptions are:

- That group experience is universal and an essential part of human subsistence.
- That group can be used to effect changes in the attitudes and behaviour of individuals.
- That group provides experiences which can be monitored or selected in some way for beneficial ends. Life outside the group is in no way neglected, it tends to be put out of focus.
- That group offers experience shared with others so that all can come to have something common with the sense of belonging and of rising together.
- That groups produce change which is more permanent than can be achieved through other methods and the change is obtained more quickly also.
- That group’s assist in the removal or diminution of difficulties created through previous exposure to the procedure of learning.
- That groups as instruments of helping others may be economical in the use of scarce possessions. e.g. skilled workers, time etc.
That a group can look at its own behaviour and in so doing learn in relation to the general patterns of group behaviour.

In general, social group work is based on the following vital assumptions.

- Man is a group animal.
- Social interaction is the result of group life.
- Man’s achievements can be increased, changed and urbanized through group experiences.
- The capability to solve troubles may be increased through group experiences.
- Group experience changes the stage of individual aspirations and desires.
- Group recreational activities are beneficial to both individual and society.
- Group experience has permanent impact on individuals.
- Group work always focuses its attention on two kinds of activities --- programme and social relationship in the group.
- Professional knowledge and skills are essential for working with the group.
- Knowledge of social science is required to deal with the group.

**Models of Social Group Work**

On the foundation of varied assumptions in relation to the role of the worker, the group members and the content of the group, social workers proposed four separate group work models. These are:

- Remedial
- Mediating
- Developmental and
- Social goal model
**Remedial Model**

Remedial model focuses on the individual’s dysfunction and utilizes the group as a context and means for altering deviant behaviour. This approach to group work practice emphasizes its utility in removing the adverse circumstances of individuals whose behaviour is disapproved through the society. Clients of such social group work practice are physically and mentally handicapped, legal offenders, emotionally disturbed, in accessible and alienated persons. The Michigan School contributed to this model. Credit goes to Vinter and his colleagues for developing remedial model. In this model attempts are being made through social worker to bring change in the individual. He/she is the target point.

According to the Remedial Model, the group can be used to treat troubles of adjustments in personal and social relations. According to Vinter “attention to such troubles reaffirms the profession’s historic mission of service to those mainly in need”. The remedial model is measured more as a clinical model that seeks to help the socially maladapted to improve social functioning through guided group experience. The social worker plays a key role as he/she gives expertise knowledge through the following activities.

- The social worker is the central person. The worker is the substance of identification and drives.
- He/she is a symbol and a spokesman. He/she tries to uphold norms and values of the society.
- He/she is a motivator and stimulator. He/she helps the individual and group to understand their goal as a group member.
- He/she is an executive. He/she facilitates the activities of the group in order to gain the said objectives.

In this model whatever the changes are brought, they are explicitly limited to organizational and institutional elements that are responsible for individual’s dysfunction. Though this model focuses mainly on the individual client who is experiencing difficulty, the model is helpful for those likely to be affected. It means this model focuses on preventive characteristics also.
Reciprocal Model or Mediating Model

Schwartz has introduced this model in 1961. This model is based on open systems theory, humanistic psychology and an existential perspective. The following are the chief characteristics of this model.

- People and society are interdependent because they have mutual needs. When there is interference with these mutual strivings, it results into disagreement.
- The resolution of this disagreement is possible only when interested parties try to understand their dilemmas with all of these inner possessions and they utilize that at that moment.
- In this model attention is directed towards the relationship of members in the group with each other, with the worker and the group as a whole.
- It is the relationship in the middle of the members that shows the characteristics of the group.
- In this model emphasis is placed on the continuing and reciprocal transactions of sets of members with each other, the worker and the group.
- It gives importance to the emergent goal and actions, which are based on feelings of the group. It believes that rigorous involvement through the parties in the current realities will generate their own purposes and goals.
- Client and worker together as well as separately challenge the current troubles with their total capability.
- Vital educative processes are utilized which incorporate particularizing, synthesizing and generalizing the feeling and action components of the problem.
- In this model distinctions are not made with respect to kinds and several of group since it is presumed that this model is widely applicable.

In this model the individual and the group are important components. The workers role appears to be facilitative, relying on the power and potency of mutual aid system to take care of itself.
**Developmental Model**

This model has been urbanized through the faculty members of Boston University under the leadership of Berustein in 1965. Lowy is the main architect of the developmental model. In this approach, groups are seen as having “a degree of independence and autonomy, but the to and fro flow flanked by them and their members, flanked by them and their social settings, is crucial to their subsistence, viability and achievements. The chief characteristics of this model are:

- It is primarily based on the dynamics of intimacy and closeness flanked by the members in excess of a span of time.
- The degree of intimacy is taken into explanation for appropriate worker interventions.
- Conceptualization of study, diagnosis and treatment is made at all three stages of individuals, group and the setting.
- This model derives knowledge from Erikson’s ego psychology, group dynamics and disagreement theory.
- The group worker is occupied in study, diagnosis and treatment.
- The worker is linked with community, agency, group and individual member.
- The group is envisioned as a microcosm of society.
- Thoughts, feelings, sentiments and behaviour are continuously assessed and attempts are made to improve them.
- The social group worker tries to improve the situations in the middle of individual member, group agency and the social environment.
- In short, it can be said that the developmental model is a compromise flanked by the reciprocal, remedial and traditional approaches.

**The Social Goals Model**

The vital concepts of this model are social consciousness, social responsibility, and social change. It is suggested that through participation with others in a group situation, individuals can affect social change. Social
action is the desired outcome, and the group worker is regarded as an power person and enabler, who personify the values of social responsibility and acts as stimulator and role model without purveying any political viewpoint. Implicit in this model is the emerging leader within the group. The model is concerned with democracy and the enhancement of personal functioning within the social context, heightened self-esteem and an augment in social power for the members of the group collectively and as individuals. The social of the leader lies mainly in ‘programming’. There are other three interventions, which are measured as appropriate models for effective practice in social group work.

- Gestalt Therapy
- Transactional Analysis
- The Behavioural Model

_Gestalt Therapy_

In gestalt therapy the worker aids the clients in learning how they prevent themselves from maturing. It is the aim of worker to help the client to become aware of and accept responsibility for how they make themselves feel better.

_Transactional Analysis_

It is a procedure of analyzing and explaining intra-personal and interpersonal processes. This therapeutic model was urbanized through Berne. He proposes that personal change can be maximized through group psychotherapy where the social processes are much more varied than presently one to one relationships. According to Berne, individuals are products of social processes and they use social processes. Within the group settings individuals can be made aware in relation to the their self-defeating behaviour. Once they are aware of their behaviour they can do something for changing it. The group provides a safe environment for practicing new behaviours. According to Berne, there are four major characteristics of Transactional Analysis.
• Structural Analysis: It is a method of analyzing thoughts and feelings and behaviour based on the phenomena of ego states.

• Transactional Analysis: It involves the interactional processes that occur flanked by the ego states of one person and the ego states of another.

• Game Analysis: This involves examining repetitive patterns of interpersonal behaviour of individuals that are problematic.

• Script Analysis: It is related to the early decisions and the positions taken through a person in childhood. The role of the group worker is of a teacher, and a leader who explains the key concepts and helps the members to discover the disadvantageous circumstances under which they made their earlier decisions, adopted life plans and urbanized strategies for relating to people.

**Behavioural Model**

According to this model, specific group programmes are implemented to alter dysfunctional patterns and learn new styles. The expertise of Behavioural group therapist is essential in assessing and devising a treatment plan for each individual member within the context of the group. The group worker calculates the specific elements of the disturbing behaviour to be decreased or desired behaviour to be urbanized. Other group members give assistance and feedback concerning progress throughout the stages of the treatment procedure.

**GROUP FORMATION**

**Kinds of Social Work Groups**

The social work groups can be classified on the foundation of the purpose for which the group is conceptualized. The purposes may be to meet the socio-emotional needs of individual members or to accomplish a specific or a set of tasks of an individual member or group as a whole for its growth and development. Konapka (1983) classified social work groups as development
groups and social action groups. Another classification is treatment and task groups as discussed through Toseland and Rivas (1984). They further divided treatment groups as remedial, educational, growth, and socialization groups; and task groups into committees, teams, delegate councils, treatment conference and social action groups. This classification of groups into dissimilar kinds is not water tight, they tend to overlap. So for our discussion, the several kinds of groups that can be shaped through social group workers are classified as

- Remedial groups
- Growth groups
- Task groups

Remedial groups are mostly to enable the members to sustain their changed behaviour and to cope up with new situations in life. The focus is more on the socio-emotional needs. This kind of group is shaped with those people who have undergone some treatment for a pathological condition. For instance, a group of people who have been discharged from a drug de-addiction centre have to be helped to continue their changed behaviour and the treatment. Growth groups are to create awareness in relation to the opportunities to grow and develop in their career and other life positions. These groups focus both on the social and emotional needs of the members as well as attainment of a tangible target. Some examples are: a group of youth is brought together to enhance their entrepreneurial abilities so as to improve income generating capacities and make them feel they are worthy members of the society, teaching children to acquire social skills and social etiquettes, so that they perform their social responsibilities properly and grow as useful adults. Task groups focus on sure work or action the group is to achieve for its own development. The task could be development oriented, solving a problem or a crisis situation or a social disadvantage. Some examples are: a committee shaped through an organisation to deliberate on sure strategies to improve the service delivery, an administrative group of heads of dissimilar units of an agency to work out ways and means to improve the performance of the staff and bring in relation to the coordination in the middle of the dissimilar units,
group shaped to tackle water shortage, poor civic amenities and reservation of jobs for women.

These groups are shaped in residential settings, daycare service centers, community settings and even an open or general public platform as well as in formal organisations.

**Stages of Social Work Group Formation**

There are a number of stages or stages in formation of a social work group. Ken Heap (1985) discussed these as group formation and planning; the first meetings; the working stage; use of activities and action; and the termination of the Group. According to Douglas (1979) there are five stages viz., conceptualization, creation, operation, termination and evaluation. He has discussed these as the functions of leader while Toseland and Rivas (1984) discussed the stages under planning stage, beginning stage, middle stage and ending stage. For our purpose we can talk about the stages of social group work practice under the following five heads:

- Pre-group (group formation) stage
- Initial (first meetings) stage
- Middle (Active working) stage
- Evaluation of the group
- Terminating/ending the group stage

In the pre-group stage worker identifies the need for organizing a group and initiates steps to form the group. In the initial (first meetings) stage the worker and the group members meet at the place specified --- agency or any other place where group is likely to have its sessions --- and initial orientation to the group’s purpose and other information is given and shared. In the middle (active working) stage the group continues its deliberations and activities to accomplish its goals and in evaluation stage the performance of the group is examined vis-à-vis the group purpose and members, goals. Finally, in the ending or termination stage the group is made to dissolve and the worker enables the members to part with each other on a goodwill note.
Stage I: Planning and Formation of the Group

The social group worker representing an agency providing services such as residential care, day-care and community work may come crossways situations where the services of the agency are effectively utilized through the client system through a group experience. The needs may even be recognized through the other staff or client system itself. Once the worker identifies the need for formation of social work group, he/she starts planning for the formation of the group. For this the worker has to answer some questions with his/her professional background very cautiously and systematically. These questions are: Why is the group? Here, the worker has to look at the need for forming the group. The purpose and goals it can attain have to be conceptualized and defined. For whom the group is being shaped? Here, the task is to work out kind of members the group addresses to. The eligibility criteria to enroll a member. How several? This looks at the number of members the group consists of. Should have large number or small number of members.

How extensive? This focus on the life span of the group in terms of time period and the number of sessions/meetings it shall have. The group exists for days, weeks, months and the frequency of its meetings. How to ensure members’ involvement in the group? The agreements the members and the worker enter into ensure the group processes to go on till the attainment of the purpose of the group. Keeping in mind these questions the broad steps at this stage are:

- Formulating group’s purpose
- Composition of the group
- Size of the group
- Enrolling the members
- Contracting
**Formulating Group’s Purpose**

Here the worker has to be clear in his mind as to why the group is being conceived and what it is addressing itself to. The purpose has to be expressed in a well defined statement/s. It shall not be confusing and shall not provide any scope for suspecting its genuineness as to group’s broad aim of helping the potential needy members. So, it shall be formulated in simple statements. It shall give answers to the potential members as to what to expect and to what extent their participating in the group is beneficial. A well-defined statement of the purpose also takes care of unnecessary members to join the group. It also enables the agency that the formation of the group is within the confines of the agency’s areas of operations and is not against its interests and services. It also enable the sponsors and other resource agencies what to expect from the group. Let us see some examples of the statements of the purpose:

- Group is to create platform for the parents of the drug addicted college-going youth to share their troubles and develop the skills to manage their wards.
- Group is to enable the women in the community to make productive use of their leisure time.
- Group is shaped to chalk out tasks to be accomplished through the heads of the departments for the forthcoming financial year.
- The purpose of the group may subject to some modifications to suit the changing demands throughout the course of the group meetings with the agreement of all the concerned parties to the group.

**Composition of the Group**

Once the group is recognized then the worker has to look into what shall be the composition of the group. Should it be homogeneous in its composition or heterogeneous? Homogeneity designates sharing common characteristics in the middle of the group members such as age, educational background, social class, and other interests. Homogeneity helps in building the group bond faster which is a decisive force in group procedure. At the same time, it fails to give diverse information, experiences, and alternative ways of doing.
Heterogeneity addresses the need for diversity of sure characteristics of the members such as the length of time suffering with or coping with the problem, the efforts put into deal with the problem, the emotional state besides the other demographic attributes. Diversity ensures sharing of each other’s situations, making comparisons, finding alternatives, and stimulates each other. At the same time it poses troubles of acceptance and involvement. So, it is a significant task for the group worker to decide the composition of the group keeping in mind the broad purpose and the individual member needs and goals. Another aspect that has to be measured is whether to have an open group or a closed group. In open group there are no restrictions on joining the group from the point of the time. One can be enrolled into the group any time throughout the life of the group. While the closed group stops enrollment of members after the stipulated time of admission. Opting for open or closed group depends on the purpose, the goals and the time frame set for the group.

Size of the Group

How several members shall compose the group? What shall be the ideal size? What are the criteria to determine whether the size of the group is too big or small? All these questions are there in the mind of the worker. There are no hard and fast rules to determine the size of the group. It basically depends on the purpose of the group and manageability from the point of time, space, funds and some form of controls that need to be introduced. Small size is easy to manage, more cohesive, provides higher stages of interaction but may not give diverse experience, may not mobilize the required possessions and the balance of the group is effected in case a member or two drops out. While the large size provides diverse experiences and even if some members drop out it will not adversely affect the group deliberations and attainment of group’s purpose, can mobilize more possessions, greater scope of leadership. But it limits time, all members may not find enough time to share their views, experiences, work, it gives scope to formation of subgroups and more conflicts. It is easier for some members to hide and avoid completing the tasks assigned. The professional experience and expertise of the group worker comes handy in determining the size of the group. Ideally a group of eight to
fifteen members is a good size.

**Enrolling the Members**

Once it is decided to form the group and other modalities of the group viz., group’s purpose, composition and the size of the group have worked out, then the after that step is to enroll the group members. Here, the worker has to make arrangements to inform the potential members in relation to the forming the group. The information may be given directly to the potential members or passed through a notice in the agency’s notice boards, a circular to the staff and other agencies concerned and through advertising in the media such as newspapers, radio, television etc., seeking applications from the interested members.

The prospective members may approach either directly or through sending in their applications. The worker has to look at the applications as to the suitability of the candidates on the foundation of eligibility criteria recognized. The criteria contain extent of need, urgency of intervention, demographic attributes, experience, and other skills. The worker can also arrange interviews with the applicants to ascertain their suitability. Through interviewing the applicants the worker can also explain to them in relation to the purpose of the group and dispel some of their doubts in relation to the joining the group. Once the worker completes the screening, the appropriate applicants are enrolled into the group.

**Contracting**

At the time of enrolling the members the worker and members have to enter into an agreement as to sure circumstances that are to be followed throughout the course of group procedure. It consists of a statement of general responsibilities of the members and the worker throughout the life of the group. Some of these contain assurance to attend the group sessions regularly and in time, to complete any task or work assigned, uphold the confidentiality of the discussions of the group, not to indulge in a behaviour that is detrimental to the well-being of the group. The contract also specifies the fees
or charges if any for undertaking sure activities and for procuring any material, as well as the penalties or fines the member/s has to pay for any violations of the terms of contract. The contents in the contract are subjected to revisions to accommodate some unforeseen growths as the group procedure unfolds. The contract may be in written or an oral understanding. The contract binds the worker and members to planned schedules of the group and facilitates an environment to conduct the group processes effectively.

Finally the worker has to prepare a stage for beginning the group proceedings. He/She has to procure a conducive place for group sessions either in the agency itself or any other appropriate place, arrange for monetary back up, gather necessary information and material. And make such other preparations for launching of the group.

**Stage II : Initial Meetings**

In this section we are looking into what are the tasks the worker and members have to undertake to begin the group. In fact it is the mainly crucial stage as the success or failure of the group depends on how well the initial meetings are handled through the worker. The members attend the meeting with a lot of expectations. Member/s attends the meeting with the hope that time has come to get in excess of the problem that has been affecting them in excess of a (extensive) period of time. How much of it is going to be solved? They are also enthusiastic to meet and interact with others whom they have not met before and who are also having similar needs/ troubles. They will look forward to having new social experiences. While on the other hand members several entertaining a number of doubts in relation to the competence of the worker and whether participating in this group exercise can really deal with their troubles effectively. They are also having a number of fears. They do not know what kind of persons are the worker and other members. Is the worker and other members are of friendly disposition, understanding and sensitive and would not misuse the confidential self-disclosures the member/s likely to make in the group? Whether I can participate meaningfully in the group deliberations? Will my situation get more worsened? These are some of the
fears of the member/s.

Likewise the worker too has his /her own thoughts. How much guidance the group expects from the worker to accomplish its purpose and goals? Whether the professional competence and experience is good enough to handle the group? Whether the members accept him/ her? What kind of new challenges and experiences the group brings? The Steps Involved in this Stage is:

- Self-presentations through the worker and the members
- Orientation in relation to the group
- Goal formation
- Structuring the group session
- Reviewing the contract

**Self-presentations**

As soon as the group is convened for the first time, the worker takes the initiative of making the group members feel comfortable through friendly greetings with each and every member. Once the members are settled comfortably then the worker introduces himself/herself giving personal and professional details. The worker shall provide adequate information in relation to the himself/herself as possible so that it not only makes members confident in relation to the worker but it also act as guide as to the details of information they have to disclose when their self-presentations turn comes. After that the members are asked to introduce themselves. This exercise of introductions shall be planned in such a way that it will help the members to feel at ease, and come out with more details in relation to the their situation. The worker should make them understand that the more the details they provide the better will be their understanding in relation to the each other and will make a way for developing trust which is very significant for effective results. There are a number of ways of introductions. The worker can employ any of such introductions keeping in mind the group’s purpose and composition of the group. One way is to sit in a circle and introductions start in either clockwise or anticlockwise direction. Another way is the members are divided into pairs and each pair is asked to swap information in relation to the each other and
then one member of the pair introduces the other and vice versa.

**Orientation in relation to the Group**

After the self presentations the worker shall orient the members in relation to the broad purpose of the group. Here the worker spells out circumstances that paved the way for forming the group. How their disadvantage/s are likely overcome through the participation in subsequent group processes. Members are told explained in relation to the functions and the roles of both the worker and the members. The worker also mentions previous experiences if any, so that members develop confidence in the worker as well as the strategy of adopting group work as a viable alternative. Members are encouraged to seek clarifications as to the relevance of the group’s purpose to their needs or problem situation. The worker also explains the agency’s background.

**Goal Formation**

In this step, the goals of the group are framed. Goals are statements of desired stages of change in behaviour or in social situation or in physical circumstances to be achieved at some future time. The purpose of the group, agency’s purpose, the needs of the individual members and the modalities of conducting the group---Thelen. Thelen norms of conduct --- determine the goals. The worker assesses the individual needs of the members and in consultation with them frames the goals. Toseland and Rivas (1984) specified three areas of goal formation. First area covers group centered goals that revolve approximately the conduct and maintenance of the group. Second area consists of common group goals that address to all concerned people --- worker, members, agency, sponsor, and finally the third area is concerning individual member centered specific goals. The goals are again viewed as ultimate goal and a number of intermediary goals. The ultimate goal designates what final change in the status quo is to be attained while the intermediary goals that facilitate attainment of ultimate goal. These intermediary goals are formulated session-wise and / or stage-wise that is from the reference of time or progress made. Konapka (1958) emphasizes that while
framing the goals, care shall be taken to see that these are complementing and supplementing rather than conflicting and contradicting each other. Some examples of the goals are:

- The parents of mentally retarded children join a group to learn some better ways of coping up with the challenges of upbringing their wards --- the general need of the group members.;
- The purpose of the group is to give a platform for the parents of mentally retarded children to share and swap their skills in upbringing of the children--- the purpose of the group formation.
- Agency’s purpose is to make parents take more responsibility in bringing up their mentally retarded children.
- A parent’s specific need is to learn to tackle the aggressive behaviour of his/her child and to make his/her spouse and other family members to accept the child.
- The group centered goal is that all members will share their troubles without any reservations and will not waste the group’s time through indulging in irrelevant issues.

All these are complementing and supplementing each other. For instance, if the goal of joining the group is to question the policies of the agencies or to demand for more facilities then the goal is not complementary to other goals and create troubles in attaining other goals, so, should not be incorporated.

**Structuring Group Session**

Structuring the group session involves two characteristics. First is structuring the time and the second addresses to the pattern of interactions. The group has to work out how much time has to be allotted to each session, to each action and to each member. The group has to evolve the modalities of adhering to the time schedules. It has also to work out alternatives in case of failure to adhere to the time schedules. For instance it has to spend 30 minutes for a video show but because of the electricity failure, the video could not be played. Instead of idling absent the time the group can have a discussion
focused on the theme of the videotape. The interactions in the middle of the members and flanked by the members and the worker have to be structured. Structuring the interactions comprises how to address each other, how to and when to intervene and interrupt, how to encourage docile and shy members to participate and control the domination of some members. It also comprises sure group norms that are to be followed strictly through the members.

**Reviewing the Contract**

At the time of enrolling, the members and worker entered into an agreement of working together. At that time the members might not have good understanding in relation to the whole exercise. After attending to the orientation and having initial interactions with the worker and with each other, members and worker may feel the need to change some circumstances of the contract, for instance, the frequency of meetings, time and duration of the meetings, and the fees etc. The contract is reviewed and new clauses are introduced or some clauses are deleted from the original contract with mutual consent. Creating an environment that is conducive for the healthy conduct of the group session is a continuous procedure. The physical arrangements, financial back up and mobilizing possessions are the areas the group members and the worker have to work on.

**Stage III: Middle (Active Working) Stage**

This stage occupies the major part of the working life of the group. Members attend the sessions regularly and actively working towards accomplishing its purpose and goals ---- general group maintenance goals, common group goals and individual member goals. The steps involved in this stage are:

- Making arrangements for the conduct of group sessions
- Structuring the time
- Facilitating group meetings
- Assessment of the group’s progress
Making Arrangements for Group Sessions

The group gears up for attaining several goals it is pursuing. The worker and the members plan and make preparation for the group meetings. The worker has to spend considerable amount of time in developing the activities and procedures for the conduct of the group meetings. A number of decisions have to be taken with regard to the selection of an action or task, sequencing of the tasks and activities, assigning responsibilities etc. Materials and equipment to conduct the group activities have to be procured. Resource agencies and persons have to be contacted. For instance, a pre-retirement counseling group may plan for exercises that would provide them an thought in relation to the possible changes that take place in their social status and roles and how best to cope up with the new situation. The possible exercises could be role-plays, screening of a video followed with a discussion, an orientation lecture session through an expert counselor in the field etc.

Structuring the Time

The worker continues this task of setting the time limits for group sessions and individual tasks which has already been initiated in the previous stage as the life of the group is for a specified period. The members and the worker have to be quite conscious of by time to get maximum benefit out of the group meetings. It is often the tendency to delay the start the meetings for the sake of latecomers. Delaying the starting time may encourage late coming and cause inconvenience to others who report in time. It also happens that the meetings are either closed early or late. This is also not healthy as it causes inconvenience to members who have other works to attend and discourage them to attending or they may not pay proper attention to the group action. Further, it is quite possible to get totally engrossed in a scrupulous group task and lose track of the time. This may spill in excess of into the other action and giving it insufficient time. Consequently the benefits from the other action are badly affected. So it is significant that member’s necessity cautiously structures their time and follows it.
Facilitating the Group Sessions

It is not sufficient presently to plan and prepare for the group sessions. The very cause for forming the group is to enable the members to come on to one platform to work towards solving their troubles, which they could not solve individually. This suggests that the group needs guidance and support to carry out the tasks it has set forth. The worker has to take a lead in this and facilitate the group to perform its tasks successfully. At this stage of group’s life, the members seriously pursue the goals of both individual and group. Worker encourages members to actively involve in the group activities, may they be sharing, discussing, and performing a task. The worker develops some insight into their strengths and weaknesses. It may be noticed that some members are performing well and while others do not show progress. Because of this the group’s progress is affected. The worker has to facilitate the non-performing members to perform. Equipped with the sound knowledge base in human behaviour he/she assists each and every member to be aware of their cognitive processes --- intrapersonal processes --- that are blocking their progress, and enables them to organize their social transactions --- interpersonal interactions --- in the group to establish purposeful relationship.

Intrapersonal limitations revolve approximately feelings, thoughts, beliefs and behaviour patterns of the member. For instance when a member is asked to provide his feeling in relation to the presently concluded group session, if he/she expresses that so and so member is rude in interacting, then the member is giving his thought but not the feeling which may unhappiness or happiness with the session. Sometimes the member does not understand the association flanked by these cognitive processes. In the above instance the link flanked by the thoughts and feelings are not recognized if the member could link the association flanked by the thoughts of being dealt rudely through others throughout the course of the session and his/her being unhappy. In another case a member may entertain irrational thoughts and beliefs. In the above instance if a member says that he/she feels the behaviour of a scrupulous member is rude towards him/her because the member resembles somebody in his/her past with which he/she had bad relationships. The worker facilitates the member to perform in desired direction through making them to
understand these mental states. The worker then make suggestions for reframing and restructuring of the thoughts and expressions, as well as for stopping of the recurrence of unhealthy thoughts to enable the member to deal with these cognitive processes.

The worker facilitates interpersonal interactions whenever he/she finds them deteriorating. Deteriorating interpersonal relations are discerned when members fail to communicate with each other, participate in the group activities, avoids some members, differ and pick up quarrels with each other, and form subgroups and work against each other. The worker helps to improve the interpersonal interactions through introducing a number of ice breaking, role-playing, modeling, and simulation exercises. At the environmental stage worker connects the members with possessions, creates congenial physical and social environment.

**Assessment of Group’s Performance**

The group processes are assessed with a view to ensure that group attains its goals. It provides proper direction and guidance to the group. It comprises the assessment of the stages of participation and involvement of group members in the group activities, the changes that are taking place in the members’ perceptions, attitudes and behaviours, acquisition of new skills and strengthening of existing skills that would help members to deal with their problem areas and grow. It points out the areas for and kind of interventions that have to be planned and implemented through the worker at individual stage as well as at the group stage. The assessment is being done through the worker, members themselves and others who are associated with the group. The tools that help in the assessment are:

- Structured observations through the worker and other members and self-observations of members themselves. For instance, it is decided to assess the communication patterns in the middle of the members. The worker and members are informed in advance or later, that is throughout or after a specific task has been performed, to note their observations on several characteristics of communication such as the
language, the gestures, manners of communication --- verbal or non-verbal --- the member/s resorts to.

- Recording of the group meetings --- written reports, audiotapes and videotapes, measurement scales of behaviour, and sociogram etc. The interaction patterns, behaviour manifestations, group attraction, situation leading to conflicts, subgroup formations, leadership styles are some areas that can be assessed through the above mentioned tools. The procedure and procedures of assessment are accepted out with or without prior knowledge of members.

**Stage IV: Evaluation**

Evaluation is an integral component of social group work. The term evaluates simply means to look at the value of. According to Trecker (1955), it attempts to measure the excellence of group’s experience in relation to the objectives and functions of the agency. Evaluation provides the necessary feedback on the performance of the group. It is accepted out after the end of group work action and before the group is terminated or sometimes after the group is terminated depending upon the purpose of the evaluation. It focuses on the worker’s performance, agency support, the group procedure and growth of the members. The evaluation may be entrusted to the worker or to someone in the agency or to an outside expert. It points out that whether the worker competently dealt with the group work procedure or not. What shortcomings are constraining the worker to perform better? It enables him/her to gain confidence and make efforts to improve his/her professional knowledge and skills, gives him/her the satisfaction that he/she is contributing for good of the profession and the society.

Evaluation provides information to the agency as to the excellence of its service and the additional efforts it has to make to improve its excellence of services. The support it has extended to the worker and group is at the desired stage or not. It throws light on effectiveness and ineffectiveness of planning and conducting the group sessions. How far they could accomplish the goals for which they were planned. Whether inbuilt monitoring systems are useful
and are properly executed or not. It assesses the progress each and every member has made. The extent to which each member made use of the group experience to effectively handle his/her problem/need. The changes that have come in the member/s are to the desired extent or not. Finally, it designates events to be taken not to repeat the mistakes or overcome the shortcomings for future group’s formations and processes. So evaluation is not presently a routine administrative job but also a guide for the future.

Evaluation is a form of research procedure. It involves data collection and analysis of data. The first step in evaluation is to formulate the aims and objectives. This exercise draws boundaries to the area of evaluation. For instance the aim of the evaluation is to find out the competencies and abilities of the worker. The second step considers what kind of data and sources from which the data are to be composed. Whether it is verbal or non-verbal data. For instance, to know the performance of the worker the views of the members are taken or the movements and gestures of the worker are examined with the help of video tapes. The sources of data could be from the progress reports maintained through the worker, notes and other task files written through the members of the group, other staff of the agency and outside resource agencies/persons. Third step involves collection of data. The evaluator meets respondents and issues questionnaires, collects them, administer interviews with respondents and studies records and reports--- written, audio and video. Fourth step is analysis of the data. The data gathered is processed and analyzed and conclusions are drawn. For instance if the aim is to find out whether individual member’s goals are attained, the conclusions could be yes or no.

Fifth elaborates the implications for the future. Based on the outcome of the evaluation necessary changes and improvements are made in future group work practice for better results.

Stage V: Termination of the Group

All things have to come to an end whether one likes or not and social work group is no exception. The end could take place on a positive or on a negative
That is it happens since the group has accomplished its purpose and goals or the time has lapsed or even because of failure to carry on further. So, the termination of the group may be scheduled or unscheduled. The unscheduled termination takes place when the members fail to attend the group sessions continually or drops out prematurely. This happens due to several reasons. It could be due to a faulty enrollment, or failure of the members to develop relationships, or unresolved conflicts in the middle of the members and subgroups, or style of functioning of the worker and so on. This form of terminating of the group is disturbing and disappointing to the worker as it reflects on his/her professional competence. Nothing much can be done in cases of unscheduled or abrupt endings.

In case of a scheduled termination the worker has to take into consideration number of events to ensure smooth closure. The reaction of the members to the termination of the group varies. The worker has to have an thought as to the possible responses and reactions the members express for the ending. The members may welcome or disapprove the ending. Members mind could be wavering flanked by feelings of happiness or unhappiness. Heap (1985) termed these as feelings of ambivalence. One state of mind looks at the ending as a good relief as there exists no need to face a number of pressures of coping with the group norms, need not interact with those they do not get beside well, perhaps, even the group worker, no longer have to share the private and confidential information particularly in groups where the self disclosure is a precondition and emphasized.

While for other state of mind, the thought of disengaging with the group is a shock and unacceptable, feelings of getting once again in accessible and alone in dealing with the problem/need generates anxiety and fear, the reality that the nurtured relationships with other members coming to a close leads to worry, the thought of missing the support and guidance of the worker produces feelings of being abandoned and orphaned, how to fill the vacuum created in the personal time that was used for attending and preparing for group meetings is a real challenge to face. The worker has to be aware of these kind of likely reactions and responses of the members to the thought of parting with the group and work towards termination. The preparations for
termination are very much incorporated in the middle stage itself. It is significant to prepare the members to the fact that whatever desirable behaviour patterns the member/s experience and exhibit have to be accepted forward even after the group comes to an end. The worker has to create situations within the group environment and even identify the real life situations where the member/s can act out the changed behaviours independently. This takes care of several of the members worry in relation to the missing the group support once the group ends.

Some follow-up sessions can be promised to reassure the member/s that they are not totally abandoned. Some support and guidance is still accessible either from worker or other members. The worker shall arrange activities wherein both worker and other members express their assessment of the progress already made and improvements to be made through each and every one of them. This exercise makes room for the group to deliberate upon what efforts the member/s has to make after the termination. Worker can suggest referral agencies to the members who need guidance and support for other shortcomings in future. Further, the worker gives assurance to the members that whatever self disclosures made through them are kept confidential and will never be used against their interests. Members themselves share same kind of assurances. In addition to these the worker has to do other routine tasks such as preparing a report on the performance of the group, acknowledge the services and support given through resource agencies/persons, and pay the pending dues.

**Role of Group Worker in Group Formation Stages**

The group worker is the key player in the formation of the group. The worker plays a number of roles. He/ she play the mainly widely shared roles of social worker in general viz., enabler, mediator, advocate, educator, and facilitator. The roles specific to social work group are that of a leader and decision maker. As enabler the worker furnishes the necessary information to members so that member’s doubts are clarified and their participation stages improve. Encourages the member/s who takes initiatives in performing the
group tasks. As mediator, the worker resolves the conflicts in the group through liaison. Brings conflicting members onto discussion forum and interprets each member’s points of view so that the misunderstandings that caused the disagreement are put to an end. The worker also mediates the negotiations flanked by the group and the other staff of the agency and other resource agencies.

As advocate the worker presents the case of the members to the agency authorities to secure sure additional facilities and concessions. Pleases on behalf of the member with family and/or with the community to cooperate with the member through way of accommodating the member’s needs. He/She presents the case of the member/s to the referral services. As educator the worker clarifies the misnomers the member/s has in relation to the various characteristics such as the problem/need, irrational beliefs, unfounded fears etc. He passes on information to the members in relation to the growths taking place in the areas concerning their social situations. As facilitator the worker creates congenial environment for the group to go ahead with its activities and tasks. He/she procures the required material for the smooth conduct of the group sessions/tasks. The worker helps members who are shy and withdrawn kind to participate through helping them to identify their intrapersonal and interpersonal shortcomings and assists them in overcoming these.

Role as a Leader

The group worker also plays the role of a leader in the group. As a professional with sound knowledge base in human behaviour and social interactions and interpersonal relations, the group worker is automatically assumes leadership role. Till the time the group has its leader from in the middle of the members the worker discharges the functions of a leader. Douglas discussed four leadership acts the worker performs viz., preparation, intervention (working), intervention (control) and evaluation. The worker provides directions to group members in planning the group activities, making preparations for carrying out the planned activities and finally in carrying out activities.
He exercises controls in excess of those members who are either not cooperative or involving in actions that are detrimental to the group’s norms and purposes. Takes initiatives in mobilizing the possessions both material and human. Connects members to resource agencies and persons. Oversees the utilization of the accessible possessions through the members for the common good of the group as well as for the benefit of individual members. Reminds member/s in relation to their goals and facilitates them to pursue their goals. Protects and supports the weak members from those members who are inclined to use them.

He also performs the role as decision maker. Decision making is to choose in the middle of the alternatives accessible. A number of decisions have to be taken in planning and organizing group and its activities. The decision-making procedure starts from the conception of the group to that of termination of the group. At every stage decisions have to be made. For instance, a decision has to be taken to decide the size and composition of the group in the formation stage. They have to be made independently through the worker or made in active consultation with and involvement of members, agency officers and other staff and at times even with resource and referral agencies. Even though the worker has conviction in the democratic procedure, still the worker is compelled to take decision as the group is in a fix or dilemma to take decisions. Finally, the worker as a leader develops and promotes leadership in the group. The worker identifies the potential leaders from in the middle of the members and creates opportunities for them to take up leadership responsibilities.

SOCIAL GROUP WORKER

Defining the Worker in Social Group Work

The social group worker is a person with knowledge, skills and values. The group worker is primarily a “helping person” rather than a “group leader.” His power is indirect rather than direct. He is not a boss who has the say, a teacher who knows better or an expert in the subject matter of the group. He works with the group at its own pace and provides methodological help as
and when required. The worker is not a part of the group but he enters into it when the individual in the group or the group as whole or both need professional help to fulfill their own purposes. It necessity be noted that social group worker is not needed in all the groups. Several groups, presently as several individuals, will be perfectly capable of carrying out their programs through themselves and will not need professional help. The professional group worker, as part of a helping profession, will be used and should be accessible wherever help is needed.

The group worker’s role in the group work can begin at several stages in dissimilar groups. He may have to perform some role even before he actually meets the group. This is particularly true when a worker within an agency framework deliberately shapes the group. His role in the shaped groups can depend on the need and the help required through the scrupulous group. The worker’s role will vary with dissimilar groups. This is because of the groups and the situations within which they operate. As a group worker one has to stay enough flexibility and adaptability, since an appropriate group work contribution in one group, or at one stage of a group’s development, may be totally inappropriate in another group or at another time.

**Factors that Power the Role of the Social Group Worker**

The worker needs to understand the group and the circumstances surrounding it before attempting to describe the specific characteristics of his role with it. The primary thoughts, or factors, that power the role of workers are:

- The community setting,
- The nature of the agency, its function and scope,
- Agency facilities and program,
- The kind of group with which he is working,
- The interests, needs, abilities, and limitations of individual members,
- The social and competence of the worker, and
- The amount of help the group wants and its willingness to accept help from the worker.
These factors operate in every group situation. The extent to which the worker consciously studies them separately and in relation to one another will be influential at the point of role determination. It is so hard, if not impossible, to describe the worker’s role as consisting of concrete techniques that can be applied with unvarying regularity to all group situations. With some groups the worker may carry a great deal of responsibility because the groups are newly shaped and unfamiliar with ways of working together. He may refrain from carrying responsibility for the same group at a later time in its development. With one group the worker may make a definite effort to help that group participate with other groups in the carrying out of some large undertaking. He assumes that it is ready for such a step and sees the step as contributing to the group’s vital experience in the agency.

The predominant constant factor that necessity be thoroughly understood through the worker is that he is always a representative of the agency. He is not a member of the group but rather a worker who has the responsibility of helping the group use the agency to fulfill all or part of its needs. His social as a group worker is always put into practice within the accepted policies and procedures of the agency. What he does with the group will depend upon the vital method of work in which the agency believes. Consequently, it is of the utmost importance that workers interpret their role with the group relatively early so that the group may know what to expect from them. They should interpret the agency to the group and let the group know how the worker conceives of his task as a representative of that agency.

The Social Group Worker’s Role in Group Procedure

In the helping procedure of group work, the interactions and relationships of the members to each other have much meaning. They are never static. They change in time, and in relation to specific situations. The changing interactions and relationships as well as all the growths and changes taking place in group are described group procedure. The social group worker’s role in group work procedure can be best understood as a role of ‘midwife’, who provides help in
delivery. He is a methodological helper, a catalyst. He makes his knowledge and experience accessible to participants throughout a group work procedure. It means the youth groups, treatment groups, adult groups where there is a need to improve relationships, groups that need help with understanding their own troubles, and groups that need help in working toward the improvement of community services, they all need a professional group worker. In working with groups a social worker is expected to be knowledgeable and skillful in a variety of roles. The scrupulous role that is selected should (ideally) be determined through what will be mainly effective, given the circumstances. We are presenting here some, but certainly not all, of the roles assumed through social group workers in group procedure.

**Enabler**

In this role, the group worker is present with the group as a “helper,” or “enabler,” there to do things with the group rather than for or to the group. His power is indirect rather than direct. He helps individuals or groups to articulate their needs, to clarify and identify their troubles, to explore resolution strategies, to select and apply a strategy, and to develop their capacities to deal with their own troubles more effectively. As an enabler, the worker helps members revitalize and rally their own strengths and possessions to cope with hard troubles.

**Broker**

In the broker role, the worker identifies community possessions, government schemes and programmes that may help group member to carry out their plans. Often the group members lack information in relation to the various possessions and services accessible. As a broker, the worker helps members become aware of possessions, eligibility criteria, and other circumstances for by a scrupulous service.
**Advocate**

It is an active, directive role in which the worker advocates for a group. When a citizen’s group is in need of help and existing institutions are least interested in providing services, then the advocate’s role may be appropriate. In such a role, the group worker provides leadership for collecting information, for arguing the correctness of the client’s need and request, and for challenging the institution’s decision not to give services.

**Activist**

When the group is shaped with the social goal, the group worker works as an activist. An activist seeks change; often the objective involves a shift in power and possessions to a disadvantaged group. In the role of an activist the group workers are concerned in relation to the skill injustice, inequity, and deprivation. The goal is to change the social environment to better meet the needs of individuals.

**Mediator**

The social group worker is often a link flanked by the group members, flanked by groups, group community and group-agency. As a mediator, the worker helps resolve disputes, conflicts, or opposing points of view within the group or flanked by a member and some other person or organisation. The mediator role involves intervention in finding compromises, reconcile differences, or reach mutually satisfactory agreements. He works through the members of the group and occupies a position of liaison flanked by the group and the agency. The social group workers use their value orientations and unique skills in identifying miscommunication and clarifying position. For instance, in a group for adolescents in a residential centre, the worker might help two members resolve a disagreement in relation to their participation in a recreational action. In another group, the worker might help a member resolve a disagreement with a child-care worker.
**Negotiator**

A negotiator brings together those who are in disagreement in excess of one or more issues and seeks to achieve bargaining and compromise to arrive at mutually acceptable agreements, somewhat like mediation, negotiation involves finding a middle ground that all sides can live with. Though, unlike a mediator, which is a neutral role, a negotiator usually is allied with one of the sides involved. The group workers play this role especially while negotiating in relation to the time, venue, possessions, etc. with group members, agency or community.

**Educator**

One of the mainly significant roles assumed through workers in helping members achieve their goals is that of the educator. The educator role involves giving information to group members and teaching them new skills. To be an effective educator, the worker necessity first is knowledgeable. Additionally, she or he necessity is a good communicator so that information is clearly conveyed and readily understood through the receiver.

**Initiator**

An initiator calls attention to a problem – or even to a potential problem. It is significant to realize that some troubles can be recognized in advance. The group worker with his experience and knowledge can foresee the potential problem areas and draw the group members’ attention to address the issues. In this role he/her initiates discussion or action on the problem area. Usually the initiator role necessity be followed through other functions; merely calling attention to troubles usually does not resolve them.

**Empowerer**

A key goal of social group work is empowerment. In the role of empowerer the group worker helps the individuals and groups to augment their personal, interpersonal, socioeconomic, and political strength and power
through improving their circumstances.

**Coordinator**

Coordinators bring components together in some kind of organized manner. On behalf of the agency often the group worker assumes the role of coordinator for helping the group members to avail the services from dissimilar agencies. The group worker also at times coordinates flanked by the group members, especially in the initial stage of group formation.

**Group Facilitator**

A group facilitator is one who serves as a leader for group action. The group may be a therapy group, an educational group, a self-help group, a sensitivity group, a family therapy group, or a group with some other focus. Facilitating discussion and helping group members to arrive at decision are significant role that group workers play. As a facilitator he/she provides the methodological help. He/She does not talk about the method but he uses it for facilitating the group procedure. He/She does not allow himself/herself to become involved with the group and their problem. When required to express his/her own opinion, he/she at all times makes it clear when he/her is functioning as a group worker and when he/her is expressing his/ her own opinion as a member of the group.

**Communicator and Interpreter**

The group worker is a specialist in the “how” of communication flanked by people. The group worker has to act as a communicator or interpreter, where interpersonal relationships have to be dealt with. The role of communicators is dissimilar from facilitating the communication in the group. In this role he/she actually helps the group or members to understand what is being communicated. At times she has to interpret or reword the phrases to explain to the members. For instance where a group is starting from scratch, a group may be puzzled about, and even suspicious of its purpose and the role
the worker, at this stage the group worker has to perform as a communicator and interpreter. Likewise, when the group members are not able to see the actual gains of being in the group or when their expectations from the group are very high, she actually makes things clear and simple.

**Role of Social Group Worker in Dissimilar Settings**

We will talk about now the role the group worker performs in dissimilar field settings. As we are aware there are dissimilar fields of social work practice. Social work professionals in India work with community, groups, families and individuals who are elderly, delinquent, unemployed, or who have disabilities. The services of social workers are grouped within several fields of practice as they relate to addressing specific social troubles, meeting the needs of client groups, or reflecting scrupulous settings. The prominent settings contain family and child welfare, health and rehabilitation, mental health, occupational social work, community development, education or school social work, social work in corrections, and aging or gerontological services. Social group work practice is possible in approximately all the settings. The models may vary according to the needs and the nature of the setting. Likewise the role of the social group worker also will vary in dissimilar setting. In this section we will take up a few significant field settings for understanding the role of group worker.

**Social Group Worker in Community Development Setting**

Sure characteristics of the social group work in community settings have to be borne in mind when considering the role of social group worker. The primary objectives of social group work in community setting contain: social integration of the community on a local neighborhood foundation through participation in self-help and mutual-aid programmes; motivating people to improve their living circumstances especially those adversely affecting their physical and social development; creation of opportunities for undertaking programmes of economic betterment based on the maximum use of
community possessions and local initiative; identification and development of local leaders with emphasis on providing them organizational skills and enabling them to locate and fully utilize several technical, social and welfare services; and development of a sense of belonging to the community. The group work in community setting is in the form of self-help groups, recreational groups, action groups, etc.

The social group worker in the role of organizer needs all her skills in organizing the several sections of a community into well-knit groups. She organizes the group members to develop their personality through participation in recreational, cultural and other activities. In this role one of her primary tasks comprises the development of responsible leadership from the groups organized through her. For the worker operating on a macro stage, one of the major tasks is to work at an inter-group stage. This comprises the ensuring that intergroup rivalries are kept at the minimal stage, fostering of inter-group cooperation, matching the objectives of each group and the objectives of the community as a whole, facilitating communication, etc.

Another crucial role for the group worker is that of a ‘resource person’. It requires her to be aware of several avenues within and outside the community, which could be utilized for enhancing the functioning of the group members. The group worker also has to become a vital link flanked by the civic administration and the people, especially throughout the initial stages of his work. Subsequently, though, this role of a ‘liaison functionary’ has to be transferred to the group members.

In the performance of the above stated role, the social group worker in community setting also needs to play the role of a ‘management expert’. In this role, she needs to impart skills to the group leaders and other members in the area of office management with special emphasis on skills in letter writing, filing procedures, vital accounting, writing records of meetings, and elementary public relations and fund raising.

**Social Group Worker in Institutional Settings**

In the institutional setting the social group worker makes a contribution through providing opportunities for constructive use of free time. Besides this
her contribution comprises the understanding of the group, nature of institutional living and makes it possible for several of the institutional residents to make a constructive use of the institution’s services. Institutional living is group living. It consists of living groups, school groups, work groups, leisure-time groups, friendship groups, age groups, and a wide variety of other groups. The group worker’s skills required in making constructive use of these group relations for the success of institutions. Some of the institutions that make use of the group worker’s social are correctional institutions, institutions for the mentally retarded and the handicapped, homes for the aged, and children’s homes. The group worker perform dissimilar role according to the dissimilar function of the institution as well as to the personnel who are employed.

As said earlier, the group worker’s role in an institution is not limited only to recreational characteristics. Her knowledge and skills are helpful for the whole group living situation; she helps the institution in understanding the dynamics of group behaviour presently as the caseworker brings to the institution their vital understanding of individual treatment. The social group worker in institutional setting takes on a specially helping role towards the other staff members like houseparent or counselor, since they are directly related to the group living procedure. Another significant role of the social group worker in any institutional setting is related to his direct work on some specific problem of the group, as for instance, discharge from the institution, intake into the institution, special behaviour troubles, or troubles approximately emotional needs that cannot be handled in the day-to-day group living situation. In this context the group worker’s role is to supervise and coordinate special services which are not accepted through the houseparent but which relate to the group living experience. It is significant that the group worker coordinate these services from the point of view of social relationships as well as of treatment for the individual, so that in them the treatment focus is maintained.

The group workers in institutional setting carry out his role for referral to recreational and group association possessions in the community. She also uphold liaison with volunteers, if the institution uses them and work with
groups of relatives of institutional residents. For further understanding we will talk about here social group worker’s role in some of the institutional settings

**Social Group Worker in Clinical Settings**

In the hospitals and clinics, the social group worker becomes a member of a team composed of the medical doctor, psychiatrist, psychologist, therapist, nurse, and social caseworker. In such settings with a defined treatment goal, the purpose of the service becomes much more specific than in the community setting. As service is more “pinpointed,” the methods and role of group worker also become more specific. Social workers in medical setting extend direct services through by group work and casework methods. In the medical setting the social worker carry out group work and performs several roles:

- Enable patients with similar troubles to come together and so feel less in accessible and alone in facing their troubles;
- Bring in relation to the a feeling of belongingness and bring a part of a community which would provide them the courage and confidence to adjust to the superior community outside;
- Work through troubles in an atmosphere of mutual acceptance;
- Use the group as a therapeutic agent for emotional growth and attitudinal change through the procedure of mutual sharing.

**Social Group Worker in School Setting**

The school setting is definitely a group setting, and teachers work with groups. Schools employ social worker on their staff in order to help children whose troubles in the school have their genesis in social and emotional factors in the child, in his family, or in his social environment. Several schools in India are recognizing the importance of school social worker’s role as caseworker, counselor and group worker. The school social worker works with four parties: the child, the family, the school staff and the community. While working with them he/ she use his knowledge and skills of casework and group work.
The school social worker has to perform a variety of functions in the educational setting. While doing this one of the roles he performs is social group worker. In the role of social group worker he promotes group adjustment through group work activities. He organizes group work activities in the form of recreation, role-plays, story telling, group exercises, etc. to augment the capability of social participation and constructive group interaction in the school children. Through guided group interaction the worker promote relatedness, belongingness and the feeling of identification in the middle of children. This also helps in the improvement of their social adjustment and the development of their personality. Working with special student groups, the school social worker expand practice with specially shaped groups of children and teen-agers experiencing difficulties in social and academic adjustment. He gives special attention to students who underachieve, disrupt, drop out, or are withdrawn from meaningful peer involvement. He ensures that lonely, in accessible, and handicapped children have an opportunity for constructive participation in special interest or recreational groups.

Another significant function of the school social worker is to conduct value education classes and leadership development programmes. Through the group work activities he orients the children in relation to the cooperation, teamwork, role taking, etc. The school social worker uses the group work method while assisting or leading special interest groups in activities such as dramatics, puppet-making, other hobbies, or community service projects. He performs significant role in motivating students to participate in varied activities that broaden horizons and expand relationships with peers and adults.

**Social Group Worker in Institutions for Children and Adolescents**

In our country both the government and voluntary organisations offer institutional services for children and youth. We have observation homes, orphanages, homes for the street children, etc. These institutions are not the places in which children and/or youth are kept only to be fed, clothed and perhaps restored in a family. The mainly significant part of institutional care
lies in daily group living situation which can be used constructively for the purpose of socialization and teaching the life oriented skills to the children. The group worker’s role in children’s home is one of the mainly significant areas of work. She deals mostly with the children and adolescents to whom the group situation is crucial even in life outside of the institution. In the absence of family these children need all the services given to children in their own homes and some additional ones related to their anxieties, loneliness, and planning for life outside the institutional services. The excellence of group living is so as vital as the educational, clinical and other specialized services attached to the institution. The functions of the social group worker on the institutional team are twofold: to help with the group living situation and to conduct special groups. His role comprises the tasks such as:

- Direct group work with shaped groups of children inside the institution.
- Work with parent groups, where possible.
- Being responsible and helping with the recreational programme as part of group living.
- Supervision and coordination of child care takers (sometimes described home parents).
- Supervision of volunteers who work with groups of children placed in the institution.
- Responsibility for referral to possessions for group association in the community, when the child is in the institution as well as when planning for his release.
- Responsible participation in diagnosis of individuals and in decisions concerning placement in the institution, grouping of children, treatment plans, and plans for after-care.
- The social group workers sometimes conduct discussion or action groups with a therapeutic purpose with children who have strong negative feelings or difficulties in relating to adults.
Social Group Worker in Services for the Aged

The social group work with the aged is organized at both the community as well as the agency stage. The group worker’s work is usually direct with specific groups. At times the worker has to work indirectly with the group of volunteers working for the aged. In both the cases it is the establishment of special groups in order to make a contribution to group living. Several of the troubles of the aged are intensified when they enter in an institution. As all institutionalized people, they feel that they are removed from the normal community life, which centers on the family. They often have some impairment of their capacities. Self-respect is especially threatened. So, the purposes of group work with the aged are usually:

- To raise the self-esteem of the participants.
- To provide an opportunity for planning.
- To become a part of their own small community and, if possible, a part of a superior community.
- To establish a group bond that may replace the warmth of family relationships.

The functions of the social group worker in community based agencies giving service to the aged are:

- Working out a program for dissimilar kinds of groups as per the needs with this age group.
- Direct work with sure groups of the aged, especially those who present troubles in relationships.
- As in all group work, some get in touch with individuals outside of the group, but more intensively in the scrupulous age group.
- Training, coordination and supervision of volunteers or part time workers in programs for the aged.
- Consultant to committees of older citizens in relation to social action in their own behalf, if requested to do so.

In the institution for the aged, the functions of the social group worker are:
• Direct work with shaped groups for the purpose of specific help to those who cannot easily enter the group life of the institution;
• Responsibility for the stimulation of a rich and varied programme in the institution intended to allow for satisfaction of individual needs and to counteract the feeling of segregation from the community which may appear in an institution. This is usually done through either being a consultant to the staff of one or many institutions.

REVIEW QUESTIONS

• Explain the factors of group formation.
• What is systems theory?
• Talk about the benefits of groups.
• Explain the principles of social group work.
• What is remedial model?
CHAPTER 3
INTRODUCTION TO SOCIAL PROBLEM

STRUCTURE
- Learning objectives
- Contemporary social problem
- Social defense
- Review Questions

LEARNING OBJECTIVES
After reading this chapter, you should be able to:
- Understand the contemporary social problem
- Understand the concept of social defense

CONTEMPORARY SOCIAL PROBLEM

HIV/AIDS

AIDS (Acquired Immuno - Deficiency Syndrome) is a disease which is caused through a virus described human immuno-deficiency virus or HIV. AIDS is the last stage of infection in the virus. It takes in relation to the eight to ten years flanked by getting infected with HIV and developing AIDS. No vaccine has been invented till today as a cure for AIDS or for protecting people from HIV.

Magnitude
At the end of 2001, WHO and UNAIDS estimated that 40 million people approximately the world were living with HIV; it was estimated that there were five million new HIV infections and three million deaths due to AIDS. In the middle of the new infections, 800,000 occurred in the middle of children under 15 years and more than 2 million were in the middle of women. Since the first clinical proof of AIDS reported in June 1981, some 25 million people have died of AIDS --- including 3.6 million children. The Indian
Council of Medical Research (ICMR) initiated surveillance for HIV infection in India in late 1985. Anti HIV antibodies were first detected in the middle of sex workers in Chennai, South India in 1986. The National AIDS Control Organisation (NACO) initiated ‘Unlinked Anonymous Sentinel Surveillance’ in 55 sites crossways the country in 1994, to monitor the trends of the epidemic. Through the end of 2001, on the foundation of nationwide sentinel surveillance, NACO estimated that almost 3.97 million persons in India were infected with HIV/AIDS. These estimations of 2001 indicated that at least 0.8% adults in the age group of 15-49 years were infected.

**High Risk Groups and Routes of Transmitting the Virus**

HIV spreads mainly through four routes:

- Sex with an infected partner — heterosexual as well as homosexual,
- Transfusion of blood and blood products infected with HIV,
- Injecting drugs with infected syringes or needles, and
- Transmission from infected mother to her unborn child.

In a study in Pune, it was found that 80 percent HIV cases were related to sexual promiscuity, 5 percent to blood transfusion and 4 percent to injecting drug with infected syringes. Thus, the mainly significant sources of transmission of virus are:

- Prostitutes: According to one estimate, the stage of HIV infection escalated from one percent to thirty percent in the middle of prostitutes in Mumbai in presently three years from 1989 to 1991.
- Homosexuality: Though homosexuality is still an offence under the Indian penal code, the extensive held taboos in relation to the homosexuality are now beginning to break. So, the risk of HIV infection through homosexuality is rising.
- Drug Addicts: Those who take drugs through injection carry the possibility of spreading the HIV infection through infected needles.
- Blood Donors: There are some professional blood donors whose blood sometimes contains the HIV. When there blood is transfused to
patients without proper testing, the HIV is transmitted. Laboratories may likewise transmit the HIV when they supply blood without scientific testing.

- Pregnant Women: Pregnant women who are HIV positive transmit the virus to their new born children.
- Blades: Use of blade for shaving, particularly the one used through the barbers, is also a risk factor in spreading the HIV.

**Implications**

AIDS is not presently a health problem; it is a problem with significant social, cultural and economic implications.

**Caring for the Infected**

The government recognized the serious impact of HIV/AIDS and has responded to the epidemic. The government of India is currently implementing the second stage of the National AIDS Control Programme (NACP II, 1999-2004). NACP II was urbanized through a procedure of consultation and deliberation flanked by Government of India, State governments, people living with HIV/AIDS, UNAIDS and bilateral partners, community members, industry and labour organisations and the civil society. It has five key components:

- Targeted interventions for communities at highest risk,
- Prevention of HIV transmission in the middle of the general population,
- Provision of low cost care and support,
- Strengthening institutional capacities, and
- Inter-sect oral collaboration.

The key objectives of NACP II are to:

- Reduce the spread of HIV infection in India; and
• Strengthen India’s capability to respond to the HIV/AIDS epidemic on a extensive-term foundation, in collaboration with multiple sectors, NGOs including other civil society actors.

**Role of Voluntary Organisations**

The voluntary organisations can give information, services and other social support systems to people in danger of contracting the disease. Before contracting the infection, knowledge in relation to the spread of HIV infection can be imparted through community based social workers. The voluntary organisations can make effort towards this support system. Besides helping the patients, the voluntary organisations can also help the HIV/AIDS affected or infected children, families and other dependents from becoming victims of separation and discrimination. Finding funds to fight AIDS is a serious problem in our country because the potential costs are staggering.

**Environmental Degradation**

Environmental degradation can be broadly divided into two categories

**Extreme Events and Hazards**

The events are caused either through natural processes or man-made, which bring immediate changes in the environment and inflict damage and loss to the environment in which we live. It is further divided into:

• Natural Hazards (caused through natural factors)
  o Territorial
    ▪ Occurs on the land surface
    ▪ Caused through androgenic factors
    ▪ E.g. volcanic eruption, earthquake, submergence, etc.
  o Atmospheric: cyclones, atmospheric lightening
  o Cumulative Atmospheric : They are caused due to the accumulation of effects of sure atmospheric phenomena for many years in continuation e.g. floods, drought.
- Man Induced Hazard:
  - Physical Hazards --- landslides, forest fires
  - Chemical Hazards --- release of toxic gases, nuclear explosions.
  - Biological --- augment or decrease in the population of a species, explosion of human population.
- Biological hazards not caused through man: E.g. Locusts swarms, epidemics
- Pollution: Deterioration of environmental excellence beyond a critical limit caused through human activities.
  - Land Pollution --- soil erosion, desertification, and salination.
  - Water Pollution --- pollution of sea water, pollution of rivers, and pollution of groundwater.
  - Air pollution --- depletion of ozone layer, concentration of greenhouse gases, suspended particles.

Some of the significant factors that cause environmental degradation are:
- Deforestation: Accelerates soil erosion; increases sediments in the rivers; siltation of reservoir; augment in the frequency of drought and floods etc. Changes in the pattern and sharing of precipitation; intensification of greenhouse effects, augment in destructive forces of atmosphere storms etc.
- Agricultural development: Augment in agricultural land and large scale deforestation. The need for augment in the productivity of agricultural land and thus rigorous cultivation through application of insecticides, pesticides, fertilizers, irrigation etc. has led to problem like eutrophication, contamination of soils, salination (asarisation) of soils, pollution and depletion of groundwater etc.
- Population growth: It leads to industrial expansion, agricultural development and urban growth. Increased demands lead to rapid use of natural possessions, which causes lowering of environmental excellence and ecological imbalance.
- Industrial development: Though it has given rise to economic prosperity it resulted in environmental degradation through undesirable outcomes such as industrial wastes, polluted water, toxic gases, ashes, scarification of land through mining etc.

- Increased urbanization: Increased urbanization means phenomenal augment in the concentration of human population in limited space. It results in rising buildings, roads and streets, sewage and storm drains, factories and industrial wastes, urban wastes etc. which causes environmental degradation.

- Modern Technology: Modern technologies are more destructive than the earlier ones. They aim at accelerated rate of use of natural possessions and produce outputs to raise the material standards of human beings. Though, such processes run counter to ecological pattern of productive growth. For instance, application of fertilizers, pesticides and insecticides in agriculture. Use of nuclear technology, burning of fossil fuels etc.

**Conservation Events**

- The mainly significant factor, which causes environmental degradation, is growth of population. So, one of the significant steps to check environmental degradation would be to check the population growth.

- Development of pollution free technologies.

- Reduction in the use of natural possessions.

- Large scale effort to replenish the depleted forests through afforestation and reforestation.

- To limit the use of chemical fertilizers, pesticides and insecticides and to augment the use of organic fertilizers.

- To limit the use of those things (like refrigerators, air conditioners etc.) which release ozone depleting gases like Chloro-fluro carbons (CFC).

- To limit the use of hydrocarbons to reduce the release of greenhouse gases like (CO2)
• To heal degraded land caused through erosion.
• To stop the use of nuclear weapons.
• To educate people in relation to the environment.

The issue can be tackled through creating greater awareness in relation to the ecological diversity and stability. There is also a need to realize the need for awareness in relation to the cooperation at international stages as these problem transcend the national boundaries and the current international efforts (Montreal Protocol, Kyoto Protocol etc.) dealing with climates change, the concept of sustainable development, etc.

Communalism

Concept of Communalism

Communalism is an ideology which states that society is divided into religious communities whose interest differ and are, at times, even opposed to each other. The antagonism practiced through the people of one community against the people of other community and religion can be termed as ‘communalism’. This antagonism goes to the extent of falsely accusing, harming and deliberately insulting a scrupulous community and may extend to looting, burning down the homes and shops of the helpless and the weak, dishonoring women, and even homicide.

The Genesis and Growth of Communalism in India

It is widely realized that communalism in India was born, nurtured and promoted through the British imperialism as a deliberate design to sow dissensions. It served the purpose of the colonial administration to divide and rule. Thus, the prevailing religious differences were first used to project the social and cultural variations and then to promote political divisions through treating Indians not as Indians but as members of dissimilar religious communities.
**Growth of Communalism: Causes**

Jawaharlal Nehru once described communalism as the Indian version of fascism. He said, while all communalism is bad, we necessity keep in mind that minority communalism is born out of fear, while majority communalism takes the form of political reaction to assert dominance. But he added: ‘there could be no compromise on the issue of communalism, Hindu communalism or Muslim communalism, as it is a challenge to Indian nationhood and Indian nationalism.’ The main forces, which have encouraged the growth of communalism in contemporary India, are:

- Economic backwardness of Muslims
- Growth of communal parties and organisations
- Electoral compulsions of political parties
- Communal media, literature and text-books
- Separatism and separation in the middle of Muslims

**Anatomy of Communal Riots**

A probe into the major communal riots in the country throughout the last five decades reveals that:

- Communal riots are more politically motivated than fuelled through religion.
- Besides political interests, economic interests also play a vital role in fermenting communal clashes.
- The probability of recurrence of communal riots in a town where communal riots have already taken place once or twice is stronger than in a town when such riots have never occurred.
- Mainly communal riots take place on the occasion of religious festivals.
- The use of deadly weapons in the riots is on the ascendancy.

**Prescriptive Events to Deal with Communalism**

Events to meet the challenge of communalism and communal violence can be of two kinds: *extensive-term* and *short-term*. The extensive-term events are:
In initiating the procedure of de-communalizing the people at all stages, say, through bringing home to them that communal assumptions are false, through explaining to them the socio-economic and political roots of communalism.

Communalization of the state and of the political elite has to be checked because it leads to inaction against communal violence and covert or overt political and ideological support to communalism through the state apparatus.

The communalization of civil society also needs to be checked because it leads to riots that are more communal. People with communal ideas and ideologies pressurize the government to act in a manner, which is always against the principles of secularism.

The role of education, particularly emphasizing on value oriented education both in schools and colleges is significant in preventing communal feelings.

The media can also prove to be important in preventing communal feelings. Communal press can be banned and legal action can be taken against communal writers.

Some immediate events are imperative for containing communalism and communal riots:

- Peace committees can be set up in which individuals belonging to dissimilar religious communities can work together to spread goodwill and fellow feelings and remove feelings of fear and hatred in the riot affected areas.
- The state has to plan and use new strategies in dealing with communal violence. Whenever strong and secular officers have used or threatened the use of strong steps, riots either did not occur or were of short duration.
- The role of media is immensely highlighted throughout the course of communal violence. The fear and hatred can be checked if the press, radio and TV report the events in a way conducive to soothing the frayed nerves of people instead of inflaming the temper further.
Lastly, the government in power has to treat the extremist communal outfits as its immediate targets and cripple their capability to disrupt law and order.

The secessionists in Kashmir, the militants in Punjab, the ISS now banned in Kerala and other extremist organisations of Hindu, Muslim and Sikh communalism have to be dealt with through the state through its law and order machinery. The small insecure communities always look to government or move towards communal parties for protection. The Pundits in Kashmir, the innocent victims of communal riots in Mumbai, Uttar Pradesh, Gujarat and other states, and the sufferers of violence of extremists in Bihar, Assam, look towards the secular state of India for the security of life and property.

Youth Unrest

Youth unrest may be defined as the “manifestation of communal frustration of the youth in the society.” It is manifested when the existing norms in the society are perceived through the youth as ineffective or harmful to the extent that they feel so disillusioned and disgusted in relation to the them and recognize the need for changing these norms.

Features of Youth Unrest

On the foundation of the above definition, it may be said that youth unrest is characterized through

- Communal discontent,
- Dysfunctional circumstances,
- Public concerns, and
- The need for change in the existing norms.

Youth Agitations

Youth agitation is the behaviour of the youth whose goal is social protest. Its aim is neither to injure a person nor cause destruction of public property.
Several shapes of youth agitations are: demonstrations, slogan shouting, strikes, hunger strikes, road blocks, gheraos, and boycott of examinations. The preconditions of youth agitations are:

- Structural strain,
- Identifying the source of strain,
- Precipitating factor in initiative action, and
- Mobilization of force for action through a leader.

The significant functions of youth agitations are:

- To create communal consciousness and group solidarity,
- To organize the youth to work for new programmes and new plans, and
- To give opportunities to young individuals to express their feelings and make some impact on the course of social change.

Students’ agitations form an significant dimension of youth agitation – Students’ agitations may be classified as:

- Student-oriented agitations, and
- Society-oriented agitations.

The former contain agitations pertaining to problem at college/university stage and at national stage while the latter refer to students’ interest in state/country’s politics and programmes. Student oriented agitations are usually discontinuous and problem-oriented rather than value-oriented.

**Procedure of Growth of Agitation due to Youth Unrest**

Several youth agitations follow a life-cycle, which comprises the following stages:

- The discontent stage, which is the stage of dissatisfaction and rising confusion with the existing circumstances;
The initiation stage, in which a leader emerges, the causes of discontent are recognized, excitement increases and proposals for action are debated;

The formalization stage, in which programmes are urbanized, alliances are forged, and support is sought from outside actors;

The public support stage, in which youth trouble is transferred into public trouble. This not only creates awareness in the middle of public but also seeks public support on the concerned issue.

The youth fail to get the public support where:

- The claim is too vague,
- The issue is not powerful enough to gain attention
- The issue is incorrectly focused
- Ineffective strategies are adopted through the youth for pressing claims
- Opposition from other interest groups.
- Official action stage in which the agencies in power realize the importance of the issue, officially acknowledge the discontent, and agree to adopt strategies to solve the issue.

**Causes of Youth Unrest and Agitation**

The UGC Committee of 1960 pointed out the following reasons for student agitations:

- Economic causes, like demands for reducing fees, rising scholarship,
- Demands for changes in existing norms pertaining to admissions, examinations, and teaching,
- Poor functioning of colleges/universities with non purchase of chemicals and instruments for laboratories, or books and journals for libraries,
- Conflicting relations flanked by students and teachers (teachers being accused of regularly cutting classes and remaining non committed to teaching),
Inadequate facilities in the campus, like inadequate hostel accommodation, poor food in hostels, lack of canteens and poor drinking water facilities and

Leaders being instigated through politicians.

Controlling Youth Agitations

The adult world has to accept the fact that youth problem cannot be solved for them but with them. So, cooperation of students/youths needs to be sought through parents, teachers and officers. Youth/ students, parents, teachers and educational officers, politicians and political parties should cooperate in understanding problem/grievances of the youth and in giving them logical guidelines. It is high time that the vast youth power, which hitherto has been neglected and ignored, is harnessed for development, attainment of social justice and national goals.

Corruption

Corruption in simple terms may be described as “an act of bribery”. It has also been described as “the use of public power for private gain in a way that constitutes a breach of law or a deviation from the norms of society”. Corruption is present in the society in many shapes. Of these the major ones are: bribery (money offered in cash or kind or gift as inducement to procure illegal or dishonest action favor of the giver), nepotism (undue favor from holder of patronage to relatives), misappropriation (by others money for one’s own use), patronage (wrong support/encouragement given through patron and thus misusing the position), and favoritism (unduly preferring one to other).

The Preparatory Committee for Alternative Economic Policies has done some research in the kickbacks. It estimated that the kickbacks shot up from Rs. 3,036 crores in 1980-81 to an astounding Rs. 19,414 crores in 1990-91, i.e. the amount involved increased through more than six times in one decade. The registered number of cases of corruption in India under the Prevention of
Corruption Act, 1947 varied from 300 to 500 flanked by 1981 and 1987. Though, after the enforcement of 1988 Act, the number now varies flanked by 1,800 and 2000 per year. The number of corruption cases registered in 1988 was 1,295, in 1993 it was 1,895 and in 1994 it went up to 1,911. Of the total registered cases, 70 to 75 percent were charge sheeted. In relation to the 2, 104 new cases were already pending in courts. Out of 1,423 persons tried in 1994, only 13.9 percent were convicted. These figures provide a picture of the situation of corruption in the country and how the situation is dealt with.

**Causes of Corruption**

A number of factors have been pointed out as causing corruption.

- The emergence of political elite who believe in interest-oriented rather than nation-oriented programmes and policies.
- Recent scandals have been in areas where either purchase policies or prices are controlled through the government.
- Corruption is caused through scarcity of goods.
- Corruption is caused as well as increased because of the change in the value system and ethics of men who administer.
- Corruption can be traced to ineffective administration. Lack of vigilance, enormous powers to the bureaucracy, lack of accountability, defective information system, etc. These circumstances provide scope to officials not only to become corrupt but remnants unaffected even after following corrupt practices.

**Impact of Corruption**

It is significant to recognize that corruption has affected our society in many ways:

- It has retarded economic development of the country.
- It has created violence and lawlessness in the society since the corrupt have the money power to power the executor of law to serve him.
- It has resulted in the deterioration of morals and destroyed the individual character.
- It has increased inefficiency, nepotism, and lethargy and has created indiscipline in all fields of administration.
- It has increased black money in the country.
- It has led to adulteration of eatables, spurious drugs and shortage of several consumer things.

The Legislation

The Prevention of Corruption Act came into force in September 1988. It consolidated the provisions of the Prevention of Corruption Act, 1947, some sections of the Indian Penal Code, the Criminal Procedure Code, and the Criminal Law Act, 1952. The sole thought was to bring all relevant provisions under a single Act. Further the 1988 Act enlarged the scope of the term ‘public servant’ and incorporated a large number of employees within its ambit.

Events Taken to Contain Corruption

The Government of India appointed a committee on Prevention of Corruption in 1960 under the chairmanship of K.Santhanam. The recommendations sheltered several aspects of corruption. It was on the foundation of the recommendations of this committee that the Central Vigilance Commission was set up in 1964 for looking into the cases of corruption against the Central Government and other employees. The Central Government has set up the following four departments as anti-corruption events:

- Administrative Vigilance Division (AVD) in the Department of Personnel and Training,
- Central Bureau of Investigation (CBI),
- Domestic vigilance units in the Ministries/ departments/public undertakings/nationalized banks, and
- Central Vigilance Commission.

Yet other effective method of containing corruption could be to introduce a method which will enable political parties to secure electoral funds in a
bonafide manner, or the central government to finance elections through an election fund. This system is being followed in Germany, Norway and Sweden and in some advanced countries of Europe.

**Migration and Displacement**

According to the Demographic Dictionary, “migration is a form of geographical mobility or spatial mobility flanked by one geographical unit and another, usually involving a change in residence from the place of origin or place of departure to the place of destination or place of arrival.” Such migration is described permanent migration, and should be distinguished from other shapes of movement, which do not involve a permanent change of residence.

**Shapes of Migration**

Internal Migration refers to migration from one place to another within a country, while external migration or international migration refers to migration from one country to another. In India, the migrants are classified into four streams, namely,

- Rural to rural,
- Rural to urban,
- Urban to urban, and
- Urban to rural.

Another typology based on time classifies migration into extensive-range migration and short or seasonal migration. Separately from these two significant kinds, migration could be voluntary or involuntary or forced, brain drain (migration of young skilled persons) and migration of refugees and displaced persons.

**Features**

An significant feature is the age selectivity of the migrants. Mainly
migration studies, have found that rural urban migrants are predominantly young adults and relatively better educated than those who remain at their place of origin. Another significant feature is that the migrants have a tendency to move to those places where they have contacts and where the previous migrants serve as link for the new migrants. In some cases, the migrants not only tend to have the same destination but also tend to have the same occupation. For instance, research reveals that in sure hotels in Jaipur approximately all the workers belong to one scrupulous sub-region of Kumaon. The agricultural laborers in Punjab and Haryana are mainly from Eastern Uttar Pradesh.

**Reasons for Migration**

The significant factors, which cause migration, may broadly be classified into four categories: economic factors, demographic factors, socio-cultural factors, and political factors.

**Economic**

The major cause for voluntary migration is economic. In mainly of the developing countries low agricultural income, agricultural unemployment and underemployment are the major factors pushing the migrants towards areas with greater job opportunities. Even the pressure of population resulting in a high manland ratio is widely recognized as one of the significant causes of poverty and rural-urban migration. The mainly significant economic factors that motivate migration may be termed as “push factors” and “pull factors”.

- **Push Factors**: An ILO study reveals that the main push factor causing the worker to leave agriculture is the lower stages of income. The non-availability of alternative sources of income in the rural area is also another factor for migration. Even sub-division of land holdings leads to migration.
- **Pull Factors**: These refer to those factors which draw the migrants to an area, such as, opportunities for better employment, higher wages, better working circumstances and better amenities of life, etc. In
recent years, the high rate of movement of people from India as well as from other developing countries to the USA, Canada and now to the Middle-East is due to the better employment opportunities, and possibility of attaining higher standards of living.

- **Push Back Factors:** In India, another significant factor which plays a crucial role on migration is ‘push- back factor’. In India, according to Asish Bose, the urban labour force is sizeable, and the urban unemployment rates are high. There also exist pools of underemployed persons. All these factors act in combination as deterrents to the fresh flow of migration from the rural to urban areas. He calls this as a “push back factor”.

**Socio-Cultural and Political Factors**

In addition to these push and pull factors, social and cultural factors also play an significant role in migration. Improved communication facilities, such as, transportation, impact of radio and television, cinema, urban-oriented education and resultant change in attitudes and values promote migration. Sometimes family conflicts also cause migration. Infact, even political factors also may encourage or discourage migration. For instance, in our country, the adoption of jobs for “sons of the soil policy” through the State government will certainly affect migration from other states.

**Consequences of Migration**

The consequences of migration are diverse. They are:

- **Economic:** Migration from a region characterized through labour surplus helps to augment the average productivity of labour in that region, as this encourages labour saving devices and/or greater work participation through the remaining family workers. On the other hand, there is a view that migration negatively affects the emigration region i.e., the region from where people move out, and favors the immigrating region, i.e., the region to where people go. Likewise it was argued that migration would widen the development disparity
flanked by the regions, in view of the drain of the resourceful persons from the relatively underdeveloped region to the more urbanized region. Though, the labour sending regions may gain economically through the money brought in through the emigrants.

- **Demographic:** Migration has a direct impact on age, sex and occupational composition of the sending and getting regions. Migration of the unmarried males of young working age results in imbalances in sex ratio. This tends to reduce the birth rate in the rural areas.

- **Social and psychological:** Urban life usually brings in relation to the certain social changes in the migrants. Those migrants who return occasionally or remain in direct get in touch with the households of their origin are also likely to transmit some new ideas back to the areas of origin.

On the other hand, migration, which results in the absence of the adult males for extensive periods, may cause dislocation of the family. Under such circumstances, women and children often have to take in excess of more and dissimilar kinds of work and other more significant roles in household decision-making. Studies have revealed very disturbing effects of the male migration from Kerala. Neurosis, hysteria and depression are said to be on the augment in the middle of the emigrant workers’ wives in Kerala.

**Suicide**

One of the major social problem is suicide. The extensive hot summer of the millennium year 2000 saw an unusual spurt in suicides in dissimilar parts of India. It was scarcely even noticed that, since the close to mass suicide of farmers in 1997-98, there has been a marked augment in suicides and suicide attempts. National Crime Records Bureau data, despite the under-reporting of numbers and causes, shows almost one-lakh suicides a year. Besides the overall number of victims, their geographical spread, class background, income group, economic status, occupational antecedents, age group, family
situation, etc, all indicate that suicides are no longer mere episodic occurrences, but have assumed a near systemic character. The close to exclusive concentration of suicides amongst the poorest strata of society underlines the deep socio-economic roots of suicide. Meanwhile, the judiciary is slowly shifting its stand on treating suicide as an offence. Ever since the well-known study on suicides through the renowned sociologist E.Durkheim, social science has evolved ways of understanding and tackling the set of circumstances, processes, and structures, which lead people to take their own lives. Though, what is sadly lacking is a comparable response in the form of social policy through the state and social action through civil society.

Suicide is death resulting either from a deliberate act of self-destruction or from inaction when it is recognized that inaction will have fatal consequences. There are several kinds of suicides. Even without a comprehensive profile on suicides, both at the micro and macro stages, the recognized facts in relation to the last few years appear to be important pointers to a heightened multidimensional social crisis in India. Mainly of the causes listed in the official statistics --- poverty, unemployment, a sudden and unacceptable downturn in economic fortune, an unbearable, debt burden and the consequent socio-economic and psychological pressures, dowry disputes, illness and failure in examinations, etc. relate to social circumstances. At least, some of these maladies rarely afflict the well to do. In this sense of the several categories of suicide recognized through Durkheim, the mainly relevant for present-day India is anomic suicide (as against egotistic and altruistic suicide).

Altruistic suicide

Altruistic suicide is one of the three kinds of suicide described through Emile Durkheim. Altruistic suicide is a kind of suicide in which an individual who is very closely integrated into a group or society kills himself for the welfare of the group. Altruistic suicide is motivated through a desire to serve the needs of the group. It is suicide based on self-sacrifice and tends to occur in social systems that de-emphasize the importance of the individual. The Japanese hara-kiri is a way to destroy oneself rather than disgrace one’s family or group.
Anomic Suicide

This kind of suicide results from normlessness or social and personal disorganization. The value system of the group no longer has meaning for the individual, and he/she feels in accessible, lonely, and confused. Any disruption of a way of life may lead to this kind of suicide. For a rich person suddenly to become poor ----- or a poor person suddenly to become rich ----- might lead to a catastrophic breakdown in the recognized normative integration of the individual’s personality. Anomic suicide then, is a result of not being properly integrated into a system of cultural values, and thus feeling in accessible and concerning the social norms as meaningless. The incidence of anomic suicide would presumably be greater in societies that experience a high rate of social change, with a rapid disintegration of traditional social expectations. It would also tend to be higher in the middle of sure categories of individuals, such as the divorced or unmarried.

Egoistic Suicide

Suicide that is due to the subsistence of strong social norms for which the individual is made to feel personally responsible thus resulting in an overwhelming burden on the individual. The group itself is not strong enough to give the individual with a sufficient source of support and strength outside himself. Neither is he sufficiently integrated to be able to mitigate his individual feeling of responsibility and guilt for moral weaknesses and failure. Egoistic suicide is due to a strong value system, weak group integration, and an overpowering sense of personal responsibility.

Substance Abuse

Drug addiction can be defined as: a “state of periodic or chronic intoxication, detrimental to the individual and the society, produced through repeated consumption of drugs (natural or synthetic). Its features contain:

- An overpowering desire or need (compulsion) to continue taking the drug and to obtain it through any means;
• A tendency to augment the dose;
• A psychic (psychological) and sometimes, a physical dependence on the effects of the drug.” (United Nations Expert Committee on Drugs Liable to Produce Addiction, World Health Organisation report 21, Geneva, 1950.)

India has in relation to the 3 million (in relation to the 0.3 per cent of total population) estimated victims of dissimilar kinds of drug usage, excluding alcohol dependents. Such population comes from diverse socio-economic, cultural, religious and linguistic backgrounds. India is the major supplier of illicit demand for opium required primarily for medicinal purposes. Besides this, India is situated close to the major poppy rising areas of the world, with “Golden Crescent” on the Northwest and “Golden Triangle” on the North-East. These two regions make India vulnerable to drug abuse particularly in poppy rising areas and beside the transit routes. In excess of the years, drug addiction is becoming an area of concern as traditional moorings, social taboos, emphasis on self-restraint and control of the joint family and community are eroding. The processes of industrialization and urbanization have led to the loosening of the traditional manners of social control thus rendering an individual vulnerable to the stresses and strains of modern life. The fast changing social milieu, in the middle of other factors, is mainly contributing to the spread of drug abuse, both of traditional and of new psychoactive substances. The introduction of synthetic drugs and intravenous drug use leading to HIV/AIDS has added a new dimension to the problem, especially in the North-East states of the country.

Several surveys indicate a high concentration of drug addiction in sure social strata and high-risk groups, such as, commercial sex workers, transport workers, and street children and in the north-eastern states/ border areas and opium rising regions of the country. The situation in north-east states has been a matter of concern due to high incidence of Intravenous Drug Use (IDU), especially in the state of Manipur, leading to HIV/ AIDS. The sero-positivity amongst them is in relation to the 70%.
Constitutional and Legal Framework

Article 47 of the Constitution of India directs the State to regard the raising of the stage of nutrition and the standard of living of its people and the improvement of public health as in the middle of its primary duties, and, in scrupulous, to endeavour to bring in relation to the prohibition of consumption, except for medicinal purposes, of intoxicating drinks and drugs which are injurious to health. Section 71 of the Narcotic Drugs and Psychotropic Substances Act, 1985 (as amended) provides as under: “The Government to establish centers for identification, treatment, etc., of addicts and for supply of narcotic drugs and psychotropic substances:

- The Government may, in its discretion, establish as several centers as it thinks fit for identification, treatment, education, after-care, rehabilitation, social re-integration of addicts ………”
- The Government may make rules constant with this Act providing for the establishment, appointment, maintenance, management and superintendence of ……….. the centers referred to in sub-section (1) and for the appointment, training, powers, duties and persons employed in such centers.”

The issues relating to drugs are tackled through the Government of India through its two-pronged strategy viz. supply reduction and demand reduction. Whereas the supply reduction is under the purview of the enforcement agencies with the Department of Revenue as the nodal agency, the demand reduction strategy comes under the domain of social sector and the Ministry of Social Justice & Empowerment, Government of India. With this there arose the need for implementing strategies for prevention of drug abuse, educating the people in relation to its ill effects and rehabilitation of the addicts. The recent UN documents have also stated Demand Reduction as the pillar of drug control strategies and have urged upon all the Member States to take immediate steps so as to make important attainment through the end of year 2003 in controlling the demand for consumption of illicit drugs. The findings of studies also indicate to the relationship flanked by drug abuse and the socio-economic circumstances or the social dynamics of the population. So, there is
a need to recognize drug abuse as a psychosocial medical problem, which can be best, addressed through community based interventions. Keeping this in view, the Govt. of India has a three pronged strategy for demand reduction consisting of:

- Building awareness and educating people in relation to the ill effects of drug abuse.
- Dealing with the addicts through programme of motivational counseling, treatment, follow-up and social-reintegration.
- To impart drug abuse prevention/rehabilitation training to volunteers with a view to develop an educated cadre of service providers. Thus, the overall objective of the strategy is to empower the society and the community to deal with the problem of drug abuse.

The Government has recognized a National Centre for Drug Abuse Prevention (NC-DAP) under the aegis of the National Institute of Social Defense, New Delhi, to serve as the apex body in the country in the field of training, research and documentation relating to drug abuse prevention. While all round efforts are being made for prevention and containment of drug abuse in our society, much needs to be done to achieve a satisfactory impact. The causes of problem are transnational and drug abuse prevention shall require Herculean efforts on the part of all the institutions. The empowerment of society through sensitization and awareness appears to be the only solution to strengthen the efforts of enforcement agencies in containing the proliferation of drug trafficking and drug abuse.

**Adult Crime**

Crime is:

- Any behaviour that violates the criminal law.
- Any behaviour that violate legal sections (criminal, civil, military) which prescribe punitive action against offenders.
- Any behaviour contrary to the group’s moral codes for which there are formalized group sanctions whether or not there are laws.
• Any antisocial behaviour that is harmful to individuals or groups.

**Organized Crime**

Crime committed through members of an organisation devoted to activities that are in violation of the law. Criminal organisations such as mafia, criminal syndicates, have a division of labour with sure roles filled through skilled specialists, hierarchy of status and power, their own system of norms, and strict organizational loyalty and discipline. These organisations also often develop informal arrangements with members of the local police and sometimes with sure influential community leaders.

**White-collar Crime**

Edwin, M. Sutherland first introduced the term White-collar crime which is defined as a “crime committed through a person of respectability and high social status in the course of the discharge of his/her official responsibilities. Consequently, it excludes several crimes of the upper class, such as cases of murder, adultery, and intoxication, since these are not customarily a part of their occupational responsibilities. Also, it excludes the confidence games of the wealthy, and the members of the underworld, since they are not persons of respectability and high social status.” Examples of white-collar crime contain embezzlement, fraud, graft, legal combination in restraint of trade, misrepresentation in advertising, infringement of patents, adulteration of food and drugs, fee-splitting through doctors, and bribery. Though the social and economical damage of the white-collar crime is greater, these crimes usually are less severely punished than the more conventional crimes, which are more likely to be committed through members of the lower classes. There is less public resentment against white-collar crime as compared to other kinds of crime. A criminal is:

• A person who is convicted of violating a criminal law, one who is convicted of a felony.

• A person who commits an antisocial act whether or not he/she is convicted of committing a crime. This definition would contain any
person who violates the mores or behaves in anyway that is injurious to the society or to other individuals. It would contain persons whose violations of the law are not exposed, as well as those whose antisocial acts are not illegal.

- Because of the varied meanings associated with the term ‘criminal’ instead of attempting at a general definition, scholars focused on kinds of criminals, such as professional criminals, white-collar criminals, those in organized crime, and so forth. It was felt that through emphasizing on the study of careers would provide kinds of criminal more sociological and less legal orientation to the study of crime.

**Legalistic Criminal**

An individual who violates the law unintentionally either because of ignorance, as in the case of a feeble minded person, or because the law is so confusing that it is virtually impossible to obey.

**Professional Criminal**

A career criminal that is highly trained for work. He/she often has a philosophy of crime and takes pride in his/her work. Forgery, burglary, counterfeiting, and confidence games are some of the careers pursued through professional criminals. For instance professional thief.

**Psychopathic Criminal**

A person who commits a crime because he/she is psychologically unable to control his/her behaviour. Psychopathic criminals are psychotics whose psychoses result in illegal acts. They contain the kleptomaniacs, pyromaniacs and sexual psychopaths.

**Situational Criminal**

The person who commits a crime because of the overwhelming pressures of an unusual situation in which he finds himself. Criminal behaviour is
contrary to his normal life pattern, and it is unlikely that he would commit a crime again.

**Juvenile Delinquency**

A violation of law or ordinance through individual below the legal age of the community is termed Juvenile delinquency. It is essentially a legal concept. It does not contain all acts of misbehavior or even serious misbehavior through children or youth, but only those acts that violate the law. Adults are measured more responsible for their actions than are children or adolescents, and such juvenile delinquent behaviour when performed through an adult is measured a criminal behaviour. Though, there are situations in which juveniles are legally restricted whereas adults are free (for instance, buying liquor). The legal age dividing juvenile delinquency from adult crime is 18 years. Usually the punishment for delinquent behaviour is influenced through the attitudes of the local community and the degree of general tolerance for adolescent misbehavior.

**Juvenile Justice**

The Juvenile Justice Act 2000, (JJA) is the primary law for children in need of care and protection. The JJA is intended for the care, protection, development, and rehabilitation of neglected and delinquent juveniles, as well as for the adjudication of and disposition of sure matters related to them. The programme for Juvenile Justice contain: _To give for full coverage of services envisaged under the Juvenile Justice Act, 1986 so as to ensure that no child under any circumstances is lodged in prison;_

- To bring in relation to the qualitative improvement in the juvenile justice services;
- To promote voluntary action for the prevention of juvenile social maladjustment and rehabilitation of socially maladjusted juveniles;
- To develop infrastructure for an optimum use of community based welfare agencies.
Amendment of Juvenile Justice Act

JJ Act 1986 is amended for bringing the same in conventionality with UN Convention on the Rights of the Child (CRC) and other International Conventions/ Agreements. An effort is made to clearly describe the differential approach provided to children in disagreement with law and to those in need of care and protection under the existing Act. It is proposed to give for effective provisions for several alternatives for rehabilitation and social reintegration such as adoption, foster care, sponsorship and aftercare of abandoned, destitute, neglected and delinquent juveniles/children. The new legislation integrating these provisions was adopted recently as the Juvenile Justice (care and protection of children) Act 2000.

Minorities

Minorities are any recognizable racial, religious, or ethnic group in a community that suffers some disadvantage due to prejudice or discrimination. This term, as commonly used, is not a technical term, and indeed it is often used to refer to categories of people rather than groups, and sometimes to majorities rather than minorities. For instance, though women are neither a group nor a minority, some writers call them a minority group, because in a male oriented society women are discriminated against which in several ways bears similarity to the discrimination suffered through minorities. On the other hand, a group that is in a privileged status or is not discriminated against, even if it is a numerical minority, would rarely be described a minority group. Thus, as the term is often used, so extensive as it refers to a category of people who can be recognized through a sizeable segment of the population as objects for prejudice or discrimination. Five religious minorities namely Muslims, Christians, Sikhs, Jains, Buddhists and Zoroastrians (Parsis) have been notified as minorities as per the provisions of the National Commission of Minorities Act of 1992. These six communities constitute in relation to the 18 percent of the country’s population.
**Constitutional Safeguards for Minorities**

Under the Constitution of India, sure safeguards have been provided to the religious and linguistic minorities. Some of the significant provisions are:

- The right to conserve language, script and culture under article 29;
- The right to establish and administer educational institutions under article 30;
- Article 347 provides for presidential direction for recognition of language;
- The right to submit representations for redressal of grievances to any power in the government in any of the languages used in the States/Union Territories under article 350.
- Article 350-A provides for facilities for instruction through the mother tongue at the primary education stage, and
- Article 350-B provides for a special officer to investigate all matters relating to the safeguards provided for linguistic minorities under the Constitution.

**Welfare of Minorities**

The 15-Point Programme for welfare of minorities was launched in May 1983. The Programme is in the nature of guidelines to the States/UTs and aims at giving a sense of security and for ensuring rapid socio-economic development of minority communities. The 15-Point Programme is based on a 3-pronged approach, namely,

- To tackle the situation arising out of communal riots,
- Ensuring adequate representation of the minority communities in employment under the central and state governments as well as public sector undertakings and
- Other events, such as, ensuring flow of benefits to the minority communities under several development programmes, maintenance and development of religious places, Wakf properties and redressal of grievances of the minorities.
The State Governments/UTs and the concerned Ministries/Departments of Govt. of India implement the programme and send half yearly reports to the Ministry of Social Justice & Empowerment, which is monitoring the progress of implementation of the 15-Point Programme at the National stage. The Ministry obtains reports in respect of points 1 to 8 from the Ministry of Home Affairs, half-yearly reports in respect of points 11 to 14 are obtained from the State Governments/Departments.

The information received from concerned agencies is compiled, analyzed, reviewed and the deficiencies noticed in the implementation of the programme are brought to the notice of the authorities concerned for remedial action. At the State stage, the progress under the programme is monitored at the stage of Chief Minister/Chief Secretary. At the District stage Deputy Commissioner/District Magistrate monitors the programme.

**National Commission for Minorities**

The National Commission for Minorities has been reconstituted in February 2003 for a period of three years. The Commission has been set up to perform a number of functions for the effective implementation of safeguards provided under the Constitution for the protection of the interests of the minorities and to make recommendations in this regard to the Central Government or State Government, as the case may be. The Commission receives almost 3000 complaints/representations a year. The police, service matters, disputes relating to religious places and complaints relating to Minority Educational Institutions broadly come under the complaints received. After taking cognizance of the complaints, reports are described for from the concerned authorities. On receipt of the reports, the Commission makes appropriate recommendations to the concerned authorities. The Chairman, Vice Chairman, and Members of the Commission undertake visits to States/UTs throughout the period to review the problem relating to Minorities. The Commission has also constituted a Minority Education Cell to exclusively look after the problem faced through the minority educational institutions concerning recognition, affiliation, grant-in-aid, etc.
Commissioner for Linguistic Minorities

The Office of the Special Officer for Linguistic Minorities (commonly recognized as the Commissioner for Linguistic Minorities) was created in July 1957, in pursuance of the provision of Article 350-B of the Constitution. The Commissioner for Linguistic Minorities (CLM) in India has his/her Headquarters at Allahabad with three Regional Offices at Kolkata, Belguam, and Chennai. The CLM takes up all the matters pertaining to the grievances arising out of the non-implementation of the Constitutional and Nationally Agreed Scheme of Safeguards provided to linguistic minorities. These grievances may be brought to its notice through the linguistic minority individuals, groups, association or organisations, at the highest political and administrative stages of the State Governments and UT Administrations. On receipt of the reports, the CLM recommends remedial actions to be taken. The Commissioner for Linguistic Minorities in India submits Annual Reports, which are sent to the concerned Ministries/Departments of the Central Government and the Governments of several States/UTs for follow-up action after placing them in Parliament. The CLM has so far submitted 38 Annual Reports.

Backward Classes

The Constitution of India prescribes protection and safeguards for Scheduled Castes and Scheduled Tribes and Other Backward Classes with the substance of removing their social disabilities and promoting their varied interests. The main safeguards are: abolition of untouchability, protection from social injustice and several other shapes of use, throwing open religious institutions of public character to all sections of the population, removal of restrictions on access to shops, restaurants, wells, tanks, and roads, giving them the right to move freely and acquire property, giving them the right of admission to educational institutions and getting grants out of state funds, permitting the State to make reservations for them in services, giving them special representation in the Lok Sabha and the State Vidhan Sabhas, setting up separate departments and advisory councils to promote their welfare and
safeguard their interests, prohibition of forced labour, and making special provision for the administration and control of the scheduled areas. The machinery for safeguarding the interests of OBCs, SCs and STs was created in the form of setting up separate commissions for them.

**Other Backward Classes**

The Backward Classes are those castes/communities that are notified as socially and educationally Backward Classes through the State Governments or those that may be notified as such through the Central Government from time to time. Till 1985, the Backward Classes Cell (BCC) in the Ministry of Home Affairs used to look after the affairs of Backward Classes. With the creation of a separate Ministry of Welfare in 1985, the matters relating to Scheduled Castes, Scheduled Tribes, Other Backward Classes (OBCs) and Minorities were transferred to the new Ministry. The Backward Classes Division in the Ministry looks after the policy, planning, and implementation of programmes relating to social and economic empowerment of OBCs. It also looks after matters relating to two institutions set up for the welfare of OBCs: National Backward Classes Finance and Development Corporation (NBCFDC) and the National Commission for Backward Classes (NCBC).

**National Commission for Backward Classes (NCBC)**

The National Commission for Backward Classes (NCBC) Act, 1993 was enacted on the direction of the Supreme Court to set up a permanent body for entertaining, examining and recommending requests for inclusion and complaints of in excess of inclusion and under-inclusion in the central lists of Other Backward Classes (OBCs) of citizens for the purpose of making reservation in civil posts and services under Government of India.

**Composition of the Commission**

The Commission consists of a Chairperson who is or has been a Judge of the Supreme Court or of a High Court, a social scientist, two persons who
have special knowledge in matters relating to backward classes, and a Member-Secretary who is or has been an officer of the Central Government in the rank of a Secretary to the Government of India. Every Member holds office for a term of 3 years from the date he assumes office.

**Advices of the Commission**

The Commission is mandated to ‘look at requests for inclusion of any class of citizens as a backward class in the list and hear complaints of in excess of-inclusion and under inclusion of any backward class in such lists and to tender such advice to the Central Government as deemed appropriate’ under Section 9(1) of the NCBC Act, 1993. The advice of the Commission is ordinarily binding upon the Central Government under Section 9(2) of the Act. Since the inception of the Commission, the Central Government has received 811 advices from the Commission for inclusion or amendment of castes/communities in the Central lists of OBCs as well as for rejection of claims of sure castes/communities for inclusion in these lists. The Government has accepted 338 advices for inclusion of castes/communities in the Central lists and notified them. Fifty one advices for inclusion have recently been approved through the Cabinet and were notified on 21 September 2000. The Government has also agreed to 415 advices pertaining to rejection of claims for inclusion in the lists. Seven advices are under procedure.

**Scheduled Castes and Scheduled Tribes**

The SCs comprised 16.3 percent of the country’s total population. The highest numbers of SCs are found in Uttar Pradesh. In relation to the 84 percent of the SCs live in rural areas and are working as agricultural laborers, sharecroppers, tenants and marginal farmers. Mainly of them are occupied in jobs like sweeping, scavenging and tanning. In relation to the two-thirds of the bonded laborers are scheduled castes. Literacy in the middle of scheduled caste people is very low. Mainly of them live below the poverty row and are the victims of social and economic use. In practice, Scheduled Caste people continue to be subjected to discrimination, harassment, and humiliation.
Several reports every year reflect an augment in the number of crimes committed against the scheduled castes. Several SC women are the victims of rape through the upper caste men. The SC men on the other hand are exploited through upper caste through usurping their lands, giving them low wages, by them as bonded laborers, and so on.

The STs comprised 8.08 percent of the country’s total population. At present, India has the second main tribal population in the world, after that only to Africa. The tribes in India are spread in excess of the length and breadth of the country. They vary in strength from a few hundreds to many lakhs. The highest number of tribal population is found in Madhya Pradesh and Chattisgarh. Some of the main problem of the tribals is poverty, indebtedness, illiteracy, bondage, use, malnutrition, and unemployment.

National Commission for Scheduled Castes and Scheduled Tribes

The need for providing adequate safeguards for the Scheduled Castes and Scheduled Tribes was recognized through the framers of the Indian Constitution. For this purpose, special provisions were made in the Constitution of India to promote social, educational, economic, and service interests of these two weaker sections of the society. The Constitution of India also provided for appointment of a Special Officer under Article 338 for investigation of all matters relating to the safeguards provided for the Scheduled Castes and Scheduled Tribes and to submit reports to the President, annually and at such other times, as the Commission may deem fit, in relation to the working of these safeguards. In order to oversee the implementation of several safeguards provided for SCs & STs, a Multi-Member Commission, recognized as the Commission for SCs & STs, came into being w.e.f. 21.7.78. This Commission was renamed as the National Commission for SCs & STs w.e.f. 1.9.87, to act as a National stage Advisory Body in matters, relating to SCs and STs. In 1990, the provisions of Article 338 were amended as per the Constitution (Sixty fifth) Amendment Act, 1990. Subsequently, the National Commission for SCs & STs with its headquarters at New Delhi replaced the Office of the Commissioner for SCs & STs in 12.3.92.

The National Commission for Scheduled Castes and Scheduled Tribes is,
thus, a statutory body having its Headquarters at New Delhi and with 18 State Offices situated at Agartala, Ahmedabad, Bangalore, Bhubaneswar, Bhopal, Calcutta, Chennai, Chandigarh, Guwahati, Hyderabad, Jaipur, Lucknow, Patna, Pune, Ranchi, Raipur, Shillong and Thiruvananthapuram. A Chairman who is assisted through a Vice-Chairman and five other Members heads it. The present Commission, fourth in the series, was constituted in March 2002.

**Function and Duties of the Commission**

The functions, duties and powers of the Commission have been laid down in clauses (5), (8) and (9) of the amended Article 338 of the Constitution. The following are the clauses. Clause (5) --- It shall be the duty of the Commission:

- To investigate and monitor all matters relating to the safeguards provided for the Scheduled Castes and Scheduled Tribes under this Constitution or under any other law for the time being in force or under any order of the Government and to evaluate the working of such safeguards;
- To inquire into specific complaints with respect to the deprivation of rights and safeguards of the Scheduled Castes and Scheduled Tribes;
- To participate and advise on the planning procedure of socio-economic development of the Scheduled Castes and Scheduled Tribes and to evaluate the progress of their development under the Union and any State;
- To present to the President, annually and at such other times as the Commission may deem fit, reports upon the working of those safeguards;
- To make in such reports, recommendations as to the events that should be taken through the Union or any State for the effective implementation of those safeguards and other events for the protection, welfare and socio-economic development of the Scheduled Castes and Scheduled Tribes; and
To discharge such other functions in relation to the protection, welfare and development and advancement of the Scheduled Castes and Scheduled Tribes as the President may, subject to the provisions of any law made through Parliament, through rule specify.

Clause (8) --- The Commission shall, while investigating any matter referred to in sub-clause (a) or inquiring into any complaint referred to in sub-clause (b) of clause (5), have all the powers of a civil court trying a suit and in scrupulous in respect of the following matters, namely:
- Summoning and enforcing the attendance of any person from any part of India and examining him on oath;
- Requiring the detection and production of any documents;
- Getting proof on affidavits;
- Requisitioning any public record or copy thereof from any court or office;
- Issuing commissions for the examination of witnesses and documents;
- Any other matter, which the President may through rule, determines;

Clause (9) --- The Union and every State Government shall consult the Commission on all major policy matters affecting Scheduled Castes and Scheduled Tribes.

Women

Women in the Indian society have been victims of humiliation, torture, and use in both social and family spheres. Today, women are being recognized as significant, powerful, and meaningful contributors to the society. Ideologies, institutional practices, and the existing norms in the society have discriminated against women. Some of these discriminating practices thrive even today. Inspite of the legislative events adopted in favor of women in our society after independence, the spread of education and women’s gradual economic independence, countless women still continue to be the victims of violence. They are beaten, kidnapped, raped, burnt, and murdered.
The constitution of self-governing India provided for equality of status and opportunity for women. The Constitution enunciated positive discrimination policies in their favor to enable them to overcome their handicaps arising out of centuries of oppression and unequal treatment. While the formal picture in respect of women’s status thus appears quite bright, the reality of women’s everyday life is found to be very dissimilar. Women continue to be the victims of violence, (e.g. rape); traditional social evils continue to flourish (e.g. dowry); discrimination in the economic sphere is rampant (e.g. unequal wages) and newer challenges in the context of technological changes and global forces emerge to violate their rights and dignity (like female feticide and immoral traffic).

**National Commission for Women**

The National Commission for Women (NCW) which was set up in 1992, pursuant to an Act of Parliament, was itself a recognition of this reality. It was recognized to monitor the legal, social and economic situation of women. The National Commission for Women was set up as statutory body in January 1992 under the National Commission for Women Act, 1990 to:

- Review the Constitutional and Legal safeguards for women;
- Recommend remedial legislative events;
- Facilitate redressal of grievances; and
- Advise the Government on all policy matters affecting women.

**Significant Growths Pertaining to NCW**

The Committee on the Status of Women in India (CSWI) recommended, almost two decades ago, the setting up of a National Commission for Women to fulfill the surveillance functions, to facilitate redressal of grievances, and to accelerate the socio-economic development of women.

- Successive Committees/Commissions/Plans including the National Perspective Plan for Women (1988-2000) recommended the constitution of an apex body for women.
Throughout 1990, the central government held consultations with NGOs, social workers and experts, concerning the structure, functions, powers etc., of the Commission proposed to be set up.

In May 1990, the Bill was introduced in the Lok Sabha.

In July 1990, the HRD Ministry organized a National Stage Conference to elicit suggestions concerning the Bill. In August 1990 the government moved many amendments and introduced new provisions to vest the commission with the power of a civil court.

The Bill was passed and received assent of the President on 30th August 1990.

The First Commission was constituted on 31st January 1992. The Second Commission was constituted on July 1995. The Third Commission was constituted on January 1999. The Fourth Commission has been constituted on January 2002.

The composition of the Commission is as follows:

- A Chairperson, committed to the cause of women, to be nominated through the Central Government.
- Five Members to be nominated through the Central Government from amongst persons of ability, integrity and standing who have had experience in law, trade unionism, management of an industry, women’s voluntary organisations (including women activist), administration, economic development, health, education or social welfare.
- Provided that at least one Member each shall be from amongst persons belonging to the Scheduled Castes and Scheduled Tribes respectively.
- A Member-Secretary to be nominated through the Central Government who shall be:
  - An expert in the field of management, organizational structure or social movement, or
  - An officer who is a member of a civil service of the Union or of an all-India service or holds a civil post under the Union with appropriate experience.
The Mandate of the Commission

The commission shall perform all or any of the following functions, namely:

- Investigate and look at all matters relating to the safeguards provided for women under the Constitution and other laws.
- Present to the Central Government, annually and at such other times as the Commission may deem fit, reports upon the working of those safeguards.
- Make in such reports, recommendations for the effective implementation of those safeguards for improving the circumstances of women through the Union or any state.
- Review, from time to time, the existing provisions of the Constitution and other laws affecting women and recommend amendments so as to suggest remedial legislative events to meet any lacunae, inadequacies or shortcomings in such legislations.
- Take up cases of violation of the provisions of the Constitution and of other laws relating to women with the appropriate authorities.
- Look into complaints and take suo moto notice of matters relating to:
  - Deprivation of women’s rights.
  - Non-implementation of laws enacted to give protection to women and also to achieve the objective of equality and development.
  - Non-compliance of policy decisions, guidelines or instructions aimed at mitigating hardships, ensuring welfare, providing relief to women, and taking up the issues arising out of such matters with appropriate authorities.
- Call for special studies or investigations into specific problem or situations arising out of discrimination and atrocities against women and identify the constraints so as to recommend strategies for their removal.
• Undertake promotional and educational research so as to suggest ways of ensuring due representation of women in all spheres and identify factors responsible for impeding their advancement, such as, lack of access to housing and vital services, inadequate support services and technologies for reducing drudgery and occupational health hazards and for rising their productivity.

• Participate and advice on the planning procedure of socio-economic development of women.

• Evaluate the progress of the development of women under the Union and any State.

• Inspect or cause to inspect a jail, remand home, women’s institution or other place of custody where women are kept as prisoners or otherwise, and take up with the concerned authorities for remedial action, if found necessary.

• Fund litigation involving issues affecting a large body of women.

• Make periodical reports to the Government on any matter pertaining to women and in scrupulous several difficulties under which women toil.

• Any other matter, which may be referred to it through Central Government.

The Rationale

Society’s concern for the protection of its social order lies at the root of all mechanisms of social control. This concern, in turn, leads to social action and, to find out solutions for problem, which disturb the orderly functioning of social institutions. Manifestations of crime and delinquency call for such control events that require the application of threat, coercion, repression and other shapes of punishment. The methods employed have had one central purpose to accomplish, namely, the preservation of safety and security of members and institutions of society against the dangerous consequences of law breaking behaviour. Though these methods of crime control have varied in terms of time and space, the purpose still remnants the same: to hold the individual within the bounds of the accepted norms and expectations,
including customs, rules and laws. Viewed in this context, social defense appears to be a part of deviant behaviour management system, of crisis containment, and of rule-making and enforcing rule conformity. Simply stated, Social Defense could well be taken as an art and science of defending Society against all odds, crises and problem which threaten to undermine, the very structure of societal institutions and agencies. The efforts to prevent, control or correct simple or bizarre shapes of deviant behaviour are significant characteristics of social defense operations everywhere. The question in regard to the legitimacy or relevance of means and modalities of social defense has been discussed ever since the history of human civilization, often without expressly by the term. One important indicator of this situation is the proliferation of literature on social defense and the steady growth of the movement throughout the world. It seems approximately sure that the modern connotation of social defense has come to stay in the main body of criminological and correctional theory and practice.

SOCIAL DEFENSE

The term social defense is of Italian origin. It has been regularly used in the penal theory of Continental Europe and of Latin America. It gained popularity when it was adopted through the United Nations in 1948. Nevertheless, the term, as Marc Ancel (1965:1) said, “often appears strange and is regularly misunderstood, especially through lawyers brought up in the common law tradition or through the Criminologists of English speaking world”. It has also not been totally absorbed into the terminology of Anglo-American criminological studies. The frequency and the variety of contexts in which the term has been used are often accompanied through a sure amount of misuse and distortion. Even those who use the term regularly do not always provide it the same meaning. Several people in criminology, criminal law and penal policy do not know what the term exactly means. In such a situation, it is no wonder that the meanings attributed to the expression vary. For instance, it was once fashionable to interpret the term ‘social defense’ as the protection of society against crime, to the extent that such protection justifies the ruthless repression of crimes and criminals irrespective of the means employed. Such
an interpretation of the term was accepted when repressive criminal law was measured to be the best possible instrument of social defense.

Then the term social defense was synonymous repression. These were the days when the purpose of criminal law and penal policy was to ensure absolute protection of society irrespective of the methods used. History bears witness to the fact that till the end of the nineteenth century every repressive method to control crime was justified in the name of social defense. Jerome Hall wrote that any measure needed to protect society is justified if it achieves the desired purpose. Hall’s view brings the notion of social defense nearer to an authoritarian approach of criminal law. Thus viewed, the concept of social defense approves of an arbitrary system or punishment in which the judge or the magistrate becomes an agent of social defense through his manifest interest in public order and security. Later, the ideas of Bentham and Beccarea brought out radical changes in the original meaning of the term. The positivists of the Italian School of Criminology described for the preservation of the moral foundation of criminal law as part of the policy of social defense. Positivists gave a new philosophy of punishment as contrasted with the older notion of the protection of society through way of repressive punishment alone. Positivists accentuated a close relationship flanked by criminal law and morality and asserted that the concept of social defense endeavour to establish the necessity and the relevance of a large number of preventive, curative and rehabilitative events so as to reduce the relapse of offenders to criminal behaviour. In this sense, the concept of social defense involves the systematization of penal or correctional events that is the events of social protection against dangerous offenders.

The modern connotation of social defense clearly rejects the primitive events for the protection of society, decries retributive system of punishment, introduces the element of humanity into the administration of criminal justice system and, establishes the need to treat crime as a social fact and a human act. In the light of this, social defense emerges as a new approach to the problem of crime and as a new trend in the decision-making, which organizes the means of controlling crime. Marc Ancel reiterates that the modern concept of social defense often came to be a synonym for action of a non-penal nature,
or at any rate, for the treatment of the offender that is less punitive and repressive.

In his elaboration of the concept, Ancel wrote that the concept of social defense covers proactive and preventive social policy which aims at the protection of society through protecting the offender as well. Thus social defense is designated to ensure that the offender should receive the treatment which is appropriate to his individual case within a legal framework and through legal methods. Thus conceived, social defense is mainly based on the substitution of treatment for retributive punishment.

Features

Without attempting to give a universally agreed definition, Marc Ancel enumerated the following features of social defense approach:

- Social defense presupposes that the means of dealing with crime should be usually conceived as a system which aims not at punishing a fault but at protecting society against criminal acts.
- The intention of social defense is to achieve social protection through means of a body of events that are outside the ambit of the criminal law and are intended to ‘neutralize’ the offender, either through his removal or segregation from the group, or through applying remedial or educational methods.
- Social defense thus leads to the promotion of a penal policy which naturally favors the individual rather than the communal approach towards prevention of crime and the treatment of offenders.
- Such a procedure of Resocialization can take place only through way of an ever-rising humanization of the new criminal law which will have to call upon all the possessions of the person concerned, seeking to restore not only his self-confidence but also his sense of personal responsibility and the sense of human values. This perspective will safeguard the offender’s inherent right as a human being whether he is charged with an offence or has been convicted.
Such a humanization of criminal law and the criminal will not be merely the result of a humanitarian movement. On the contrary, the procedure will be based on scientific understanding of the phenomenon of crime and the offender’s personality.

Social Defense Movement

Social defense is not a new dogma or establishes a single doctrine in place of all other theories of criminal law and criminology. It is a movement which seeks to bring together all those who are aware that the modern world and modern thought shatters the framework of preconceived ideas and it seeks to guide such persons in their search for a human renewal which goes beyond all technical thoughts. It is an endeavour to breathe into criminal law a social spirit in harmony with the present trends. Social defense movement does not only opens up the fresh horizons in the control of crime through non-repressive methods, but also succeeds in getting rid of a sure number of obsolete elements that still encumber penal theory or are assigned importance disproportionate to their intrinsic value or usefulness. The aim of social defense movement is precisely to incorporate those methods of individual treatment into a comprehensive penal policy which will render it effective in achieving the protection of society through the protection of the individual. The movement does not hide the fact that there is a extensive way to go, nor does it seek to dissimulate that much remnants to be done to educate not only the legislator, the criminal lawyer, the judge, and the prison administrator, who has to apply the sanctions imposed, but also, to educate public opinion itself. All this necessity is accomplished, not through a violent break with the past, but through a continuous procedure of development and reform.

Growth of Social Defense Movement

Though the thought of social defense is an old one, it could, though, be assimilated into the body of criminal law and criminology only in the beginning of the twentieth century. It is, so, treated as a modern phenomenon
having its direct roots in the radical changes that characterized the penal policy at the end of the nineteenth century. It highlights the dominant role of prevention in the society’s thrash about against crime, puts forward the utility of penal policy based on the reformation of the offender, and enunciates the principle of re-education of offenders. The “Age of Enlightenment” in Europe provided impetus to the development of the concept of social defense in the eighteenth century. It helped in spreading the consciousness of the notion of social protection and the need for preventive events. The modern connotation of social defense could become popular only in the beginning of the twentieth century when the ideas of the positivists like Lambroso, Ferri and Garofalo received wider acceptance. The criminologists’ endorsement of the view that prevention of crime through means of preventive events intended to reform the offenders helped the social defense movement accelerate its pace.

The new social defense movement urbanized in the years after the Second World War. The movement assumed significance flanked by 1945 and 1949 when the Study Centre on Social Defense was founded at Geneva in 1945. International recognition was first achieved in 1948 with the institution of the social defense section of the United Nations which defined the purpose of the movement as the prevention of crime and the treatment of offenders. The Second International Social Defense Congress held at Liegein, France in 1949 demonstrated extensive interest in the movement and resulted in the creation of the International Society of Social Defense. The subsequent congresses of the International Society of Social Defense in the past two decades provided sufficient proof of the rising popularity of the concept and ensured the spreading of the message of movement to all parts of the world. It is now emerging as a social movement to combining the philosophy of law enforcement and corrections into an integrated concept. Accordingly, the United Nations defined social defense as prevention of crime and treatment of offenders. Today the term has a wider meaning referring not to an elaborate school of thought but to a vigorous movement sustained through a variety of organisations sharing sure values and method in dealing with the phenomenon of crime. In the present context, social defense as a unified approach, not only endeavors to perfect the system that protects society against criminal acts but
also goes much beyond the ambit of criminal law in extending events to forestall criminogenic situations and to treat offenders through appropriate remedial, educational and rehabilitative services. It aims to protect society from crime generating factors and forces, not merely through treating and rehabilitating the offender but also through creating such circumstances in the community which are conducive for a healthy and wholesome growth of human life.

Social Defense: The Indian Context

Though no systematic explanation of the history of social defense movement in India exists at the moment, the thought of social defense could manage to reach India soon after it became popular in the West. The criminal justice system that Britishers introduced in India in the later half of the nineteenth century did not accept repression as an significant measure of crime prevention and crime control. While drafting the relevant legislations like the Indian Police Act (1861), the Indian Prisons Act (1894), the Indian Prisoners Act (1900), the Reformatory Schools Act (1876), the Indian Penal Code (1860), and the Code of Criminal Procedure (1884), the Britishers were aware of new ideas in the field of criminal justice administration. They did make efforts to reject some of those obsolete, inhuman and uncivilized methods and techniques of crime prevention and crime control which at that time had received wider criticism in their own country. The functioning of the police, judiciary and prison in Great Britain was so structured as to permit little scope for repression and sadism. The British criminal law and the penal policy decried vengeance and retribution as a general rule.

In the early years of the twentieth century, Britishers made a thorough of the texture of criminal justice administration in India and sure reforms. The Report of the Indian Jail Committee (1919-20) furnishes a strong testimony to this fact. Some of the significant recommendations of this report go on to show that social defense era in matters of penal policy seems to have appeared in India in the first half of the twentieth century. The chronicles of correctional administration, particularly after 1970, are replete with a number of changes
which were ushered in to emphasize that crime problem demands solution which necessity is in keeping with the ethos of the time. The recommendations of subsequent Commissions and Committees that went into details of new correctional policies and practices repeatedly accentuated that the new methods and techniques of prevention of crime and treatment of offenders offer the best hope for dealing effectively with the crime problem. These recommendations described for negating the old ideas, practices and traditions of dealing with juvenile and adult offenders. They sought to establish new events to prevent crime and reform criminals.

While any new ideas of crime prevention and treatment of offenders gained currency, the term social defense did not become that popular in the official lexicon of criminal justice administration in India. Neither did the creation of a section of Social Defense through the United Nations in 1948 did alter the situation. Very few persons could meaningfully use the term in their lectures, speeches and writings. A noticeable change in the situation was witnessed with the setting up of the Central Bureau of Correctional Services through the Government of India in 1963. Several people linked with the police, judiciary and correctional institutions could then come to understand the term Social defense in its proper perspective. The use of the term gained more usage with the reorganization of the Bureau into the National Institute of Social Defense in the year 1973.

**National Institute of Social Defense**

The National Institute of Social Defense started functioning as a subordinate office under the administrative control of the Ministry of Social Welfare (now the Ministry of Social Justice and Empowerment). It currently serves as the central advisory body in the field of prevention of crime and the treatment of offenders. The main areas sheltered through the Institute are: Juvenile Justice Administration; Welfare of Prisoners; Probation and Allied Events; Suppression of Immoral Traffic; Beggary Control and Drug Abuse Prevention. The main functions of the Institute relate to technical advice to the Central and State Governments; formulation of laws, rules and regulations;
training of governmental and non-governmental functionaries; collection of statistics and promotion of research; dissemination of scientific knowledge; swap of technical know-how; liaison with academic research and training institutions; awareness building towards social defense issues, and publication of scientific and popular material on social defense. Further, the Institute assists the Ministry of Social Justice and Empowerment in the swap of technical information with the United Nations and other International and foreign agencies in the field of social defense and drug abuse prevention.

The Institute has played a pioneering role in propagating and popularizing the thought of social defense in the country. In the initial years, under its new dispensation, the Institute had undertaken many programmes and activities which raised the hope of nurturing a strong social defense movement in the country. But, it did not happen on explanation of many reasons. It is true that social defense movement which began in the early eighties had lost much of its momentum, throughout recent times. Those occupied in the social defense sector are now disillusioned with the existing realities in the critical sectors of social defense. All this has happened because the lofty ideals of social defense have not percolated down to the formulation and implementation of existing social defense programmes.

Social Defense Programmes

The Social Defense Division of the Ministry of Social Justice and Empowerment, Government of India is implementing a variety of programmes for the neglected and marginalized people; abandoned, destitute, neglected and delinquent juveniles who need care and protection, children who are in disagreement with the law, the street children; the drug addicts; the offenders, the aged and host of others who need special care and support. The programmes and policies aim at equipping them to sustain a life of respect and to become useful citizens. In this procedure, the government plays the role of a catalyst. The State Governments, autonomous bodies, NGOs and even the corporate world are involved in the implementation of these programmes. In brief the social defense programmes are meant to aid; prevent neglect, abuse
and use; and give assistance to the deprived with an aim to bring them into the mainstream. The following are some of the significant programmes of the Social Defense Division.

**Care and Protection of Children**

In order to give care and protection to children who for several reasons require it, the Juvenile Justice has come into force. The Act provides services for the care, protection, treatment, development and rehabilitation of juveniles who have not completed eighteen year of age, through adopting a child - friendly approach in the adjudication and disposition of matters in their best interest and for their ultimate rehabilitation through several institutions recognized under the Act. It deals with two categories of children:

- **Children in need of care and protection** – children without any home or settled place or abode and without any ostensible means of survival; mentally or physically challenged children or children suffering from terminal diseases or incurable diseases having no one to support or look after; children whose parents and guardians are unfit or incapacitated to exercise control; abandoned, missing, destitute and run absent children; children who are being or are likely to be exploited for the purpose of sexual abuse or illegal acts and children who are found vulnerable or are likely to be inducted into drug abuse or trafficking.

- **Children (juveniles) in disagreement with law** – those who are alleged to have committed an offence. The institutional events for the above categories of children contain observation homes, special homes, children homes and shelter homes. Observation homes give temporary reception of juveniles in disagreement with law throughout the tendency of inquiry concerning them. Special homes give for reception and rehabilitation of juveniles in disagreement with law. Children homes give residential care, treatment and rehabilitation services for children who are destitute, abandoned, abused and exploited. Shelter homes (run through voluntary organisations) function as drop-in-centers for the children in need of urgent support. Under the Act, special adjudication machinery has been recognized such as Juvenile
Justice Board for juveniles in disagreement with law and Child Welfare Committee for children in need of care and protection. The procedure of rehabilitation and reintegration of children is accepted out alternatively through
- Adoption,
- Foster care,
- Sponsorship and sending the child to an aftercare organisation.

**Integrated Programme for Street Children**

The objective of this programme is to prevent destitution of children and facilitate their withdrawal from life on the street. The programme provides for shelter, nutrition, health care, education, recreation facilities to street children and seeks to protect them against abuse and use. The target group of this programme is children without homes and family ties i.e. street children and children especially vulnerable to abuse and use, such as children of sex workers and children of pavement dwellers. In addition to voluntary organisations, State Governments, UT administration, local bodies and educational institutions are also eligible for the financial assistance from the Government to run these programmes.

**Inter-country Adoption of Children**

Considering the fact that there are in relation to the 30 million orphans in the country, of which 12 million are destitute, and also keeping in view the malpractices indulged in through the voluntary organisations while offering Indian children in adoption to foreign parents, the Supreme Court of India in the year 1984 and also subsequently, delivered a series of judgments pertaining to child adoption. As per the directions of the Supreme Court concerning legal principles, norms and procedures to be followed in the inter-country adoptions, the Central Adoption Resource Agency (CARA) was set up in 1990. As an agency registered under the Societies Registration Act, CARA functions as an autonomous body funded through the Social Defense Division of the Ministry of Social Justice and Empowerment. It facilitates the adoption
of orphaned, homeless, abandoned, exploited, abused and institutionalized children.

Besides, the Ministry has also granted recognition to both Indian and foreign agencies which are occupied in sponsoring Indian children for adoption abroad. 77 agencies in the country have been given recognition for doing inter-country adoption. In addition, 293 foreign agencies have been enlisted in more than 25 countries to sponsor inter-country adoption of Indian children. The Ministry has also issued guidelines for ‘Foster Family Care’ as an alternative to institutional care of children awaiting adoption.

**Care for Older Persons**

The population of older persons in India is rising at a fast pace. The index of Ageing designates that while in 1971, there were almost 14.2 older persons for every 100 children, this figure rose to 24.7 per 100 children through 2001. Indian society has been witnessing a definite withering absent of joint family system as a result of which the elders in the family are exposed to emotional neglect and lack of physical and financial support. The Social Defense Division of the Ministry of Social Justice and Empowerment, Government of India provides for the needs of older persons through its several programmes and activities.

In the year 1999 the Government has come out with a National Policy for Older Persons (NPOP) throughout the United Nations International Year of Older Persons. In keeping with the provisions contained in the NPOP, a National Council for Older Persons (NCOP) was constituted in 1999 to operationally the action strategies as envisaged under the recognized areas of intervention. The NCOP is the designated office for getting suggestions, complaints and grievances from individual older persons. The Ministry has also commissioned AADHAR, as a secretariat for NCOP. This is being coordinated through ‘Age well Foundation’. Aadhar is an initiative in the direction of empowering the elderly population to find satisfactory solutions to the problem as per their felt needs through the coordination of voluntary efforts and administrative initiatives. Since its constitution in December 1999, Aadhar is attending to requests for intervention received from all in excess of
the country through the Ministry and several other government agencies and functionaries. Aadhar is also identifying committed individuals and organisations crossways the country to undertake grassroots action programmes.

The Integrated programme for the Older Persons is in relation to the people above 60 years of age, particularly the infirm, destitute and widows. Under this Scheme, grant is given for running old age homes, day-care centers, mobile medicare units and also non-institutional services for older persons. The aim is to improve the excellence of life for older persons. As part of ongoing schemes of the Ministry, grants-in-aid has been provided to establish 44 New Old Age Homes, 16 New Day-Care Centers and 17 New Mobile Medicare Units in the country to give services to the older persons. Besides, the Ministry is supporting 270 Old Age Homes, 403 Day-Care Centers, 57 Mobile Medicare Units and 3 Projects of Non-Institutional Services for older persons.

**Prevention of Alcoholism and Substance Abuse**

The use of dependence-producing substances in some form or the other has been going on since time immemorial. In India too, the abuse of alcohol, opium and cannabis has been recognized for extensive. Though, the consumption of drugs like heroin, hashish, LSD etc., is altogether a new trend. Within the last decade or so, the extent of usage of such drugs in several segments of Indian society has assumed alarming dimensions. Today, India is not only a transit country for illicit trafficking of drugs from the ‘golden triangle’ or ‘golden crescent’, but it is also becoming a important consumer in the global scenario. As extensive as addiction was a problem of sure individuals or socially alienated groups and as extensive as it was kept under control through informal social control mechanisms, it did not evoke much attention. Though, with its spread amongst all socio-cultural and economic strata and an rising perception of its disruptive power on the individual, the family and society, drug abuse has appeared as a vital issue for planners.

In order to tackle the problem of drug abuse, a two pronged strategy of supply control and demand reduction has been adopted. While the control of
supply is taken care of through the Narcotics Control Bureau and the Police, the Ministry of Social Justice and Empowerment took the responsibility of looking after the educational and rehabilitation characteristics of drug abusers. The Ministry of Social Justice and Empowerment is working towards:

- Building awareness and educating people in relation to the ill effects of drug abuse.
- Dealing with the addicts through a well rounded programme of motivation, counseling, treatment, follow-up and social reintegration of cured drug addicts.
- Imparting drug abuse prevention and rehabilitation training to volunteers.

As the implementation of programmes of drug demand reduction required community-based efforts, the Ministry had been implementing the Scheme of Prohibition and Drug Abuse Prevention in collaboration with NGOs since 1985-86. Recently a comprehensive review of the Scheme has been undertaken. The Scheme has been customized to widen its coverage and was made more flexible to respond to the local needs and ground realities. The Scheme has now been renamed as the Scheme for Prevention of Alcoholism and Substance (Drugs) Abuse for running the following activities with the collaboration of NGOs:

- Counseling and Awareness Centers
- Treatment-cum-Rehabilitation Centers
- De-addiction Camps
- Awareness Creation Programmes
- Workplace Prevention Programmes

**Drug Awareness, Counseling and Assistance Centers**

These centers give community based services for awareness building, screening of addicts, counseling to addicts and their families, referral of hardcore addicts to Treatment-cum-Rehabilitation centers and follow-up assistance to former addicts.
Treatment-cum-rehabilitation Centers

These centers give community based services for awareness building for the identification, motivation, counseling, de-addiction, after care and reintegration of addicts into the mainstream society.

De-addiction Camps

To provide wider coverage, provision of de-addiction camps has been made in the urban and rural areas where there are no Treatment-cum-Rehabilitation Centers. These camps are organized only through the organisations which are running Treatment-cum-Rehabilitation Centers.

Work Place Prevention Programme

In order to encourage work place prevention Programme, financial assistance upto 25% of the expenditure for the setting up of a 15 bedded or 30 bedded Treatment cum- Rehabilitation Centre is provided to the industrial units/enterprises having at least 500 workers on their rolls.

Awareness Generation Programmes

Awareness generation programmes which contain holding of seminars, conferences, workshops, essay/ debate competitions, publicity through mass media etc. have been promoted. Many radio and TV Programmes have been launched and films were produced to create awareness in relation to the role of parents, teachers and opinion leaders in the prevention and control of alcohol and drug abuse. Voluntary organisations are being financially assisted to undertake educational work amongst the community and target groups. The Ministry has recognized three major thrust areas for priority intervention as follows:

- Rehabilitation: To achieve Whole Person Recovery (WPR) which emphasizes physical, emotional and mental rehabilitation, culminating in physically, socially and economically self-reliant life for drug addicts.
• Socially and Economically Vulnerable Target Groups: Special attention is given to drug abuse problem in the middle of socially and economically vulnerable group’s i.e. street children, commercial sex workers, destitute women etc. The Ministry is also seeking the collaboration of Department of Education, Department of Youth Affairs and Sports, Ministry of Information and Broadcasting, Ministry of Health and Family Welfare and their subordinate agencies for imparting education on drugs through formal and non-formal education processes and for networking of services related to drug abuse.

In order to obtain international cooperation in the area of drug abuse prevention and treatment, the Ministry has launched the following three major projects in collaboration with the United Nations’, International Drug Control Programme (UNDCP) and the International Labour Organisation (ILO). They are:

• Community Drug Rehabilitation and Workplace Prevention Programme all in excess of the country.
• Comprehensive Programme on Community Drug Rehabilitation for North-East States in the country.
• National Survey on the extent, pattern and trends of drug abuse in the country.

Problem Concerning Social Defense Programmes

The growth of social defense in India on sound-scientific rows has been hampered through the subsistence of sure problem in relation to the policy and its implementation. Some of those which deserve special mention are:

• Programmes and services in some of the key-sectors of social defense suffer from lack of uniformity of institutional structure, policy declarations, administrative rules and practices and also in terms of excellence of services and scope of action.
Compared with the complexity and magnitude of the problem under focus, the machinery of Social defense operations seems to be inadequate.

Despite wider theoretical acceptance of new methods and techniques of social defense, old and counter-productive events are often applied. It is a recognized fact that a good number of social defense institutions continue to function on traditional rows with little provision for individualized correction and rehabilitation of offenders.

A great deal of social defense institutions suffer from the chronic lack of material and non-material possessions essential, for the fulfillment of the avowed objectives of social defense.

Social defense Schemes have a marked tendency to depend mainly on institutional events of crime prevention and treatment of offenders. As a result, non-institutional events seem to suffer from lack of attention.

Social defense being a State subject, States tend to ignore the directions of the central government. As a consequence, the progress made with regard to several social defense programmes is not symmetrical.

Personnel occupied in social defense institutions and agencies have not been given proper recognition in terms of salary, circumstances of service and opportunities for professional growth and development. As a result it was hard to draw appropriate persons with requisite qualifications and aptitude for social defense work.

Research in social defense theory and practice is scarce. As a result there exists little data to give empirical base in relation to the success or failure of several social defense programmes and policies.

**REVIEW QUESTIONS**

- Explain the concept of communalism?
- What are the shapes of migration?
- What is substance abuse?
- Talk about the concept of adult Crime.
- What is social defense?
CHAPTER 4
FIELDS OF SOCIAL WORK

STRUCTURE
- Learning objectives
- Social work with family
- Social work in educational society
- Social work in health care
- Social work in industrial sector
- Social work in communities
- Review questions

LEARNING OBJECTIVES
After reading this chapter, you should be able to:
- Understand the social work with family
- Understand the social work in educational society
- Understand the social work in health care
- Understand the social work in industrial sector
- Understand the social work in communities

SOCIAL WORK WITH FAMILY

Multiplicity of Family Troubles

Troubles in families are multifaceted. Troubles occur flanked by parents and children. The children may complain of favoritism or in excess of protectionism of parents and parents may observe disobedience or emotional outbursts as troubles from children. Troubles also occur flanked by the spouses on issues, such as child rearing, life-style and duties towards in-laws. In some situations, families come crossways a major crisis not because of troubles in the middle of its members, but due to events, such as death of a spouse or sudden retrenchment of job. Thus, the troubles have multi dimensions.
Since the troubles in families are multifaceted, troubles of any one member of the family may affect or power other members also. So, the procedure of helping an individual entails the involvement of the whole family or, at least, those concerned with the problem. For instance, mainly 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 neighborhood 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 possessions, such as employment opportunity for the mother, and subsidizing educational expenses for the children. Thus, the troubles of families are multifaceted. Some of these troubles are presented below. Though these troubles are classified into categories for the sake of understanding, in reality, they exist as troubles of the family as a system, and so, will affect everyone in the family.

**Troubles Faced through 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 favoritism 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. Favoritism 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 came crossways 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.

Troubles Faced through Parents in the Family System

Several parents came crossways children, who are disobedient and stubborn. These children defy the norms, rules, and guidelines of the family. Parents feel hopeless. Some parents, ultimately, provide up to the demands of their children.

As children enter adolescence, several 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.

Mainly of the adolescents develop peer group relations and are greatly influenced in their hobbies, dressing pattern and interests through the peer group. They slowly become self-governing from their parents. Several 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 absent 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, several parents experience the ‘empty nest syndrome’.
Some children disown their parents in their old age due to several reasons, such as poverty, strained relationship within 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.

**Troubles flanked by Husbands and Wives in the Family System**

- In some families, the spouses come crossways 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 crossways 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 through distrust, suspicion, seething anger and vengeance.
- Some of the spouses come crossways permanent sexual difficulties through 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 remnants unresolved. Though in several families this problem may not be brought out openly, though, it may emerge in disguise as some other issue.

**Families in Crisis**

- Occasionally some families are struck through crisis. The crisis is more acute, especially if it involves the death of a family member.
- Extensive-term detention in prison on explanation 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.
Dynamics of Family System

Family is a dynamic institution. It has gone through a lot of changes in the procedure of adapting itself to the changes taking place in other institutions. Family is not only a dynamic institution, but it constitues 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 several group processes that take place in the family system. Emotional attachment in the middle of 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 foundation for retaining the values, religious beliefs, traditions, and norms in excess of an extensive period of time. Another dynamics observed in the family is its ability to adapt to the environment. Though family remnants the primary institution, it co-exists with several 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, linked 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 significant dynamics observed in the family is its stability and harmony. Families give 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. Troubles 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 effort separation. Some families find it hard to adapt to the environment and get in accessible. Some families lose their stability and harmony and indulge in constant quarrel. Ultimately, the families become dysfunctional and lose their relevance and purpose of subsistence. 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 several 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 whole system. The following paragraphs will explain the application of dissimilar methods of Social Work in the family system.

**Intervention Methods in Social Work**

**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 foundation with a member of the family. Sure troubles, such as poor academic performance and emotional outbursts of children or some behavioral troubles of parents, such as being authoritarian, too much demanding and overly protective, may not require the involvement of other sub-systems of the family. In sure cases of marital conflicts, the other spouse may be hostile to the thought of working with a social worker. Such situations may necessitate the worker to work with one member of the family to enable him to handle the problem. This helping procedure goes through dissimilar stages, indicating, that it has to be done systematically.

**Stages in Working with Individuals**

**Study Stage:**
- Attend to the client. Develop rapport. It is very crucial in one to one relationship.
- Listen to his troubles. Listen actively. Empathize with him.
- Uphold eye get in touch with. Observe the non-verbal communication and body language of the client.
- Gather all the details necessary for handling the troubles. Details contain personal data of the client, his family background and the
necessary information on psycho-social characteristics of his personality.

Problem Assessment Stage:
- Gather information concerning the problem, the onset of the problem, its frequency and magnitude.
- Don’t probe into areas irrelevant for handling the troubles. Don’t be curious in relation to the 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 usually easier to develop new positive behaviour than to eliminate negative behaviours.
- Don’t take the whole problem. Take that part of it, which is manageable, which necessity be handled immediately and above all, the aspect, which has a high probability of success. Success will provide confidence to the client to handle more intricate troubles.
- Summarize what the client says at regular intervals. Respond empathetically not only to the content of his problem, but also to his feelings.

Helping Stage:
- 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 absent from a negative behaviour.
- Help him to expect bottlenecks and setbacks.
- Monitor his progress. Develop behavioral indicators, so that he can monitor his own progress periodically.
- Review all characteristics of the intervention. If your intervention is not working, look at and change some characteristics of the intervention.
Termination Stage:
- Termination of helping procedure necessity is done cautiously and slowly. The decision necessity is taken in consultation with the client.
- Plan follow-up to ensure intermittent reinforcement of new positive behaviour.
- Assure sustained availability when necessary.

_Social Work with Groups in Family System_

Several parents will come crossways some common troubles in bringing up their children. Likewise, the children or the spouses may also have a few troubles that have a common pattern. Under such circumstances, it will be more beneficial to help them in groups rather than deal with them as individuals. For instance, if a group of parents feel that they need better 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 troubles and work together to come out of the problem. It is in this context that working with groups assumes significance in Social Work practice with families. Groups give members with learning experiences, opportunity to share experiences and to engage in mutual problem solving. Members get the opportunity to augment their confidence under the guidance of a professional social worker.

_Stages of Working with Groups_

*Study Stage:*
- Form the group with members, who have common troubles, needs and expectations.
- 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.
• Talk about 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 accepted out throughout every meeting.

Helping Stage:
• Conduct group activities. Activities necessity is arranged in order of importance to goal attainment.
• Ensure a congenial group climate through monitoring vital group processes, such as participation, we-feeling, emotional support, confirmation and acceptance.
• Encourage individuals to freely express their ideas, feelings, attitudes, insights and information.
• At the same time, do not allow dominating, criticizing and moralizing behaviours in the middle of 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 provide 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 instance, group of parents working on better
parenting methods will share their new experiences of relating with their children.

- Respond to them with reassurance.

**Termination Stage:**

- Provide feedback to individuals as well as to the group in relation to its progress. This will instill confidence in the members in relation to their ability to learn new positive behaviours.
- If follow-up is necessary, work out modalities of further follow-up meetings.
- Encourage members to stay in touch with the worker or other members in case of any need for emotional support.

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**Working with the Community for Family System**

The family does not exist in separation, but in a community. The community is the vital support system for the family. The members of the family are also members of other institutions in the community. For instance, 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 scrupulous religion and residents of a scrupulous neighborhood.

Some of the troubles in the family will affect their role in other institutions in the community and some of the troubles of these institutions will also affect the dynamics in the family. For instance the industry may go for a lay off and terminate the services of the father of the family. The college may take disciplinary action on 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 street. In all these situations, the very procedure of assisting and rebuilding the family needs assistance from the community. The worker has to rally possessions that are accessible in the community to help the families. It is in this context that Social Work practice with the community on behalf of family setting becomes relevant.
Options in Community Work:

- Some families may have a common problem and its solution may lie in mobilizing community possessions. For instance, 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 accessible. In such a situation, it will be beneficial to these families if a Day Care centre for Children could be organized in the community. Here, the effort of the worker in mobilizing community possessions solves the problem of several families.

- Imagine a situation where a bread winner of a family has lost his job. He is also not a skilled laborer. 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 from single parent families. These children need admission and concessions in a residential institution for children. He may face a situation where the children are unable to pay for their stay; training or they may not have eligibility in terms of admission criteria. In such a situation, he plays an active role of securing scholarships from the community or ensuring the admission through negotiating the admission criteria. In all these situations, the worker has to work with the community and rally its possessions in order to help some members of the family.

Crisis Intervention

Crisis can set in a family unexpectedly in form of 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 to these families. Crisis intervention is one such method, which is widely used in Social Work Practice.

**Stages of Crisis Intervention**

**Assessment Stage:**
- Enable them to ventilate feelings. This is very significant.
- Concern in relation to 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 vital defenses and habitual adaptive patterns of the members.
- Ensure the availability of internal, intra familial and community possessions.

**Intervention Stage:**
- Enhance the cognitive perception of the members through providing more knowledge in relation to the crisis and the methods of handling it.
- Enable them to become aware of their feelings, such as grief, shock and anxiety. Give them assurance and emotional support.
- Rally possessions, such as material and monetary aid and elicit help from neighbors and relatives. Enable them to rally such possessions through themselves as well as use it.
- Stimulate restoration of adjustment social. Teach new attitudes and skills necessary to face life.

**Termination Stage:**
- 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 will help the family to face future threats with authenticity.
**Family Therapy**

Family therapy aims to establish more satisfying ways of living for the whole family. The family is measured 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. Troubles, such as alcoholism, marital breakdown and family violence, can be quoted as examples. In this context, it is necessary to work with the whole family or with those, who are concerned in relation to 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 communicate openly 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 in the middle of all members is significant for solving the problem.
- Assist family members to objectively review their extensive held beliefs, values and expectations that may block their problem solving procedure.
- Open up several new avenues for solving troubles. Help them to find appropriate ways of solving their troubles. Teach the family to solve its problem through itself.
- Educate the family members in relation to the need to remain in touch with the neighborhood and draw on its possessions.
Marital Counseling

Marital Counseling is used to handle conflicts flanked by a husband and his wife. Marital conflicts may occur in excess of virtually anything. Some areas that can lead to severe difficulties are money 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 relationship. Marital Counseling 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. Talk about with them in relation to 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 flanked by 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 attendance. 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 significant areas in marital relationship, such as relationship, sexual relationship, fidelity, affection, leadership, responsibilities towards one another and mutual support.
- Provide them ‘Home work’ before they come for the after that session.
• Strengthen the support system within the family (family elders) and outside the family (neighborhood).
• Enable them not only to resolve troubles, but also to learn problem solving skills. This will help them in the future to handle their troubles through themselves, instead of relying on external help.

Pre-marital Counseling

Young people need orientation before they get married. Several troubles in marriage and, later on, in family life can be traced to the unrealistic expectations and distorted opinions the couple would have entertained before marriage. In this context, it is necessary to organize counseling services for those young people who are in relation to get married. Pre-marital Counseling 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 pattern, inappropriate attitudes, which they would 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 in relation to the sexual relationship and the associated troubles, such as impotence and frigidity.
• Impress upon them the importance of building a family with children. Highlight the importance of small family norm for our country and indicate the several possibilities and methods of planning a family.
Eclectic Approach

There is no single method for handling family troubles. No theoretical system fully explains the dynamics of the troubles as well as the methods to handle them. Hence, there is a need to develop an eclectic approach. Eclectic approach is characterized through the knowledge of several theories and many skills for selecting the right approach and techniques with reference to clients. Social Work practice with family definitely revolves approximately an eclectic approach. The reasons are obvious. Family is a system and it is dynamic. The troubles are multi-faceted. The causes and consequences are intricate to understand and hard to handle. Hence, it calls for an eclectic approach wherein the knowledge and skills of several 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 Counseling and Pre-Marital Counseling, described above to handle the problem of his clients.

SOCIAL WORK IN EDUCATIONAL SOCIETY

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. Besides this, they protect the mainly vulnerable members of society from destructive social powers. Through virtue of the work, they are described upon to perform; they develop expertise in building relationships and facilitating communication. The services of social workers are being used through social institutions desirous of working effectively with people. The social workers are being employed through 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 professions 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. Through maintaining the school-home-community linkage, they help education achieve its central purpose. They prevent or deal with behavioral, economic, familial and scholastic troubles, 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 sector require?

**The Value Base**

The values practiced through social workers in education stem from the fundamental values held through social work profession. These values, though, are customized for use in education. Mears and other (1996) give a framework, which, with minor alteration, is given as under:

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<th>Social Work Values</th>
<th>Social Work Values in Education</th>
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| Each pupil is valued as an individual with unique features. Each pupil should be allowed to participate in the learning procedure and to learn. Individual differences should be recognized, intervention should be geared to individual needs. Each pupil, regardless of race or social economic features, 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, necessity stay the “best interest
of pupil” in mind. Ethical decision makes on Recognition of the worth and dignity of each human being.

Respect for individual potential and support for an individual’s aspirations to attain it. The right of each individual to be dissimilar from others and to accord respect for these differences. Behalf of pupil necessity is based on sound judgment of cost/benefit analysis and expected outcome of action. This can be explained with an instance ---- 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 neighborhood school. In such case, the child could perform better, though parents may be reluctant in relation to the shifting him to a lesser recognized 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 under:

- 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 analyze the systems of education, home and community and their linkages.
- Knowledge of structures and rows of power in educational institutions and community.
- Ability to locate and give appropriate possessions required to mitigate circumstances that impede learning.
- Understanding the history of social work in education and current models of practice.
- Understanding and application of the multiple roles that a social worker can play within education system, home and community.
- Ability to deal with dissimilar 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 in relation to the holistic development in all learners, so that they become productive adults. Social worker can offer, even to the mainly caring educator, new appropriate ways of handling children. Likewise, teachers can give valuable academic and classroom data in relation to the each pupil for the use of social worker. Even then their goals and values can come in disagreement. Social worker focuses on individual child and his environment, while for the educator, the progress of the group and class discipline is mainly significant. 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 disagreement is natural, but necessity is resolved through open communication. The social work – education partnership presents a professional change for both professions.

These hurdles, notwithstanding social work, have gained a foothold in the educational sector 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 and Korea, etc. Their role varies in terms of social realities of the educational system in their countries.
Historical Development and Functions of School Social Work in UK

Social work in education is usually measured synonymous with social work in school. This is because mainly 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 urbanized mainly in the United States. Likewise, our school system was founded through 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 give 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 recognized as ‘Education Welfare’ and is disbursed through 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 and some even chose to wear official uniform. 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 cause 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 through the Education Act of 1944. Through this Act, the Local Education authorities were made responsible for securing adequate facilities in their area for all children of school going age. Hence, attendance officers were required to give 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. Emphasizing 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 undertake social work training or be demoted as welfare assistants. This led several 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 recognized 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 can take a child into its care if the child has no parents or guardian or where his development is 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 instance, 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 several still hold graduate degree in social sciences, such as sociology, social administration, psychology, etc. Promoting home, school, and community liaison, the EWOs give a wide range of services. Yet, enforcing school attendance remnants a central part of their work. The school social work programme, as we have seen, has an extensive history in the United Kingdom. Nevertheless, it could not develop into a comprehensive service. The cause cited for this contains exclusion of EWOs from the mainstream social work, absence of professional associations and inadequate funding at their disposal.

Historical Development and Functions of School Social Work in USA

The initiation of school social work (visiting teacher work, as it was described initially) was made in 1906-07 in the USA schools of Hartford, Boston and New York. The private agencies and civic organisations sponsored the work of visiting teachers to improve attendance and faster corporation flanked by 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 many 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, through decreasing maladjustment at school, can play an important role in preventing juvenile delinquency. The Commonwealth Fund in 1921 offered liberal grant to these boards, which agreed to host demonstration projects through employing visiting teachers. The boards were assigned visiting teachers for a period of three years with a condition that they would take in excess of the service, if at the end of demonstration period, it was found useful. 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 shaped in 1919. It made valuable contributions through publications and setting high standard of work.

The Thrust on Casework

Beside with the expansion, there also slowly came a shift in the focus of tasks performed through the visiting teachers. While the initial workers gave top priority to home-school liaison work, the present workers slowly shifted to casework tasks with children. The cause for this was the enforcement of attendance laws and the power of mental hygiene movement. The enforcement of attendance laws brought to school children from varied backgrounds and abilities. Some of these children were from hard home situations and brought with them troubles, requiring individual attention. On the other hand, the popularity of mental health movement 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
The 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 growths, the school social workers cannot presently stop at performing casework task. Instead, they are also required to undertake tasks focused on bringing changes in school system that would benefit immigrants, handicapped and poor children. As new challenges emerge, school social workers respond with appropriate services. They now work for pupil rights, issues of violence, HIV/AIDS, substance abuse and discrimination based on gender. The school social workers are now moving to ecological (the interaction of child, school family and environment) perspective.

**The Present Position**

Due to extensive history and professionalism, the school social workers are firmly recognized 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 through NASW, has been devoted exclusively for spreading knowledge in the field of school social work.
Historical Development and Functions of School 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 dropouts.
- 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 develop in India. Logically, the induction of social workers would have taken place first in the Government schools. These schools abound in poverty related troubles and 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:

- When school social workers were to be inducted in Indian schools, the predominant method practiced through 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 appropriate for private schools catering to upper, middle and rich classes.
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, so, 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 several 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 subsistence 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 through 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 through an ‘Implementation Committee’. The members of this Committee were social work educators and practitioners. They sustained to guide initial workers, raised funds, addressed
parent-teacher meetings, and organized seminars. This popularized school social work programme in Delhi. Soon private schools in other major cities also employed social workers.

The Tasks Performed

The vital physical needs of the children attending these schools were adequately met through their families. Hence, the schools were expected to give 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 remain grossly unrealized. Further, some schools also felt that their children grew up unaware of social realities in society. They made efforts to introduce their children to these realities. These thoughts determined the tasks accepted out through social workers. Prominent in the middle of them are given below:

- The thrust of social workers is on helping children having troubles. They mainly deal with troubles 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 troubles, such as rising consumerism, substance abuse, violence and issues of gender and sexuality. Some social workers also undertake career counseling work.

- The school social workers in private schools are also occupied in Socially Useful and Productive Work (SUPW) undertaken through 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 cause, qualities of leadership and empathy for people living in hard circumstances.

- Some private schools have undertaken integrated education of children with disabilities in their schools. The school social workers protect the rights of disabled children; 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 nonhandicapped children. They give support to teachers and liaison with outside agencies for economic rehabilitation of disabled children.

**Municipal Schools**

**The Beginning**

The municipal schools in our country are run through local bodies and give free education to the urban poor. Large number of children attending these schools is first generation learners and lack financial and other requisites to accomplish the task of schooling. Hence, several children in the middle of them manifest troubles, 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 through undertaking school social work programme.

**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 give integrated services through social work programme. Unlike private schools, these services should give close linkages flanked by school, home and community. To be effective, it necessity also address the school environment, its method of teaching and content. These thoughts 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 through social workers with the assistance of paraprofessionals and student social workers.

**Tasks Performed**

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

- The social workers undertook the prevention of dropout 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 child. 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.

- The highest drop-out rate was observed in the middle of children of standard I. It was felt that prior to their entry to school, mainly municipal school children had no exposure to ‘Balwadis’ and Nurseries. Intimidated through the formal structure of curriculum and teaching, they dropped out of school system. Responding to this, social workers intended 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 urbanized skills and attitudes necessary for formal learning, the drop-out rate for standard I fell considerably.

- 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 through parents are some of the major factors. The social workers made arrangement for evening study classes. Under the supervision of Municipal school teacher, students completed home assignments and studied informative books. The social workers provided support to study-classes through
organizing parental meetings, cultural programmes or competitions in the middle of children.

- 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 through these students. The students of these colleges were also enrolled as volunteers to help these children conduct science experiments.

- 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 cause or another. In these classes, the social workers helped teachers in syllabus formation, developing teaching aids and inculcating mental health components in teaching. They also worked closely with parents to enlist their support for the task of education.

- In order to enhance the attracting and retaining capacities of schools and also to distract children from anti-social activities, some recreational programmes were mannered. Relying heavily on student social workers, the social workers organized 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, several children falling in its area of jurisdiction were not attending school. It is ironical that neither social work educators of Delhi or NDMC officials were aware of the Comprehensive
School Social Work programme already urbanized for Municipal schools in Mumbai. Hence NDMC could not fall back on the experiences gained through its counterpart in Mumbai. The Education Officer of NDMC had been exposed to the work of ‘Implementation Committee’ and, hence, was influenced 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 task performed through student welfare workers were as follows:

- For enrolment of children in schools, the student welfare workers mannered an annual survey in its area. After such children were situated, they assisted parents in admission work through 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, approximately all children were enrolled in schools falling under NDMC.

- To prevent drop-outs, the workers, like their counterparts in Mumbai, visited the homes of children who absented 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. This was possible only after the welfare officer had satisfied himself that no further effect can be made to bring the child to schools. Rigorous help was provided to the child and the family to bring the child 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 its aim
of universalization of the primary education and prevention of drop-outs. Though, the service could not grow into a comprehensive programme due to limited vision and expectations.

**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 through social workers in schools. The focus of social work service differs in accordance with the kind of school, target population and emerging social challenges. Resultantly, school social work service has evolved into dissimilar Models (Theoretical account that help understand how a procedure works). Alderson (1972) has introduced four models of school social work to which Costin (1975) has added another.

*Traditional Clinical Model*

This is a widely applied model in school social work. It focuses on individual student and the social and emotional troubles that block attainment of their potential. Its goal is to enable students to make optimum use of school experience. The school is measured faultless and the individual student is expected to adjust to the circumstances prevalent in school. This model of school social work is appropriate to schools catering to upper middle and rich classes of people. The private schools in India have, through and large, adopted this model.

*School Change Model*

It mainly focuses on dysfunctional circumstances in school, its policies and practices. It encourages changes in school that are seen as causing student malperformance or diminish its appeal. The school social work programme of Municipal Corporation of Greater Mumbai has some characteristics of this model. The School Readiness Programme for standard I and recreational programmes undertaken through social workers are the examples to support
this claim.

**Community School Model**

This model favors close school community relationship. It aims to develop school programmes to assist disadvantaged students. The worker attempts to alleviate community circumstances of deprivation that hinder learning. It is appropriate to deal with troubles, such as juvenile delinquency, high drop-out rates, etc. The social work programme of Municipal Corporation Greater Mumbai also has some characteristics of this model. 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 several 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 flanked by several systems. The school social work programme of private schools as well as Municipal schools in India represents characteristics of this model.

**School Community Pupil Model**

It focuses on group of pupils and helps them use learning opportunities through bringing in relation to the 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 troubles of underachievement, truancy, dropout, absenteeism, etc. The school social work programme undertaken through 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.
Social Work in other Educational Settings

The competencies of social worker can not only be used in formal school setting, but in other educational settings also, such as special schools for the handicapped, non-formal classes for the street children or in adult education programmes. The goal of social worker, though, 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 possessions 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 described upon to help teacher design learning programmes more appropriate to the social reality issues faced through them. The programmes may range from provision of nutrition education to social development for effective parenting.

SOCIAL WORK IN HEALTH CARE

Meaning of Health and Health Care Health

In our society, mainly of the times, ‘Health’ is neglected and the same is not fully understood, unless it is partially damaged. Traditionally, it has been perceived as “absence of disease” in narrow sense. Meanings of ‘Health’ expressed in several dictionaries are comparatively better than the traditional concept. According to the Webester 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, the concept of health has been evolved in excess of a period of time from an individual concern to a worldwide social goal. These changing concepts are bio-medical concept, ecological concept, psycho-social concept, holistic concept, etc. In biomedical concept, if one is free from disease, (s)he is measured as healthy. Under it, 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 flanked by human beings and their environment and illness is maladjustment flanked by these two factors. In the psycho-social concept, health is influenced through 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 designates 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 through 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 whole socio-cultural environment. So, it is apparent that factors from all these spheres have a direct important role in shaping and defining the health of an individual. Though the definition of WHO is positive in implication, it has been criticized through several 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 look at 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 excellence). Several people feel that the definition of WHO is irrelevant, since nobody in this world is totally physically, psychologically and socially perfect. If we accept this definition, we are all sick. Despite of the aforesaid limitations, the concept of health shaped through WHO is standard, positive
and tries to represent the aspirations of the common people. Prof. Qadeer says, a comprehensive concept of health, separately from specifying the physical and mental status of individuals, should have an inbuilt social dimension, reflecting the use of one class through the other, thrash about of the exploited against this use, and their conscious, communal effort to rebuild society.

**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 through a number of factors, such as vital 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 through any institution (may be government organisation or private institution or NGO) to alleviate pain and suffering caused through a variety of diseases. Health care is not medical care, which designates to those personal services that are provided directly through 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 stages of health care, i.e., primary, secondary and tertiary. In the primary stage care, individuals come in get in touch with the national health care system. Sub-Centers (SCs) and Primary Health Centers (PHCs) play the role of service providers with the help of multi-purpose workers, village health guides and trained dais. In the secondary stage, more intricate troubles are dealt with. Community Health Centers (CHCs) and district hospitals serve this purpose. Tertiary stage 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, efforts were made very sincerely to improve the health care facility. Hence, there was a gradual development in the approaches of providing health care. At first, *Comprehensive Health Care* was introduced, which appeared 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 subsistence. The second approach in health care originated in 1965 as ‘Vital Health Services’. “It was understood as a network of coordinated, peripheral and intermediate health units capable of performing functions essential to the health 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 through 2000 AD’. “Primary Health Care is essential health care made universally accessible to individuals and acceptable to them, through their full participation and at a cost the community and country can afford.” Dr. Gouri Pada Dutta is of the opinion that the year 2000 has come and gone, but the Declaration has not been materialized. In fact, it seems to be progressing in the reverse direction. The attitudinal change in urbanized countries is ominous; through converting health into a commodity, multinational corporations are trying to make developing countries into easy prey at the market place. Though, there is a silver lining in this desperately gloomy situation. The National Health Assembly held in Kolkata 2000 and People’s Health Assembly held in Bangladesh in 2001 clearly contradicted the ominous effort of the World Bank and its allies.

**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 human being who is an individual with separate features. Thus, the term ‘Patient as a Person’ designates to consider a patient, in spite of having sick role, a normal person who is supposed to perform several familial as well as social functions. These functions may contain participating in decision making related to family affairs, carrying out responsibility pertinent to family economy and child care, listening to psycho-social troubles of other family members and expressing sympathy for the same, giving/getting respect to/from others, showing solidarity for community welfare, etc. In the field of medical and psychiatric
social work, this term is significant for four kinds of people, such as doctor, family members, community people and social worker. When a patient is admitted in the hospital, several 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 several other patients and death, etc. Hence, doctor should handle the patient as a person through giving less importance to the sick role. On the contrary, patients have some expectations from several people. They want that, especially family members and neighbors, should understand their psycho-social troubles, extend emotional support and should not stay them in accessible considering as patient. The term ‘Patient as a Person’ is also significant to social worker. Through 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 dissimilar activities, gives respect, knows his/ her several other troubles (separately from the disease) and suggests referral services towards their solution.

**Social and Psychological Factors Involved in Diseases and Their Treatment**

There are several 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 power on disease and treatment.
Social Factors

- **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, several people live in a single room. When one member of the family suffers from one communicable disease (e.g. tuberculosis), he is in close get in touch 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.

- **Migration**: It is both a cause and a consequence of several social, cultural and economic constraints experienced through 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 laborers, 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 troubles of migrant women contain body aches, skin irritation, sun burn due to working in heat, respiratory troubles and allergies arising out of bad working circumstances, lacerations, heavy menstrual flow, etc. Migrants also carry diseases like malaria, tuberculosis, jaundice, unhealthy habits and the like with them.

- **Personal habits**: The personal habits of each of us have a bearing effect on the disease. For instance, the eating habits of some persons. There are a few people who even when they can afford, do not take milk, milk products or vitamin A. This vitamin is vital for maintaining
bodily resistance to infection. Sometimes, drastic starvation for the purpose of slimming, indulged through 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 several diseases through lowering the resistance to infection.

- **Low intelligence, low education and personal ignorance:** As a result of it, several people do not know the nature or causes of a few killer diseases and, consequently, do not take any precautionary events. For instance, 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, several respiratory infections, intestinal infections, arthropod-borne infections, zoonosis and surface infections (trachoma, tetanus, leprosy, STD, etc) may also be caused as a result of low education and personal ignorance.

- **Working condition:** Those who are described 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. Separately from blindness, bad working circumstances can also lead to several diseases like heat exhaustion, heat cramps, frost bite, caisson disease, occupational deafness, leukaemia, pancytopenia, injuries or accidents and so on.

- **Social stigma:** Several diseases, such as tuberculosis, leprosy, filaria and so on, bring shameful feeling or reputation to the patients. The chief cause of it may be 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 in relation to the going back to work is caused through the fear of rejection through colleagues and authorities. Several 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? Though, a woman is also not so sure of acceptance through her husband and relatives. Though it is a fact that only a few women are actually deserted through their husbands on explanation of the disease, the fear of rejection or desertion is uppermost in the minds of a large number of women patients. We also come crossways the fact that, sometimes, the relatives of the patients become in accessible as a result of social stigma.

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

- **Other factors:** Beside with the above mentioned characteristics, several other social factors, such as urbanization and industrialization, availability and accessibility of health services, superstitions and traditional beliefs, drug addiction and alcoholism, etc. also power a number of diseases or their treatment.

**Psychological Factors**

- **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 rigorous suffering and emotion. Thus, a mind, which is concerned with death, helps to prepare the body for the disease, and illness, in turn, intensifies the mind’s action beside those rows.
• **Anxieties and tensions**: Everybody suffers from it in day to day life. Though each one develops from the childhood onwards, there are several mechanisms or techniques for relieving or controlling anxieties. Several persons go on involving themselves into too several activities in order to regulate them. The people make these activities or techniques permanent habits in their adulthood, against which they cannot revolt. Thus, there are varied personal factors that play important role in people’s life, sometimes become very embarrassing in the real life situation and expose several psychological disorders.

• **Fatalistic attitude**: People depend on the fate and feel that all the illnesses will be controlled through the god. This attitude brings lethargy and inertia in the middle of them. On the part of the individual as well as community it is a stumbling block and broadens the scope of diseases.

**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 significant functioning units and the potential benefits of teamwork are duly recognized as well as applauded. Depending on the stage of integration, teamwork is distinguished through such terms as multidisciplinary interdisciplinary and transdisciplinary. In *multidisciplinary teamwork*, experts from dissimilar disciplines are associated with the client, but each one is accountable for his or her disciplinary activities. The *interdisciplinary teamwork* presupposes interaction in the middle of several disciplines. The resource persons perform diversified activities, but also are liable for the group effort. *Transdisciplinary teamwork* has these features to a greater extent. Representatives of several disciplines work together, but only one or two team members actually give 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 significant functions of
social worker associated with this team are as follows:

- He notes down the social history pertaining to the patient’s childhood and school performance, home condition, interpersonal relationships in the family, job performance, psycho-sexual history, attitudes, hobbies, interests, etc. in order to understand or analyze patient’s perennial troubles in the context of present difficulties. This background information composed through the social worker and the medical professional’s or psychiatrist’s report as well as the findings of the psychologist helps to diagnose and plan treatment.

- Social worker expounds the nature of disease or illness to the patients and their family members. He also explains how regularly the same disease can occur, what would be its impact at the individual stage or at the group stage, and the treatment procedures recommended through the doctors.

- 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 give emotional support and bring environmental modification through working with the employer or educational institution or family member or neighborhood.

- Several a time, lack of resource makes it hard for a patient to receive appropriate medical or psychiatric care. Hence, social worker pools community possessions in order to give money or medicines or clothes or prosthesis to the poor patients, so that they can continue treatment as per the advice of the doctor. Separately from this, social workers also stay in touch with other social agencies accessible in the community, who refer the cases regularly to the clinic. This helps in proper co-ordination of services.

- Activities related to group work with the patients and their family members are undertaken through the social workers in order to give recreational facilities, necessary awareness and therapeutic inputs. Group work is supposed to be used as a primary action in the psychiatric institutions where extensive-term cases exist, but tentatively, only 24.1 per cent social workers consider it as primary
function. The fact is that mainly psychiatric departments give 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 organize group activities involving the parents for the purpose of therapy, counseling and education. Separately from psychiatric setting, group work method is usually neglected through the social workers, especially in institutional health care services.

- Social worker helps the client in rehabilitation. In health care setting, rehabilitation is a procedure 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 capability to earn a livelihood).

- Facilitating in referral services is one of the significant functions of social worker. Referral service means linking a client or patient with an agency or programme or professional person that can and will give the service needed through 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 through other members of the health care team is an significant indicator of the recognition of social work services.

- Social worker gets involved with the follow up of the patient and his family, so as to stabilize the gains made throughout 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 through the patients after discharge. In CGCs,
follow-up comprises 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.

- Social worker is also associated with the teaching, supervision and staff development activities. In order to give social work knowledge, he teaches undergraduate and post-graduate stage 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 organizes seminars, conferences and workshops inside or outside the hospital.

- Records that are maintained regularly and have clarity and objectivity are significant for the continuation of treatment of the client, organizational 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 in the middle of the social workers that tentatively, 87 per cent and 97 per cent regularly uphold registers and case sheets. Very few social workers, i.e., approximately 12 per cent and 19 per cent up-to-date their procedure records and summary records, respectively.

- Research work comprises activities of varying complexion 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 stage of these research activities, which shapes a part of their functions. But it is also pragmatic that none of the social workers carries out self-governing research work. They regard it as an auxiliary function.

- In order to carry forward ‘Mental Hygiene Movement’ and propagation towards ‘Health For All – Now’, social workers stay in touch with the community through dint of write ups in periodicals, audio-visual methods, radio, TV, etc.
• 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.

• Separately from all the aforesaid functions, *social worker attends emergencies* as and when required. There are two kinds of emergencies, i.e., medical emergencies and social emergencies. Burns, cardiac troubles, poisonings, traumas, etc. are the true medical emergencies. Social emergencies contain cases of child abuse, spousal abuse, elder abuse, rape and so on. All these have some common features, 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 in excess of the situation.

**SOCIAL WORK IN INDUSTRIAL SECTOR**

**Concept**

Even though social work in industry started almost eighty years ago, it is still a relatively new concept. Though still in the procedure of growth, progress has clearly been made towards the clarification of the scrupulous characteristics arising from the integration of the industrial social work function with the overall organizational structure of an enterprise. The inspiration for this new action came from the European seminar on Personnel Social work held in Brussels in September 1960. The report of the seminar accentuated that the term ‘personnel social work’ was preferred to the term ‘Industrial Social Work’ because the scope of the profession extends beyond the industry. Several definitions and interpretations have been given to the term industrial social work. Though, the field is still in the procedure 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 version 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 version to the working situation. Social troubles 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 cause that the scope of social work can be extended to contain 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 version flanked by 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.

From the definition, it is clear that no matter through 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 in relation to the goodness of fit flanked by man and his work environment. According to the Dortmund report, social work in industry has a threefold aim, namely:

- 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 troubles arising for these individuals or groups may:
  - Be caused through, or occur in the work environment;
  - Have unfavorable effects on the work situation, although not arising there from.
- To stimulate management to adapt the work situation to the social needs of the employees.
- To assist the work “community” as a whole to function in a better way.

**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. Rising use of machine power was far from being an unmixed blessing. The radical changes in the organisation and operation of industry ushered in through the Industrial Revolution were doubtlessly responsible for several of the economic and social troubles that urbanized 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 in the middle of the masses. Some employers did act on a humanitarian impulse in response to the appalling circumstances of the industrial workers. Though, their concept of welfare was paternalistic. The second stage of the industrial era in Europe falls in the period flanked by the World Wars (1918-1939). It was a important period in relation to employee’s welfare. The stage was marked through rising recognition of the human factor in industry, as was apparent from the fact that the worker became a subject for studies in the industry.

A major breakthrough was achieved with the series of experiments mannered through 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 through being more productive. Consequently, the facilities relating to housing, work holidays, employment of apprentices, wages, etc. became increasingly significant. 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 slowly integrated into the national social policy.
In the early 20th century, in addition to the changes in the political systems emphasizing 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 throughout the Industrial Welfare Movement flanked by 1890-1913 that there was a brief spell of welfare activities undertaken through enlightened employers. The after-effects of the Industrial Revolution on the social circumstances of industrial workers described for immediate action. Consequently, enlightened managements employed female welfare workers on their staff to look after the troubles of the women and children working in the factory. The Quaker Firms of Rowntress and Cadbury’s took the lead in this movement.

World War II brought in its wake dislocation in industries and consequent troubles 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 vital shocks and disapproval shortly after World War II because industrial social work came to be wrongly recognized with the ideology of National Socialism. There were only a few practicing 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 urbanized in the early 1960s, which gave field placement opportunities for students in Union settings. In the late 1960s, the trend was followed through the Boston College, Wayne State and Hunter College of Social Work and the University of Utah.

In view of the rising complexity in the field of personnel social work, the International Federation of social workers undertook the responsibility to explore the dissimilar directions in which personnel social work was developing and, at the same time, examined the vital concepts underlying its
practice. Consequently, with collaboration of the Technical Assistance Office of the United Nations, Geneva, International Federation organized 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 Dortmund (West Germany). The report of these study groups form the foundation 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 through 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 organizational structure of the enterprise or is accepted out through an outside agency.” Industrial psychology and psychiatry had found favor in the U.S.A., in so far as the whole field of personnel counseling, covering all stages 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, organized mainly through state and local mental health associations. Social workers were also used to train counselors who helped union members to deal with their personal troubles through way of consultation. Social work maintained a link flanked by the management, labour and the community possessions such as community councils, boards and national fund raising drives.

The Council on Social Work Education (CSWE) in May 1976 sponsored a meeting with social work practitioners, educators, representatives of organized labour and industry to talk about curriculum implications for future development in the field of social work in industry. On June 7, 1978, 100 industrial social work practitioners from crossways 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 through 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.

**Growths in India**

It is not an easy task to look at the growths 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 significant landmarks and major trends that affect 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 throughout 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 troubles 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. Looking back in excess of the last five decades, the area of industrial development really started after the Indian Independence and with the beginning of the planning era in the early 1950s. Beside with the industrial growth in India in keeping with the demands of the industry, there was simultaneous development of the personnel function in industry.
The concept of industrial social work in India has been the by-product of the evolving field of personnel management in excess of 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 recognized 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 was under the chairmanship of J.H. Whitley. This commission was appointed to inquire into and report on the circumstances of labour in the industrial undertakings and plantations in British India on health, efficiency and standard of living of the workers. It was exposed that, especially in the area of recruitment, corruption was rampant. On the recommendation of the Commission, the labour officer was appointed with the specific duty of eliminating corruption through taking in excess of the recruitment function.

Though, the use of the labour sustained. Statutory welfare provisions were not implemented through 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 sheltered 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 through the statutory support given through 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 throughout the 19th century. In the West, the nomenclature ‘Personnel function’ appeared in 1950s and in India, we accepted it in the 1960s.

Modern industry in India has grown through leaps and bounds after
independence, both in size and in organisation. Its primary concern, so, became to correspondingly improve the efficiency of its personnel. Since the efficiency of an enterprise is dependent, in the middle of 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 urbanized 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 appeared as an H.R.D. (Human Recourse Development) functions with still wider implications. This has resulted in the recognition of human possessions as a great asset to the organisation. This is apparent from the fact that the concept of labour has itself undergone an development; 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

Throughout the 1960s, industrial social work, as separate yet part of the labour welfare and personnel management, appeared. This new direction was greatly influenced through the concept emphasized 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 specialized services in industry, at work place, in
the employee’s family and the community. Though, it necessity be admitted
that the duties sheltered under labour welfare form the genesis of the modern
concept of industrial social work in India.

Industrial social work may be regarded as a specialization coming within
the field of Personnel Management. It means that the personnel man hands in
excess of 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 rising incidence of social work activities being undertaken through
respected organisations, who have felt the need to call upon the skills of the
professionally trained social worker in handling personnel troubles of their
employees, in so far as they seriously interfere with their work life and affect
productivity. Though the phenomena of industrial social workers have 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 accepted out through personnel/welfare officers.

Social Responsibility of Industry

“None of our institutions exists through 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 slowly evolving towards a more social
orientation. In the early 1950s, there was a sharp shift in public mood toward
more social concern, which was reflected in extensive social conscience,
concern and social responsibility.

The thought 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, beside with their own interests. The net effect is to
enhance the excellence 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’ economic functions and also expects business
to help solve a number of general social troubles 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 through 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 usually 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 in relation to 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 through law. An additional approach is bargaining through 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 recognized 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, through its own merits, contribute to social solutions, it will improve goodwill and acceptance of its role. In order to discharge their social responsibilities, to promote employee satisfaction, to achieve efficiency of operation and to ensure orderly conduct of plant affairs, mainly companies work in three directions. Firstly, they participate in and contribute to public programmes of social security and national health service. Secondly, they cooperate with the state and local authorities and other agencies whose services are made use of through the workers. Thirdly, they organize 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.

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, it is not only the production or sale of goods and services that is the managements’ concern, but 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 extensive way in improving the social climate and excellence of human relations in an organisation. Human relations propose in general that productivity should be achieved through 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 superior the organisation, the more intricate are the troubles faced through human beings. In small organisations, employees have direct access to the managers and so several of their troubles get sorted out early. In superior 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 flanked by employees and management are more formalized and availability of the management to the employees is reduced. Paternalistic attitudes towards employees and authoritarian kind of approach seem more prevalent in organisations. A social worker can help the employees to overcome their troubles 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 stages:
Preventive and Developmental

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

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.

Personal and environmental hygiene, etc.

Developing recreational programmes like library services, prime sports gatherings, several social 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 through the individual worker through helping him to make maximum use of his own potentials and the possessions offered through the industry and the community. Counseling to the individual employees and their families can be given for troubles, such as alcoholism, indebtedness, and absenteeism, etc. The counseling services can be coupled with concrete assistance through the way of:

Securing medical help within or outside industry.

Planning the family budgets.

Helping employee family members in obtaining funds.

Seeking employment for worker’s dependents.

Referring the worker/his dependents to welfare agencies in the community like child guidance clinic, marriage counseling bureaus, alcoholic anonymous groups and the like, wherever there is a need.
Thus, social work social can be actively used for preventing troubles from happening, as also for enriching the life of the workers and their families. Early discovery and prompt treatments may prevent some workers from becoming serious casualties. Social work intervention in industrial sector can be at micro and macro stage. At micro stage, the social worker can give treatment to the worker and his family, employer and union members. Help may be given in relation to troubles related to work, self and others approximately them, such as job performance, job satisfaction, absenteeism, disagreement situations, etc. Further troubles, such as anxiety, depression, phobia, mental disturbance, substance abuse, marital and family disagreement, may also be attended to.

At the macro stage, it can be organizational intervention where the social worker can give individual and group consultation to supervisors and managers at all stages concerning understanding of human behaviour. The intervention may be in the form of proposing a new job design. Organizing and planning of the services at the preventive, developmental and curative stages requires a vital 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. Though, the scope of social work in business and industry would, in real terms, depend upon:

- The attitude of the management;
- The excellence of the goodness of bet flanked by needs of business and the extent to which these needs can be addressed through social work;
- Cost effectiveness of the services provided.

**Applicability of Social Work Methods**

The relevance and suitability of social work methods can be justified on the foundation 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 stage. It is an enabling procedure 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, separately from economic causes, study the socio-cultural and psychological causes of personal troubles in industry. Their role will be of bringing in relation to the adjustment flanked by men and women in business and their work situations. Let us take a look at the specific contributions of some of the social work methods can make to industry.

Social Casework

Social casework can be effectively used in situations of individual troubles, such as alcoholism, depression, drug abuse, anxiety, marital and family difficulties, etc. Further in induction, grievance situations, transfer cases, leave needs, absentee situations, troubles due to job loss, retirement, etc., it can find much use. In accident cases, cases of indiscipline, it is also very useful. This primary method of social work can be effectively applied at two stages:

- Difficulties and troubles arising due to adjustment to family life due to any psychological, economic and cultural factors.
- Difficulties arising out of adjustment to work life due to environment, personality troubles, organisation 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 approximately. Group work techniques can be used in sure group situations to help the group to attain their efficiency and objectives through a harmonious development of the group work procedure. It can be used in point consultation situations, such as labour management council, several committees, meetings, communal bargaining contexts, development implementations of many 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 possessions to benefit the community on one hand and the organisation on the other. The troubles, such as lack of educational facilities, proper recreation, medical facilities within the workers community, can be attended to through the social worker. Community consciousness and development are being given importance through 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 troubles in industry. It will help business to understand the realities in management-employee relation. Several a times, management takes piecemeal events 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 presently locate the factors that have created and contributed to the problem and, after a careful analysis, offer plausible solutions. A professional social worker, through by his research skills, can help the management solve several troubles. 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 troubles, the casework help may be more effective, but some cases respond better when handled on a group or community stage. A trained social worker, through by an integrated approach dwelling on his knowledge of human behaviour and human relationships and applying the several social work skills and techniques, can tackle human troubles successfully. He has to consider every worker as a whole---at the shop floor, at home, in the community.

**Place of Social Work in Industry**

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

- Their specialized training in the understanding of human troubles, ability to consider the human personality as a whole;
- Their knowledge of the circumstances of work;
- Their knowledge of the worker’s life;
- Their knowledge of the possessions of the community;
- Their professional secrecy; and
- Their capability 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 urbanized beside dissimilar rows, 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 sure specified kinds of industry necessity employ trained social workers for labour welfare. The posts of welfare officers in industry were created through the government under the Factories Act 1947. These functionaries are paid through the individual managements, but their qualifications, method of recruitment, duties are prescribed through the government through rules framed for the purpose. Almost all states require that the welfare officer should be a graduate of an approved University recognized through State Government for their training. Mainly 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 several factories where they are expected to learn in relation to 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 troubles.

Today several institutions have sprung up, which offer degree diploma in labour welfare and personnel management, still, we find that those having social work training are preferred in excess of others, which designates that the benefits of social work training are recognized through 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 through the owners of the enterprise. In mainly 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 individual and groups in their version to the organisation in scrupulous and society in general, through removing, as far as possible, the inner and outer obstacles to this version. They help the employees to develop within an organisation in a healthy manner, paving way for an effective organization. Though, today, a trained social worker is an asset to an organization.

Troubles and Prospects

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

- A social worker in industry has to accept the fact that her/his job would be limited through several factors. The limits could be professional through virtue of the job assignment, the organizational structure and through additional assignments.

- 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 recognized tangible areas of service that are important to industry. Further, there is still not a proper understanding of the kind 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.
Several 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 possessions of the society necessity be used to bring in relation to the maximum opportunities for the individual, whereas that of business is profit.

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 recognized with social workers working in other fields. Several a times, 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 concerning social work in industry and the true role of a social worker in that environment.

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

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

**Prospects**

Inspite of obstacles and seeming hindrances, there are bright prospects for
social work practice in business and industry. With the rising 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 work welfare/personal officers, who are also
professional social workers, are mainly carrying out the social worker’s role in
industry. Though, 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 accepted out through
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 favor with the
experts. This is so because today, employees, irrespective of the setting, are
beset with several troubles, which can interfere with their personal
effectiveness and overall productivity. It is a challenge to the social work
profession to apply its social and knowledge to these non-conventional fields
in new and innovative ways to augment productivity and organizational
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, several 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 several challenges. For old
workers, it means learning and accommodating to new entrants with dissimilar
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 slowly 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, connected to his job. Today, we are into tumultuous times of job upheavals, economic restructuring, competition downsizing, which have weakened the ‘social safety nets’ approximately us. Workers in all settings are faced with multitude of troubles, 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 possessions to improve the world of work. Counseling, group work, research, policy analysis, program development and planning, need assessment and other such social work techniques can be used through business and industry to augment productivity and overall organizational effectiveness.

Social work integrates into it, knowledge and practice insights from sociology, education, clinical psychology, labour relations, organizational behaviour, etc., which can give answers to the troubles 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.

SOCIAL WORK IN COMMUNITIES

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 feature. Two well-recognized sociologists (MacIver and Page) have recognized four major characteristics of the concept – any area of common life; somehow distinguished from other
areas; having typical features; and the boundary should have meaning.

- The concept of community has territorial or geographical implications.
- There are common socio-economic features.
- There is an element of we-feeling and cohesiveness.

Let us now look at them in greater detail:

- 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 mainly common instance, which comes to the mind, is of a village. Residence in a common area is the defining element.
- Mere residence would not be sufficient. There necessity is some common socio-economic features. For instance, a village is measured to be a good instance not only because of a common residence, but also because they speak the same language, share common cultural traits, necessity be by the same well, school and going to the same religious shrine. The primary things in food consumption, such as eating of rice or wheat necessity are common to all the members. A majority of the villagers are connected to the agricultural system. The festivals and marriage festivities will have common elements, irrespective of caste and economic differences.
- The first two characteristics lead to the third characteristic. Common residence and sharing a common socioeconomic 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 are of being an insider vis-à-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 connected to each other. Functionally means the performance of a useful role. For instance, 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
partial and, to that extent, the ‘totality’ gets reduced, while the part, which may be a leg or a hand, will wither absent and die. The Dictionary (Chambers Twentieth Century Dictionary, 1981) defines the word as, “anything shaped of parts, placed together or adjusted into a regular and linked whole”; or “a set of things measured 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 look at the main occupation of the people; the wages they receive; the mode of payment; the assets, which people have in terms of home, 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 foundation; who owns land and how much of it is irrigated; how several 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 customized to be relevant to the urban economy. Instance: Village as an Economic Sub-System.

The primary occupation of an Indian villager will be cultivation or labour work. A small section will be managing their own land through employing laborers, while the majority will be working on other’s land as laborers. Dissimilar regions will have dissimilar systems, but usually speaking, laborers will be paid on a weekly foundation. In several of the villages, old occupations, like that of watermen, goldsmith, ironsmith, etc., have been abandoned, while new occupations have appeared. With the expansion of the school system and Panchayati Raj Institutions, several salaried jobs have been created. Milk business, selling agricultural products in nearby towns, etc., has
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 give us with an overview of the power-structure of the community. Let us try to answer these questions one through one:

- **Who has the power in the community?** An easy way of the identification of powerful people in a community is through 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 harder 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 mainly often and do not occupy formal positions, can be measured 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, home, land, etc.; caste membership; education; information; contacts and networking; family prestige; memberships in significant political parties; and business establishment. Usually, a combination of these factors helps in the emergence of leadership.

- **How is power utilized?** The third question has to do with the utilization of power. Power can never be a status quo arrangement.
Power always seeks to strengthen itself in several shapes 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 through acquiring assets, business, contracts, etc. while an economically powerful person, to strengthen his position, will develop political contacts or get his person in significant positions. Instance: Village as a Political Sub-system

Formal leadership in a village will be exercised through 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 Mandal, 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. usually 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 sheltered 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 characteristics to be studied. Festivals, food habits, ornaments, etc. could be some of the other characteristics.

*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 superior groups in such a way that each draws strength from the other and becomes complementary rather than mutually exclusive”.

Social Work with Rural Communities

**Characteristics 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 mainly parts of the country, leading to a great degree of uncertainty. The laborers 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 – extensive term planning to spend and save becomes hard, affecting children’s education, health and other extensive-term expenditures.

- The main occupations are cultivation and labour work. With the onset of monsoons, for tilling and ploughing the land, and throughout the harvesting season, the demand for labour goes up pushing up the wages. Throughout 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 significant 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 appeared undertaking dissimilar functions. Powerful castes and economic categories control them. They affect the life of the local community in several ways and it is necessary to understand how they work. They can be of three kinds.

**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 circumstances, payment of salary, work allotment, supervision, etc. Then, there are autonomous organisations like the State Electricity Boards and the Police Department.
Non-Governmental Organisations

Local communities have a number of formal and informal organisations. They could be of dissimilar kinds – social, political, religious, etc., undertaking dissimilar functions in the community. Mainly 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 mobilized for some of the social work issues. A major feature of NGOs is that the Government does not exercise direct control in excess of them.

Statutory and Public Institutions

In the last half a century of development, a number of statutory organisations have appeared, such as, Panchayati Raj Institutions and co-operative organisations in the area of credit, agriculture processing and marketing, supply of agriculture inputs, etc. Milk co-operatives have been set in several 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 mainly widespread of such organisation is the Panchayati Raj Institution, which works at the District (Zilla Parishad), Block (Panchayat Samiti) and the Village (Gram Panchayat and Gram Sabha) stage. Each state has passed its own legislation for the implementation of Panchayti 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.

Troubles in a Rural Community

The troubles in a rural community can be understood in the following manner.

Troubles at the stage of Individuals

Family conflicts of several kinds will come under this category. The
mainly common would be conflicts flanked by the spouses or conflicts flanked by 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 significant.

Troubles at the stage of Groups

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

Troubles at the stage of Communities

The defining element here would be a section of population superior than a group being affected. This could be a large segment of the community or the whole community. At this stage, 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 troubles, problem of use and oppression, below poverty row families etc. An significant 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 stage. All adult villagers constitute the Gram Sabha and are supposed to meet four times a year to review the work done through the Gram Panchayat and make new plans to be implemented through the Gram Panchayat. In practice, this never happens and a small group controls and monopolises both the Gram Panchayat and the Gram Sabha.

Conceptualizing the Social Work Intervention Events

The recognized troubles have to be urbanized in the format of an ‘Issue’. To implement this procedure, the following steps should be undertaken:

- Identify the problem to be worked upon;
- Decide on the target group – the quantitative dimension;
- Operationally the objectives, which could have both quantitative and qualitative dimensions;
- Identify local institutional structures for collaborative work;
- Decide on a row 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 row of action would be helpful:

- What specific steps have to be taken?
- What possessions are required for the proposed steps?
- From where the possessions are to be obtained?
- Discussion with the personnel of the institutional structures on the nature of collaboration to be undertaken.

**Social Work With Urban Communities**

**Characteristics of an Urban Community**

- The occupational pattern of an urban community would be dominated through 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 connected 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 events 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 events is very poor in the urban informal economy. Usually, low-income households stay in slums, which are of two kinds. Those slums recognized through
the municipal authorities not only get civic facilities, but the residents become owner of their plot of land/home and become taxpayers. But non-recognized slums suffer from a double disability. Since they are not recognized through the municipal authorities, they are not eligible for civic amenities and could, at any time, be removed from their homes/sites. In addition, they cannot create an asset through improving the home-site.

- A portion of the urban community would be migrants. In smaller towns, the migration would be from the nearby villages, while in better towns and industrial cities, the migrants could be from far off places. The migrants would be coming with their own culture and, perhaps, could be from a dissimilar 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 power 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 powers 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 centers of industries and local administration. They impinge on the life of the local community in several ways and it is necessary to understand how they work. They can be of three kinds:

**Governmental Structures**

A number of governmental departments undertake their functions, which
are significant 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.

*Non-Governmental Structures*

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

*Statutory and Public Structures*

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

*Troubles in an Urban Community*

*Troubles at the Stage of Individuals*

Family conflicts of several kinds will come under this category. The mainly common would be conflicts flanked by the spouses or conflicts flanked by 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. Troubles of children could become a separate area of work. Inter-generational conflicts are likely to be more common in urban families.
Troubles at the Stage of Groups

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

Troubles at the Stage of Communities

The defining element here would be a section of population superior 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 troubles, problem of use and oppression, etc. The other issues could be of poverty and employment; getting the names of poor people incorporated in the BPL list.

Conceptualizing the Social Work Intervention

Events

The recognized troubles have to be urbanized in the format of an ‘Issue’. To fulfill this procedure, the following steps should be undertaken:

- Identify the problem to be worked upon;
- Decide on the target group – the quantitative dimension;
- Operationally the objectives, which could have both quantitative and qualitative objectives;
- Identify local Institutional structures for collaborative work;
- Decide on a row 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 row of action would be helpful:

- What specific steps have to be taken?
- What possessions are required for the proposed steps?
- From where are the possessions to be obtained?
Discussion with the personnel of the institutional structures on the nature of collaboration to be undertaken.

Social Work with Tribal Communities

Characteristics of a Tribal Community

The problem of defining a tribe has extensive defied officers, anthropologists and sociologists, all of whom have given dissimilar 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”. Though, any group displaying the following features 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 comprises 212 tribes from 14 states.

The President of India is empowered through 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 several 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 kinds of socio-economic use. Article 275 provides for special grants for tribal welfare from the Government of India to some states and shapes 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, Chhattisgarh and Orissa have the main scheduled tribe population in our union followed through Maharashtra and Rajasthan. 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 lifestyles. 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 totally absorbed and become a part of the Indian mainstream. The well-recognized Indian sociologist Ghurye has a dissimilar 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 through notions of communal ownership of property including land and meeting several 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 procedure is described acculturation, which “is the procedure through which a whole way of life is in a procedure of change under the power 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 dissimilar stage”.

**Institutional Structures in a Tribal Community**

Traditional Institutions like the Ghotul, which helped in the socialization 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 shaped in tribal areas. Several Government departments, some of which have specialized in tribal affairs, are functioning in the middle of tribal communities. In several tribal areas, social work organisations, mostly NGOs, have made significant contributions in the field of education and health.

**Troubles in a Tribal Community**

*Land Alienation*

A large section of tribals own land, which is cultivable. Starting from the British period, tradesmen, moneylenders 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 several cases bonded labour in their own land. Later on, legislation was passed to prohibit any land transaction flanked by a tribal, and a non-tribal monetary or otherwise, which, to an extent, has checked the procedure.

*Forest and Tribals*

Since time immemorial, tribals have cohabited with nature and depended upon the forests for fuel, fodder and other necessities of life. Through
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, recognized as nistar rights, were accepted and given official reorganization through 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 use of forest, which sustained in the post-Independence period as well. This procedure led not only to the abridgment of tribal rights in excess of 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 Schemes.

Displacement

In the post-Independence period, a number of projects were set up, which took absent tribal lands and the forest where they were staying. The social movements from 1980s onwards have focused on this problem and now a rehabilitation package is incorporated, while implementing any big project. Separately from the difficulty of an adequate rehabilitation package and troubles of proper implementation; there is the superior problem where a tribal loses land and is awarded a monetary compensation. She/He has troubles in investing the compensation in a secure way or in buying an equivalent piece of land. When whole 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 survival mode. Ownership of property, rising 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 in the middle of the tribal community. In the last two decades, a small section of tribals has appeared, 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 being awarded, developmental projects, 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 in the middle of a large number of tribals. A majority of poor tribals are either landless or are survival farmers. Owing to the poor spread of irrigation, farming in India is dependent on monsoons. Rising a single crop leaves the tribal farmer 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 mainly 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 procedure, the tribal language and scripts are dying. Beside 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 use through 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. Separately from the North-Eastern states, Jharkhand is the only state where the tribals form a numerical majority.

REVIEW QUESTIONS

- What is family system?
- Explain the family therapy.
- Why Private Schools?
- Explain the role of social worker in the health care team.
CHAPTER 5
ECONOMIC ASPECTS OF SOCIAL WORK

STRUCTURE

- Learning objectives
- Development and underdevelopment
- Concept and dynamics of social development
- Concepts and Types of economic systems
- Social planning and social policy
- Human development
- Review questions

LEARNING OBJECTIVES

After reading this chapter, you should be able to:

- Understand the development and underdevelopment
- Understand the concept and dynamics of social development
- Understand the concepts and kinds of economic systems
- Understand the social planning and social policy
- Understand the human development

DEVELOPMENT AND UNDERDEVELOPMENT

Development: Concept and Definition

The concept of development usually denotes some sort of an ‘advancement’ in the positive (desired) direction. In the societal context, it is referred to as progressive transformation of sure aspect of a given society. The thought of development as such has found expressions in the writings of the founding fathers of social sciences. The theories of development advanced through political economists and evolutionary sociologists have been shaped in the context of radical changes, which have taken place in the European society. Development after the Second World War has been the primary concern of the newly self-governing nations to meet the hopes and aspirations
of their people. Hence the issue of development and underdevelopment in recent times has achieved special significance because of conflicting claims of rival socio-economic and political systems.

**Economic Development**

Some economists have used the concepts of economic growth and economic development interchangeably. The economic growth refers to the rise in per capita income while economic development refers to the rise in income and changes in economic and social structure. Thus economic growth and the economic development refer to quantitative and qualitative characteristics of development, the former being quantitative and the latter qualitative in nature. The themes of economic development as pointed out through several economists move approximately two central issues:

**Capital Formation and Technical Progress**

Technical progress usually promotes capital formation and capital formation encourages technical progress. Economic development of the society alone cannot raise the living standard of the society as a whole. The procedure of distributive justice is quite important for ensuring a fairly balanced development of society. In this context state becomes an effective instrument of political development and legitimizes economic and social institutions and their networks. The model of economic development which takes it for granted that social development will follow it, does not prove appropriate. Thus emphasis shifted on political development.

**Political Development**

The ‘developing nations’ has more recently produced a small but rising body of scholarly literature which has recognized relationship flanked by socio-economic development and democratic political development. Researchers have confirmed that there is in general a high, positive relationship flanked by socio-economic development and democratic political
development. In the above discussion we have tried to conceptualize two vital processes of development, namely economic development and political development while taking into explanation institutional spheres and societal stage in which these procedure operate. These two processes have no doubt urbanized the society in a very effective way but at the same time they have advanced disparity in the society. These are the fundamental troubles which have diverted the attention of social scientists from particularistic development to societal development. The development of the society as a whole is possible only when the society develops socially, economically and politically.

**Social Development**

Social development is a procedure which can be explained only with the help of economic and political development. It is very much interrelated with these two. The concept of social development has been introduced to appraise the dynamics of the developing societies. Social scientists have enumerated the contents of development under several categories such as nutrition, shelter, health education, leisure and recreation, security and opulence stage or under the categories like output and income, circumstances of production, stages of living, attitude towards life and work, institutions and policies. To conclude, the term development is fraught with several conceptual and ideological issues. So a review of wide range of theoretical positions existing till date is attempted. Now it is apparent that with the passage of time, concept and meaning of development has witnessed a positional, theoretical and ideological shift from economic development to human development.

**Human Development**

The concept of human development has been introduced quite recently. This term is used in very broad sense. In it developmental activities are people centered and economic growth is a means and not an end. It protects life opportunities of the present and future generations and protects natural systems which are the foundation of all life. The objective of human development is to create an atmosphere in which people can expand their
capabilities and opportunities for the present and future generations can be enlarged. According to Human Development Report 1990, human development is a procedure of enlarging people’s choices. It is achieved through expansion of human capabilities and functioning’s. At all the stages of development the three essential capabilities for human development are for people to lead extensive and healthy lives, to be knowledgeable and to have access to the--- possessions needed for a decent standard of living. The realm of human development goes further--- essential areas of choice, highly valued through people, range from political, economic and social opportunities for being creative and productive to enjoying self-respect, empowerment and a sense of belonging to a community.

**Human Development**

**Human Development Index (HDI)**

United Nations Development Programme (UNDP) gave serious consideration to the fact that in the centre of all developmental activities should be people and decided to bring out reports on yearly foundation since 1990 encompassing human dimensions of development. The Report so, proposed a new measure of development recognized as the Human Development Index. This index comprises three indicators: life expectancy, adult literacy and income expressed in dollars. The component indicators and the computing procedure of HDI were customized in subsequent Human Development Report. There are three vital dimensions of human development in HDI to measure the overall achievements of the country. These are longevity, knowledge and decent standard of living. Thus Human Development Report may be measured as a modest effort to propagate that there is no automatic link flanked by economic growth and human development. This important variation can be observed through a glimpse of the ranking of the countries based on per capita income and human development index. Human development index separately from the per capita income incorporated two other variables i.e. life expectancy and literacy rate. The variable like human rights and political freedom were already left out
because they could not be quantified. Due to these reasons several countries with moderate per capita income showed a high-stage literacy and higher life expectancy, while others with relatively higher per capita income performed poorly with respect to the other two variables.

The Human Development Reports are contributing significantly through discussing in sufficient details the role of markets, globalization procedure and international institutions promoting human development. The HDR 1999 has incorporated many new themes related to health, culture, environment and political democracy and stability.

**Human Poverty Index**

The human poverty index reflects the sharing of progress and events the backlog of deprivations that still exists.

**Gender-related Development Index**

The gender related development index events achievements in the same dimensions and variables as the human development index, but captures inequalities in attainment flanked by women and men. The gender empowerment measure reveals whether women can take active part in economic and political life. It focuses on participation, measuring gender inequality in key areas of economic and political participation and decision making.

- The Human Poverty Index 1: events poverty in developing countries. There are three variables used in it. These are the percentage of people expected to die before age 40, the percentage of adult literacy and deprivation.
- The Human Poverty Index 2: It events human poverty in industrial countries. Because human deprivation varies with the social and economic circumstances of a community. So, for industrially urbanized country, a separate index has been devised. In addition to social execution, it uses the same dimensions of HPI-1.
Factors Responsible for Development

It has been observed that the development of a country or region cannot be assessed meaningfully on the foundation of enumeration of its recognized natural possessions. This is why the underdeveloped world possesses enough natural possessions but they themselves are not able to use it fully because of their technological backwardness. Sometimes institutional barriers also affect the use of natural possessions for the mainly effective development. But now underdeveloped countries are by events of official policy to have control on them as much as possible. Human possessions have contributed a lot in the procedure of economic development due to which social structure is transformed and new opportunities appear. But economic development and changes are not, as a rule, equally pronounced in all countries or in all sectors of economy.

Social and political tensions flanked by dissimilar areas and dissimilar occupational classes exist and retard the procedure of development because it clashes with the old relationships based on extensive accepted status, customary rights and duties. Hurdles in the procedure of economic development also exist due to several troubles like unemployment, social tensions, wage disparities, etc. To conclude, major factors responsible for development are of two kinds – economic and non-economic. In the middle of the economic factors more significant ones are natural possessions, infrastructure, etc. Major non-economic factors are socio-political in nature. Some such factors are communal harmony, education, empowerment of people and good governance, which comprises sure functions performed through the government or other agencies closely controlled or supervised through the government. The maintenance of law and order, national defense, control and supply of finance and the provision of education and health services are leading examples. Today good governance has become vital necessity for development. Even in urbanized countries these are required for effective government. In a developing country even the smallest augment in the capability of the state makes a vast variation in the excellence of people’s lives. Thus an effective state will lead to higher standards of living, in turn paving the way for more reforms and further development.
Underdevelopment: Concept and Definition

The realization that traditional theories of development have not succeeded in resolving the troubles of poverty, hunger, health, etc. led to a search for alternative formulations. As a result, explanations of underdevelopment became the focal point of this thinking. The origin of underdevelopment theories are outcome of two separate sources i.e.

- The theoretical debate within Marxism and
- The experiences of development in Latin America.

In his book “Capitalism and Underdevelopment in Latin America”, Andre Gunder Frank explains that development and underdevelopment are both necessary result and contemporary manifestation of internal contradictions in the world capitalist system. Economic development and underdevelopment are relational and qualitative. Each of them is actually dissimilar from, yet caused through its relations with the others. He substantiates his argument through stating that economic development and underdevelopment are the opposite faces of the same coin. Andre Gunder Frank considers underdevelopment as not merely the lack of development. He argues that before there was any development there was no underdevelopment. Development and underdevelopment are related through the common historical procedure both have shared throughout the past many centuries and the mutual or reciprocal powers that they have had, still have and will continue to have on each other through history. In this procedure colonization has got an significant place and Frank writes that colonial use which was part of the early expansion of the mercantilist system may have made critically significant contribution to the development of capitalist successors now urbanized members.

Thus this notion of development and underdevelopment is based on the concept of use. It may be associated with the contradiction of one class and another, the exploiting beneficiaries and the exploiting contributors to the procedure of capitalist development. Another eminent economist Gunnar Myrdal defines development as “the procedure of moving absent from
underdevelopment‖ and characterizes underdeveloped country as one where there is “a constellation of numerous undesirable circumstances for work and life, outputs, incomes and stages of living are low, several manners of production, attitudes and behavioral patterns are disadvantageous and there are unfavorable institutions, ranging from those at the state stage to those governing social and economic relations in the family and the neighborhood. They are measured as undesirable from the standpoint of the desirability of development, a characterization affiliated with vagueness, but definite enough to permit its use.

**Major Features of Underdevelopment**

Underdeveloped countries usually refer to those countries or regions where stages of real income and per capita income are lower than the standards of North America, Australia and the Western European countries. In the underdeveloped countries the fruits of scientific and technological advancement are not applied on large scale in the field of industries and agriculture. The underdeveloped world constitutes a group of nations with a diversity at two stages:

- National and
- International.

But with the passage of time there is shift in parameters of assessment of development and underdevelopment. Now these are assessed with human development index as discussed earlier. There are several cities in these underdeveloped countries which have some standard of living, technical attainment and commercial sophistication as compared with that of the urbanized countries. Even some of the underdeveloped countries are more advanced than the urbanized countries from technological point of view.
Underdevelopment and its Relationship with Creation and Sharing of Wealth

In the underdeveloped countries, it has been observed that there is marked inequality in the social sharing of income. The trend is that it is rising day through day. Samir Amin has compared several countries of the Third World and observed that the higher the average income is per head, the more marked is the inequality in income sharing. His finding is that for the whole of Latin America, the 20 percent of the population receives 65 percent of the national income. Same is true in the context of India also. In India, when we compare national income, rural income and urban income we find that the per capita income is rising in urban areas while per capita income in rural area has not witnessed any marked change. The development of the system in no way suggests that, through gradual expansion, this privileged stratum will extend to the whole population.

Underdevelopment as Distorted Development

In reality, rising social inequality is the result of circumstances of externally oriented development. It opens much better market for luxury consumer goods. The augment in elite privileged group causes an augment in the demand of luxury goods. And at one stage the demand of luxury good will is durable. At this stage, and taking into explanation requirements in capital, technicians, ancillary infrastructure, etc. for the production and consumption of these luxury goods, the procedure of resource allocation is distorted to such an extent as to undermine all possibility of decisive progress in the sectors producing mass consumer goods.

Dynamics of Poverty and its Impact on Developmental initiatives

Poverty is not prevalent only in a developing country like India, it exists in urbanized countries in varying degrees and dissimilar shapes. There are conflicting estimates of poverty because of several concepts and methodologies. Though, mainly of these estimates are based on mainly two vital parameters of calories norms and stage of income to meet this stage. It
does not take into explanation other vital necessities of life. Poverty not only comprises minimum calories intake but in broader sense, contain several other vital services which affect the excellence of life of the people. The stage of living of the majority of people has been the subject of great concern. Owing to hidden complexities involved, poverty has been viewed from dissimilar angles through social scientists of several disciplines. The term poverty in general connotes deprivation or insufficiency or inadequate material needs, cultural, social, political and spiritual requirements of the people. But in reality poverty in India is treated as an absolute phenomenon. The needs are often expressed in terms of a basket of food things to meet the essential calorie requirements. The minimum income or consumption expenditure which enables one to attain the basket is poverty row.

Relative and Absolute Poverty

Usually the terms rich and poor are relative terms. In defining one the definition of other is used. A similar relative view can be used to compare individual or group within a country. Relative poverty will always remain, because some countries or persons will always be judged poor in comparison with others. In this sense it becomes an index of inequality than of poverty which is defined in terms of deprivation with reference to some normative standard of living deemed as minimum necessity for development of human personality. But to describe poverty in this way is to view it in absolute terms, that is, with reference to a predetermined standard or norms.

Absolute poverty refers to a stage of living so low that it prevents normal development of human personality – physical, social and mental. Central to the notion of absolute poverty is the concept of poverty row which is used to demarcate the poor from the non poor. In India a superior proportion of people in rural areas belong to the poor category compared to urban areas. Given the fact that in relation to the three-fourth of the population lives in rural areas, the rural poor explanation for more than four-fifth of the total poor. “Poverty which is outcome of intricate factors is basically rooted in insufficient availability of natural and man-made possessions related to the needs of population and their uneven sharing. So for the reduction of poverty the requirement is the induction of more man made possessions and their efficient
utilization as well as sharing in a manner that the required benefits accrue to the poorer segment of the population”.

Need for Alternatives in Development

We have witnessed that with the passage of time a great shift in the core theme of development has taken place. It is from economic to people centered development, in a case like India which covers a very wide area with varied geographic and economic factors. The people of this country have dissimilar socio-cultural and religious backgrounds. So, in a country like this the unit of development should be a human being.

Gandhian Approach

Gandhi was a charismatic leader of the Indian national movement. He had his own vision of Indian economy, polity and society. His attitude towards politics, economics and society was the outcome of his religious world outlook. His extraordinary emphasis on ethical characteristics of economic behaviour has differentiated him from others in the understanding of economic issues. He believed that economic and ethical thoughts were inseparable. Gandhi has tried to describe an economic ideal to strive for rather than simply an economic plan to implement. It has been alleged that to some extent his economic philosophy was neither impractical nor impossible. “It has certainly meant to apply to an actual society, that of rural India in scrupulous.”

Man, Society and Development

Gandhi measured life as one integral whole. He was not prepared to divide individual life into water tight compartments i.e. social, economic, political etc., so, Gandhi was of the opinion that the goal of an individual and the goal of a society can not be in disagreement with each other. Gandhi believed in the “Good of All”. Thus the goal of an individual and the goal of the group of individuals (it may be society, the nation and the family of nations) could not be dissimilar. They all should strive for one objective and cooperate to supplement and compliment each other to reach ultimate truth of life.

Human being was the nucleus of Gandhian philosophy. Other things move approximately him. So, he/she necessity be in the centre of any policy
formulation. Gandhian economic model has emphasized an ideal economic order where people could well be motivated. (Gandhian economics have usually focused attention on specific policy that he proposed i.e. opposition, to modern industrial production advocacy of village industries in scrupulous the spinning wheels, and boycott of foreign goods). Gandhi had emphasized that human being should make sincere efforts to limit his/ her wants or desires. The multiplication of wants will make a person subject to an unending sequence of desires. Such a procedure will not lead an individual to any sustainable steady-state consumption path. In this context Gandhi wrote, “man’s happiness really lies in contentment. He who is disenchanted, though much he possesses, becomes a slave to his desires. And there is really no slavery equal to that of his desires …..And what is true for individual is true for society.”

But Gandhi was not of the opinion that poor should be content with poverty but rather telling the rich that uncontrolled self-indulgence could not make one happy. Gandhi looked on rural development as consisting in large measure of changing individual preferences. Individuals may be impelled towards unlimited wants not only through their own desires but also through the prevailing social ethos. To conclude, Gandhian development was based on man/individual and prescribed ethical value load to sustain human development from further deterioration.

CONCEPT AND DYNAMICS OF SOCIAL DEVELOPMENT

Concept of Social Development as an Alternative Unified Approach to Development

Giving a human touch to the developmental procedure, social development is measured to be an alternative unified approach to development in developing countries like India. Social Development signifies human ascent. It refers to change that is intrinsic to the entity, to change that is held to be as much a part of the entity’s nature as any purely structural element. The thought of development is a culmination of the procedure which began with the dominant ideology of economic growth. The thought of development gets flopped if the benefits of growth are appropriated mainly through the top 10-
20% of the population. UN provides a unified approach to social development. It states:

- That no sector of population should be left outside the scope of change and development.
- That social development should effect structural change and activate all sections of population to participate in the development procedure.
- That there should be equitable sharing of income and wealth.
- That high priority should be given to the development of human potentials including vocational and technical training, provisions of employment opportunities and meeting the needs of deprived sections of society.

Development as a concept is broader than economic growth or economic development. Non-economic characteristics of development do not follow as an inevitable through-product of economic growth. Economic phenomenon is in fact a social phenomenon, they are social in nature and have social consequences. Any development planning limited to economic interrelationship, neglecting social circumstances and social implications, is bound to be misleading. So development has to be seen as a intricate whole. According to Gore ‘the concept of social development is inclusive of economic development but differs from it in the sense that it emphasizes the development of the society in totality that is, in its economic, political, social and cultural characteristics’. In the broadest sense “it signifies all characteristics of development that are of communal nature that is to say pertaining to society as a whole”. In a narrower sense, it would be used with reference to the human welfare characteristics of development that is improving the physical excellence of life and more equitable sharing of material and cultural goods. Social development may be used in connection with structural transformation in society seeking changes in system of stratification and in degrees of mobility.

In order to achieve these goals, economic development is essential, which mean augment in production leading to a high rate of growth as measured through GNP and which also provides for substantial augment in opportunities
for employment. In Indian context, rural development is prominent and integral part of social development. Social development requires decentralization of power and decision making so that procedure of planning at the grass root stage is made possible. This means active people’s participation in making political and economic decision involving their welfare. There should be combination of central leadership, central coordination and central possessions contribution with decentralized decision making and mobilization of local possessions to make social development programmes more effective.

**Relationship Flanked by Economic Growth and Social Development**

Social development refers to the overall progression of the society. Though, such modification in the social order is not possible unless the needs of the people are also satisfied. The need satisfaction of individual necessarily requires the prosperity of the economy. These two can be sustained through a cultural milieu which is supportive of economic prosperity and social equality and justice. The concept of social development thus is an amalgam of the social, economic and cultural resurgence of a society. Economic growth has freed more and more individual from the economic wants, but in the procedure, rather than broadening their sympathies for their fellow beings, the successful persons are becoming more and more selfish and are being alienated from their societies. Hence in economically urbanized societies, people have been preoccupied only with the ideals of freedom and equality and have rarely paid attention to the third thought of fraternity. So, one may say that the three principal ideals of society are indivisible and for their successful realization, all three should be pursued in their togetherness.

It is seen that, ‘liberty, equality and fraternity’ are as much the attributes of the urbanized individual as those of the urbanized society, as the individual and the society are interrelated. A urbanized individual is defined as one who is self-reliant, creative and sociable and a urbanized society is one which provides its members with freedom of choice and action, equality of opportunity and the scope to mix freely with one another. For the true
development of individual and the society, the development of the economy is necessary in so far as it sustains, the above attributes of the individual and the society. But through itself it is insufficient since it does not automatically lead to such attributes.

The augment in the power and status of the dominant group in the economic hierarchy is made possible through the network of effective ties in the middle of these people, who are all socio-economically powerful. Through the same token, the disadvantaged groups in the economic hierarchy are left behind because they have no effective ties with the powerful persons and the members of their own affiliation groupings are placed in similar disadvantaged circumstances. As a rule, all in excess of the world, the poorer sections belong to ethnic or affiliation groupings dissimilar from those of the mainly powerful members of their society. For the same cause, the same groups of people remain poor for generations and even for centuries together, as witnessed through SCs, and STs in India. Economic development, as it is promoted today, draws the economy more and more into the hands of market forces favor our the strong and deprive the weak. For instance, when a survival economy is rendered market oriented, new occupations are introduced which displace the older ones. The workers in the old economy do not get the opportunities to work in new occupations. The new occupations usually require skills at higher stages, for which the disadvantaged sections are ill-equipped.

So, very often people at the bottom of hierarchy are unable to avail themselves of the developmental opportunities even when they are presented to them. It has often been found that the developmental possessions planned for poor sections are under-utilized in areas where mainly people are poor. On the other hand, the better off sections manage to snatch absent much of the possessions meant for the poor. Only the prevailing system militates against their going forward. It so calls for a new approach towards their development the approach of “putting the last first”.

Dominant Factors that Characterize Development

In the procedure of addressing this global challenge, the very notion of development was expanded, refined and even restated. It has changed from an understanding of the thought in terms of economic growth, to a much broader thought that takes in all characteristics of human life. Development can be characterized through two dominant factors: economic reality, and socio-political exigencies.

Economic Reality

While discussing development in relation to Third World Countries, it was measured that low standard of living in these countries was a consequence of low productivity. The imperative, so, was to augment production and make the whole system more efficient. In the Third World Countries, dual economies exist. There are enclaves of highly productive modernized economies situated as islands in a ‘sea’ of survival economies. It was felt that there should be expansion of modernized economies including agriculture and absorb the survival sectors thereby eliminating poverty. The only solution to solve the problem of poverty is to augment production. So the Third World Countries adopted the formula of modernization, industrialization and urbanization. It was thought that the benefits of increased production would eventually “trickle-down” to the poor, thus eliminating poverty. But the observed fact was that growth did not translate itself into improvements in the life of the poor.

As far as India is concerned, it has the world’s second main population with in excess of one billion people in 2000 with a growth rate of 2 percent. Its rapidly expanding population has not only retarded economic progress but through rising pressures on natural possessions, contributed to severe environmental deterioration, and produced a labour force whose growth and size continue to exceed the economy’s absorptive capability. Widespread illiteracy is approximately 50 percent and infant morality rate remnants close to 75 per 1000. In excess of 40 percent of the world’s poor---those who live on less than $ 1 a day---reside in India. Poverty circumstances cover in excess of
one-third of India’s rural population and one-fifth of its urban residents. Agriculture is the primary economic action, occupying three-quarters of the labour force and accounting for 30 percent of GDP. At present India is self-sufficient in grain production. But in the close to future, situation is going to be hard. This is because, Indian farmlands have suffered severe ecological damage through deforestation, soil erosion and other degradation which have affected in excess of 2 million square kilometers of land. Production has stagnated and the possibility of expanding cropped area remnants doubtful. Poverty reduction strategies have to focus on dry land irrigation on which mainly of the poor are dependent. Despite rising stocks of food grain, food security has not been ensured because of sharing troubles in bureaucracy and political game playing.

There are rising concerns that any improvements in economic efficiency and economic growth may be achieved leading to greater income inequality, higher employment, sustained environmental damage, and declining real income for the poor and middle classes. Since development is seen as social progress, the yardstick is not only GNP but also social indicators of health, education, housing, employment, etc. to gauge how the poor are faring in the development procedure. An economist, Dudley Seers, has expressed his concern in this regard as follows:

- “The question to ask in relation to the country’s development is so: What has been happening to poverty, unemployment and inequality? If all three of these have declined from high stages, then there has been development. If one or two of these central troubles have been rising worse, especially if all three have, it would be strange to call the result development, even if per capita income doubled.”

Thus the major challenge facing the Indian government in twenty-first century is how to balance economic growth with equity, efficiency with employment, food production with sharing, and free markets with poverty alleviation.
**Socio-political Exigencies**

**Political Structure, Power and Interest Groups**

Economic policies alone do not determine the outcome of national approaches to critical development troubles. The political structure and the vested interests and allegiances of ruling elites (e.g. large landowners, urban industrialists, bankers, foreign manufacturers, the military, trade unionists) will typically determine what strategies are possible and where the main roadblocks to effective economic and social change may lie. The constellation of interests and power in the middle of dissimilar segments of the populations of mainly developing countries is itself the result of their economic, social and political histories and is likely to differ from one country to the after that. Mainly developing countries are ruled directly or indirectly through powerful elites, although small in number, to a greater extent than the urbanized nations are.

**Stability and Flexibility of Political Institutions**

Several Third World Countries have very recently gained political independence and have yet to become consolidated nation-states with an effective ability to formulate and pursue national development strategies. Until stable and flexible political institutions can be consolidated with broad public support, the social and cultural fragmentation of several countries is likely to inhibit their ability to accelerate national economic progress. Researchers have found that development is more influenced through the stability of the political regime than through its kind (democracy or autocracy). They also found that in the transition from dictatorship to democracy, the tremendous pressures from competing interest groups tend to slow down the economic growth and development but in the longer run, stable democracies experience higher growth than dictatorship.

**Lack of Political Wills**

The accessible proof makes it clear that in countries with development plans, lack of political will is the prime cause why mainly plans are never
accepted out. Where a country’s political leadership makes development a central concern, the people can also be motivated through a judicious use of economic incentives. Such a political will to develop on the part of national leaders will require an unusual ability to take a long-term view and to elevate national social interests above factional class, ethnic, or tribal interests. It will also necessitate the cooperation of the economic elites, who may correctly use their privileged positions challenged through such a development posture. Thus it requires an unusual ability and a great deal of political courage to challenge powerful elites and vested interest groups and to persuade them that such development is in the extensive-run interests of all citizens even though some of them may suffer short-term losses.

Effective social and economic change thus requires either the support of elite groups or the power of the elites be offset through more powerful democratic forces. In short, social development will be impossible without corresponding changes in the social, political and economic institutions of a nation.

Social Goals of Distributive Equity

In Layman’s language, development is understood as the sustained elevation of an whole society and social system towards a “better” or “more humane” life. It is a society where fruits of development are distributed equitably, and where rich not become richer and poor do not become poorer. What constitutes the good life? How could one explain that there is equitable sharing of possessions in a scrupulous society? To answer these question, Professor Goulet and others believe that ‘distributive equity’ should aim at achieving social goals which are common to individuals and societies. These relate to fundamental human needs that find their expression in approximately all societies and cultures at all times. Let us look at them.

Life Sustenance: The Ability to Give Vital Needs

All people have sure vital needs without which life would be impossible.
These “life sustaining” vital human needs contain shelter, health and protection. When any of these is absent or critically in short supply or distributed unequally, we may state without reservation that a condition of “absolute underdevelopment” exists. To this extent, we may claim that economic development is necessary condition for the improvement in the ‘excellence of life’ and for the realization of the human potential. Rising per capita incomes, the elimination of absolute poverty, greater employment opportunities and income inequalities, so constitute the necessary but not ‘sufficient circumstances for development’.

**Self-esteem: To be a Person**

The second goal is self-esteem – a sense of worth and self respect, of not being used as tool through others for their own ends. All people and societies seek some vital form of self-esteem, although they may call it authenticity, identity, dignity, respect, honor or recognition. The nature and form of this self esteem may vary from society to society and from one culture to another. With the advent of economic and technological advancement, national prosperity has become an approximately universal measure of worth. Development is legitimized as an indisputable measure of gaining esteem.

**Freedom from Servitude: To be Able to Choose**

The third goal of distributive equity is concept of freedom. Freedom here is not to be understood in the political and ideological sense, but in the more fundamental sense of freedom or emancipation from ignorance, misery, subordination, institution and dogmatic beliefs. Freedom involves the expanded range of choices for societies and their members together with the minimization of cultural constraints in the pursuit of social goals. The concept of human freedom should encompass several components of political freedom including personal security, the role of law, freedom of expression, political participation and equality of opportunity. We may conclude that development is both a physical reality and a state of mind in which society has, through some combination of social economic and institutional processes, secured the
Strategies For Development

Development strategies can be defined as the practical paths to development which may be pursued through international, non government organisations and community based organisation, or indeed individual’s states, in an effort to stimulate change within scrupulous nation, region and continents. Hettne (1995) provides a definition of development strategies as efforts to change existing economic and social structures and institutions in order to find enduring solutions to the troubles facing decision makers. Hettne argues that the term ‘development strategies’ implies an actor, normally the state. In order to sound more practical it is necessary to think of wider set of development oriented actors, including all those mentioned above.

The choice of strategies for development was decided through Third World Countries on the foundation of one fundamental societal decision; which come prior, distributive justice or augmentation of production ? In countries beset with mass poverty, population pressure and feudal obscurantism, distributive justice was more hard decision for it involved open class thrash about for bringing in relation to the basic institutional changes. The augmentation of production was less problematic. Distributive justice, amounted approximately to distributing poverty, and the second implied growth with or without distributive justice depending upon the structure of power, the constellation of class forces and their relative strengths and weaknesses. A large number of Third World Countries opted for growth first and India was one of them.

Upon the first decade of development (i.e. upto 1970) the GNP growth was measured a natural indicator of development. There were at least two major assumptions in relation to the this growth strategy:

- That a sure amount of saving and investment are significant preconditions for economic growth. It was postulated that if a country was able to attain a rate of growth of 6 to 8 % it could reach the take off stage. For this a net ingestible saving of 18-21 % was necessary. If
this was not possible through domestic savings, the balance required should be met through foreign aid and MNC involvement. Any foreign involvement would naturally mean that the investor will look forward to an area of investment which would get him maximum profit,

- The second assumption was that the GNP growth will automatically trickle down to the lower income groups.

Both these assumptions proved fallacies and the theory that the development path will proceed from initial inequality to greater equality proved unfounded.

The consequence of such a policy for several developing countries was that the limited capital accessible indigenously, coupled with foreign investments introduced a typically modern industrial sector which went on extending in the form of modern enclaves without creating the necessary linkages within the domestic economy. As a result these countries could not develop any capability to absorb increases of population or the requirements of their whole economies. This created a ‘dualism’ within the economics with enclaves of prosperity amidst masses of exacerbating inequalities. The trickle never reached ‘down’ to the bottom. This strategy of ‘development’ created more troubles than it could resolve for the society as a whole. In order to counter the failure of the growth strategy the ‘vital needs’ approach was evolved:

- To relieve as quickly as possible absolute poverty through rigorous direct assistance to those in desperate circumstances,
- To meet the vital needs of all in terms of material wants such as food, clothing, shelter and fuel, and also as some social needs such as education, human rights and what is described ‘participation’ in social life through employment and political involvement.

Though, the vital needs did not imply the dethronement of GNP, for the new strategy of sharing with growth could only take place within an expanding economy. It is pointed out that rich instrumental redistribution will encounter much less political resistance than would be the case if redistribution has to make the upper income group worse off in absolute terms.
The dynamics of the development procedure looks all too familiar. The procedure is initiated through helping the privileged and the better off classes with possessions, skills, etc. to improve their economic circumstances consequently making them more powerful. Meanwhile the condition of the underprivileged deteriorates. As unrest and terrorism threaten the security of the privileged classes, state intervention steps in to diffuse the terrorism through target oriented programmes. This constitutes the price that needs to be paid for maintaining the stable progress of the privileged classes. This is close to replication of the global phenomenon of GNP growth followed through increased prosperity of the few and rising poverty of the several, followed through the ‘vital needs approach’.

**CONCEPTS AND TYPES OF ECONOMIC SYSTEMS**

**Concepts and Kinds of Economic Systems**

**Economic Systems**

An economy is an organisation through which citizens make their livelihood. To deal with its internal troubles, every economy has sure norms and rules of conduct, described institutions. Possessions, industries, kin, money, etc. are examples of economic institutions. Economic system is a pattern of co-operation in the middle of associates of an economy with its specific institutions. It comprises the institutions that direct an economy. Ownership of means of production also determines the form of economic system of a nation. This would mean private, government or joint ownership of the means of production. A state makes a conscious choice of wants to be fulfilled in the face of its scarce possessions. The economic activities of production, consumption, sharing and swap together with the institutions follow a set arrangement to reach their economic goals. These arrangements evolve into economic systems.

**Characteristics of an Economic System**

Orderly institutional arrangement Man-made phenomenon Evolutionary,
**Kinds of Economic Systems**

**Capitalism**

The United States of America is an instance of a capitalist economy. What do we know of the economy of USA? The ownership of means of production lies in the hands of private individuals and institutions. It is wholly market based and profit is the guiding principle of all economic activities, regulated through the forces of demand and supply – that whatever is in demand will be produced since it yields high profits. The consumer is the supreme factor approximately whose choices the goods and services are based. It is also described a ‘Free Market Economy’ since all citizens have the legal freedom to opt for any occupation or agreement. In the words of R.T. Byte “Capitalistic economy may be defined as that system of economic organisation in which free enterprise, competition and the private ownership of property usually prevail”.

**Main Characteristics of Capitalism**

- **Price mechanism:** In the absence of external interference, the prices in a capitalist economy are determined in accordance with the movement patterns of demand and supply. The production decisions of excellence, quantity and place of produce are decided in tune with the price mechanism.
- **Freedom of enterprise:** The citizens are free to choose the occupation or profession based on his capability and liking. They can use their means of production as per their preferences.
- **Competition:** The number of competitors is high because of the attendance of market economy and price mechanism. Moreover, individuals can choose ways of by their means of production and with no restrictions on the profit motive.
- **Profit orientation:** All the economic activities are profit driven.
- **Sovereignty of the consumer:** ‘Customer is king’ principle prevails in a capitalist economy. Since the consumer, through his choices, decides on the demand and supply in the market, his satisfaction is given the utmost care.

- **Labour as a commodity:** Labour is accessible in the market for a price described wages from people with inadequate means of production who are unable to utilize their own labour.

- **No government interference:** The role of the government is protecting its citizens from foreign invasion, acts of terrorism and ensuring law and order in the state. It does not interfere in the economic activities.

**Merits of Capitalism:**
- Economic freedom
- Equal right to work
- Right to accrue wealth
- Rich choice of goods and services
- Encouragement to success and hard work
- Consumer as prime focus
- Excellence production

**Demerits of Capitalism:**
- Disproportionate sharing of wealth
- Neglect of public welfare
- Risk of cyclical fluctuations
- Ruthless competition
- Discord flanked by the haves and have-nots.
- Consumer sovereignty becomes a myth as mainly of the consumption choices are directed through advertisement and sales propaganda.

**Socialism**

Presently, there is no nation in the world that can be termed a truly socialist economy. After the great fall of the Soviet Union that claimed it to be
the antithesis of capitalist America, doubts in relation to the socialist economy have been abound. Even China has started adopting such economic events that cannot be categorized as a socialist economy. Nevertheless, in socialism the economic system is administered and regulated through the government. The objective is to secure welfare and equality of the society. In the words of Left witch, “in socialism the role of the state is central. It owns the means of production and directs economic action”.

Main Characteristics

- **Social or communal ownership:** All means of production are socially owned and utilized through the government. No individual ownership in any form is encouraged. Though, an individual can hold private property as is necessary for his survival.

- **Central planning power:** Based on a survey of accessible possessions (human and physical), a central planning power recognized through the government decides on economic issues. Accordingly, an exhaustive plan is made in pursuit of the pre-determined goals. The planning power prepares plans for the economy as a whole.

- **Government control:** It is present in all the economic activities and also in the central planning. Plans of the central planning power are accepted out only with the approval of the government.

- **Social welfare:** Driven through the noble pursuit of securing social welfare of all its citizens, the government at times carries out such economic activities that may not be profitable. This is done to realize the dream of ‘wellbeing of one and all.’

Merits of Socialism:

- Optimum usage of economic possessions
- Better way out to vital troubles
- Lesser cyclical fluctuations
- Rapid, balanced economic development
- Equitable sharing of income
- Better equipped to face economic crisis
Demerits:

- **No proper foundation of cost calculation:** The severest of criticism of this system is that it is hard to find out the foundation of calculating cost under it. Without this foundation neither the economy can function efficiently nor can the possessions be utilized in a proper manner.

- **Curtain of concealment:** Quoting the instance of Soviet Union of Russia as a socialist economy, we recall the usage of the term ‘iron curtain’ to describe the country. All activities and outcomes of economic activities were kept guarded until one day everything crumpled like a pack of cards.
  - End of consumer’s sovereignty
  - No importance to personal efficiency and productivity
  - Difficulties in the right implementation of the plan
  - Lack of freedom
  - Lack of motivation for work

**Mixed Economic System**

In India, after independence, while making the choice of an economic system, the Jawaharlal Nehru led nation decided on blending capitalism and socialism. Recognized as ‘mixed economy’ and rightly so, it aims to contain the best of the other two systems. It is characterized through the joint operation of the private and public sectors and allocation of economic possessions are done accordingly. In the words of Anatol Murad, “Mixed economy is that economy in which both government and private individuals exercise economic control”.

**Main Characteristics**

- **Partnership of the private and public sectors:** The public sector strives for the betterment of the interests of the common man, works towards more equitable sharing of income and promotes its ideals of a welfare state. The private sector too is given a specific responsibility.
- **Planned economy and government control:** Focusing on economic development, periodical plans for the nation are made through the Government to be adhered to through both the sectors. To reach the set destination and uphold social welfare, the private sector is regulated and controlled through the government.

- **Private property and economic equality:** Having permitted right to private property, the government through a well-planned mix of laws, taxes and welfare programmes ensures fair sharing of income and wealth.

- **Price mechanism and regulated economy:** While the prices of some essential commodities such as domestic fuel, railway fares, postal charges, etc., are in the hands of the public sector, the price mechanism also exists.

- **Profit motive and social welfare:** It is again a combination of objectives of capitalist and socialist economies. Though, if the Government is of the opinion that any private sector industry is hampering the progress of the society, nationalization is resorted to.

Merits:
- Economic freedom and capital formulation
- Competition and efficient production
- Efficient allocation of possessions
- Advantages of planning
- Economic equality
- Freedom from use

Demerits:
- **Unstable economy:** The current trend in India shows a strong shift to capitalist economy. Some decades ago the focus was socialist economy. Based on the strength at a given time, one sector dominates the other thereby tilting towards one economic system. This may destabilize the mixed economy in the extensive run.
• **Constrained growth:** Presently as riding on two horses, in a mixed economy neither the private sector is allowed to operate freely nor does the public sector function to its optimum efficiency. This prevents desired growth in both the sectors.
  - Lack of efficiency
  - Corruption

**Welfare State**

**Meaning**

When earthquake devastated Gujarat, the government with the help of the whole nation provided for the relief of the victims. Even now the government necessity is spending towards rehabilitation of these families. Likewise, the government provides subsidies, keeps its public sharing system (PDS) operational, mid-day meals to school children – all with an objective of social welfare. Ultimately, as stated in our Constitution, the government makes these efforts as a welfare state. The welfare state acts as a shield to its people throughout their lifetime. Offering help to optimum feasible extent, the welfare state also aims at providing minimum standards of health, economic security and civilized living thereby enabling its citizens to share in a state’s social and cultural heritage according to their ability. So, a welfare state:

- Assures a minimum earning, the market value of work notwithstanding.
- Allocates for social eventualities that might lead consequently to individual or family disaster.
- Ascertains that all citizens, irrespective of class or creed are provided with a wide range of social services.

The welfare of its people is the primary concern of a welfare state. In countries like India, it comprises both social insurance and social assistance schemes. Social assistance takes the form of free education, medical care, schemes for welfare and development of the weaker sections etc., whereas insurance against illness, unemployment, accidents etc. constitute social
insurance. With the objective of raising the standard of living of the masses, the welfare state ensures social security to them, with special focus on the deprived groups. For instance, in the state of Tamil Nadu an amount is provided to the unemployed youth every month till they find employment. This is social assistance, but the Employee State Insurance Act, 1948 ensures workers for medical benefits and this is social insurance.

Features

In providing services to the deprived, the welfare state functions on a relief, research and rehabilitation pattern. For instance when an individual is in utter poverty, assistance is given in the form of vital necessities, moving on to scientific enquiry into the reasons for his/her poverty and offering him/her permanent, appropriate source of income. Redistribution of the earnings of the affluent for the welfare and development of the disadvantaged sections of the society shapes part of the welfare state duties. Notably, the concept of welfare state believes that a person may be in want for no fault of his own.

The Three Es of a Welfare State

Any welfare state works with the following vision:

- Ensuring minimum standards of living of the people through social security.
- Equal sharing of income through transfer of wealth from the privileged to the deprived.
- Enhancement of national income through increased production.

India a Welfare State

The Constitution of India specifies its Government to build a welfare state. It stipulates the Government to give for:

- The right of all citizens to an adequate means of livelihood
- The right to work
- The right to education
The right to receive assistance from the government in the event of unemployment, old age, sickness and accidents.

Human circumstances of work and decent standard of living for all the workers

The Constitution also requires the State to work towards a fair sharing of ownership and regulation of the means of production, prevent hoarding of wealth and do absent with any form of manipulation of the working class, especially the women and children. Accordingly the government has enacted several laws such as

- The Employees’ State Insurance Act, 1948
- The Employees’ Provident Fund and Miscellaneous Provisions Act, 1952
- The Workmen’s Compensation Act, 1923
- The Maternity Benefit Act, 1961
- The Factories Act, 1948
- The Industrial Disputes Act, 1947
- The Plantation Labour Act, 1951
- The Mines Act, 1952
- The Payment of Bonus Act, 1965
- The Gratuity Act, 1972 etc., to ensure that the rights of workers are protected.

Many social legislations and laws to protect the rights of disadvantaged sections of the society (women, children, disabled, scheduled castes and scheduled tribes etc.,) have also been passed. The Land Ceiling Act and the taxation patterns have been devised to foster better sharing of wealth. Simultaneously, development activities are geared up to enable flow of steady employment and income to the poor.

The welfare and rehabilitation of the differently abled, the social deviants of the society etc., is also catered to through schemes and laws. The social sector comprising education, medical and health care services (with special focus on reproductive and child health), vital amenities is all catered to.
Though, the present economic situation is forcing the government to slowly deviate from its welfare state responsibility. The following are the troubles encountered in the running of a welfare state:

- High taxation to meet the mounting expenditure on the social sector which is economically unproductive.
- Indirect encouragement of dependency on the state through the masses (through the social schemes).
- Possibility of complacency in the middle of the working class, especially in the PSUs.
- Rise in price stage
- Use of controls
- Misuse of welfare schemes to stay the vote banks intact
- High corruption stages

**Globalization, Market Economy and Liberalization**

*Globalization*

It is a procedure of universalization of production and possessions, standardization of user tastes and their legitimization duly facilitated through the World Bank, International Monetary Fund (IMF), and World Trade Organisation (WTO). The path is towards a boundary free government of free trade and transactions based on competition. This was started in India in 1991 approximately a decade later to the world. The availability of for instance, McDonalds Fast foods and the ‘Colas’ are apt indicators of the globalization procedure taking roots in the country. Another perception to globalization processes is that a nation’s response to internationally spelt out economic directions takes the shape of lesser state expenditure, reduction of subsidies, impetus to privatization – to mention a few. Internationally it means “cross-border movement of goods, services, capital, information and investment”.

*Privatization*

It denotes the introduction of private ownership, management and control
in government enterprises. It also comprises:

- Swap of property rights from the public to the private sector
- Deliverance of public services contracted to the private sector
- De-regulation (areas hitherto reserved for the public sector will be opened to the private sector)
- Privatization of ownership through sale
- Privatization of management by leases and managing contracts
- Liquidation involving the closure of enterprises and the sale of their assets etc.

It has been found that Government undertakes expenditure reduction in those areas where it meets less resistance from pressure groups. It taps ‘soft sectors’ and social sector is measured as a soft area. Even within the social sector, sure things of expenditure which help the less privileged sections are axed first.

**Market Economy**

Market economy has appeared as a single powerful economic force in the world after the break up of the Soviet Republic. It has constructive and destructive effects. Constructively, being competitive brings in relation to the efficiency, closely following the demands and supply trends, thereby promoting consumer’s supremacy.

**Destructively, Market Economy**

- Emphasizes dominance of economic interests in excess of social interests thereby disregarding its social responsibilities.
- Highlights personal gains in excess of the social necessities of meeting the needs of the deprived.
- Stresses on self-regard and self-serving at the cost of public well-being
  Self-regulation is negligible in this system.

Consequently, the rich become richer and the poor, poorer. On the whole,
through encouraging the practice of the survival of the fittest, it rejects human aspect of development.

**Structural Adjustment Programme (SAP)**

India had to face a series of troubles in the early 1990s that dealt a severe blow to its trade and commerce. It started with the foreign swap crisis followed through the Gulf war. The Government was forced to import petroleum products at a higher price that lead to a heavy import expenditure. The previous commercial borrowings, high inflation rate, spiraling food prices combined with denial of fresh loans from other nations were stifling our economy. Obviously, with an already deficit government budget, monetary and fiscal deficit were mounting. Recession in exports, high imports led to negligible growth of industries and it was getting clear that under such circumstances, the government would be unable to repay its debts. In a move to bring back a healthy economical situation, the Indian Government adopted the Structural Adjustment Programme (SAP). SAPs are intended to:

- “Improve a country’s foreign investment climate through reducing trade and investment regulations,
- Boost foreign swap earnings through promoting exports, and
- Reduce government deficits (the variation flanked by government spending and what they raise in taxes, receive in aid) through cutting public expenditure”.

The SAP shapes part of IMF-World bank stipulations. Its main components are:

- Devaluation of the domestic currency
- Decrease in government expenditure on public services
- Abolition of price control
- Imposition of wage control
- Reduction in trade and foreign swap controls
- Restrictions on domestic credit
- Reduction of role of state in the economy
The proposed IMF-World bank reforms in the context of SA policy in India fall in the following categories:

- Further opening of the Indian economy to international competition through reducing custom duties and through attracting multinational companies and foreign investors through offering them several incentives at confessional terms.
- Restructuring public sector which will involve closing down of loss making units, putting a stop to its further expansion and introduction of some degree of privatization in profit making units.
- Reducing the role of planning and changing priorities.
- Introducing fiscal reforms through broadening the tax base, raising the excise duty as well as introduction of value added principles, further reduction in subsidies on food, fertilizer and export.
- Reduction in defense expenditure.
- These have come to be recognized as ‘new economic policy’.

**Widening Gap Flanked by the Rich and the Poor**

The globalization procedure in India has forced the government to restrict its accountability to well-being of the deprived and the labour market has witnessed drastic changes in the number of employment opportunities and the nature of employment offered, job security being the mainly hard hit. As is apparent, down sizing of the work-force through retrenchments and voluntary retirement is a common characteristic in India. We also find the government unable to allocate money for the social sector. The reduction of the fiscal deficit is inevitable which in turn involves reduction and in the extensive run elimination of four broad group subsidies.

- Food subsidy
- Fertilizer subsidy
- Export subsidy
- Raising user charges for electricity, road transport, irrigation, education and health.
Separately from the above, crucial restructuring of the public sharing system is also to be accepted out. This trend is going to have unwarranted effects on poverty and gender issues. These events are going to affect the sensitive segment of the population for whom the vital needs are going to cost more. In the procedure, the poor stagnate or negatively advance in poverty thereby lowering living standards. With fetching of essential requirements becoming the prime focus of the deprived, other development needs of education, health and women development etc., take a back seat. The removal of the subsidies will widen the gap of have and have-nots. Ill health and poor education will further augment the vulnerability of the poor.

“Globalization has direct effects on demographic processes. These contain movements of people within and crossways national borders, health and fertility outcomes, and changes in age structure. In excess of the after that 15 years, more than 1 billion persons will be added to the global total of 6.2 billion and approximately all of them will be net additions to world’s poorest countries. Urban populations will grow rapidly posing challenges to sustainable development. What happens through globalization of Indian Agriculture? He who enjoys the purchasing power can command the best consumables. For the teeming millions it will be the quantity rather than the excellence that will become the immediate concern in developing countries as a result of globalization of market economy”. This globalization procedure will seriously hamper social justice. There is decline in the government’s autonomy because of the present scenario as it is mostly the government that assures social justice.

With huge privatization, the employment opportunities in the government sector have begun to erode. This will have its effect on the job openings to the weaker sections of the society. All of us are aware that the private sector does not follow the reservation policy to set aside jobs to the disabled, scheduled castes, scheduled tribes or women. With profit oriented economy these welfare events are going to suffer. It will have a destructive effect on the country’s progress because it is through such practices the government has been striving towards development and self-reliance of the disadvantaged sections. In India
inequality is serious and worsening. This large rising poverty and inequality reduces the purchasing power of people, keeps them out of the market and so slows growth. Is it true that globalization is beneficial to the consumers?

Consumers are those who feel the need to take advantage of the abundant options before them in the form of products and services – be it automobiles, mobile phones, insurance schemes etc. The profile of these consumers is that they are mostly middle class living in cities, with secure income and employment. It is true that they have been the main beneficiaries of the market economy principle of ‘customer is king’. Though, when one moves from globalization to liberalization they lose benefits due to status quo. Likewise, these consumers will be hit as service providers when the situation arises. In short, the impact of globalization, privatization and market economy on the Indian society can be summed up as:

- Eroding of household income due to withdrawal of food subsidies
- Retrenchment of workers
- Health services to the poor is hit because of high cost of imported life-saving drugs
- Higher prices for essential commodities due to augment in fuel prices
- Curtailing the government outlay in social segment particularly on health and education affect the accessibility and excellence of those services.
- Overall augment in poverty
- Reduction on subsidies
- Wide disparities flanked by rich and the poor
- Illiteracy
- Changes in nature of employment
- Frustrations may provide rise to crime
- Social security will be reduced

To sum up, the impact will be especially harsh in circumstances where social safety is insufficient to protect the poor and susceptible groups from its immediate unfavorable effects throughout the transition period.
Role of Social Work Profession in this Changing Scenario

Social work as a profession will have to be geared up to face this challenge as poverty alleviation is still the primary agenda in any form of development initiative. It is indeed true that growth in itself will not reduce poverty. The profession has to work towards ensuring minimum standards of living to individuals. The scenario is very clear, the government will underplay its role of a ‘welfare state’ and it is the social workers’ prerogative to prevent such a drastic step. The first requirement is for the profession of social work to get its act together and work in coordination towards formulation of a forum for tackling the situation. It is significant that the citizens of India are well informed in relation to the LPG (liquidisation, privatization and globalization). From existing as mere clichés as it is now, information has to trickle down to the people. Indigenous strategies of social work have to be urbanized to deal with the impact of LPG on the Indian economy. The profession is faced with the valid criticism of borrowing western methods and strategies and this has to be put an end to.

The social security cover is not sufficient. So far social security is accessible in the form of pension, gratuity and benefits under VRS for the organized sector labour and food security made accessible to the poor through public distributions system (PDS). Actually the labour employed in the unorganized sectors is likely to be more adversely affected. Hence, protection of the welfare interests of the worst affected segments of the society on explanation of the implementation of economic reforms is very essential through a proper social safety net. In the given circumstances, it is vital that possessions, separately from those of the government, are involved in the social work procedure. For instance, there are industries, resident welfare associations, local bodies that have immense potential to be utilized for the development sector. The industries are already taking steps to incorporate social responsibility and are attending to the needs of the communities in and approximately their units. What has to be ensured here is that such efforts reach the beneficiaries and are sustained.

The private sector should be persuaded to play the role of welfare state – especially with regard to reservation in employment. As discussed earlier, the
vanishing act of the government as an employer will affect the weaker sections of the society who have been deprived for centuries together from access to education and other vital possessions. The private sector should be encouraged to take up this noble cause in the interest of the society. Organisations like Titan Industries Ltd. have been regularly employing the disabled in their factories and such practices should be encouraged. The focus of social work profession should shift to purposeful interaction in the policy making – especially when it concerns social characteristics. When the government decides to open a vast voluntary retirement scheme, the concentration should be on pre and post retirement life-styles of the employees. Wherever need be, contribution of the social work profession should be made. Moreover, social work cannot function in separation from political angles as well. Social workers should be effective to power the elected state representatives and other opinion leaders.

Periodically, research has to be undertaken through the social work professionals / institutions on the effect of globalization with special reference to development and human rights. The right to information has to be utilized to its optimum and the social workers should play a proactive role. It is imperative that product information that is beneficial to the society but detrimental to the transnational companies will have to be shared. For instance, the recent media coverage on the high pesticide content in popular soft drinks has been an eye opener to Indian and global consumers in relation to the attitude of transnational companies toward developing nations. Whenever, in the garb of privatization, government tries to disinvest even from the profit-making units, their ulterior motives should be exposed and the employees’ rights upheld. The need for social action is felt in these circumstances. The privatization of BALCO (Bharat Aluminum Company) is an indicator of things to come and the tough resistance through the trade unions has to be backed through social work profession.

Social work education should impart excellence training that creates clarity in the mind of the professionals in relation to the procedure of globalization and the emerging trends to facilitate social development with a human face. “The professionals should resolve conceptual disagreement of
social adjustment against social change and social action thereby laying more emphasis on need for social action to face the challenge of market economy”. Finally, it is necessary for the social work profession to be constant in its efforts towards removing the ill effects and malpractices arising due to market economy.

SOCIAL PLANNING AND SOCIAL POLICY

Concept of Social Planning

Planning is the procedure of preparing a blueprint of actions to attain stated objectives within a time frame. The determination of objectives, the specifications of targets, the strategy for mobilization of possessions, the allocation of outlays to dissimilar development sectors, the blueprint of actions (including their operationalisation in the shape of policies, programmes and their delivery system) are characteristics which have to be measured in any planning exercise. M. Webber defines planning as the procedure of making rational decisions in relation to the future goals and a future course of action, which relies upon explicit tracing of repercussions and the value implications associated with alternative courses of action and in turn requires explicit evaluation and choice in the middle of the alternative matching goal-action sets. Alfred J. Kahn defines planning as follows: Planning is policy choice and programming in the light of facts, projections and application of values. All of this may be summarized briefly as: Planning is policy formulation and realization through choices and rationalization.

Planning is essential because it enables us to formulate with some precision what we intend to achieve within a given time frame. Prioritization in the middle of several objectives enables us to demarcate the more significant objectives from those, which are less so. Once this is done one can decide what is feasible considering the possessions at hand and how additional possessions can be mobilized. So, planning is a more scientific path towards achieving development objectives, and for bringing in relation to the economic and social transformation in a systematic manner. Perhaps, the mainly significant cause, which comes to your mind, may be that you are faced with a
severe shortage of sure possessions/factors. Given the fact that each of these may also have dissimilar uses, you may be unable to decide how to utilizes these possessions. It is in such a situation that planning becomes very significant. So, you necessity plan the use of possessions in some rational manner.

**The Need for Planning in India**

An underdeveloped economy like India is characterized through inequalities of incomes and ownership of assets. The high incidence of poverty, coupled with these inequalities, makes the task of development particularly significant. There are also regional imbalances and troubles linked with the development of areas, which are disadvantaged due to geographical and ecological factors (as for instance drought-prone areas, flood-prone areas etc). Needless to say, planning in India has to be geared to meet these challenges.

**Concept of Social Policy**

Broadly speaking, the term ‘policy’ refers to the general guidelines or principles, which provide direction to a scrupulous course of action through the government or through an organisation. It also refers to, in a very specific sense, an planned or executed course of action.

**Definitions of Social Policy**

An effort to describe social policy is beset with several practical difficulties. Is there one social policy with capital S and P or are there multiple social policies with small s and small p? This question is relevant because we have social policies compartmentalized into a policy for scheduled castes, a policy for backward classes, a policy for weaker sections, a policy for women, a policy for children and so on. Does an addition of these policies make up a “whole” social policy? We have Directive Principles of State Policy, the Fundamental Rights and the preamble to the constitution. Do these make up a
social policy? In the light of the above dilemmas, in the following section, we effort to describe social policy: Social policy can be referred to both in the plural and singular case. When referred to in the plural, it denotes comprehensive and integrated set of policies in the social sectors such as health, social welfare, education, social security etc., when used in singular the term social policy refers to a specific governmental policy such as the policy towards the SCs and STs, the policy for providing universal education etc.

**Definitions of Social Policy**

According to David Gill: Social policies are principles/ course of action intended to power:

- The overall excellence of life in a society;
- The circumstances of living of individuals and groups in that society; and
- The nature of intra- societal relationships in the middle of individuals, groups and society as a whole.

According to Kulkarni “Social policy is the strategy of action indicating means and methods to be followed in successive stages to achieve the declared social objectives.” Marshall states that the term, “Social policy refers to the policy of governments with regard to action having a direct impact on the welfare of citizens, through providing them with services or income.” According to Prof. Titmuss, social policy represents a summation of acts of government, deliberately intended to improve the welfare of people. While summarizing the whole discussion, it can be said that social policy is a deliberate action on the part of individuals, collectivities and governments, undertaken to organize services, opportunities and social action so as to affect the life-styles of people and initiate a procedure to prevent, postpone, initiate and manage change.
Features of Social Policy

- Several writers on social policy including such well-known names like Titmuss, Donnison and Boulding have stressed that the distinguishing trait of social policy is its distributional or redistributive character. Thus the concern of social policy is with social and economic justice based on the principle of equality, which means that the redistribution of social possessions should take place from the better off sections towards the worse off sections of society.

- The second feature of social policy is its concern with weaker and vulnerable sections of society such as poor, women, children, disabled, backward classes so as to bring them at par with the rest of society. Thus social policies visualize of an egalitarian society where inequalities are reduced to minimum stage.

- Another feature of social policy is that social policies do not exist in separation. These are determined to a large extent through the socio-political scenario of a nation, its economic viability and last but not the least, through socio-cultural ethos of people of the nation. Now after Liberalization, Globalization and Privatization, policies have become global and changes in one corner of the world definitely leave impact in excess of rest of the world. Mainly live instance of this characteristic is the opening up of economy through mainly of third world countries in accordance with guidelines of World Bank and International Monetary Fund.

Objectives of Social Policy

- It is regularly stated that social policies aim to bring in relation to the skill change. In the final analysis all social policies are government policies as stated through Marshall and Boulding. As part of the operation of the government, social policy cannot hope to introduce fundamental changes in society, which would mean undermining the status quo on which government rests. Whether in the socialist countries or in the capitalist countries, the social policy cannot usher in
the fundamental structural change. It can only achieve moderate social change, whereby sure undesirable circumstances of a section or sections of society are redressed and as a result social tension is minimized.

- Pinker has argued that objective of social policy is minimization of sufferings and maximization of welfare.

- Another objective of social policy is improvement of excellence of life of people. It is necessary to ask whose excellence of life that we want to improve? This is a pertinent question in developing countries like India where majority of the population live in circumstances of serious deprivation, without being able to get even the vital necessities for survival. They are said to be living in absolute poverty or below the poverty row. According to World Bank the estimates of poor population in the developing countries is 57%. It should be very clear that the limited possessions of the developing countries cannot be utilized to improve the excellence of life of all the population of these countries. It has been very well documented through many studies that the major beneficiaries of development planning in the Third World have been the numerically small fraction of the population.

So the aim of social policy should be to redistribute social possessions so that the excellence of life of the top 20% of the population does not stay on improving at the cost of the provision of the vital necessities for the very survival of the 50 or 60% of the population. It is for this cause that Mahboob-ul- Haq has stated that the aim of development planning in Third World should be stated as the preservation of the very life itself and not as the improvement of the excellence of life, which presumes that the vital survival needs have been met.

**Models of Social Policy**

**Model A: Residual Welfare Model of Social Policy**

This formulation is closely related with laissez-faire position. With
concomittant social changes that have accompanied industrialization and urbanization, there appeared a grudging recognition that under rather exceptional circumstances, malfunctions of market or of the family, may necessitate some temporary supplement to social provisions. From the angle of policy, though, this approach perceives the family and the market as the only instruments for meeting human needs. There is emphasis on “means-testing” and “‘less eligibility”. Selectivity is inherent in such a policy-frame and only the poor who qualify means test are selected for benefits.

MODEL B: INDUSTRIAL ATTAINMENT --- PERFORMANCE MODEL OF SOCIAL POLICY

This incorporates an important role for social welfare institutions. It holds that social needs should be met on the foundation of merit, work performance and productivity. It is derived from several economic and psychological theories concerned with incentives, efforts and reward and the formation of class and group loyalties.

MODEL C: INSTITUTIONAL REDISTRIBUTIVE MODEL OF SOCIAL POLICY

This envisages built-in institutional social provision to overcome the stresses of modern intricate industrial urban life. This model sees social welfare as a major integrated institution in society, providing Universalist services outside the market on the principle of need. It is basically a model incorporating systems of redistribution in command-in excess-of-possessions-through time. Modern concept of social policy is inextricably bound with social justice. Mere equalization of opportunities in an in equalitarian socio-economic system reduces social justice presently to absurdity. Thus in the modern concept of social policy, concepts of positive discrimination and equity find prominent place. India follows this model while envisaging social policies. These three models are, of course, only very broad approximations to the theories and ideas of economists, philosophers, political scientists and sociologists. Several variants could be urbanized of a more sophisticated kind.
**Actors in Formulation of Social Policy**

Evolving social policy everywhere is a challenging task, more so in the age of dynamic technological changes affecting physical environment and social mobility. Policy formulation is done or influenced through following actors:

- Government
- Political parties
- Individual reforms
- Voluntary organisations
- Social action groups
- Plan documents
- Laws and courts
- Parliamentary committees
- Consumer reactions
- Technological breakdown etc.

**Troubles in Policy Implementation**

- Lack of political will
- Prevalence of coalition government
- Widespread corruption at each and every stage of functioning
- Financial constraints
- Red-tapism
- Erosion of moral values
- Financial constraints
- Inadequate staffing
- Absence of training
- Lack of people’s participation
- Gross mismatch flanked by actual needs and perceived needs of people
- Delay in getting justice.
Strategies for Effecting Changes in Policies

- Use of mass media
- Creation of public opinion
- Demonstrations
- Public Interest Litigation
- Discussions, Meetings and Seminars
- Building pressure in excess of government
- Submission of memorandum
- Signature campaign
- Pressure groups etc.

Social Development Through Planning

Planning gives expression to the thought of intervention and it is a central notion in social development. Advocates of planning contend that social and economic processes can be directed through rational intervention to improve society. The procedure of social development is not like the inherent procedure of social change that is continuously taking place in every living community. Rather, it is the result of conscious and deliberate intervention with the instruments of policy and planning to bring in relation to the non-random change towards the desired goal(s). The dictionary meaning of word ‘development’ is the act or procedure of growth to more advanced or mature state of condition. Development is measured as referring to economic characteristics alone. In order to see the relevance of social aspect of development one has to go back to history. In the wake of industrialization in Europe and in India too, came accelerated urbanization of unprecedented scale. With it also came overcrowding, slums, rural urban migration, social and occupational mobility, some degree of social breakdown, crime, delinquency and organized commercial vice. This is a familiar story, so familiar in fact that some amount of social disorganization came to be regarded approximately as natural and, so, inevitable concomitant of development. It is usually believed that there is nothing, natural, much less inevitable, in relation to the skill ills flowing from development and with
planned intervention, it is not only possible to prevent the occurrence, but in fact it is possible to marshall social forces so as to turn them to advantage, and this is to a large extent the area, actual and potential of social planning.

The advocacy of planning through United Nations in the 1950s reflected this view. While the United Nations advocated the adoption of economic planning to foster rapid growth, it also promoted a residuals approach to social welfare and social planning in which minimum government services catering to the needs of the mainly desperate sections of the population were created. This approach not only minimized governmental responsibility for social development, but also fostered the compartmentalization of social policy from economic development. The residuals approach was also criticized for failing to contribute to the overriding need for development. In the colonial period Welfare officers had sought to identify social interventions that would support economic development initiatives. The emphasis on residualism contradicted this thought and viewed social welfare as a drain rather than a resource for progress. Through 1960s, the criticism of residual approach intensified, the United Nations began to reassess its original approach. The United Nations adopted a new approach, which transcended the narrow emphasis on economic growth and sought to integrate economic and social planning. This approach was recognized as unified socio-economic development planning. As a result of these developments, several Third World countries throughout the 1970s began to expand the scope of their central planning agencies to incorporate social planning. New divisions concerned with social sector planning were created, more sociologists, and social scientists were recruited to work closely with economic planners, and there was a new effort to describe development in social rather than economic terms.

Throughout the 1970s, national plans began to describe development in terms of reducing poverty and raising stages of living. Social indicators were increasingly used to complement economic indicators. Plans also began to contain chapters dealing with sectoral fields such as education, health, and rural development, housing and social work services. Social planners also sought to identify the obstacles to improving people’s welfare. While some
were concerned in relation to the skill impediments to economic modernization, others focused on the role of use; wealth concentration and oppression in preventing progressive social change. Several were also committed to mobilizing investment for human capital formation. These ideas were widely used for social sector planning. Through the 1980s, considerable progress had been made in linking social and economic planning and promoting a unified approach to development. Throughout 1970s and 1980s, as a result of two major oil crises and unprecedented augment in global interest rate, several developing countries fell into debt and several governments were compelled to seek additional aid to meet the credit obligations. This resulted in the imposition through international agencies such as International Monetary Fund and World Bank of structural adjustment policies. These policies sharply reduced government intervention in the economy, curtailed social expenditures and limited social planning. As a result, the social planning initiatives, which were adopted in the 1970s, have been impeded and in some cases discontinued. Though, some countries supervised to uphold their commitment to unified socio-economic planning.

The unified approach to development planning requires that government economic and social plans be cautiously harmonized. The unified approach gives equal emphasis to economic growth and social progress, and requires that economic and social planners share a common commitment to improving the well being of the population. It requires that planners be properly trained for the task and that they acquire the technical expertise needed to formulate and implement effective social and economic policies. It also requires that governments make a commitment to promoting economic growth and fostering social welfare. It depends on state intervention, technical expertise, and political will. While unified socio-economic planning may be criticized for being top-down and technocratic, current social and political circumstances may well prove to be conducive to the revival of this approach and its adoption.
Social Planning in India

Jawaharlal Nehru, the architect of planning in India set up the national planning committee towards the end of 1938. He viewed planning as a way of developing the country avoiding the unnecessary rigors of an industrial transition in so far as it affected the lives of the masses living in India’s villages. Moreover, he recognized that planning was a positive instrument for resolving imbalances and contradictions in a large and heterogeneous country such as India. The committee, set up through him, measured all characteristics of planning and produced a series of studies on dissimilar subjects concerned with economic development. These, together with reports of earlier commissions and committees, prepared the ground for superior planned effort for the country after independence. Presently after the attainment of independence, government set up planning commission in 1950s to assess the country’s need of material capital and human possessions so as to formulate plan for their balanced and effective utilization.

Objectives of Planning

The Directive Principles of our Constitution visualizes an economic and social order based on equality of opportunity, social justice, and the right to work, right to an adequate wage and a measure of social security for all citizens. These directive principles give a guideline of state policy. Planning in India has to follow these guidelines and to initiate action, which will, in due course create, desired social and economic pattern. The directive principles are an expression of the will of people for economic growth and consequently the government adopted planning as a means for fostering economic and social development. Four extensive-term objectives were set out through the planners in India. They were:

- To augment production to the maximum possible extent so as to achieve higher stage of national and per capita income;
- To achieve full employment;
- To reduce inequalities of income wealth; and
• To set up a socialist society based on equality and justice and absence of use.

Planning in India has thus been conceived as a comprehensive procedure of developing material and human possessions in terms of defined social ends. The social structure envisaged was a socialistic pattern of society. The political framework being a federal government, the state governments and elected legislatures have their assigned spheres of action. The citizens were expected to participate in the procedure of planning on the widest possible scale.

**Five Year Plans**

The main vehicle of planning, though, was the Five Year Plan. Though the First Five Year Plan (1951-56) was basically a simple exercise of putting together programmes, targets and outlays, it provided the first milestones in rural development through the launching of the community development programmes, national extension services. Second five year plan was conceived in an atmosphere of economic stability. Agricultural targets fixed in the first plan had been achieved, price stages had registered a fall and consequently, it was felt that Indian economy had reached a stage where agriculture could be assigned a low priority and a forward thrust made in the development of heavy and vital industries of the economy for a more rapid advance in future. The vital philosophy of second five year plan was so to provide a big push to the economy so that it enters the take-off stage. Besides, the government announced its Industrial Policy in 1956 accepting the establishment of socialistic pattern of society as the goal of economic policy. This necessitated the orientation of economic policy to conform to the national goal of socialist economy.

In the middle of the priorities listed in the Third Plan, it was usually recognized that agriculture had the first place. Thus in its initial formulation at least, the third plan differed from the second plan. It is usually recognized that there was a general de-emphasis of agriculture in the second plan. The third plan attempted to reverse this. Indian planning suffered two major shocks
caused through exogenous factors in the 1960s. The first came in the shape of the war with China in 1962 and the second in the form of successive harvest failure in 1965 and 1967. The first shock caused a sharp augment in India’s defense outlays and a severe curtailment in public investment of the government. Consequently, the capital goods sector was badly hit. The crisis on food front was met with wheat imports from the USA. This situation exposed India’s dependence on international aid. Though, Indian planners woke up to the need to build food self-sufficiency as a result of these crises. The response of the government to the crisis came in the shape of the abandonment of the Five Year Plans. As a result, the period flanked by 1966 and 1969--- the Annual Plans stage -- is often labeled as the “Plan Holiday period.

The new strategy came to be implemented throughout the course of the Fourth Five Year Plan (1969-1974) and was more popularly recognized as the “Green Revolution” in agriculture. Even as the “Green Revolution” in agriculture was ushered, it was realized that “distributive justice” still remained a distant dream. Thus arrived the popular slogan of Garibi Hatao (Removal of Poverty) and with it came the emphasis on poverty alleviation as a separate planning objective in its own right. The Approach Paper to the fifth plan followed the recommendation of the Working Group in its definition of poverty in terms of nutritional inadequacy and ventured to put the explicit redistribution of incomes towards the lowest three deciles as an objective in itself. Thus, the vital approach of fifth five year plan was growth with redistribution. Though, on explanation of the serious harvest failure of 1972-73 and the oil crisis of 1973, inflationary pressures forced Indian planners to curtail the ambitious programmes they had envisaged. Public investment sustained to be under strain and as a result, several of the programmes had to be postponed to the after that five year plan.

The Sixth Plan (1980-85) again undertook eradication of poverty as its primary aim. Consequently, the programmes to eradicate poverty ---NREP, RLEGP (later merged into Jawahar Rozgar Yojana), TRYSEM, DWCRA, and Integrated Rural Development Programme---were strongly accentuated. The IRDP coupled with rural employment programmes, the Minimum Needs
Programme and the area development programmes meant that the Sixth Plan had strong emphasis on the rural sector.

Poverty alleviation sustained to be a central concern in the Seventh Plan. Growth of employment opportunities, human possessions and infrastructure development, removal of inequalities, an expanded system of food security, augment in productivity in agriculture and industry, participation of people in development and substantial improvement in agricultural and rural development administration, were recognized as priority areas. In the course of seventh plan, the emphasis had shifted towards the concept of modernization again-- this time in industry. With this came the relative de-emphasis on the public sector as an engine of growth. The eighth five year plan (1990-95) could not take off due to changing political situation at the centre. The new government which assumed power at the centre through June 1991 decided that this plan would commence on April 1992 and that 1990-91 & 991-92 should be treated as separate Annual plans. Eighth Five Year Plan (1992-97) was launched immediately after the initiation of structural adjustment policies and macro stabilization events which were necessitated through worsening balance of payment position and inflation position throughout 1990-91. Several structural adjustment policies were introduced slowly so that economy could be pushed to a higher growth path.

The Ninth Five Year Plan (1997-2000) launched in 50th year of India’s independence, was based on careful stock taking of strengths and weaknesses of past development strategies and seeks to give appropriate balance for socio-economic development of country. The principal task of this plan was to usher in a new era of growth with social justice, in which not only the government at the centre and states, but the people at large, even the poor can become effected in participatory planning procedure. One could obviously see here an understandable relationship flanked by the democratic and political processes on the one hand and the planning procedure on the other. The government in power naturally wants the development procedure to take place in accordance with its stated policies and this is given effect through the mechanism of five-year plans.
**Multi-Stage Structure of Planning**

The significant characteristic of planning in India is that it operates in a democratic framework, through a federal system, involving concurrent planning at the national and state stage. The federal nature of India’s Constitution demands planning at least at two stages i.e. Union and States (economic and social planning being in the Concurrent list). Though, in view of mixed economy resulting from a pluralistic socio-economic environment and the large size of some states, planning in India has to be viewed in terms of activities at dissimilar area and agency stages extending well beyond union and state framework. A multi-stage structure of planning for the country based on the politico-administrative structure is shown in Table given below.

<table>
<thead>
<tr>
<th>Planning Level</th>
<th>Political/ Administrative Territorial Equivalent</th>
<th>Planning Concept</th>
</tr>
</thead>
<tbody>
<tr>
<td>Macro-level</td>
<td>Nation</td>
<td>Central planning/policy</td>
</tr>
<tr>
<td>(National Plan)</td>
<td></td>
<td>planning/sectoral planning</td>
</tr>
<tr>
<td>Meso-level</td>
<td>State</td>
<td>State plan/Sectoral budgetary</td>
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<tr>
<td>(State Plan)</td>
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<td>planning/Regional planning</td>
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<tr>
<td>Micro-level</td>
<td>District (Decentralized Plan) development</td>
<td>District planning area development</td>
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<tr>
<td></td>
<td>Block</td>
<td>Block level planning</td>
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<tr>
<td></td>
<td>Village</td>
<td>Village production plan &amp; Planning for target group.</td>
</tr>
</tbody>
</table>

**National Stage Planning**

**Planning Commission**

The Planning Commission is the technical body for facilitating the planning procedure in India. It was set up through the Government in March
1950. Its chief function is to make an assessment of the material, capital and human possessions of the country, including technical personnel and investigate the possibilities of augmenting these possessions that are found to be deficient in relation to the nation’s requirements.

The Planning Commission performs its role as an advisory body functioning at the highest policy stage without further being involved in the responsibilities of day-to-day administration. The prime minister is the Chairman of Planning Commission. Within the general organisation of planning commission, the Programme Evaluation Organisation (PEO) has functioned since 1952 as an ancillary agency. It undertakes evaluation studies to assess the impact of selected Plan and programmes in order to give feedback to the planners and implementing agencies.

National Development Council

Under the constitution, the subject of economic and social planning is in the concurrent list as this is a subject in which the Centre as well as the states are interested and have to work in unison. The coordination of policies flanked by the two integrating structures of the federal set-up is brought in relation to the through a procedure of mutual consultation. The system of consultation in the formulation of policies on the foundation of overall national requirement is the central point of planning in the country. The National Development Council is the highest policy making body which provides the opportunity for plans to be formulated and implemented throughout the country as a unified development effort.

State Stage Planning

As in the centre, so also in the states, a number of organisations and departments are involved in the planning procedure. Let us now consider these:

State Planning Department

On explanation of diversity in administrative organisation in dissimilar
States and Union Territories of the country, it is not possible to have a single uniform pattern for the planning machinery at that stage. Though, a broad understanding of the position as it prevails in a large number of states is given in this section. In each state, there is a planning department, which is responsible for the preparation of the Five Year Plans, Annual plans, monitoring of the plans and usually the evaluation of programmes through its evaluation wing. Essentially the Planning Department is responsible for coordinating the development effort in the state. The five year plans for the state give framework within which Annual plans are prepared. These take into consideration the guidelines set through the Planning Commission. In mainly state in addition to the State Planning Department, there exists a State Planning Board. It comprises the ministers concerned, experts, non-officials and officials. Normally, the role of such a Board is advisory, relating to plan strategies. It also suggests ways and means to improve the working of several programmes in the state.

*Department of Economics and Statistics, Manpower and Evaluation*

In mainly states, within the administrative umbrella of the State Planning Department, there are departments of Economics and Statistics, Manpower and Evaluation. The Department of Economics and Statistics provides technical personnel at the state and lower stages for planning and monitoring of programmes. The Manpower department assesses the requirements and need for manpower in the coming years and enables the planning procedure to incorporate action plans for meeting the overall manpower requirements for plan implementation. The Evaluation Department as the name suggests, is entrusted with task of conducting evaluation studies of the several programmes being undertaken on concurrent or *ex post facto* foundation. Such studies give feedback to the government for enabling corrective action to be taken in regard to plan schemes.

*District Stage Planning*

Requirement of district planning arises from the need to supplement the national and state plans with a more detailed examination of potentials at the
mid-unit of administration i.e. the district. Such planning would help in investment decisions geared to the needs of each district. District planning, so, would involve striking a balance amongst specific needs of the people of the district, growth potentials of the area and budgetary allocation accessible. The organizational framework at the district stage should offer an integration of the political, district, administrative and local institutions for determining the programme of development for the district and the manner in which it can be implemented. Besides, its aim should be to bring all administrative operations at the district stage under effective coordination and control of single agency and clearly lay down a programme of work for the participating agencies (Panchayti Raj Institutions).

At the district stage mainly of the heads of departments are represented through officials termed as District stage Officers. For instance, there are Executive Engineers for PWD, Irrigation, Public Health, and Engineering Department etc. These officials are part of the planning procedure at district stage. In the context of major poverty alleviation programmes, viz., IRDP, NREP & RLEGP, in 1980 the District Rural Development Agencies were set up to plan, implement and monitor such programmes. In states like Maharashtra, there are District Planning and Development Committees (DPDCs), which take significant decisions with regard to planning rural development programmes at the district and lower stages. In other cases there may be District Planning Committees which are for coordinating the work of development programmes and sometimes for taking decisions related to location of projects such as schools, roads, villages to be electrified, villages where drinking water is to be provided, etc.

**Block Stage Planning**

The community development block is one of the stages at which the task of planning is undertaken in the country. In fact, it is the lowest administrative stage at which such an exercise is undertaken in India. Block planning essentially means planning for the development of block within a specified time frame. Whereas for a national plan the needs of several sectors will be taken into explanation at a micro stage, block planning essentially goes
through the planning exercise at the local stage. Needless to say, even small changes in living circumstances, as a result of the plan, are readily visible at such a stage. This encourages popular participation. Such public participation makes the block planning exercise more broad based and so, very vital. The block planning has its origin in the establishment of community development blocks under the Community Development Programme (CDP) in 1952. These blocks were measured as appropriate units for planning and development purposes. It was felt that this would facilitate people’s participation in plan formulation and implementation.

Block plans could not be formulated in the required manner as there was lack of expertise on the one hand and lack of coordination in the middle of dissimilar functionaries operating at that stage, on the other. As a result, though schemes were selected through the officers responsible for the integrated development of dissimilar sectors, these were implemented in separation; though, these schemes were put together to indicate the allocations for dissimilar programmes in a block. The fact that only a handful of blocks in the country have actually participated in the planning procedure has considerably weakened the block planning exercise in the country. Since block stage planning has been subsumed in the district planning exercise, this has undermined the progress of block stage planning in the country. Thus inspire of efforts made in some pockets in the country, block planning has through and large failed to materialize. So, in the years to come steps towards a coherent block planning exercise will first have to reckon with ways and means of actually installing this structure in the planning machinery.

Unless this happens we will only talking in relation to the a virtually non-existent tier in the planning structure. In a democratic and federal structure like ours, the procedure of planning has evolved on the foundation of consultations flanked by the central and state governments and involvement of the states in the planning procedure. In our country the planning procedure is basically decentralized in nature in the sense that the powers, responsibilities and duties have been handed in excess of to the people in general to ensure the effective implementation of plans and policies with maximum people’s participation.
Approaches to Social Planning

Approaches to social planning may be briefly recounted:

- **Sectoral Planning**: Planning through individual sectors like education, health, housing and social security are incorporated in sectoral planning. This approach advocates compartmentalization of development in dissimilar sectors as if these are watertight compartments and have nothing to do with each other. Its inadequacies stem from this compartmentalized approach. Little effort is made to integrate them.

- **Area Development Approach**: This approach contemplates that development of an area depends not only on the development of an adequate infrastructure network but also the way factors of the local economy are activated approximately the production infrastructure. In other words, for development of an area, spatial and functional integration is necessary. Thus, while rural growth centers give ideal locations for the provision of infrastructural facilities, their hinterlands are regarded as vital planning units for integrated multi-sectoral planning to achieve integrated development of an area. The approach, while taking area poverty into consideration, provides a balance flanked by several sectoral activities as well as spatial pattern of growth; though, it does not ensure that economic growth is being shared through all classes and communities of the rural areas.

- **Integrated Development Approach**: In the context of troubles in the area development approach as discussed above and the government policy to tackle the troubles of rural poverty, a new strategy of development, i.e. the integrated development approach has been urbanized because the area development approach through and large failed to address the question of inequalities in the sharing of employment, incomes and assets. A mere geographical emphasis, as is the case with the area development approach, has been found to be inadequate in solving the troubles. The Indian economy and social structure are characterized through widespread poverty, poor health
circumstances, illiteracy, use, inequitable sharing of land and other assets and lack of infrastructure and public utilities (roads, communications etc). Clearly, this means that the problem requires an approach that will take into explanation all these factors in devising a comprehensive strategy to further rural development. The concept of “integrated rural development” came into vogue with the need for a multipurpose thrust to rural planning. It stresses that several facets of rural development, which have an impact on rural life, are interrelated and cannot be looked at in separation. Thus, an integrated approach towards rural development is essential. The several dimensions of rural life---growth of agriculture and allied activities, rural industrialization, education, health, public works, poverty alleviation and rural employment programmes -- all form a part of an integrated approach to the troubles of rural development.

Components of Planning

- **Spatial Component:** Spatial plan would need to consider the physical possessions, land use and all human settlements in a region right from smallest settlement to the city. The spatial component would be such as to guide the development programmes through a location blue print, ensure distributive justice and bring in relation to the rural-urban integration and stability.

- **Economic Component:** Economic planning has traditionally been the case of core of planning, since a principle aim of development planning has been to augment employment and income. Essential prerequisites of economic planning are knowledge in relation to the state of following in the district:
  - Possessions;
  - Demographic characteristics;
  - Agro economic characteristics;
  - Socio-economic characteristics;
  - Infrastructural factors
  - Sectoral profiles
- **Social Component:** The task of a plan is also to reduce social inequalities, give social services and ensure public participation. For any plan, public participation is both an significant tool and a goal for development since planning is the medium of social transformation and means to bridge the gap flanked by government and the people.

- **Administrative Component:** success or failure of social planning is ultimately influenced through the political and administrative set up of planning machinery. Administrative arrangements of development were discussed in a number of workshops and committees in India. The working group on district planning in its 1984 report, measured the following administrative characteristics for smooth functioning of planning procedure
  - Establishing mechanisms for coordination and implementation of plan;
  - Introducing procedural innovations for release of funds and procedures for effecting inter-sectoral transfers;
  - Establishing procedures for monitoring and review of schemes.

**HUMAN DEVELOPMENT**

**Historical Journey of Human Development Philosophy**

Aristotle may be taken as the first thinker who gave the thought that wealth is only means to achieve something else. Kautalya in his Arthashastra has also written in relation to the skill welfare as an significant duty of the king. The early founders of quantitative economics and political economy such as William Petty, Gregory King, Adam Smith, Robert Malthus, Karl Marx and John Staurt Mill expressed their concern in economic development for better life-style and mainstreaming the poor. Although some of them had a narrow vision, still their views concerning standard of living and physical excellence of life were important. Throughout this period income was taken as means to achieve well being and better excellence of life. No doubt at that time human rights, maximization of opportunities and development of
potential capacities of the individual were not understood the way we take them today. Even then obsession for more income per capita or more national income was not there and it was not measured an end in itself.

The importance of wealth magnified with imperialism and colonialism. Ultimately 20th century witnessed a wild craze for wealth, income, GNP and GDP. Though, the experience of developing countries that income growth does not solve the troubles of mass poverty highlighted the other dimensions of development. At United Nations Research Institute for Social Development (UNRISD) Mc Graham and his associates worked on many indicators of development. After a lot of communal thinking MD Morries urbanized Physical Excellence of Life Index (PQLI). Hence development was envisaged as comprising infant mortality rate, life expectancy at age one and literacy rate. In this human well being has higher position than the rate of economic growth. In the first HDR 1990 HDI was discussed which incorporated life expectancy, literacy and real GDP per capita. In 1995 gender development index and gender empowerment events were introduced. Why does HDI surpass economic growth ? What is wrong in producing more and getting more profit ? At this point a natural question arises. Is there any conflict flanked by wealth maximization and human development? It may be answered in two ways:

- All human choices do not need wealth, as it has been said, “A society does not have to be rich to afford democracy. A family does not have to be wealthy to respect the rights of each member. A nation does not have to be affluent to treat woman and man equally……. The richness of a culture can be mainly self-governing of the people’s wealth”.

- Secondly national wealth may not bring in relation to the well being and if it is not evenly distributed or if the priorities of the planner are wrong. If people at the helm of affairs feel that health, knowledge, political participation, freedom and democracy are not significant, then they may spend/invest all national possessions on non-developmental heads. In that case national wealth will not give any relief to the poor and needy and inspite of prosperity human development will not be satisfactory.
With expansion of the concept of human development today, we know that quite a few pre-requisites are required for establishing a social order characterized through human development.

**Economic and Social Development**

The concept of social development is recent. Before that economic growth or GNP was used as a sole criterion for measuring development. But later on the situation was taken up in dissimilar manner and it was accentuated “what is described social development is both a part of, and the cause of economic development”. Prof. Gore did not take social development as a part of economic development. He would reverse the sequence “the concept of social development is inclusive of economic development but differs from it in the sense that it emphasizes the development of the totality of society, in the economic, political, social and cultural characteristics....... There are several more areas separately from social or welfare services.... prominent in the middle of these are areas relating to population policy, policy relating to urbanization, industrial location and environmental pollution, policy to regional development, policies for economic growth, income sharing and land reforms, policies governing administration and people’s participation in planning and in the implementation of plans”.

It is easy to understand that economic, social and human development is not contrary to each other rather they support each other. Though, their approaches and goals are slightly dissimilar. We can easily compare economic development, social development and human development. Economic development is maximization of income per capita, national income, more Gross Domestic Product, more Gross National Product, more marketing, better purchasing power, more industrialization, more export and import etc. Social development according to Copenhagen Summit 1995 comprises fighting against social exclusion, discrimination, poverty and unemployment. Human development is closely related to these two but its scrupulous emphasis is on
the excellence of life of every individual, group or community. It refers to life expectancy, adult literacy mean year of schooling, health, nutrition and opportunities to lead a fearless and decent life. We see that all the three are complementary to each other but not obligatory for each other.

**Human Development Index Measurement**

Human Development Index consists of GNP per capita, life expectancy and mean years of schooling. HDI is a combination of three vital components of human development, longevity, knowledge and standard of living. Longevity is measured through life expectancy, knowledge comprises adult literacy (one third weight) and mean year of schooling (two third weight). Standard of living is calculated through purchasing power based on real GDP per capita adjusted for the local cost of living and Purchasing Power Parity (PPP).

It is hard to measure HDI because there is no common measuring scale for years in schools life expectancy and purchasing capability. Due to this problem another system has been evolved. The HDI sets minimum or maximum of each dimension and then finds out the position of each country in that connection expressed as a value flanked by 0 and 1. Since the minimum adult literacy rate is 0% and maximum is 100%, the literacy (component of knowledge) for a country where literacy rate is 75% would be 0.75. Likewise the minimum for life expectancy is 25 years and the maximum is 85 years. In this case longevity component for a country where life expectancy is 55 years would be 0.55. For income the minimum is $ 200 (PPP) and the maximum is 40,000 (PPP). Income above the average world income is adjusted by a progressively higher discount rate. The scores for the three dimensions are then averaged in an in excess of all index. No doubt this kind of calculation is based on too much of averaged figures and it may not represent every section. Even then, this system provides a general picture. To get a more representative picture HDI of dissimilar groups in a country may be calculated on the foundation of region, race, gender or ethnic groups. As far as utility of HDI is concerned it is an alternative to GNP for measuring the relative socio-
economic progress of a nation. It also provides parameters of comparisons flanked by two countries.

**Human Development and Human Poverty Index**

Human development is enlarging people’s choice such as healthy and extensive life, right to be educated and freedom to enjoy a decent standard of living. Additional choices contain political freedom, human rights safety and security. If all these choices are denied then naturally it would be human poverty, if individuals do not have choice to lead a happy, healthy and extensive life, do not have opportunities to get best education, have no right to fulfill reasonable requirement of a decent living, have no freedom, dignity, respect or acceptance in the society, then they are victims of human poverty. Poverty has several faces. Income or consumption based poverty is also human suffering so ultimately it is also human poverty. Though, human poverty which means poverty of choices and opportunities is also wide spread.

**Three Perspectives of Poverty**

- **Income Perspective**: A person is confirmed poor if he/she can not fulfill his/her vital needs and he/she falls ‘below poverty row’ according to national standard. He can also be recognized as poor according to the global criteria of having less than one dollar a day income. Sometimes poverty is measured in terms of shortage of food, nutrition, calorie count or stage of consumption.

- **Vital Need Perspective**: This kind of poverty comprises deprivation in terms of food, clothing, housing, health facilities, educational opportunities and gainful employment. This is usually a result of unequal sharing of national possessions which leaves majority as resource less section of the population.

- **Capability Perspective**: This connotation of poverty refers to the lack of opportunities for leading a meaningful life as a useful and required individual in the society. It designates having no choice of
participating in political processes, having no status and role in the society or enjoying no right of utilizing societal possessions for personality growth and self fulfillment. A combination of these three is human poverty. The HDR 1996 advocated that development necessity be people centered, equitably distributed and environmentally and socially sustainable. It also emphasized that human development is an end, and economic growth is a means, and growth should bring in relation to the all round development. UNDP had prepared Capability Poverty Events (CPM) in HDR 1996. It comprises:

- The number of undernourished and under weight under five who have the capability to be well fed and healthy.
- The proportion of births ended through trained health personnel for those mothers who have the capability to reproduce in a healthy way without the fear of maternal mortality.
- The female illiteracy rate for women in excess of 15 years. This is a measure of the capability to be educated. India has a high percentage of CPM. Ashish Bose the well-known economist has urbanized Household Misery Index as an effort to quantify, excellence of life. The index has parameters such as:
  - Families without Pucca Home
  - Families without safe drinking water
  - Families without proper toilets
  - Households without electricity
  - Households with out proper cooking fuel.

According to this index Orissa is the mainly miserable state and Chandigarh is the mainly advanced one. It is quite clear that poverty is multi faced octopus which catches human beings with its hands and sucks his blood. No doubt poverty is the mainly pressing problem in mainly countries. India has countless victims of income poverty, human poverty, capability poverty and household poverty everywhere. Quite often the same section suffers from all kinds of poverty.
Human Development and Gender Issues

The data designates that human development has gained some speed in excess of the years but women are not getting equal share in the fruit of development. Efforts in the field of gender development remain futile to a great extent. HDR 1997 says 60% more women than men are illiterate. Female enrolment even at the primary stage is 13% lower than men’s enrolment. Women’s wages are only three fourth of the male wages. In order to be authentic in relation to it Gender Related Development Index (GDI) and Gender Empowerment Events (GEM) have been introduced. GDI is calculated on the same parameters as HDI. GEM reveals inequality in the key areas such as economic and political participation and share in managerial and supervising posts. It, thus, differs from GDI. GDI calculation is eye opener as no society treats woman as equal. HPI and GDI are closely associated. Countries lowest in HPI are lowest in GDI like Sierra Leone, Niger and Male. On the other hand income poverty and GDI are not closely associated. It means that prosperity and status of women are not necessarily related positively.

Globalization and Human Development

Globalization is through and large an economic ideology. National and International economic polices shifted sharply in the 1970 and 80s towards market friendly and profit based economic order. It was somehow a reaction of the socialist and proper economic trends. These were not regional but global wave. The global landscape is changing with shrinking space, shrinking time and disappearing through orders. But ultimately we see that the poorest are still marginalized and the poorest. But rich countries actually attained height beyond imagination. The situation is like this :

- The assets of the 3 richest people are more than the combined GNP of all the least urbanized countries.
- The assets of the 200 richest people are more than the combined income of 41% of the world population.
- Yearly contribution of 1% of the wealth of 200 richest people could help universal access of primary education to all (7-8 billion).

Inequality is rising in Ex-Soviet Union and Eastern Europe. Far East has faced unemployment and bankruptcies. Disappearing borders have given a base to global crimes, cyber crimes, cross border terrorism and narcoterrorism. The spread of HIV/AIDS is surpassing borders. Flow of culture is only one sided i.e. from rich countries to poor countries. Shrinking time and space is particularly meaningful in the context of OECD countries having 19% of the world population but have 91% users of internet. South Asia has a very small percentage of user’s inspite of being thickly populated. Some argue that globalization is not new and that the world was more integrated a century ago. Trade and investment as a proportion of GDP were comparable and with borders open several people were migrating abroad. What is new this time? The answer is:

New Market:
- Rising global market in services, banking, insurance, transport etc.
- New financial market- deregulated, globally connected working round the clock, with action at a aloofness in real time, with new instrument such as derivatives.
- Deregulation of antitrust laws and proliferation of mergers and acquisitions.
- Global consumer markets with global brands.

New Actors:
- Multinational corporation integrating their production and marketing, dominating world production.
- The World Trade Organisation – the first multilateral organisation with power to enforce national governments’ compliance with rules.
- An international criminal court system in the making.
- A booming international network of NGOs
- Regional blocks proliferating and gaining importance – European Union, Association of South East Asian Nations, Mercosur, North America Free Trade Association, Southern African Development Community in the middle of several others.
- More policy coordination groups, G-7, G-10, G-22, G-77, OCED.

**Human Rights and Human Development**

It is rather impossible to imagine a world adopting human development approach and ignoring human rights. “Human rights and human development share a common vision and a common purpose to secure the freedom, well being and dignity of all people everywhere”. Both of them work together to secure, freedom from discrimination and prejudices, from want, freedom from fear of insecurity, violence, torture, proxy war, and police action and freedom from injustice. Freedom of political participation, freedom to find a decent work without use is also essential. It is very clear that “human freedom is the common purpose and common motivation of human rights and human development. The movement for human rights and human development has had separate traditions and strategies. United in a broader alliance, each can bring new energy and strength to the other”.

Human development cannot ignore the importance of political liberties and democratic freedom. The human rights approach may offer an additional and very useful perspective for the analysis of human development. Human development makes people capable of enjoying human rights and socio-political liberties. We should keep in mind that human rights also have a contextual connotation. Human right in the Third World is neither understood through the masses not accepted through the authorities. In some countries Human Rights Commission is like an NGO without much official power. Nevertheless in India HRC is having an official position and it is supported through National Commission for Women and National Commission for Minorities (NCW and NCM). Things are improving very slowly in developing countries. No doubt human development is slowly understood and accepted, but human rights and civil liberties are often floating like rootless plants in the
developing countries.

**Human Development in India**

When we talk about the Indian experience we find out that India is moving in a positive direction. Its speed is slow and it also suffers from regional imbalances. At the same time it is hard to get representative averages because diversity is too much in India. Inspite of all this, India has attained a middle stage rank in the twenty first century. Population explosion and so several other pressing troubles created hurdles, but even then human development statistics provide us an optimistic picture. India has moved from low human development index to medium human development index in the recent past. Though, India is engulfed through so several troubles. Our old but still very pressing troubles are population, poverty and illiteracy. Besides them other equally significant troubles are corruption, orthodoxy, separatist tendencies, deforestation, terrorism, ethnic violence, fundamentalism, faulty urbanization, pollution etc. Amidst so several troubles, India is progressing in the social sector slowly and fighting against all the above mentioned troubles.

**REVIEW QUESTIONS**

- What is development?
- What is human development?
- What are factors responsible for development?
- Explain the main features of underdevelopment.
- Explain the concepts and kinds of economic systems.
- Explain the important role of social work profession in this changing scenario.
- Talk about the relationship flanked by human rights and human development.
CHAPTER 6
CONSTITUTIONAL AND LEGAL ASPECT

STRUCTURE

● Learning objectives
● Indian constitution
● Indian legal system and its relevance for marginalized and disadvantaged groups
● Public interest litigation
● Basic understanding of criminal procedure
● Social legislation and role of social worker in legal assistance
● Review questions

LEARNING OBJECTIVES

After reading this chapter, you should be able to:

● Understand the Indian constitution
● Understand the Indian legal system
● Understand the public interest litigation
● Understand the criminal procedure
● Understand the social legislation and
● Understand the role of social worker in legal assistance.

INDIAN CONSTITUTION

Basic Characteristics of the Indian Constitution

The basic characteristics of the Constitution unfold before the learners the essential characteristics inherent in the Constitution.

Lengthiest Constitution in the World

Indian Constitution, adopted through the Constituent Assembly on
November 2, 1949 is the *lengthiest Constitution* originally containing 395 Articles, divided into 22 parts and 9 schedules. We have incorporated 93 Amendments to the constitution as on January 2003. It has been a model for several developing countries.

**Ideals**

The ideals of socialism, secularism and democracy are enshrined and elaborated through the enacting provisions.

**Socialist and Secular**

The Preamble of the Constitution has incorporated the term ‘Socialist and Secular’ through the 42nd amendment of the Constitution in 1976. Socialist means the nationalization of the means of production and equal sharing of wealth whereas Secular aims at the separation of religion from the State.

**Sovereignty Resides in the People**

The introduction to the Constitution declares that the constitution of India was adopted and enacted through the people of India and they are the custodians of the republic.

**Parliamentary Form of Government**

The Constitution of India establishes a parliamentary form of government both at the Centre and the States. In a Parliamentary form of government, the Prime Minister and Council of Ministers are responsible for all their actions to the government, particularly to the Lower Home, *Lok Sabha*. When they lose their confidence with the people they should resign. When they refuse to resign the opposition parties will move a no-confidence motion and remove the government from power.
**Unique Blend of Rigidity and Flexibility**

Though India has a written constitution, the Indian constitution is not as rigid as the American constitution. It has incorporated the flexible nature in the procedures for amendments. There are three methods through which the constitution is amended. In other words, the procedure for amendment is simple, clear and well articulated and not cumbersome.

**Fundamental Rights**

The Fundamental Rights are guaranteed through the constitution to all its citizens through Part III of the constitution. The Fundamental Right deals with political and civil rights. It guarantees Rights to Equality, Right to Freedom, Freedom of Religion, Right against Use, Educational and Cultural rights and Rights to Constitutional Remedies. One can approach the Supreme Court directly in case of violation of Fundamental Rights.

**Directive Principles of the State Policy**

Part IV of the constitution deals with *Social, Economic and cultural Rights*. Though, they are not justifiable in the court of law. The thought of a ‘Welfare State’ envisaged in our Constitution can only be achieved if the States endeavor to implement them with a high sense of moral duty.

**Quasi - federal in Nature**

The nature of the State is federal, in the sense that the powers are distributed flanked by the Union and the State. But in times of emergency arising out external danger the Union Government assumes a unitary character and the union is empowered to legislate for all the States.

**Adult Suffrage**

All adult citizens above 18 are given the right to vote.
**Independence of Judiciary**

The Indian judiciary is self-governing as per the norms of separation of powers. The characteristics that go with the independence of Judiciary are direct appointment through the President, given decent salaries and perks on one hand, whereas judges cannot be removed, simply through executive.

**Judicial Review**

India borrowed this characteristic aspect from US. The judiciary can declare a law passed through the Union or State government as unconstitutional or null and void when it violates the rights guaranteed under the Fundamental rights to the people of India.

**Fundamental Duties**

The Fundamental Duties are incorporated to the constitution through the 42nd amendment. A set of ten duties are incorporated under the Fundamental Duties under Article 51 A.

**The Preamble**

The Preamble is an introduction to the constitution. It sets out the goals, the values and the ideals for which our country stands. The objectives specified in the Preamble contain the basic structure of our constitution, which can not be amended in exercise of the power under article 368 of the constitution. The preamble is a part of the constitution which reads as:

- “WE THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN, SOCIALIST, SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens: JUSTICE, social, economic and political; LIBERTY of thought, expression, belief, faith and worship; EQUALITY of status and of opportunity; and to promote in the middle of them all; FRATERNITY..."
assuring the dignity of the individual and the unity and integrity of the Nation.

In our constituent assembly this twenty-sixth day of November 1949, do hereby adopt, enact and provide to our selves this constitution”. The Forty-second amendment to the Constitution in 1976 incorporated terms such as ‘Socialist and Secular’ and ‘Unity and Integrity’ of the nation in the preamble. Pluralism is the keystone of Indian Culture whereas religious tolerance is the bedrock of Indian secularism. The Preamble may be involved to determine the ambit of:

- Fundamental rights and
- Directive Principles of State Policy.

From the preamble it is clear that India has appeared as a Sovereign, Socialistic, Secular, Democratic, Republic ensuring to its citizens Justice, Liberty, Equality, and Fraternity.

**We the People**

The power to govern is drawn from the people of India so, sovereignty, resides with the people of India.

**Sovereign**

This means that India is no more under the domination of any foreign country and any external force can not power its decisions. It is a free and self-governing country. It can acquire foreign territory and if necessary, cede a part of the territory in favor of a foreign state.

**Socialist**

There are several definitions for socialism but one well accepted explanation is the nationalization of the means of production and equal sharing of wealth.
**Secular**

This means a State taking a neutral position on religion. It is separation of State and religion. There is no official religion in India. Secularism pervades its provisions which provide full opportunity to all persons to profess, practice and propagate religion of their choice. All religions will receive equal treatment. It is neither a theocratic nor an atheistic state.

**Democratic**

The Democratic has been introduced with a view to realize the political, economic and social democracy. Political democracy means one vote for one person and rotation of government. Social democracy means absence of discrimination on the foundation of caste, religion, race, gender etc. Economic democracy means to bridge the gap flanked by rich and poor in terms of income and sharing of wealth.

**Republic**

In the self-governing India the Head of the Republic, President is elected which means, we have put an end to the hereditary rule.

**Justice**

The term justice being used in its widest possible sense which is made clear through the addition of the objectives ‘social, economic and political’ to justice. It intents not only creating an environment in which social, economic and political justice is assured but also work positively against any form of discrimination existing in the society on the foundation of caste, community race, religion or otherwise.

**Liberty**

It is the basic freedom set forth through the French Revolution. Our Constitution believes in freedom of dissimilar nature---social, civil and
political as articulated through the fundamental rights in the Constitution under Part III.

**Equality**

‘Equality before law’ and ‘equal protection of laws’ are guaranteed under the Fundamental Rights, enshrined in the constitution.

**Fraternity**

Fraternity, according to Dr. Ambedkar, is “a sense of common brotherhood and sisterhood of all Indians”. Without fraternity he was clear in his mind that “equality and liberty will be no deeper than coats of paint”. The structural part of the constitution is, to a large extent, derived from the Government of India Act, 1935 whereas its philosophical part has several other sources. In our constitution, Fundamental rights partly derives its inspiration from the Bill of Rights, enshrined in the American constitution; Directive Principles of State Policy from the Irish Constitution. We had added the principle of cabinet government and executive legislature relationship from the British experience.

The Canadian Constitution partly proved source for Union-State relations whereas Australian constitution provided us concurrent list, privileges of the members of parliament and matter related to trade and commerce. Besides these, we have also several indigenous and innovative ideas like Panchayats, international peace and security. Constitution is a living and organic thing. It is not to be construed as a mere law, but as the machinery through which laws are made.

**Fundamental Rights**

Fundamental rights are the political and civil rights meant for all the citizens. Kept in Part III of the constitution, Fundamental Rights are borrowed mainly from the UDHR (Universal Declaration of Human Rights, 1948) and Bill of Rights enshrined in the American constitution. Fundamental rights
have paramount importance in the constitution as it declares that all laws inconsistent with or in derogation of the fundamental rights shall be void. Further, State shall not make any law which takes absent or abridge the rights conferred in Part III of the constitution. The fundamental rights are provided to protect the dignity of the individual and to create circumstances in which every human being can develop his or her personality to the fullest extent possible. The constitutional remedies make the fundamental rights active, alive and functional.

**Classification of Fundamental Rights**

Broadly fundamental rights can be classified, based on nature, in six groups.

- Right to Equality (Arts. 14-18)
- Right to Freedom (Arts. 19-22)
- Right against Exploitations (Arts. 23-24)
- Right to Freedom of Religion (Arts. 25-28)
- Cultural and Educational Rights (Arts. 29-30)
- Right to Constitutional Remedies (Arts. 32-35)

**Right to Equality (Arts 14-18)**

Article 14 – The State shall not deny any person ‘equality before law’ and ‘equal protection of laws’ within the territory of India. The source of article 14 lies in American and British constitutions. ‘Equality before law’ is borrowed from the British Constitution and negative in connotation implying the absence of any special privilege in favor of the individual whereas ‘Equal protection of laws’ is borrowed from US, but positive in connotation. It means that all people have to get equal treatment in similar circumstances. The element of *reasonableness* is an significant consequence to apply this right. It is also accessible even to foreigners and aliens alike. To spell out, the *principle of equality* in greater detail, Article 15 directs that the State shall not discriminate against a citizen on grounds of religion, race, caste, sex or place of birth or any of them. It prohibits discrimination but permits state to make
Article 15-clause (1) --- the State is prohibited to discriminate flanked by citizens on grounds only of religion, race, caste, place of birth or any of them. Though, Art 15-Clause (2): prohibits discrimination through the State and the citizens with regard to access to shops, public restaurants, hotels and places of public entertainment or the use of wells, tanks bathing ghats, roads and places of public resorts maintained wholly or partly out of State funds or dedicated to the use of general public. Recognizing need of special protection, it offers special protection for women and children [Art 15 (3)] and provides reservation for socially and educationally Backward Classes of the citizens or for the Scheduled Castes and Scheduled Tribes. [Art 15(4)]

Article 16 creates the right to equality of opportunity in public employment which explains that no citizen shall be discriminated against or is ineligible for any employment or office under the State on grounds only of religion, race, caste, sex, place of birth, descent or residence. Two additional grounds ‘descent and residence’ which was not incorporated in Art. 15 have been added in Art.16.

The Art.16-(4) provides reservation for appointments or post in favor of any Backward Classes of citizens who, in the opinion of the State, are not adequately represented in the service under the State.


Likewise, state has abolished all the titles to create equality in the middle of citizens in the free and self-governing India. Military and Academic distinction are though exempted from the provision for they are an incentive to further efforts for the perfection of the military power of the State.
Rights to Freedom (Arts. 19-23)

Freedom as fundamental rights has been explained under Arts. 19-23. All citizens shall have the right to freedom of speech and expression, peaceful assembly without arms, unionization or forming association, free movement and freedom to settle anywhere within country. Citizens have been granted freedom to express one’s conviction and opinions freely through word of mouth, writing, printing, pictures or any other mode. It comprises the freedom of press. So, pre-censorship of newspapers and magazines are invalid. The above rights have some reasonable restrictions. The grounds of restrictions for freedom of speech and expression are:

- Security of the State
- Friendly relation with foreign States,
- Public order,
- Decency and morality,
- Contempt of Court,
- Defamation,
- Incitement of an offence, and
- Sovereignty and integrity of India.

The right of assembly comprises the right to hold meeting and to take out processions. This right is subject to the restriction of being peaceful and without arms. Citizens have right to form, to join an association or trade union. Every citizen of India has also the right to reside and settle in any part of India but the grounds of restriction contain the interest of general public as well as State [Art. 19 (1)(d)]. Right to Property is not a fundamental right but it is a legal right. Under article 19(1) (f), Citizens have rights to acquire, hold and dispose of property. This is dropped through the 44th amendment to the Constitution in 1978. Further, all citizens shall have the right to practice any profession or to carry out any occupation or trade or business with reasonable restrictions, in the interest of general public and in prescribing professional or technical qualification necessary for practicing any profession or carrying out any occupation, trade or business.

The Indian Constitution observes that ‘no person shall be convicted of any
offence except for violation of law in force at the time of the commission of the act charged as an offence nor be subjected to a penalty greater than that which might have been inflicted under the law in force at the time of commission of the offence’. (This is recognized as ex-post facto law). It also guarantees a person against a double jeopardy i.e. a person should not be punished twice for the same offence. While constitution prohibits ‘self incrimination’ which means no person accused of any offence shall be compelled to be a witness against himself. Protection of life and personal liberties means that ‘No person shall be deprived of his or her life or personal liberty except according to procedure recognized through law’. Thus, assures personal liberty of citizens against the arbitrary action on the part of the law enforcing authorities. We have been provides safeguards against arbitrary arrest and detention. Accordingly, Article 22 guarantees four rights to the person who is arrested under an ordinary law.

- The right to be informed as soon as, may be the ground of arrest.
- The right to consult and to be represented through a lawyer of one’s own choice.
- The right to be produced before a magistrate within 24 hours.
- The freedom from detention beyond the set period except through the order of the magistrate.

Preventive detention is opposite to punitive detention. While the purpose of punitive detention is to punish a person for what he has already done, the objective of preventive detention is not to punish a person for having done something but to intercept before one does it and to prevent him/her from doing it. The period of detention has been decreased from 3 months to 2 months and also the composition of review/advisory board has been changed after the 44th amendment to the constitution, 1978. The following are some of the preventive detention laws in operation. Human Rights activists also call them as ‘black laws’ such as:

- MISA (Maintenance of Internal Security Act, 1971),
- COFEPOSA (Conservation of Foreign Swap and Prevention of Smuggling Activities Act 1974),
- TADA (Terrorist and Disruptive Activities (Prevention, Act 1985) and
- POTA (Prevention of Terrorist Activities Act 2002).

**Rights against Use Arts 23-24**

Article 23 prohibits trafficking in human beings, beggar, slavery, and other similar shapes of forced labour. Art.23- Clause (2) permits the State to impose compulsory services for public purposes. Trafficking in human being means selling and buying men, women and children like marketable commodities. The traffic in human beings contain slavery, immoral traffic in women and children for immoral purposes like sex work and other shapes of forced labour. The Constitution clearly prohibits employment of Children below 14 years of age in factories and hazardous employment (Art. 24). The government has enacted many laws to prohibit children from working. Some of the legislations are Employment of Children Act, 1938, Children (pledging of labour) Act, 1933, the Mines Act, 1952 and Child Worker Regulation Act, 1986.

**Rights to Freedom of Religion**

The term ‘religion’ is not defined in the Constitution whereas it also guarantees secularism as one of the ideals of the Constitution. It guarantees a) freedom of conscience, b) freedom to profess, practice and propagate any religion. Reasonable restrictions to this freedom are religious liberties subject to public order, morality and health (Art. 25). Further subject to public order, morality and health every religious denomination or any section should have the following rights to establish and uphold institutions for religious and charitable purposes:

- To manage its own affairs in the matters of religion.
- To own and acquire movable and immovable properties.
- To administer such properties in accordance with law.

In order to ensure the secular character, Art. 27 provide ‘no one shall be compelled to pay any tax for the promotion or maintenance of any scrupulous
religion or religious denomination’. This is to ensure the secular character of the State. Consequently, there is prohibition of religious instruction in State aided institutions.

Cultural and Educational Rights

State has been entrusted responsibility of protection of interests of minorities (Art. 29). It also confers minority’s right to establish and administer educational institutions and provides following four distinctive rights:

- Right of any section of citizens to conserve its own language, script or culture [Art. 29 (1)].
- Right of all religion and linguistic minorities to establish and administer educational institutions of their choice [Art. 30(1)].
- Right of an education institution not to be discriminated in matters of State aid on grounds that it is supervised through a religious or linguistic minority [Art. 30 (2)].
- Right of the citizen not to be denied admission in to any State maintained or State aided institutions on grounds of religion, caste, race or language [Art. 29 (2)].

The word ‘minority’ has not been defined in the constitution but it has intent to use term in wide sense i.e. section of citizens. Minorities shall be protected in respect of their language, script and culture. The state shall not make any law that operates oppressively or prejudicially.

Right to Constitutional Remedies

Realizing the futility of granting rights without an effective machinery for their enforcement, the Constitution makers incorporated in chapter III itself the rights to Constitutional Remedies. Article 32 guarantees to a person the right to move the Supreme Court directly for the enforcement of their fundamental rights. The Supreme Court can issue several kinds of writs for the enforcement of these rights. The right to Constitutional remedies shall not be suspended except as otherwise provided in the constitution that is throughout
emergency under Article 352. Article 32 has been described the cornerstone of the whole edifice set up through the constitution. Dr. Ambedkar described it “the very heart and soul of the Constitution”. One can seek redressal through following petitions.

*The Writ of Habeas Corpus*

It means “To have a body”. It is a powerful safeguard against arbitrary acts not only on private individuals but also of the executive. This writ can be filed through any one including the arrested person, his relatives, friends etc. This petition will force the arresting authorities to produce the person bodily in the court.

*The Writ of Mandamus*

Literally means ‘we command' This writ commands the person to whom it is addressed to perform public or quasi public legal duty which he has refused to perform and the performance of which cannot be enforced through any other legal remedy.

*The Writ of Prohibition*

It simply means to forbid or to stop. The Supreme Court or High Court issues directions to an inferior court or institution of governance, forbidding the latter to continue proceeding in a case in excess of its jurisdiction or to encroach on jurisdiction with which it is not legally vested.

*The Writ of Certiorari*

It means ‘to be more fully informed of’. It is issued to a lower court after a case has been decided through it denouncing or abolishing that order. The objective is to secure that order. Jurisdiction of an inferior court does not encroach the jurisdiction which it does not possess.
The Writ of Quo warranto

The writ of Quo warranto means ‘through what warrant or through what order’. It is a proceeding through which the court inquires into the legality of the claim, which a party asserts to a public office and to remove from his or her employment if the claim is not found.

Fundamental Duties

The fundamental duties are incorporated through the 42nd Amendment to the Constitution in 1976 as Article 51-A in Part IV-A. India is the only country having in the Constitution rights and duties side by side. Rights and duties are correlated. The following ten are the charter of duties for the citizens of India:

- To abide through the Constitution and respect its ideals and institutions, the National flag and the National Anthem;
- To cherish and follow the noble ideals which inspired our national thrash about for freedom.
- To uphold and protect the sovereignty, unity and integrity of India;
- To defend the country and render national service when described upon to do so;
- To promote harmony and spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- To value and preserve the rich heritage of our composite culture;
- To protect and improve the natural environment including forest, lakes, rivers and wild life, and to have compassion for living creatures;
- To develop the scientific temper, humanism and the spirit of inquiry and reform;
- To safeguard public property and to abjure violence;
To strive towards excellence in all spheres of individual and communal action so that nation constantly rises to higher stages of endeavour and attainment.

There is no provision in the Constitution for direct enforcement of these duties. These can not be enforced through writs, but can be promoted only through constitutional methods. Their inclusion has been justified on the foundation that they would help to strengthen our democracy. These duties are obligatory on citizens. It is only through education and enlightened public opinion that a feeling of pride and responsibility towards these constitutional duties to the nation can be inculcated in the citizens.

**Directive Principles of State Policy**

In Part IV of the constitution, Directive Principles of the State policy are explained from Art. 36 to Art. 51. It is borrowed from the Irish Constitution. The objective of Directive Principles is to embody the concept of ‘welfare state’. Thus *Directives* have been held to supplement fundamental rights to achieve the ideals of welfare state. The *Directive Principles of State policy*, deals with the social, economic and cultural rights. Unfortunately they are not justifiable in the court of law when it is violated. Though, *Directive principles* are fundamental in the governance of the country. These are the directions to the State and law making bodies to stay in mind while framing policies and laws. The *Directive Principles* have not been properly classified in the Constitution. Yet they can be conveniently divided into the following categories.

**Socialist Principles**

- Equal sharing of wealth and material possessions in the middle of all classes of people so as to prevent its concentration in a few hands. (Art. 38 and 39)
- Provision of adequate means of livelihood to all the citizens. (Art. 43)
• Equal pay for equal similar work for both men and women. (Art. 39)
• Right to work, education and public assistance (Art. 41)
• To ensure presently and humane circumstances of work, a decent standard of living, full enjoyment of leisure and social and cultural opportunities. (Art. 42)
• Maintenance and protection of health and strength of all citizens.
• To make provision for public assistance in case of unemployment, old age, sickness, disability and other cases of undeserved want.
• To raise the stage of nutrition and standard of living and to improve public health (Art. 47)

_Gandhian Principles_

• Prohibition of intoxicating drinks and drugs. (Art. 47)
• To organize village Panchayats. (Art. 40)
• To give free and compulsory education for children up to the age of fourteen. (Art. 45)
• To promote with special care the educational and economic interests of the weaker sections of the people and particularly scheduled castes and scheduled tribes and protect them from social injustice and all shapes of use. (Art. 46)
• Prohibit to the slaughter of cows and calves and other milch and draught cattle and to promote animal husbandry for improving their breed. (Art. 48)
• To organize agriculture and animal husbandry on modern and scientific rows (Art. 48)

_Liberal Principles_

• To promote international peace and security (Art. 51)
• To uphold presently and honorable relations flanked by nations.
• To foster respect for international law and treaty oblations in the dealings of organized people with one another.
• To encourage settlement of international disputes through arbitration.
**Miscellaneous**

- To separate Judiciary from the Executive (Art. 50).
- To protect monuments, historical buildings and places and objects of national importance. (Art. 49)
- To secure for the citizens Uniform Civil Code throughout the territory of India. (Art. 44)

Directive Principles of State Policy are important to realize ideals of welfare state and to achieve social justice.

**INDIAN LEGAL SYSTEM AND ITS RELEVANCE FOR MARGINALIZED AND DISADVANTAGED GROUPS**

**Structure of The Indian Judiciary and Dissimilar Courts**

**Historical Development of Indian Legal System**

Way back in 1773, there was provision for a legal member in the Governor General’s council under the Regulating Act. Since then the British rulers took interest in setting up of courts to administer criminal and civil justice. The Government of India Act of 1935 had a provision to set up a Federal Court with original and appellate jurisdiction. In 1950, the Constitution of India, provided an elaborate structure of legal system starting with the Supreme Court as an apex legal institution down to the court at the panchayat stage.

**Structure of the Indian Judiciary and dissimilar Courts of Appeal**

Under our Constitution, there is one unified judicial system and a hierarchy of courts with Supreme Court as the highest court of land for Union as well as the States. We have High Courts in the states and subordinate courts respectively. Besides High Courts and the courts constituted under any law, there are District and Sessions Judges courts in each district and Metropolitan magistrates in metropolitan areas. The organisation of subordinate judiciary
varies from State to State, but the essential nature of the hierarchy of court is as, it is presented in the flow chart.

- Chief Justice and 25 other judges
- At the end of 2003, there were in excess of 536 Judges in the High Courts
- At the end of 2003, there were 2107 District & Session Judges, and 1476 Senior Civil Judges and CJM
- At the end of 2003, there were in relation to the 4,807 Munsif Subordinate Judges.

At the lowest stage the two branches of jurisdiction --- Civil and Criminal Courts are bifurcated. The Union Court and Bench Court constituted under the Village Self Government Act which constituted the lowest Civil and Criminal courts respectively have been substituted through Panchayat Courts set up under post Constitution State legislations. The Panchayat court functions at two stages-Civil and Criminal under several regional names such as Nyaya Panchayat, Panchayat Adalat, Gram Kutchery etc. In some States, the panchayat courts are the criminal courts of the lowest jurisdiction in respect of
petty cases. The munsif courts are the after that higher Civil court having jurisdiction in excess of claims upto Rs. 1000 and Rs. 5000 in some specially empowered cases. Above the munsif courts are the subordinate judges who have got unlimited jurisdiction in excess of civil suits and hear first

The Judiciary

The District Judge hears the first appeals from the decisions of the subordinate judges and also from the munsifs, and himself possesses unlimited original jurisdiction in both Civil and Criminal cases. The provincial small cause court tries suits of small value. The District Judges are appointed through the Governor in Consultation with the High Courts. A person who is not already in government service should have at least seven years experience at the bar to become eligible for the position of a district judge. While Article 233 specifies the appointment of district judges with circumstances mentioned above. Article 234 clearly mentions that recruitment of persons other than district judges to the judicial services of a state shall be made through the Governor in accordance with rules made through him in consultation, with State Public Service Commission (SPSC). Beside SPSC High Court has to be consulted in such appointment.

The District judge is the highest judicial power in a district for both Civil and Criminal Cases who hears appeals from the decisions of the superior magistrates and also tries the more serious criminal case recognized as the Sessions cases. A subordinate judge is sometimes, also vested with the powers of the Assistant Sessions judge and in that case he combines in his hands both Civil and Criminal powers like a District Judge. Like the Supreme Court, each High Court is also to be court of record and of original and appellate jurisdiction with all the powers of such courts including power to punish for its contempt (Art 215). It exercises appellate jurisdiction in excess of the district and session judges, the President magistrates and the original side of the High Court itself. There is a High Court for each of the State except Manipur, Meghalaya, Tripura and Nagaland who have the High Court of Assam as the Common High Court and Haryana who has a common High
Court with Punjab at Chandigarh. The Bombay High Court is common to Maharashtra and Goa. The Supreme Court has appellate jurisdiction in excess of the High Courts and is the highest court of the land. The Supreme Court possesses original and advisory jurisdictions.

**Other Courts of Appeal**

Besides the courts set up within the framework of the Constitution the following courts are set up taking into consideration the needs and interests of the people and demands of the time.

**Administrative tribunals**

The Parliament enacted Administrative Tribunals Act in 1985. Through this the Central Administrative Tribunal (CAT) was set up in November 1985, to give speedy and expensive justice to the central government employees in respect of the service matters. Besides CAT, there are several other tribunals such as Industrial Tribunals, Motor Accident Claim Tribunals, Commercial Tribunals, Cooperative Institutional Tribunals, Commercial Tax Tribunals, etc. The Family Court Act, 1984 aims at promoting conciliation in and securing speedy settlement of disputes relating to marriage and family affairs. These courts are to be set up in a city or town with a population of more than ten lakhs or in such other cases the State government may deem necessary.

**Special Court**

There are specific courts with focused purposes like NDPS Act for narcotic and drugs related matters, Labour Courts for labour and industrial related issues; special courts for corruption related cases or CBI affairs, or special courts for dealing with atrocities on scheduled castes and scheduled tribes. Recently, fast track courts have also been set up in some States for fast and quick disposal of legal cases. **Free legal aid:** A high powered committee headed through the Retired Justice P N Bhagwati in Sept. 1980, formulated a model scheme of free legal aid for adoption through States and Union
Territories. According to this scheme, every citizen whose annual income from all sources does not exceed to a sure amount is eligible for Free Legal Aid. The limitation as to income is not applicable in case of disputes where one of the parties belongs to Scheduled Castes or Scheduled Tribes, itinerant tribes, a woman or a child.

**Lok Adalat**

Lok Adalats, which are voluntary agencies at present, are monitored and overseen through State legal aid and advisory boards. It is proved to be a successful alternative forum for resolution of disputes through conciliatory methods. The Legal Services Power, 1987 has been enacted which provides a statutory footing to the legal aid movement. Under this Act the lok adalats will acquire statutory power. Every award of the Lok Adalat will be deemed to be a decree of a civil court or order of any other court or tribunal and shall be final and binding on all the parties to the disputes.

**Public Interest Litigations**

Any member of the public can now initiate a proceeding on behalf of the agreed person particularly when the person is vulnerable and unable to move to the court at his or her own, either to the High Court or Supreme Court for enforcement of Constitutional rights. The philosophy behind Public Interest Litigation is ‘the right to be heard’ as mentioned in Article 32. The Supreme Court’s decisions in the Slum eviction case, Bonded labour case, Under trials case and Pollution case are important as far as the public interest litigation is concerned.

**The Supreme Court – Composition, Powers and Functions**

The Indian judiciary is well knit and integrated. There is one unified judicial system for the whole republic of India. The Supreme Court is at the apex of the whole judicial system. It acts as the guardian and protector of the Constitution of India more specifically of fundamental rights. It also acts as
the only arbiter in matters of relations flanked by the union and the states and the states inter se.

**Composition**

The Supreme Court originally consisted of a Chief Justice and seven other judges (Art. 124). The strength has been increased many times through the Acts passed through the Parliament. Presently it consists of the Chief Justice of India and not more that 25 other Judges.

**Appointment**

The Chief Justice of India is appointed through the President in consultation with judges of the Supreme Court and the State High Courts, as he may think necessary, besides taking the advice of the Council of Ministers. As per convention the senior mainly judge of the Supreme Court is usually appointed as Chief Justice. The President in consultation with the Chief Justice of Supreme Court appoints the other judges of the Supreme Court. A judge takes his oath of office before the President or someone appointed through President for the purpose in the form prescribed in the constitution. The constitution through its Article 124 (6) and (7) prohibits a person holding office of Supreme Court Judge from practicing law before any court in territory of India.

**Qualification**

To be appointed as judge of the Supreme Court, a person necessity is:

- A citizen of India and
- Necessity have been a judge of a High Court or of two such courts in succession for a period of five years or
- An advocate of High Court for at least 10 years or a distinguished jurist.

There is no minimum age fixed for appointment as a judge.
**Term of Office and Removal**

A judge of Supreme Court continues in office until he/she attains the age of sixty-five years. Though, one can resign from office earlier through addressing his resignation to the President. A judge may be removed from his office only through an order of the President on the ground of misbehavior or incapacity but the removal is possible only through regular procedure laid down in the Constitution. If the two Homes of Parliament supported through a majority of the total membership of that Home and through a majority of not less then 2/3rd of the members of each Home, present and voting recommend the President for the removal of Judge from office, contrary to the common belief, there is no provision in our constitution for the impeachment of a judge.

**Salary and Privileges**

The Parliament is empowered to determine, through law, the salaries and other privileges of the judges. Through the 54th Amendment Act, 1986, the salaries of the judges were revised. The Chief Justice gets a salary of Rs. 33,000 per month and a judge of the Supreme Court gets Rs. 30,000 per month. They are entitled to other privileges like rent free residence, traveling expenses within country, pension, etc. The salaries of the judges and other expenses of the Supreme Court are charged from the consolidated Fund of India.

**Seat of the Supreme Court**

The seat of the Supreme Court is at Delhi. But the Chief Justice of the Supreme Court, with the previous consent of the President can enable the Supreme Court to sit else where in India, besides Delhi.

**Powers and Functions of the Supreme Court**

The jurisdiction and powers of the Supreme Court are quite wide. The
Supreme Court has a three-fold jurisdiction:

- Original,
- Appellate and,
- Advisory.

**Original Jurisdiction**

Original jurisdiction means the power to hear and determine a dispute in the first instance. The Supreme Court has original jurisdiction in cases, which extends to disputes: a) flanked by the Government of India and one or more States; b) flanked by the Government of India and any state or States on one side and one or more States on the other; c) flanked by two or more States, and d) disputes concerning the enforcement of fundamental rights. No other Court in India can deal any such suit. Thus the Supreme Court is a federal court. Though, this jurisdiction shall not extend to a dispute arising out of a treaty, agreement etc. which is in operation and excludes such jurisdiction. The Supreme Court’s jurisdiction may also be in excluded in sure other matters like inter-State water disputes (Art. 262), matters referred to the Finance Commission, (Art. 280) adjustment of sure expenses as flanked by the Union and the States (Art. 290). State can not claim recovery of damages against the Government of India (Art. 131).

The original jurisdiction of the Supreme Court also extends to cases of violation of one’s fundamental rights (Art. 32). Under Art. 139A, Supreme Court may transfer cases from High Court to another in the interests of justice.

**Appellate Jurisdiction**

The Supreme Court is the highest court of appeal from all courts in India. It hears appeals in cases related to civil, criminal and constitutional matters. The appellate jurisdiction of Supreme Court may be divided under three heads:

- Cases involving interpretation of the Constitution – Civil, Criminal or otherwise
- Civil cases, irrespective of any constitutional question
• Criminal matters, irrespective of any constitutional question

Supreme Court accepts appeals through special leave from any judgment, decree or final order in civil proceeding if there is a substantial question of law or interpretation of constitution is required. In a criminal proceeding of a High Court, the appellate jurisdiction of Supreme Court lies as of right:

• Where High Court has on appeal reversed an order of acquittal of an accused person and sentenced him to death, or
• Where High Court has withdrawn for trial before itself or High Court certifies a case fit for appeal.

Advisory Jurisdiction

The Supreme Court renders its advice on any question of law or fact of public importance referred to it for consideration through the President. The advice is not binding on the President, who may or may not accept it. The main use of this provision is to enable the Government to get an authoritative opinion as to the legal validity of a matter before action is taken upon. Appeals can also be brought before Supreme Court under Representation of People Act, MRTP Act, Advocates Act, Contempt of Courts Act, Presidential and Vice-President Act 1952.

Other Powers

Supreme Court enjoys numerous other powers such as :

• Article 129 declares that Supreme Court is a ‘court of record’. The decisions of the Supreme Court are recorded and these form precedents for other cases of similar nature. If any person, body or institutions of the country show disrespect to the decisions of Supreme Court, it may institute ‘contempt of court’ proceeding against that person, body or institutions. It has the power to punish through fine and imprisonment any person guilty of contempt of its power.
• The decision of the Supreme Court is binding on all courts within the territory of India. Though, the Supreme Court is not bound through its
earlier decision. It can come to a dissimilar decision if it is influenced by the fact that it had made an error or harmed public interest.

- The decrees and orders issued through the Supreme Court are enforceable throughout India.
- The Supreme Court can make rules concerning the practice and procedure of the Court with the approval of the President.
- The Supreme Court can appoint its officers and public servants in consultation with the UPSC and determine their circumstances of service in consultation with the President.
- The Supreme Court looks into disputes concerning the election of the President and the Vice-President.
- The Supreme Court can recommend the removal of the chairman and members of the UPSC to the President.
- Under Article 139A (inserted through the 44th Amendment Act), the Supreme Court may transfer to itself cases from one or more High Courts if these involve questions of law or if it was of great significance.

The Supreme Court may transfer cases from one High Court to another in the interests of justice.

**Judicial Review**

Judicial Review implies the power of the Supreme Court to decide the legality of legislation in the context of the Constitution. If any law is unconstitutional it can be declared null and void through the Supreme Court. We follow this practice as in the United States of America. The constitution being fundamental law of land necessity be respected and the constitution can be amended to take care of the judicial interpretation and make the law permissible.

**Protection of Fundamental Rights**

The Supreme Court undertakes the responsibility of safeguarding people’s
fundamental rights. A person whose fundamental right have been violated through any person, body or institution, can move to the Supreme Court. The Supreme Court can enforce these rights through issuing writs of habeas corpus, mandamus, prohibition, Quo warranto and Certiorari.

The High Court

At the State stage, the Constitution provides establishment of a High Court which is the highest organ of judicial administration in the State. At present, there are 21 High Courts in India, after the formalities for the creation of separate High Courts for each of the three new States – Chhattisgarh, Jharkhand and Uttaranchal. According to Art. 214 of the constitution, there shall be a High Court in each state but Article 231 empowers Parliament to establish a common High Court for two or more states. Parliament may through law constitute a High Court for a Union Territory or declare any Court in any such territory to be a High Court (Article 241). Delhi has a separate High Court, but other Union Territories come under the jurisdiction of dissimilar High Courts.

Appointment of High Court Judges

Every High Court consists of a Chief Justice and such other judges as the President may appoint from time to time. The strength of all the High Courts is not the same. The Chief Justice of the High Court is appointed through the President in consultation with the Chief Justice of India and the Governor of the State concerned. In the appointment of the other judges, the President also consults the Chief Justice of that High Court. Besides, the President has the power to appoint additional judges for temporary period or acting judges in absence of permanent judges.

Qualification

To be eligible for appointment as a judge of a High Court a person necessity a) be a citizen of India not being in excess of 62 years; and necessity
have b) held a judicial office for at least ten years; or c) should have been for at least 10 years an advocate of High Court or of two or more such courts in succession [Art. 217 (2)].

**Term of Office**

The judges of the High Court hold office until they attain the age of 62 years. They may resign earlier through writing to the President. A judge of the High Court may be removed through the President on the grounds of proved misbehavior or incapacity on an address through both Homes of Parliament supported through the vote of two thirds of members present and voting in each Home. The mode of removal of a judge of High Court is the same as that of a judge of the Supreme Court. The office of a judge may also be vacated if he is appointed a judge of the Supreme Court or being transferred to any other High Court through the President.

**Salary**

The Chief Justice of High Court gets Rs. 30,000 per month while a judge gets the monthly salary of Rs 26,000 besides pension, allowances, etc., as Parliament may from time to time determine, but such allowances and rights can not be varied through Parliament to the disadvantage of a judge after his appointment (Art. 221).

**Independence of the Judges**

The following provisions uphold the independence of the judges of the High Court.

- Through laying down that a judge of the High Court shall not be removed except in the manner provided for the removal of a judge of the Supreme Court, on the ground of proved misbehavior and incapacity.
- Through providing the expenditure in respect of the salaries and allowances of the judges to be charged from the Consolidated Fund of
the State, and through specifying that the salaries, etc. shall not be varied through Parliament to their disadvantage after their appointment (except under proclamation of Financial emergency).

- Through laying down that after retirement a permanent judge of the High Court shall not plead or act in a court in India, except in the Supreme Court or a High Court other than the one in which he had held his office. (Art. 220)

**Control of the Union**

High Courts are placed under control of union in sure matters to stay them outside provincial politics. According to Article 222, the president may transfer a judge from one High Court to another after consultation with the Chief Justice of India. The Supreme Court has upheld the policy of transferring High Court judges, but the judge concerned can challenge the order through petition under Article 226 if the transfer has been made against the advice of the Chief Justice of India.

**Jurisdiction and Functions of the High Court**

The Constitution does not make detailed provisions relating to the general jurisdiction of High Courts, as they had lived before the Constitution was framed and had well-defined jurisdictions. Each High Court exercises power of superintendence in excess of all the courts and tribunals within its jurisdiction (exceptions being that set through law relating to the armed forces). The High Court can take steps to ensure that the lower courts discharge their duties within the bounds of their power. It can withdraw case pending before a subordinate court which involves a substantial question of law as to the interpretation of the Constitution and may itself decide it or determine the said question of law and return the case to court for determination. The High Court can also transfer cases from one lower court to another lower court for disposal. Every High Court is a court of record and has all the powers of such a court, including the power to punish for its contempt. It is the highest court of appeal in the State in both civil and criminal cases. It
also hears cases relating to matrimonial matters and the admiralty. A High Court Judge’s power to hear specified class of cases is derived only from the application of business through the Chief Justice.

The High Court can issue writs for the enforcement of fundamental rights under Article 226. Besides, it can issue writs even in cases where an ordinary legal right has been infringed, provided a writ is a proper remedy in such cases. In this sense the power of High Court to issue writ is wider than that of the Supreme Court whose writ jurisdiction extends to enforcement of fundamental rights alone. It extends to all cases for any other purpose where breach of right is taken place. The scope of powers to enforce fundamental rights is both protective and remedial. It can issue writs for defects of jurisdiction, non observance of the rules of natural justice, error of law apparent on the face of the record and alternative remedy. The Governor in appointment, posting and promotion of district judges consults the High Court. It is consulted beside with the State Public Service Commission, through the Governor, in appointing persons to the judicial service of the State. Control in excess of district courts and other subordinate courts are vested in the High Courts.

**Indian Legal System and Its Relevance for Marginalized Groups**

Indian legal system is quite vibrant, protective and responsive. It acts for:

- Constitutional Protection,
- The laws passed through the Parliament, and
- Judicial Pronouncements.

India, being the second mainly populous country in the world and being exploited through foreign rule, faces many troubles. Some of the burning issues are poverty and illiteracy in India. In our present socio-political system, several groups are vulnerable, weak, deprived of their rights and exist on the margin of development processes. In past fifty years, we have made conscious efforts to protect and promote interests of marginalized groups through varied means. We begin with commitment in our constitution through fundamental rights and directive principles of state police in order to ensure egalitarian, use
free and constructive environment. We have made several social legislations to protect and promote interests of marginalized groups consisting of women, children, dalits, etc. while a set of social legislations are promotive and protective, in nature, others are prohibitory against ill practices in their intent.

Constitutional and legal provisions to safeguard and to empower women: Our constitution has firm faith in equality. The challenges facing women’s equality lie in patriarchal value system, social attitude and practices. The troubles confronting Indian women are continuing discrimination, use, low economic status, lack of political participation, illiteracy, poverty etc. There are several kinds of crimes committed against women such as female infanticide, dowry deaths, rape, domestic violence, sexual harassment etc. In our constitution we have made special provisions to change their circumstances through the followings:

- Article 14 provides equal protection before law and equal opportunity to every citizen hence no disqualification or disability on the ground of only sex.
- Article 15 prohibits State to discriminate on grounds of religion, race, caste, sex or place of birth.
- Article 15 (3) makes a special provision enabling the state to make affirmative discriminations in favor of women.
- Article 16 provides equality of opportunity in matters of public employment.
- Article 19 (1) (c) gives right to form association for all citizens.
- Article 23 prohibits all shapes of traffic in human beings, including women and forced labour such as prostitution.
- Article 39(a) directs state to frame policy in which citizens, men and women equally, have the right to an adequate means of livelihood.
- Article 39(d) assures equal pay for equal work for both men and women.
- Article 39(e) health as well as strength of workers, men and women shall not be abused.
- Article 42 directs the state to secure maternity relief.
• Article 51A(c) through imposing a fundamental duty to renounce practices derogatory to the dignity of women.
• Article 243 D-2 gives right to women, to contest elections through making reservation of seats for them in every panchayat and municipality.
• Article 325 makes provision for a general electoral roll for every territorial constituency and no person shall be ineligible for inclusion in any such roll.
• Article 326 provides right to vote to every citizen whether male or female who is not less than 18 years of age.

Further to check the violence against women, Criminal Law Amendment Act was passed in 1983. The crimes recognized under the IPC are as follows:
• Rape (Section 376, IPC)
• Kidnapping and abduction for dissimilar purposes (Section 363, 373, IPC)
• Homicide for dowry, dowry deaths or other attempts (Section 302/304-B, IPC)
• Torture ---both mental and physical (Section 498 – A, IPC)
• Molestation (Section 354, IPC)
• Sexual harassment (Section 509, IPC)
• Importation of girls (upto 21 years of age) (Section 366-B, IPC)

Constitutional Safeguards to Protect the Adivasis or the Tribals

India has the main tribal population in the world. Unfortunately, they are subjected to oppression, discrimination and use for many centuries. They have been alienated from their own land, possessions and culture through contemporary forces. They also face mass illiteracy and health troubles. Thereby, the Indian Constitution has placed them under the special protection. Some the special Rights guaranteed to them are as follows: Article 19 (5) curtails through law in the interest of any scheduled tribes, the general rights of all citizens to move in relation to the freely, settle in and acquire property.
Articles 164, 338 and the Fifth Schedule authorize to set up Tribal Advisory Councils (TAC) and separate departments in the States for the welfare of the tribes. TAC in the States should consist of not more than twenty members of whom, almost three-fourths shall be representatives of the scheduled tribes in the legislative assemblies of the State.

Article 244 and the Fifth and Sixth Schedules enables special provisions for the administration and control of scheduled and tribal areas.

Separately forms the above constitutional guarantees there are legal events like the Protection of Civil Rights Act 1976 which was passed to ensure their freedom, dignity, rights, and to protect from their exploration and discrimination.

Special Constitutional Provisions for the Safeguard of Dalits

The word ‘Dalit’ means ‘oppressed’, broken’, ‘downtrodden’. Dalits remain outside the caste-system. They are also recognized as untouchables. The Constitution calls them scheduled castes (that is, castes needing protective discrimination through the State), but ‘Dalit’ is the name the untouchables themselves have chosen because as they feel, it describes their identity best. Discrimination against dalits is one of the mainly common shapes of social injustice in India today. In spite of the fact that the caste system has been officially banned, it is as much alive today as it was when the Constitution was proclaimed. Several articles of the Constitution dedicated for the welfare of the dalits are as follows:

- Article 14 enunciates the right to equality.
- Article 15 (1) prohibits discrimination on the foundation of religion, race, caste, sex or place of birth.
- Article 15(2) advocates removal of disability, liability, restriction or condition with regard to access to shops, public restaurants, hotels and places of public entertainment of the use of wells, tanks, bathing ghats,
roads and place of public resort maintained wholly or partially out of State funds or dedicated to the use of the general public.

- Article 15 (4) states that the State can make special provisions for the advancement of any socially and educationally backward class of citizens or for the scheduled castes and the scheduled tribes.
- Article 16 (4) states that the State can make provision for the reservation of appointments or posts in favor of any backward class of citizens which in the opinion of the State is not adequately represented in the services under the State.
- Article 17 forbids the practice of untouchability in any form.
- Article 46 asks the State to promote with special care the educational and economic interests of the weaker sections of the community and, in scrupulous, of the Scheduled Castes and tribes who will need to be protected from social injustice and all shapes of use.
- Article 330, 331, 332, 333 and 334 provides for reservation of seats in the Home of the People and the legislative assemblies of the states for Scheduled Castes, Tribes and representatives of the Anglo-Indian community.
- Article 164, 338 and the Fifth Schedule authorize the setting up of a national commission, tribal advisory councils and separate departments at the stage of states and a special officer at the Centre to look after the welfare of scheduled castes and tribes.
- Article 335 stipulates that the claims of the members of the scheduled castes and tribes shall be taken into consideration while making appointments to services and posts in connection with the affairs of the Union or of a State.
- Article 340 enables the government to appoint a commission to investigate the circumstances of socially and educationally backward classes.

**Constitutional Provisions Relating to Children**

Children are another group, who are exploited and oppressed, denied of
basic human rights and a dignified childhood. The legal system has reached out to their troubles through the following Constitutional provisions:

- Article 23 lays down that traffic in human beings and beggary and other similar form of forced labour are prohibited and any contravention of the provisions shall be an offence punishable in accordance with law.
- Article 24 prohibits employment of children in factory etc. It states that, no children below the age of 14 years shall be employed to work in any factory or mine or occupied in any other hazardous employment.
- Article 39 (e) --- the tender age of children should not be abused and citizen should not be forced through economic necessity to enter avocations unsuited to their age and strength.
- Article 39 (f) --- children should be given opportunities and facilities to develop in a healthy manner and in circumstances of freedom and dignity and that childhood and youth are protected against use and against moral and material abandonment.
- Article 45 --- the state shall endeavour to give within a period of the years from the commencement of the Constitution, for free and compulsory education for all children until complete the age of 14 years.

Since our constitution has made commitment for protection and promotions of rights of children, several laws have been passed to safeguard their childhood. A year wise details of efforts taken to give legislative protection are discussed below:

- 1948 --- The Factory Act 1948, raised minimum age of employment in factories to 14 years. So, it declares that children can not be employed in industries.
- 1949 --- Employment of Children (Amendment) Act 1949 also restricts employment of children below 14 years of age in establishments sheltered through that Act.
- 1951 --- Employment of Children (Amendment) Act 1957, (as a result of ILO convention relating to night work through young persons) has prohibited the employment of children flanked by 15 and 17 years at night in railways and ports and also provided for requirement of maintaining register for children under 17 years.

- 1951 --- The Plantation Labour Act 1951 prohibited the employment of children less than 12 years in plantations.

- 1952 --- The Mines Act 1952, prohibited the employment of children less than 15 years in mines. The Act stipulates two circumstances for underground work.
  - Requirement to have completed 16 years of age.
  - Requirement to obtain a certificate of physical fitness from a Medical Officer/Surgeon.

- 1958 --- The Merchant Shipping Act 1958 prohibits children less than 15 years to be occupied for work in any capability in any ship, except in sure specified cases.

- 1961--- The Motor Transport Workers Act 1961 prohibits the employment of child less than 15 years in any Motor Transport undertaking.

- 1966 --- The Beedi and Cigar Workers Circumstances of Employment Act 1966 prohibits
  - The employment of children less than 14 years in any Industrial premises manufacturing beedies and cigars.
  - Person flanked by 14 and 18 years to work at night flanked by 7 p.m and 6 a.m.

- 1978 --- The Employment of Children (Amendment) Act, 1978 prohibits employment of child below 15 years in occupation in railway premises such as cinder picking or cleaning or ash pit or building operations, in catering establishment and in any other work which is accepted on in close proximity to or flanked by the railway rows.

- 1986 --- The Child Labour (Prohibition & Regulation) Act 1986. The Act prohibits the employment in seven occupations and eighteen processes which have been listed out in art A & B of the Schedule of the Act – of any person who has not completed his/her 14 years of age.
1986 --- Juvenile Justice Act, 1986 recognized age of sixteen years in case of boys and eighteen years in case of girls to give care to delinquent and neglected juveniles.

2000 --- Juvenile Justice Act, 2000

PUBLIC INTEREST LITIGATION (PIL)

Meaning of PIL

Public Interest Litigation means a legal action initiated in a court of law for the enforcement of public interest or general interest in which the public or a class of the community have pecuniary interest or some interest through which their legal rights or liabilities are affected. So, PIL is a proceeding in which an individual or group seeks relief in the interest of general public and not for its own purposes. PIL is a strategic arm of the legal aid movement and is planned to bring justice within the reach of poor masses. It is a devise to give justice to those who individually are not in a position to have access to the courts. It was initiated for the benefit of a class of people, who were deprived of their constitutional and legal rights because they were unable to have access to the courts on explanation of their socio-economic disabilities. Today millions of poor particularly those of the oppressed sections of society are looking at the courts for getting justice and improving their life circumstances. Responding to the demands of the changing times and needs of the people, the courts are making efforts to become the courts of the poor, courts for the poor and the struggling masses in this country. Fortunately, this change is slowly taking place and PIL is playing a major part in bringing this change.

Origin of PIL

The term “PIL” originated in the United States in the mid 1960s. In the nineteenth century, several movements in that country have contributed to public interest law, which are a part of the legal aid movement. The first legal aid office was recognized in New York in 1876. In the 1960s the PIL
movement began to receive financial support from the office of economic opportunity. This encouraged lawyers and public spirited persons to take up cases of the under-privileged and fight against several issues like--dangers to environment, harms to public health, use of vulnerable masses, use of consumers and injustice to the weaker sections. In England PIL made a mark throughout the years of Lord Denning in the 1970s. He as a petitioner brought many public issues to the court. PIL had begun in India towards the end of 1970s and came into full bloom in the 1980s. Justice V.R. Krishna Iyer and Justice P.N. Bhagwati, have delivered some landmark judgments which opened up new vistas of PIL.

Some of the Supreme Court Judges felt the need for initiating PIL because they observed that the protection of law had so far been accessible only to the rich and the politically powerful. The civil and political rights of the poor people lived only on paper and not in reality. The poor and the illiterate were not able to understand their legal troubles and did not have legal access to justice through the traditional kind of litigation because of its high cost, complicated and slow procedures. Hence they believed that the time has come for the courts of the rich to become the courts also of the poor and the oppressed masses. They wanted to make the judicial system an effective instrument of social justice. Justice Bhagwati has encouraged PIL as chairperson of the committee for implementing Legal Aid Schemes. The Apex Court realized its constitutional power of intervention which could be used to mitigate the misery arising from repressive practices of government, lawlessness and administrative negligence and indifference. Judges, committed to the cause of social justice, recognized that they could play a proactive role to tilt the balance of governance in favor of the have-nots.

Nature of PIL

According to Justice V.R. Krishna Iyer, PIL is a procedure, of obtaining justice for the people and of voicing people’s grievances through the legal procedure. The aim of PIL is to provide to common people access to courts and obtain legal redressal against injustice done to them. Justice P.N.
Bhagwati, opined that “PIL is not in the nature of adversary litigation but it is a challenge and an opportunity to the Government and its officers to make basic human rights meaningful to the deprived and vulnerable sections of the community and to assure them social and economic justice which is the signature tune of our Constitution. The government and its officer’s necessity welcome PIL because it would give them an occasion to look at whether the poor and the downtrodden are getting their social entitlements or they are continuing to remain victims of deception and use at the hands of strong and powerful sections of the community. When the court entertains PIL, it does not do so in a caviling spirit or in a confrontational mood or with a view to tilting at executive power or seeking to usurp it, but its effort is only to ensure observance of social and economic rescue programmes, legislative as well as executive, framed for the benefit of the have-nots and the handicapped and to protect them against violation of their basic human rights, which is also the constitutional obligation of the executive. The court is thus merely assisting in the realization of the constitutional objective. In PIL unlike traditional dispute resolution mechanism, there is no determination, or adjudication on individual rights. While in the ordinary conventional adjudication, the party structure is merely bipolar and controversy pertains to the determination of legal consequences of past events and the remedy is essentially connected to and limited through the logic of the array of the parties, in public interest action the proceeding cut crossways and transcend these traditional shapes and inhibitions. The compulsion for judicial innovation of the technique of public interest action in the constitutional premise of a social and economic transformation is to usher in an egalitarian social order and a welfare state.

Essentials of PIL

The main presumption behind PIL was that radical changes in society would come in relation to the through the courts of justice if fundamental rights of weak and poor citizens are enforced effectively. The new technique fashioned through the architects of PIL would bring in relation to the far reaching changes in the judicial system of the country. Public enterprises are
owned through the people and those who run them are accountable to the people. The accountability of the public sector to the Parliament is ineffective. In such cases the court would be under duty to interfere. There are three new elements incorporated in PIL: (a) Liberalization of law relating to “locus standi”. (b) Adoption of simple procedure in entertaining PIL petitions. (c) Expansion of the meaning and scope of Articles 14, 21 and 32 of the Constitution. Justice Bhagwati in S.P. Gupta’s case pointed out the essentials of PIL, as under

- There necessity is a legal wrong caused to a person or to a determinate class of person, on whom burden is imposed in violation of law or without legal power.
- The wrong necessity arises from violation of any constitutional or legal right.
- The wronged person (or determinate group of persons) necessity be unable to approach court for relief through cause of –
  - Poverty,
  - Helplessness; or
  - Social or economic disability or socially or economically disadvantaged person.
- If the above circumstances are satisfactory, then any member of the public can seek judicial relief for the above wrong.
- But the court should be anxious to ensure that the person initiated the proceeding to acting bonafide to get redress for a public grievance and not to pursue personal gains or from malicious motives.
- If the case is otherwise appropriate for PIL then the court can act even on letter addressed to it.

Constitutional Provisions

The new and liberal interpretation of the fundamental rights found in Part III and the Directive Principles of State Policy in Part IV of the Constitution of India gave the present movement for PIL a radical thrust. They are drawn from the revolutionary documents like the American Bill of Rights and the
Universal Declaration of Human Rights. Articles 32 and 226 of the Constitution provide power to any citizen to move the Supreme Court or High Courts whenever there is an infringement of a fundamental right.

Article 32 (1) guarantees the right to move the Supreme Court through appropriate proceedings for the enforcement of the fundamental rights. Article 32(2) states that the Supreme Court shall have the power to issue directions or orders or writs, including writs in the nature of habeas corpus, mandamus, prohibition, quo warranto and certiorari, whichever may be appropriate for the enforcement, of any of the rights conferred through Part III of the Constitution. Article 226 states that notwithstanding anything contained in Article 32, every High Court shall have power, throughout the territories in relation to which it exercises jurisdiction, to issue to any person or power, including writs in the nature of habeas corpus, mandamus, prohibition, quo warranto and certiorari; or any of them, for the enforcement of any of the rights conferred through Part III (fundamental rights) and for any other purpose. The Supreme Court and the High Courts have equal powers to issue writs, orders or directions for enforcement of the fundamental rights. The Supreme Court expanded the meaning and scope of the fundamental rights in favor of the weaker sections of society. The meaning and scope of Articles 14, 21 and 32 of the Constitution were given a wider interpretation in favor of the weaker sections. The right to life was interpreted to mean a right to livelihood as well.

 Likewise, the right of equality under the law guaranteed through Article 14 was interpreted to give a right against executive and administrative arbitrariness in any decision making.

**New Interpretations of ‘Locus Standi’**

The Latin words “locus standi” signify the legal right of a person to file a suit or conduct a litigation in a court of law. According to the traditional Anglo-Saxon concept of ‘locus standi’ means only the person whose rights were violated could sue for judicial redress. No one could file a petition in the court on his behalf. This doctrine was evolved in an era when the courts were
mainly concerned with the rights of the individual. The old doctrine of ‘locus standi’ had not been found to be adequate to meet the needs of a developing society. In the new age of communal rights, it has been felt that the traditional interpretation of ‘locus standi’ should be changed to bring justice within the reach of the poor masses. According to the new interpretation given to this doctrine through the Supreme Court when the rights of an individual or a class of persons are violated and if through reasons of poverty or disability they cannot approach the court themselves, any public spirited-person or institution, acting in good faith, and not out of vengeance, can move the court for judicial redress.

The strict rule of ‘locus standi’ was first relaxed in S.P. Gupta vs. Union of India (AIR 1982 SC 149). The seven-Judges Constitution bench, through a majority, ruled that any member of the public acting bona fide and having sufficient interest in instituting an action for redressal of public wrong or public injury, but who is not a busy body or a meddlesome interloper, could move the court. The court will not insist on strict procedures when such a person moves a petition on behalf of another or a class of persons who have suffered legal wrong and they themselves cannot approach the court through cause of poverty, helplessness or social backwardness. The significant part of this judgment dealing with the issue of ‘locus stand’ is that it may, so, now be taken as well recognized that where a legal wrong or a legal injury is caused to a person or to a determinate class of persons through cause of violation of any constitutional or legal right or any burden is imposed in contravention of any constitutional or legal provision or without power of law or any such legal wrong or legal injury or illegal burden is threatened and such person or determinate class of persons is through cause of poverty, helplessness or disability or socially or economically disadvantaged position, unable to approach the court for relief, any member of the public can uphold an application for an appropriate direction, order or writ in the High Court under Article 226 and in case of breach of any fundamental right of such person or determinate class of persons, in this Court under Article 32 seeking judicial redress for the legal wrong or injury caused to such person or determinate class of persons.” Concerning ‘locus standi’ the Supreme Court in the Judges
transfer case [S.P. Gupta Vs. Union of India AIR 1982 SC 149 and (1994) 4 SCC 305] ruled that any member of the public having “sufficient interest” can approach the court for enforcing constitutional or legal rights of other persons and redressal of a common grievance.

**Persons Disqualified to File PIL**

The following persons are not entitled to file a PIL case.

- A person without sufficient public interest;
- A person acting for self gain or personal profit.;
- A person with political involvement; and
- A person with malafide intentions.

A third party who is a total stranger to the prosecution which ended in the conviction of the accused has no ‘locus standi’ to challenge the conviction and sentence awarded to the convicts through a PIL. It was upheld through the Supreme Court in Simaranjit Singh Mann vs. Union of India, 1992 (4) SC 65. In this case the two assassins of General Vaidya were found guilty of murdering him. They were awarded death penalty which was confirmed through the Supreme Court. The President of Akali Dal filed a PIL under Article 32 challenging the conviction and the sentence on the ground of violation of Article 22, 21 and 14 of the Constitution. The court held that the petitioner has no ‘locus standi’ to file the petition as he was a total stranger to the prosecution and more than that he was not even authorized through the convicts. The fear expressed through sure people concerning the liberal view of the Supreme Court on ‘locus standi’ is that it would lead the court being flooded with writ litigation and so they should not be encouraged.

To the above criticism the court declared, “No State, had the right to tell its citizens that because a large number of cases of the rich are pending in our courts, we will not help the poor to come to the courts, for seeking justice until the staggering load of cases of people who can afford rich lawyers is disposed off.”
Issues Related to PIL

The following issues can be taken for PIL.

- Basic amenities such as roads, water, medicines, electricity, primary school, primary health centre, bus service, etc
- Rehabilitation of displaced persons
- Identification and rehabilitation of bonded and child laborers
- Illegal detention and arrest
- Torture of people in police custody
- Custodial deaths
- Protection of prisoner’s rights
- Jail reform
- Speedy trials of under trials
- Atrocities against SCs/STs
- Neglect of inmates of government welfare homes
- 12 ) Children in custody
- Adoption of children
- Corruption charges against public servants
- Maintenance of law and order
- Payment of minimum wages
- Legal aid to the poor
- Starvation deaths
- Indecent television programmes
- Environmental pollution
- Unauthorized eviction of poor people from slums
- Implementation of welfare laws
- Violation of fundamental rights of weaker sections

In addition, PIL can also be filed in violation of or infringement of human rights.
EXAMPLES OF PIL

Of the numerous cases on the subject, the following cases are worthy of studies:

- S.P. Gupta Vs Union of India, AIR 1982 SC 149, 194 (Scope and basic approach)
- DC Wadhwa Vs State of Bihar, AIR 1987, SC 579 (Locus Standi)
- Ratlam Municipality Vs Vardichand, AIR 1980, SC 1622 (General)
- Fertilizer Corporation Vs Union of India, AIR 1981 SC 344 (Locus Standi)
- People’s Union for Democratic Rights Vs Union of India, AIR 1982 SC 1473 (General)
- State of Himachal Pradesh Vs Parents, AIR 1985 SC

Demands of Asiad Workers for their Rights under Labour Laws

Delhi Administration in 1981 had employed in excess of one lakh laborers through contractors for the construction of Asiad projects. The government agencies and the contractors did not care for the observance of the labour laws related to the contract workers. They were not even paid the minimum wages. The report of a freelance journalist V.T. Padmanabhan of their use through the contractors which appeared in the Mainstream (August 1981) accompanied through a letter written through the President of the People’s Union for Democratic Rights (PUDR) was sent to the Supreme Court. The Court accepted the letter and appointed ombudsmen to study the working circumstances of Asiad labourers. The decision of the court on this case was a landmark judgment which enlarged the scope of locus standi, fundamental rights and liability of the State. (Peoples’ Union for Democratic Rights Vs Union of India, AIR 1982 SC 1477)

Eviction of Gudalur Farmers

This PIL was filed in the Supreme Court against the State of Tamil Nadu through a local advocate, Mr. M.J. Cherian, on behalf of the poor farmers of
Gudalur who have been cultivating their lands for many years. The petitioner alleged that persons who had for several years been cultivating the land were sought to be summarily evicted without adhering to the principles of natural justice contained in the State Forest Act. It was stated in the petition that the forest officers and the police were committing atrocities on the Gudalur farmers. The Supreme Court through an interim order, stopped the destruction of crops and forcible eviction of farmers. The Court finally ordered that the claims of the farmers for grant of pattas to the lands in question should be re-examined through a competent power. Those farmers whose claims were not substantiated ultimately could make representations on humanitarian and compassionate grounds. The court also ordered the State Government to consider their case sympathetically.

Liberation of Pichola Bonded Labourers

In relation to the forty bonded labourers working in Pichola in Bhiwani district described their miserable circumstances in which they were living, through a letter addressed to the Supreme Court. They wrote “We are all Adivasi Bhils, with great difficulty we are given wages from Rs. 3 to 5 a day which is presently enough for our food rations. Drinking water is supplied once in three or four days. Our huts are worse than those used for keeping animals. We want to go absent from here now itself but our Master and his goondas tell us that we cannot leave unless we pay back their loan which is Rs. 2,200 to Rs. 8,000 per family. Our master enters our huts and molest our young daughters and also beats them up. Please save us.” Swami Agnivesh, Chairman of the Bandhua Mukti Morcha forwarded this letter to the Supreme Court. A division bench headed through Justice P.N. Bhagwati appointed two Commissions to enquire into the circumstances of these labourers and report to the court. The expenses of the Commissioners were met through the Committee for Implementing Legal Aid Schemes. Through the interim orders of the Court, many groups of bonded labourers were released from the contractors.
Case Against Custodial Violence

In 1983, Sheela Barse, a well recognized journalist, addressed a letter to the Supreme Court complaining of custodial violence committed against women undertrials while they were confined in police lock-ups in the city of Bombay. The court appointed Ms Armaity Desai, from Nirmala Niketan, College of Social Work, to investigate the matter and submit a report. On the foundation of Ms Desai’s report, the Supreme Court bench consisting of Justice Bhagwati, Justice R.S. Pathak and Justice A.N. Sen issued directions to the State of Maharashtra to take steps to protect the prisoners in police lock-ups against torture and ill-treatment.

Petition for Speedy Trials of Juvenile Undertrials

In this writ petition filed in 1985, Sheela Barse highlighted the inhuman treatment meted out to juveniles. The petition prayed for the release of 1,400 children detained in jails and for speedy trials of juvenile undertrials. It also requested the court for a uniform juvenile justice system. It was a direct outcome of the exposure of this issue through media and public interest litigation that a Juvenile Justice Bill was passed in 1986 which laid down a uniform legal framework and guidelines to the states to try juvenile delinquents. The decision to shift children from jails to observation homes providing educational and vocational training facilities was also taken at the state stage.

Ban on Harmful Drugs

Dr. Vincent Panikulangara, Advocate and General Secretary of Public Interest Law Service Society (PILSS), Cochin, filed a writ petition in the Supreme Court in April 1983 seeking a ban on harmful and ineffective drugs. He pointed out that a committee appointed through the Government recommended to ban 20 fixed dose combinations of drugs including some of the commonly used drugs. This was to have effect on in relation to the two thousand drugs used in connection with many diseases. Some of them are banned or are withdrawn from the market in other countries. Though, because
of the unethical practices of the multinational drug companies, such drugs were still existing in our country. The petitioner sought an order from the Court to ban the drugs that are found to be harmful or ineffective on the ground that the subsistence of such drugs in the market affects his fundamental rights to life under Article 21 of the Constitution of India. He also pointed out that though the Directive Principles of State Policy cannot be enforced through a court, government actions contrary to the Directive Principles can and necessity be prevented through judicial actions. The Court rejected the plea on the ground that it was for the Government to lay down the drug policy.

The judgment, though, recommended the setting up of a Central enforcement machinery to regulate the manufacture of drugs and punish the defaulters.

**Procedure to File PIL**

No person is bound to follow all the prescribed procedures and formalities of a writ under Article 32, when he files a public interest litigation, because procedure, according to the Supreme Court, is but a handmaiden of justice and the cause of justice should never be allowed to be wasted through any procedural technicalities. “It is true that there are rules made through this Court prescribing the procedure for moving this court for relief under Article 32 and they require several formalities to be gone through a person seeking to approach this Court. But it necessity not be forgotten that procedure is but a handmaiden of justice and the cause of justice can never be allowed to be thwarted through any procedural technicalities. The court would so unhesitatingly and without the slightest qualms of conscience cast aside the technical rules of procedure in the exercise of its dispensing power and treat the letter of the public minded individual as a writ petition and act upon it.” The Supreme Court held that it was empowered to appoint socio-legal commissions or devise any procedure and forge any tools it considers appropriate for the enforcement of fundamental rights of the poor.

The Supreme Court has enormous power under Article 32 to enforce fundamental rights of the citizens. In the case of Shriram Foods and Fertilizer
Industries the Court held, “Article 32 does not merely confer power on the Court to issue a direction, order or writ for the enforcement of the fundamental rights but it also lays a constitutional obligation on this Court to protect the fundamental rights of the people and for that purpose this court has all incidental and ancillary powers including to forge new remedies and fashion new strategies intended to enforce fundamental rights. It is in realization of this constitutional obligation that this court has innovated new methods and strategies particularly for enforcing the fundamental rights of the poor and disadvantaged who are denied their human rights and to whom freedom and liberty have no meaning.” PIL can be filed in the Supreme Court and High Courts in the following ways:

- Sending registered letter petitions with relevant facts and documents to the Chief Justice of the concerned Court.
- Through directly filing the PIL in the court through the Free Legal Service Committee of the court.
- Directly filing the case with the help of any lawyer.
- Filing the case through NGOs or PIL firms.

Points to be Followed While Filing PIL

While filing a PIL the following points are to be taken for consideration:

- Talk about the legal issue with the affected people thoroughly.
- Find out whether the matter infringes on the fundamental rights of the people or not. It is also significant to specify which fundamental rights have been infringed.
- Help the people to decide whether legal action should be taken in the court to enforce their rights or to prevent the violation of their rights.
- Write out a petition with all the facts and details, dates, etc.
- Specify in the petition the kind of relief wanted through the people.
- Get the signatures of all the affected people, if possible.
- Collect all the accessible documents, newspaper clippings, photographs, investigation reports, certificates and affidavits related to the issue and attach them to the main petition as annexure.
• If possible, consult a socially conscious lawyer or the members of the local legal aid society before sending the petition.

• Send the registered petition to the Chairman of the High Court Legal Services Committee of the respective High Court or to the Chairman of the Supreme Court Legal Services Committee, New Delhi-110 001.

**Explanation of Significant Legal Terms**

**Fundamental Rights**

They are the basic rights guaranteed to every citizen in Part III of the Constitution of India. These primary rights receive a special treatment under the law. These are distinguished from ordinary rights, for, in as much as an ordinary right may be impaired, abridged or abrogated through legislative action, fundamental rights are immune from interference through law made in the exercise of legislative power. Laws which are repugnant to, or inconsistent with fundamental rights are void. Fundamental rights can be altered or affected only through constitutional amendments.

**Directive Principles of State Policy**

These are guidelines explained in Part IV of the Constitution as principles of governing policies to the Government with intention to give guidance to make adequate laws and schemes to achieve the goals of a welfare State. These are fundamental in the governance of the country.

**Constitutional Courts**

The Supreme Court of India and the High Courts are the constitutional courts. They have the jurisdiction to deal with matters related to fundamental rights and other constitutional matters.

**Writs**

A judicial procedure through which any one is summoned through the
Supreme Court or High Courts to do a sure act. Under Articles 32 and 226 of the Constitution of India, these courts have powers to issue directions or orders or writs in the nature of habeas corpus, mandamus, prohibition, quo warranto and certiorari, or any of them for---

- Enforcement of fundamental rights;
- Redressal of any injury of substantial nature from contravention of provisions of constitution or any enactment, ordinance, order, rule, regulation, through law or other instrument;
- Redressal of any injury through cause of any illegality in any proceedings through or before any power where such illegality has resulted in failure of justice.

**Litigation**

It means a law suit filed in a competent court.

**Legal Right**

A ‘legal right’ is an interest, conferring an advantage, or benefit, upon the person having the right, recognized or protected through a rule, or principle of law, respect for which is duty and the disregard of which is a wrong. It creates a capability, in the person having the right, of controlling, with the assent and assistance of the State, the actions of others, with reference to a scrupulous substance.

**Lok Adalat**

Lok Adalat (People’s Court) is a judicial body created through legislation to settle cases as speedily as possible. This administrative body is empowered to reach a compromise or peaceful settlement flanked by the parties to a dispute, which are compoundable (compromisable) in nature. A court before which a case is pending may refer that case to the Lok Adalat when it is satisfied that the case is a fit one to be decided through it. Lok Adalat can follow its own procedures but in taking decisions it necessity be guided
through the principles of justice, equity, fair play and other legal principles. A
decision of the Lok Adalat is measured as a decree of a civil court. For
settlement of a dispute in a Lok Adalat the parties need not pay court fees.

**Free Legal Services**

*Free legal services means assistance, aid and advise provided in any legal
proceedings through the State to the weaker sections of society to give equal
justice guaranteed through the Constitution of India, especially under Articles
14 and 21.*

**BASIC UNDERSTANDING OF CRIMINAL PROCEDURE**

**Crimes and Their Categories**

Before we study legal procedure related to crime let us try to understand
the nature of crime. Crime is an act of commission or omission contrary to
law. It is presumed to be an act against the community or society at large.
State has power to punish a person who has committed a crime and if he is
found guilty. In criminal law, it is usually presumed that an accused person is
innocent until the contrary is proved through a judicial procedure. There are
mainly three kinds of offences:

- Cognizable and non-cognizable,
- Bailable and non-bailable, and
- Compoundable and non-compoundable.

**Cognizable and Non-Cognizable Offences**

Cognizable offences are offences for which a police officer can arrest a
person without a warrant. They are more serious than non-cognizable
offences. In non-cognizable offences the police cannot arrest the offender
without a warrant from the Court.

**Bailable and Non-Bailable Offences**

There is a column in the Schedule to the Code which lays down a list of
offences which are bailable and those which are not bailable. Bailable offences are less serious than non-bailable ones. In bailable offences, the accused has a right to get bail whereas in nonbailable offences granting of bail is left to the discretion of the Court.

**Compoundable and Non-Compoundable Offences**

The Code lays down a complete list of compoundable offences under Section 320. Compoundable offences, less serious in nature, are those offences which can be compromised with or without the permission of court through persons mentioned in the specified sections. A compromise petition, after it is filed, cannot be withdrawn. A case can be compounded, before judgment is pronounced, even in revision. The Indian Penal Code defines crimes and prescribes specific punishment. The kinds of cases each court can deal with are specified in the Schedule of the Code. There is a hierarchy of Police Officers beginning from a constable to a Superintendent of Police in a district. Usually the officer-in-charge of a police station is described the Station Home Officer (S.H.O.). He and his superior officers can exercise power within the local area to which they are appointed. The commission of a criminal offence is to be reported to the police station within whose jurisdiction the offence has taken place. This is described the First Information Report (F.I.R.)

**First Information Report (FIR), Investigation and Charge Sheet**

**First Information Report (FIR)**

FIR is the first information given to a police officer concerning the commission or occurrence of an offence. The offence committed may be cognizable or noncognizable. In cognizable cases, the police can investigate upon information received without a Magistrate’s order. In non-cognizable cases the police cannot investigate without a Court’s order. FIR necessity contains the following points:

- The name and address of the accused,
- The date, place and time of the occurrence of the offence,
• Particulars concerning the offence viz. Identifying details of property where it is a “property crime”, or motive if it is a crime against person, etc., and
• Identity of the witnesses, if any.

It is not necessary to mention all the details of the offence. The FIR necessity is lodged as early as possible. Undue or unreasonable delay in lodging the FIR inevitably gives rise to suspicion, which puts the court on guard to look for possible motives and the explanations for the delay. Any person aware of the commission of an offence can provide information to the police officer. It necessity be given to the officer in-charge of the adjacent police station. It can be given orally or in writing. If given orally, it necessity be written down through the police officer. It has to be signed through the informant. The substance of the information necessity is entered in the “Station Home Register”. A copy of the information as recorded necessity is given to the informant free of cost. The FIR is an significant document as it is the starting point in an investigation. Hence, the obligation is to speak truly and to avoid exaggeration or falsehood. Through itself, it is not substantive proof in a trial to prove the guilt of a person. Yet the first information is a document of considerable importance in criminal trials.

It can be used to corroborate (support) or to contradict the testimony of the informant witness, through the accused. FIR has been discussed under Chapter XII ‘information to the Police and their powers to investigate are given in section 154 to 176 of the code of Criminal Procedure, 1973.

**Investigation**

An officer in-charge of a police station can investigate into any cognizable offence committed within the local limits of that police station without the order of a magistrate. Police Officer’s power and procedures to investigate are given in Chapter XII (section 154 to section 176) of Criminal Procedure Code. From the information received, if the Police Officer suspects the commission of an offence, he, either in person or through his subordinate officer, investigates the facts and circumstances of the case. If necessary, the Police
Officer may arrest the offender. A Police Officer who is investigating a cognizable offence has the power to send an order in writing to any person, who is acquainted with the facts and circumstances of the case, to appear before him. Such a person has a duty to appear before the Police Officer and answer all the questions relating to the case that are put to him. Every police officer making an investigation necessity enters its proceedings in a diary (Case Diary) every day. He necessity record:

- The time at which the information reached him;
- The time at which he began and closed his investigation;
- The place or places visited through him; and
- A statement of the circumstances ascertained through his investigation.

The substance of keeping “case diaries” is to enable the Court to be informed of investigation through the police to aid it throughout trial. It can be used through the Court and the Police Officer and the accused under sure circumstances. Every investigation is expected to be completed without unnecessary delay. As soon as the investigation is completed the Police Officer necessity forwards the report to the competent Magistrate in a prescribed form.

**Charge Sheet**

The police report made at the end of investigation is recognized as “charge sheet”. It necessity contain---

- The name of the offence committed through the accused;
- The law and the section of the law against which the offence is said to have been committed;
- The particulars as to the time and place of the alleged offence, the name of the person against whom (if any), or the thing in respect of which, the offence was committed;
- The manner of committing the alleged offence (in some cases).

Any court may alter or add to any charge at any time before judgment is pronounced. Every such alteration or addition should be read before and
explained to the accused. There should be separate charge for every separate offence of which any person is accused. Every separate charge necessity is tried separately. Court has power to alter charges. Under chapter XVII of CPC, details are given.

**Arrest and Warrant**

A person is arrested when a police officer or a citizen takes him into custody or otherwise substantially deprives him of his freedom of action so that he may be held to answer for a crime or an offence.

**Warrant of Arrest**

It is a written order issued through a Court to a police officer to arrest and produce an offender or to search his premises for a scrupulous thing. A police officer who executes the warrant shall notify the substance thereof to the person to be arrested and if he demands, shall show him the warrant. He is expected to bring the required person before the Court without unnecessary delay.

**Valid Warrant**

A warrant of arrest should be

- In writing,
- Signed through the presiding officer of court, and
- Should bear the seal of such Court.

It should also contain the name of the accused, his address and indicate the offence with which he is charged. If any of these factors is absent, the warrant is not in order and an arrest made in execution of such a warrant is illegal. Warrants are of two kinds: Bailable and Non-bailable. A bailable warrant is a Court’s order which contains a direction that if the person arrested executes a bail with sufficient sureties for his attendance before the Court, he may be released from custody. In that case it shall further state the number of sureties,
the amount of the bond, and the time for attending the Court. In case of a non-
bailable warrant the direction for bail will not be endorsed on the warrant.

**Arrest Without Warrant**

A police officer has power to arrest a person without warrant, if he is
suspected of having committed a cognizable offence. Normally in non-
cognizable offences a police officer cannot arrest a person without a warrant
from a Magistrate. A person can be arrested without a warrant:

- If he is concerned in a cognizable offence or if there is a reasonable
  suspicion, complaint or information that he has committed a
cognizable offence;
- If he possesses implements of home breaking;
- If he possesses stolen property;
- If he is a proclaimed offender;
- If he obstructs a police officer on duty;
- If he escapes from a legal custody;
- If he is a deserter from the army, navy or air force;
- When he is out of India and commits an offence punishable under any
  extradition law or under the fugitive offenders act;
- If he is a released convict who breaks the restrictions imposed through
  the court on his movements;
- If he is suspected of preparing to commit a cognizable offence;
- If he is a habitual criminal;
- If he, after committing a non-cognizable offence in attendance of a
  police officer, refuses to provide the police his name and address, gives
  a false name and address;
- If he is required through a police officer of another police station who
  suspects that he has committed a cognizable offence;

Arrest is complete when there is submission to custody through word or
action, and in such a case touching or confining of the body of the person
arrested is not necessary, but mere surrounding of a person through the police
Fundamental Rights When Arrested

Once any person is arrested through the police officer he/ she have following rights:

- To be informed of the reasons for his/her arrest.
- To consult a lawyer of his/her your choice.
- To be produced before the adjacent Magistrate within 24 hours.

According to the Supreme Court’s, ruling normally an arrested person should not be handcuffed unless he is violent or he is a desperate character or he is likely to effort to escape or to commit suicide. Arrest is not a punishment. Hence unnecessary restraints are not permissible, if there is no necessity for doing so. A police officer has the right to search a person only after he is arrested. After the search the police officer necessity stays in safe custody all the articles taken from him and provides him a receipt for the same. A search of an arrested female should be done with strict regard to decency. A woman can be searched only through another women.

Detention of An Arrested Person

Article 22 (2) of the Constitution lays down that every person who is arrested and detained in custody should be produced before the adjacent Magistrate within a period of 24 hours of such arrest exclusive of the time necessary for the journey from the place of arrest to the Magistrate’s Court. Though, Section 167 of the Cr. P.C. vests the power in the Magistrate to authorize the detention of the arrested person for more than 24 hours if the investigation cannot be completed within that period. In no circumstances can the accused be detained in custody for a moment more than twenty four hours without a special order of a Magistrate who can order his detention for a term not exceeding 15 days on the whole. At the end of the 15 days his necessity is produced before the Magistrate. If there are adequate grounds for further detention in judicial custody (jail), he can pass an order to that effect, for a
period not exceeding 15 days. But the total period of detention cannot exceed 60 days. The order of a Magistrate sanctioning the detention for an indefinite period is illegal. If the accused is not able to furnish bail throughout the stage of investigation for a bailable offence he may be detained in judicial custody. In case of non-bailable offence the arrested person may be kept in jail until the trial is in excess of.

**Meaning of Bail**

Bail means releasing an arrested person from legal custody until his trial. Bail gives the freedom to seek advice from friends and to consult a lawyer, to trace witnesses and to collect proof for one’s defense and to continue his job. Provisions concerning bail can be classified into two categories: i.e.

- Bailable cases; and
- Non-bailable cases.

In the case of bailable offences, granting of bail is a matter of legal right. This means that bail cannot be refused and shall be granted through a police officer in charge of a police station having the accused in his custody. The release may be ordered on the accused executing a bond, even without sureties.

In non-bailable cases, only the Court can order release of the accused person on bail. Though, if the police officer or the Magistrate is of the opinion that there is no sufficient material against the accused and that the complaint needs further investigation he may also release the accused on bail. Normally, bail is not granted when the accused person appears, on reasonable grounds, to be guilty of an offence punishable with death or imprisonment for life. But women, children under 15 years of age and sick people can be released on bail through a Magistrate even if charged with offences punishable with death or life-imprisonment. The discretionary power of the Court to grant bail is a judicial power and is given through recognized principles. Before granting bail the Court necessity consider the seriousness of the charge, the nature of the proof, the severity of the punishment prescribed for the offences and in some
cases the character, means and the status of the accused. Following are common objections raised through the Police Officer whenever a bail application is moved.

- The accused will not appear at his trial.
- The accused will interfere with witnesses or material proof.
- The accused will commit further offences while on bail.
- Police enquiries are not complete.
- Further charges might follow.
- Stolen properties have not been recovered.
- The co-accused is absconding.
- The weapons with which crime was committed have not been recovered.

If bail is refused, the Magistrate necessity records the reasons for the same. Such a record is necessary to make a proper appeal for bail in higher Courts.

**Appeal**

If application for bail is rejected through the Magistrate, the accused person can appeal to a Sessions Court or High Court. Disagreement with the objections raised through the police in granting bail or the fact of no objection raised in the Court necessity is incorporated in the application for bail. If one’s application is rejected, one may try again in one’s after that Court appearance.

**Circumstances for Bail**

The Magistrate may grant a bail:

- Without any condition;
- Subject to special circumstances;
- Subject to bond with or without sureties;

Special circumstances usually state that the accused person necessity report to the police station at specified time or surrender his passport. One can challenge in a Court any unreasonable condition imposed through the
Magistrate. If the Court refuses to change the circumstances, the accused person can reject them. But in that case he will not be released until his appeal is heard and disposed of in his favor. Before any person is released on bail, a bond or such sum of money as the police officer or court thinks sufficient and on surety that such person will attend of the time and place mentioned in the bond, will have to be furnished.

**Anticipatory Bail**

When a person has cause to believe that he may be arrested for a non-bailable offence, he may apply to the High Court or to the Court of Session for a direction that in the event of such an arrest he may be released on bail. If such a person is arrested without a warrant through a police officer and if he is prepared to provide bail, his necessity is released on bail. In case a warrant is issued against the accused through a Magistrate, it necessity be a bailable warrant in conventionality with the direction of the High Court or the Court of Session. The purpose of the provision is to relieve a person from disgrace through being detained in jail for some days before he can apply for bail when he is implicated in a false case through a rival.

**Right of the Arrested Persons**

A person arrested through police has following rights:

- The police personnel carrying out the arrest and handling the interrogation of the arrestee should bear accurate, visible and clear identification and name tags with their designations. The particulars of all such police personnel who handle interrogation of the arrestee necessity be recorded in a register.

- A person who has been arrested or detained and is being held in custody in police station or interrogation centre or other lock-up, shall be entitled to have one friend or relative or other person recognized to him or having interest in his welfare being informed, as soon as practicable, that he has been arrested and is being detained at the
scrupulous place, unless the attesting witness of the memo of arrest is himself such a friend or a relative of the arrestee.

- The time, place of arrest and venue of custody of an arrestee necessity be notified through the police, where the after that friend or relative of the arrestee lives outside the district or town, through the Legal Aid Organisation in the District and the police station of the area concerned, telegraphically within a period of 8 to 12 hours after the arrest.

- The person arrested necessity is made aware of this right to have someone informed of his arrest or detention as soon as he is put under arrest or is detained.

- An entry necessity be made in the diary at the place of detention concerning the arrest of the person which shall also disclose the name of the after that friend of the person who has been informed of the arrest and the names and particulars of the police officials in whose custody the arrestee is.

- The arrestee should, where he so requests, be also examined at the time of his arrest and major and minor injuries, if any, present on his/her body, necessity be recorded at that time. The “Inspection Memo” necessity is signed both through the arrestee and the police officer effecting the arrest and its copy provided to the arrestee.

- The arrestee should be subjected to medical examination every 48 hours throughout his detention in custody through a doctor on the panel of approved doctors appointed through Director, Health Services of the concerned State or Union Territory.

- The arrestee may be permitted to meet his lawyer throughout interrogation, though not throughout the interrogation.

The above rights of the arrested person are based on the Supreme Court’s directions in D.K. Basu vs. State of West Bengal, AIR 1997 SC 610. These rules have to be followed in all cases of arrest or detention till a specific law is enacted through Parliament.
**Specific Rights if Arrested**

General provisions concerning arrest are also applicable to a woman. Though law provides following special rights to a woman to protect her human dignity and modesty.

- While arresting a woman, a male police officer has no power to touch her body.
- A search of an arrested female should be done with strict regard to decency and modesty. A woman can be searched only through another woman.
- An arrested female person can demand that she be examined through a female doctor.
- Normally the arresting power should make all efforts to stay a lady constable present while arresting a female person. If a male police officer arrests a woman for lawful reasons at any time of the day or night in the absence of a lady constable, due to her unavailability, the arresting officer necessity record the reasons for doing so.
- If after arrest a woman is detained in police custody or judicial custody her necessity is guarded through female police officer.
- An arrested woman is entitled to get bail even in a non-bailable offence.
- A woman has a right to free legal aid from the State.

**Specific Rights of Children when arrested**

The childhood and vulnerability of children is protected through law. Children have specific rights consequent upon the arrest. These are:

- When a juvenile in disagreement with law is apprehended he should be placed under the charge of the special juvenile unit or the designated police officer.
- Then the special juvenile police unit or the designated police officer should immediately report the matter to a member of the Juvenile Justice Board.
When a juvenile accused of a bailable or non-bailable offence is arrested, his necessity is released on bail with or without surety. If he is not released on bail for specific reasons the police officer should send him to an observation home in the prescribed manner until he can be brought before a Board.

The Board instead of committing him in prison necessity makes an order to send him to an observation home or place of safety throughout the pendency of the enquiry concerning him.

When a juvenile is arrested and brought before an officer in-charge of a police station or the special juvenile police unit, he should immediately inform the parents or guardians of the juvenile in relation to the such arrest and direct him to be present at the Board before which the juvenile will appear.

His necessity also informs the Probation Officer of such arrest and requests him to make enquiry in relation to his antecedents and family background.

A juvenile accused of a crime cannot be tried together with adults involved in the same crime. The juvenile necessity is tried separately under the Juvenile Justice Act.

An arrested child cannot be kept in jail together with adult prisoners.

SOCIAL LEGISLATION AND ROLE OF SOCIAL WORKER IN LEGAL ASSISTANCE

Concept of Social Legislation

Legislation is an instrument to control, guide and restrain the behaviour of individuals and groups living in society. Individuals and groups left in absolute freedom may conflict with each other in the pursuit of their self interest at the cost of others. They cause grave harm to society leading to chaos. Legislation is one of the several institutions which controls and directs individual action into desirable channels. Others being social customs, traditions, religious prescription etc. Law is a vast subject having several branches. In a broad sense, all laws are social in character, in a narrow sense
only those laws that are enacted for the purpose of social welfare are categorized as social legislation. There are many kinds of legislations such as taxation, corporate, civil, criminal, commercial etc. Social legislation is that branch of law which is an aggregate of the laws relating to the several socio-economic condition of the people. It is a social institution that embodies the social norms created on the initiative of a competent legislative agency. These laws are enacted keeping in view the needs of the time, the circumstances of the nation and its socio-political ideals. Let us take a look at some of the definitions of social legislation.

Dr. R.N. Saxena defines social legislation as ‘any act passed through the legislature or a decree issued through the government for the removal of sure social evils or for the improvement of social circumstances or with the aim of bringing in relation to the skill reform. A comprehensive definition of the term social legislation is found in the Dictionary of Sociology through Fairchild. According to this definition social legislation means laws intended to improve and protect the economic and social position of those groups in society which because of age, sex, race, physical or mental defect or lack of economic power cannot achieve health and decent living standards for themselves. Social legislations, according to Prof. Gangrade, involve an active procedure of remedy through preventing or changing the wrong course of society or through selecting in the middle of the courses that are proved to be right. To sum up these definitions social legislation can be defined as special laws which are passed with the special purposes of improving the socio-economic position of the specific groups such as women, children, elderly, scheduled castes, scheduled tribes, physically and mentally challenged, unorganised workers, agricultural and landless labourers and other such vulnerable groups.

**Social Legislation: Needs and Objectives**

The need and importance of social legislation in a Welfare State cannot be undermined. Our Constitution reflects the aspirations of masses to become a welfare state where everyone enjoys the right to live a dignified life and right to the pursuit of happiness are fundamental. In broader sense, everyone in the
country men is entitled to have basic human rights such as right to life, employment, work health, education, etc. Now these rights can only be secured through State action. Social legislation gives us a proper formalized legal framework for achieving these goals. It is a recognized fact that as social order undergoes changes, new troubles and demands arise which cannot be allowed to go out of hand. Troubles such as juvenile delinquency, new shapes of crime, socio-economic injustices, socio-economic inequalities, troubles of social security have to be tackled through welfare legislations. It is significant to have social legislation to meet the existing social needs and troubles. It also anticipates the direction of social change. Thus, Social legislation is needed

- To ensure social justice,
- To bring in relation to the skill reform,
- To promote social welfare,
- To bring in relation to the desired social change.
- To protect and promote of rights of socio-economically disadvantaged groups of the society.

**Objectives of Social Legislation**

Social legislation derives its inspiration from our constitution and has the following specific objectives:

- Removal of discrimination on the grounds of sex, religion, caste, class etc. And promotion of equality to all.
- Safeguard the rights of the weaker section such as women, children, elderly, widows, destitute and the backward classes.
- Eradication of traditional malpractices and social evils such as untouchability, dowry, child marriage, female infanticide etc.
- Provision of social security.

Social legislation is required for :

- Protection and promotion of rights,
- Prevention of individual and social disorganization,
- Proactive action,
Pioneering social reforms in social institutions and,
- Progressive social values for desired social order.

In brief, the main aim of social legislation is to change and reorganize society through improving its social and economic condition. Each individual of the society has to be given equal rights and equal opportunities. Social legislation aims to address social troubles through legislative means, and initiates procedure of social reform and social change based on sound social rules. Since the procedure of social change in fast social legislation also provides desired direction to changes.

**Social Legislation as an Instrument of Social Change**

Is social legislation a tool of social change? There are two schools of thought. Social scientists of one school believe that law in itself cannot lead to change, it can only follow change. Thus it cannot be an instrument of the basic transformation of values and attitudes. On the other hand, there are experts who are of the view that social legislation is an significant enabling mechanism of bringing social change. It would not be incorrect to say that law alone, can not be truly effective unless, it is supplemented and supported through public opinion and administrative reforms. Despite its limitations social legislation can be a powerful and effective tool in the hands of the professional social workers to fulfill their commitment to the weaker and the marginalized sections of the society. Let us take a look at and understand its potential for change.

The British rule in India for the first time recognized the supreme power of law in social matters, ensuring uniformity in law and social order which India did not have till then. In the last century, we have had a series of legislations planned for bringing in relation to the significant changes in the status of women, children, scheduled castes and other such vulnerable groups on the one hand, whereas there were legislations for bringing reform in social institutions like family, marriage etc. on the other. Since Independence a number of social legislations have been passed. We know several of the evil
practices such as *sati pratha*, child marriage etc. may have still persisted, had they not been curtailed through timely appropriate legislations. Social legislation, beset as it may be with drawbacks, has nevertheless helped us to shelve several of our outmoded traditional customs and practices. For instance law has been instrumental in bringing in relation to the change in the status of women.

Equality of sexes has been ensured through our constitution and law has endowed several rights on women at par with men. Today we have legislation which prohibits any discrimination on the ground of sex. A woman can acquire, hold and transfer absolute property in addition to Stridhana under the Hindu Succession Act 1956. The Act further gives the women the right of succession equal to that of male heirs. Where a Hindu male dies without making a will of his property, his widow, mother, daughters and sons are all classified together as class I heirs and they take one share each. The Dowry Prohibition Act of 1961 requires the dowry amount to be transferred to the bride within three months from the time of the solemnization of the marriage. This property is her absolute property and goes to her heirs if she dies before getting it. The reforms in the marriage laws of Hindus have removed several disabilities traditionally imposed on women. It has abolished bigamy and divorce can now be legally claimed through a wife. Child Marriage Restraint Act 1929 has restrained child marriage. In matters of employment, a woman is entitled for equal pay as her male counterparts. A daughter can be given and taken in adoption under the Hindu Adoption and Maintenance Act 1956.

Law also has been instrumental in bringing in relation to the structural transformation through abolishing the caste system. Both under the constitutional and statutory law birth into any caste are no longer a barrier to occupational choice. Abolition of untouchability through the Protection of Civil Rights has paved the way for social mobility. Several more such instances can be cited where the changes and reforms are brought through social legislations. Thus, we can say that social legislation has helped in promoting opportunities for the exercise of freedom, dignity and justice to the less fortunate. Our traditions impede change but law can be instrumental in changing traditions and old customary practices.
Social Legislation and Social Work

As we have discussed the purpose of social legislations earlier, now we will talk about the relationship flanked by social work and social legislation. Social Work is professional help extended to individual, group and communities. Since social work aims at resolving troubles and issues related to structural inequalities, mass poverty, socio-economic injustices and deprivation, the major task of today and in coming days would be to promote social change through empowering people. The International Federation of Social Workers and the International Association of Schools of Social Work defined social work “The social work profession promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilizing theories of human behaviour and social system, social work intervenes at the points where people interact with their environments”. Principles of human rights and social justice are fundamental to social work.

Social Workers effort to relieve and prevent hardship and suffering. They have a responsibility to help individuals, families, groups and communities through the provision and operation of appropriate services and through contributing to social planning. They work with, on behalf or in the interests of people to enable them to deal with personal and social difficulties and obtain essential possessions and services. Their work may contain, but is not limited to, personal practice, group work, community work, social development, social action, policy development, research, social work education and supervisory and managerial functions in these fields. Social legislation can be used through professional social workers as a tool for social advocacy, empowerment to ensure basic human rights, dignity, and conducive environment. In other words, the in excess of all thrust of social work will be on developmental, remedial and rehabilitative dimension with non elitist approach. Thus social legislation works as tool for social reform, social welfare, development and change. The relationship can be explained in diagrammatic manner as given below:
Relationship flanked by Social Legislation and other Social Processes

The social worker should be sufficiently equipped with the knowledge of the accessible sources of relief – medical, economic, psychological, legal --- for those who are in trouble Professional social workers whether they have presently entered the profession or have been working for a number of years have an indispensable partnership with law. Through virtue of the nature of social work and peoples’ expectations as human service profession, legal knowledge is imperative for social workers. They should know the laws linked with everyday matters such as adoption, inheritance, begging, prostitution, offences against women, children, low castes and the like as they will be often required to fall back on their legal knowledge in the procedure of helping their clients. A social worker working in the field of women welfare necessity has knowledge in relation to the family laws, the Dowry Prohibition Act, the Prevention of Immoral Traffic Act and other such laws accessible for the welfare of women. Likewise those working with children necessity have knowledge in relation to the Juvenile Justice Act and other laws protecting the interests of children. We can, thus say that social legislation which comprises areas of laws fundamental to the welfare rights of the people are essential to
the practice of social work.

Irrespective of the field a social worker works, they need to know the application of law to their clients. They should be sufficiently equipped with not only the knowledge of these laws but also the procedure and procedure as it relates to their practice. Here, we have to understand that the knowledge of law that a social worker necessity possess is significantly dissimilar from the one possessed through the legal practitioners. They use law to empower the vulnerable and disadvantaged sections to reform social institutions, and to ensure social justice rather than to win or lose cases. They need to know in relation to the legislations so that they can use it in the best interests of the clients/agencies. In fact social legislation in social work parlance is the application of the methods of social work especially community organisation, and social action for the promotion of people’s welfare and right. If social workers are fully aware of these laws, they can work more easily for the target groups. Through knowing these laws, they will be strengthening the efforts of the government in delivering welfare to those in need of it. Munby, mentioned five reasons why social workers need to acquire legal knowledge,

- To discharge their social responsibilities,
- To offer advice and assistance,
- To protect the rights of individuals’ as clients of social services to practice in an anti-oppressive and anti-discriminatory manner, and
- To protect their own position as employees.

Role of Social Worker In Legal Assistance

There is an interdependence flanked by law and social work which we have examined in the last unit. Madhava Menon says that the whole arena of legal counseling, legal literacy, legal documentation and settlement through Lok adalats and other manners of resolution of disputes is dependent upon the collaborative efforts of law and social work establishments. Recognizing the importance of this intimate relationship for better delivery of legal services, Parliament has provided for social workers taking the role of judges (lay judges) in selected judicial bodies. Enlightened and accommodating team
work in the cause of justice is the key to a client being able to receive the full benefit of any legal proceeding. Union and State Governments have constituted rights commissions, vigilance bodies and has provided an elaborate scheme of legal aid for the poor in order to give access to justice for everyone. Legal aid in India is concerned as not presently a representation through lawyers in court proceedings but a movement to empower the people with legal literacy, to rally them for legal action and to enable them with free legal aid to settle disputes. In short, social worker has an equally significant role in legal aid movement as that of lawyers. Courts and legal aid authorities are increasingly by the social workers as court commissioners to gather proof in PIL’s and to monitor and report on court orders in the matters of relief and remedies.

The terms legal aid and legal assistance are dissimilar as they are not one and the same but often used interchangeably. ‘Legal aid’ originally means giving technical legal help free to a poor person with regard to his rights under the law. It comprises payment of court fees, payment to legal practitioner and other expenses incurred in connection with legal proceeding. Legal assistance on the other hand refers to any advice (oral or written) given to the client as the nature of the case may require. In this section we will take a look at some specific areas of social legislation wherein the social worker can play a important role in providing legal assistance and the nature of this assistance. We have taken four areas --- women, criminal justice, juvenile justice and probation --- to demonstrate role of social worker at several stages.

Social Worker and Legal Assistance to Women

Women have been victimized through centuries old traditions in our country, though, their status has considerably improved after Independence. Our Constitutional guarantees equality of sexes in Articles 15 and 16 which grants social favors through exercising positive discrimination. Further, special antidotes through several laws have been given to them so as to make equality of sexes a way of Indian life. Though, there is still a great need of legal assistance for women. What we need is a strong lobby of active lawyers, socially concerned persons and groups who can stimulate further legislative
action with the help of professional social workers and women welfare organisations. Efforts have to be made to use the judicial procedure to redress the wrongs done to the women both inside and outside their families even today.

Justice Sujata Manohar opined that social, educational and financial hardships make women specially vulnerable when facing troubles within the family such as matrimonial conflicts compelling them to resort to the law. She has outlined some programmes of legal services for women. Not all the characteristics of the programme require the participation of trained lawyers. She feels mainly of the work should be accepted out through trained social workers, for mainly of the basic work, right up to taking the case before the lawyer, social workers with legal training are essential. Trained social workers necessity precedes the lawyers and legal services, to evaluate the need for such a program. Mainly of the significant follow-up will also have to be done through trained social workers. women victims of crime such as rape, domestic violence face great difficulties in accessing justice as social taboos prevent women from disclosing the crimes. Social workers necessity stays constant touch with such women who are victims of rape or attempted dowry murder, before, throughout and after trial. Identifying special troubles of women and reaching out to women in need of help and making them take recourse to the legal remedies can be an significant task of the social worker. Mumbai has the only city civil court in the country which has associated with its matrimonial work a group of trained social workers in cooperation with the Schools of social work.

Justice Sujata Manohar in a judgment explained that the programmes of legal assistance to women should contain the following:

- Identifying special troubles of women and reaching out to women in need of help.
- Special programmes for reaching information to women concerning their legal rights; this may even involve reaching out to such women as, for instance, women in jails, women in mental asylums, women in purdah --- and initiating legal action on their behalf.
• Giving relevant information to women concerning their legal rights. This may contain giving talks, or the use of the media, printing and sharing of pamphlets or articles giving relevant information in simple language.

• If laws are unsatisfactory, creating a lobby for appropriate reforms.

• Filing test cases, class action or public interest action in appropriate cases.

• Making accessible free or subsidized legal advice and also services of a lawyer of her choice to a woman litigant in a deserving case.

• Providing financial aid to meet out of pocket expenses of litigation.

• Formulating programme for advice and conciliation in family disputes under which the parties to the dispute can be summoned, their problem discussed through trained family counselors and reconciliation attempted.

• Creating emergency cell where women in urgent need of help can go and, if necessary, stay for some time and receive legal advice and help e.g. women who are subjected to physical abuse, harassed for money or dowry through their in laws, thrown out of their matrimonial homes and need protection for their children.

• Providing information desk where separately from legal information, women in distress can get information in relation to the women’s homes and hostels where they can stay with their children, if required. The desk can also supply information concerning any jobs or training for work accessible to women.

• Making accessible a follow-up service to help women after the completion of the court case.

• Establishing a research cell to compile and analyze the data concerning women’s problem received at the legal aid centers.

Through doing above mentioned activities, social workers can involve themselves in several ways, and use their professional knowledge and skills. By the case work method, the social workers can provide emotional support, counseling and guidance to the victims. With the manifold skills at their
disposal they can be a great help to the women in all the programmes mentioned above. Beside with these social workers can use other methods also in an integrated manner.

**Social Worker and Victims of Immoral Trafficking**

Prostitution has been an age old problem. Despite the institutional guarantees and laws such as Prevention Of Immoral Traffic Act (PITA) trafficking in girls and women has been on an alarming increase. In our society where a women is at the getting end of sexual and domestic violence, it is fairly easy to use them. Though, what is even more disturbing is the fact that more and more children are being pushed into this trade.

Article 23 of the Indian Constitution makes trafficking in human beings punishable through law. There are also provisions under the Indian Penal Code which aim at controlling this problem. The present act PITA, which has replaced earlier legislation Suppression of Immoral Traffic Act (SITA) has very stringent punishments for brothel owners and especially those forcing children into prostitution. Though, the enforcement of the law has been far from satisfactory in controlling the menace of prostitution and protecting the women from sexual use. Often police are hand in glove with the pimps and the brothel owners. While the victims are sent to protective homes the real perpetrators of the crime go scot-free. When raids are mannered and the girls are detained no legal help is offered to them nor any counseling is provided to them. The role of a social worker becomes very significant here. Social Workers can give legal help to such victims and can build network with dissimilar agencies for educations, prevention and rehabilitation of such victims.

**Role of Social Worker in Criminal Justice**

The modern concept of reformation and rehabilitation has changed the traditional approach of retaliation and punishment towards the criminals. The aim of any criminal policy is to eliminate crime but this traditional punitive and repressive approach has been slowly replaced through other alternatives
such as probation and parole. Our earlier approach based on the premise that people are born with criminal intent has been rejected through the conviction that no one is born as a criminal rather there are other factors as well. Thus, person who committed crime can be reformed and rehabilitated. We shall be dwelling on these concepts later in the unit but let us understand that the benefits of probation and parole are not accessible to all adult offenders. Our criminal justice system, has limitations as well as drawbacks but our prison administration functions inadequately as centers of reformation. The present prison system suffers from overcrowding, prolonged detention of under trials, lack of proper treatment and rehabilitation programmes. There are still cases where persons are detained for years and may be set free one day but the courts do not in any way help them in their rehabilitation. The Ministry of Welfare has formulated a scheme for welfare of prisoners that makes provision for counseling and guidance to prisoners and setting up of rehabilitation homes. It comprises reintegration of the offenders with the community. When criminal proceedings aim at the prevention, rehabilitation and correction of the offender, a social worker becomes an integral part of this system.

Social casework services become indispensable for the education, social adjustment and for the preparation of the offender for living a normal life. In the practice of social casework in a prison set-up, there are restrictions on personal contacts, which are an essential requirement of casework, nevertheless, there are possibilities for individual work with convicts. Social workers are slowly finding place on the team of prison management. The authoritarian setting of the prison may not be very conducive to case and counseling as the offenders may refuse to cooperate but a skilled worker can overcome these barriers as prisoners are in great need for personal attention and help.

In fact the best time for the social worker to get in touch with a prisoner is when he or she has presently entered the prison. The initial shock of the first day or night in the prison and meeting the other inmates makes the prisoners bewildered, afraid, and often develop hatred. Talking with the social worker gives the prisoner a chance to talk about the hard realities of prison life, the
possibilities for the future, educational and vocational opportunities. Regularly the offender may hide his real feelings and may need time before he or she is able to take advantage of casework service. The main task of the social worker in prison is to help the convicts in exploring their attitudes towards the crimes, sentence and confinement. The social worker can try to help them clarify their thinking in relation to their actions, change their attitude towards society, and develop new plans for their future. Finally the social worker will have a substantial role in preparing convicts for release and return to the community. 

The social worker can bring to them the insight that after release their chances of success require a definite change in behaviour, which can result only from a more positive attitude towards society.

After-care services are an integral part of a social worker’s responsibilities, which contain helping the offender to find his lost moorings in the society, finding employment, and reintegrating him with the family and society. The social worker can also offer services to the families of the offender while he is undergoing sentence. Regular visits through the family members can be helpful in coming to terms with his imprisonment, relieving loneliness and sustaining the morale of the family. Meetings can be organized for the prisoner family and group activities can be encouraged.

**Parole**

Parole is the release of the prisoner before the expiration of the sentence with the provision that he/she will return to the prison if the circumstances of parole are violated. Sometimes the prisoner is put under supervision. The supervision of the prisoner should ideally be accepted out through the social worker, who can network with other agencies in the community that will facilitate the adjustment of the prisoner back in the society. A Social Worker can further help the offender in finding employment to support his family, regain his lost self respect and reintegrate with family and the community. For their supervision we require trained and skilled social workers with knowledge of human behaviour, social casework and knowledge of the laws and its procedures.
Role of Social Worker in Juvenile Justice

Several agencies are involved in managing delinquents viz. the police, the court, the parents. Each one of them looks at the problem from a dissimilar angle and tries to handle it with their own special purposes and according to their own methods and traditions. They concentrate on the specific segment of a problem such as i.e. the delinquent behaviour of the child and ignore other characteristics. The role of the social worker becomes significantly significant in juvenile justice as they do not classify the juvenile delinquents as a class or a category but look at each delinquent as a unique individual. Social Workers have to study reasons of deviation in totality of varied institutions like home, neighborhood, school etc. Social work services are very useful in modifying the behaviour of the delinquent and of those approximately the delinquent or neglected child.

The earliest involvement of social work practice in legal procedures related to juvenile justice required rising involvement of probation, correction and rehabilitation. Under Juvenile Justice Act 2000, the juvenile court and the child welfare board have been vested with the responsibility of professional collaboration of social work and law in the administration of justice to children in general and delinquent and neglected children in scrupulous. A great reliance has been placed on the case study report of the probation officer for diagnosing the problem and determining the appropriate method of disposing the case through the juvenile courts and juvenile boards. Each juvenile delinquent offers a unique situation which needs to be studied in relation to his local condition, home, school and the neighborhood. So, in such cases the casework method of social work can be effectively used. The effort can be in the direction of developing attitude and creating circumstances, which would be conducive to a moral, decent and healthy living of the juveniles. The efforts should be made in creating attitudinal changes through counseling and thereby creating a happy home situation, better social adjustment, proper facilities of education, training and recreation in the neighborhood instilling a proper sense of values and respect for laws.

First of all the social worker needs to work with the child directly in order to vary the child’s behaviour and attitudes through a series of interventions
which can be done as follows:

- Accepting the delinquent as he is
- Showing a non-condemning and non-judgmental attitude
- Establishing a strong client-casework relationship
- Being a patient non-blaming listener
- Creating an atmosphere wherein the delinquent is encouraged to talk about the reasons of his revolt against the law
- Giving emotional support, guidance and advice and making him understand the reasons of his rebellion against the laws
- Making him understand the importance of social and legal norms and the consequences of their violation.

At the same time the social worker also needs to work with the family members. Social Worker is often required to make the family members aware of the child’s troubles. He has to enable the parents to realize how they may have in some way contributed to the problem. A good number of children can be taken care of without being processed through the police or the juvenile courts, through non-institutional services of recreation, education, counseling, craft training, etc. through the family. As the social worker will have limited funds at their disposal they should explore community possessions to meet the demand of the child. Further the social worker needs to network with the several organisations in the community to pool the possessions. Even school teachers have a profound power on the behaviour of the child. They can be interviewed and made aware of the child’s problem and with their help and cooperation power the behaviour of the child. A social worker can do the following tasks:

- Training for the school drop-outs,
- Organize legal awareness camps,
- Co-ordinate social work with the home, the school, police, courts and correctional institutions, and
- look at the existing laws and its implementation and enforcement.
**Home Visits and Community Contacts**

The importance of family and home environment is well recognized in social work. The home plays the mainly significant part in the development of the attitudes and personality of the child. The child has the basic needs of love, affection, physical and emotional security etc. These needs are primarily fulfilled at home and it is the responsibility of the parents to see that a healthy environment is created at home. Lack of love and sustained neglect can lead to delinquency. Delinquency and vagrancy is mainly a consequence of maladjustment at home. The purpose of the non institution services under the Juvenile Justice Act 2000 is to recognize predelinquency behaviour at an early stage and through undertaking home visits a social worker can make detailed case study of the client’s situation and identify the causes of delinquency. The social worker observes the delinquent in his family environment and the social interactions that take place. This helps him in developing a fuller diagnostic understanding for appropriate treatment. Home visits and community contacts thus become an effective tool in the whole intervention programme. The child beside with the family members is counseled and the aggressive behaviour and faulty attitudes can be customized and changed into positive and healthy attitudes which would lead to better adjustment.

**Role of Social Worker in Probation**

Probation is a method of dealing with those who violate the law of the land. It consists of the conditional suspension of punishment throughout which time the offender is under the personal supervision of the probation officer who gives him individual guidance and treatment. It is an extension of the principle of individualized treatment where the punishment is intended to fit the offender rather the offence. Probation has been seen as a part of the courts. The social elements of probation are three fold:

- It permits the probationer to live a normal life in the community and to readjust to socially acceptable attitude without being confined throughout this period to a penal or correctional institution.
• It is granted on the foundation of a social investigation through the court, assuming that the probationer will be able to live a lawful life.
• It is a procedure of adjustment with the supervision of a probation officer.

Pre sentence investigation report is an essential input in criminal trials and probation officers who are ordinarily social workers generate these reports. Courts depend heavily on them for determination of sentence appropriate to the accused in question. And when probation with or without supervision is made a part of the sentence, the role of the probation officer becomes central to the whole proceedings. Separately from sentence determination, the treatment of the inmates of prisons and other custodial institutions is a function of social work practice. It is increasingly recognized that probation is a highly skilled service requiring specific technical training and application of modern scientific casework methods. It is a form of community treatment which permits normal social experience not accessible in the institutions. It does not disrupt offender’s relationship with his family and occupation.

The employment of skilled social workers is required for an effective probation system. Workers necessity is trained in the casework, in the use of community possessions and in understanding the behaviour of the juvenile and adult offender. Probation is not merely giving the offender another chance. It is a systematic assistance in his effort to become a citizen capable of living without coming into disagreement with the law and the social rehabilitation of the individual offender is the society’s guarantee against future crime. It is supervision and not surveillance. Negatively, it protects the probation from unwise use of his personal freedom and to that extent it may be regarded as authoritative structure of discipline. But more significant are its educational and rehabilitative objectives, which together constitute the treatment the probationer receives. Throughout the home visits; through skillfully mannered interviews, the probation officer gives a chance to the young offender to talk about his personal situation. The officer makes important efforts to explore the possibilities of making changes in his family, work and general social environment. For this the social worker needs to build up a relationship with
the probationer based on understanding and respect. Throughout the period of probation the probationer is helped to sort out his emotional as well as environmental troubles.

**REVIEW QUESTIONS**

- Describe the basic characteristics of the Indian constitution.
- Describe the fundamental rights.
- Describe the fundamental duties.
- Explain the directive principles of state policy.
- Explain the structure of the Indian judiciary and dissimilar courts.
- What is judiciary?
- What is meaning of PIL?
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