

SYLLABUS

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MSW	INTRODUCTION TO SOCIAL WORK	MSW-101

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MSW-101 Introduction to Social Work

UNIT-1

Concept of Professional Social Work Concept

Professional social work is a practice-based profession that promotes social change, development, cohesion, and the empowerment of individuals, families, groups, and communities. It employs theories of human behavior and social systems to intervene at the points where people interact with their environments. Social work practice is underpinned by principles of human rights, social justice, and collective responsibility, reflecting the core values of the profession.

Core Components of Professional Social Work

1. Knowledge Base:

Theoretical Foundations-Professional social work is grounded in a robust body of knowledge, including theories from psychology, sociology, economics, political science, and other related fields. This knowledge helps social workers understand complex social issues and human behaviors.

Research and Evidence-Based Practice : Social workers rely on current research and empirical evidence to inform their practice. This ensures that interventions are effective and grounded in scientific knowledge.

2. Skills

Assessment and Diagnosis Social workers assess individuals, families, and communities to understand their needs, strengths, and challenges. This involves gathering and analyzing information to develop a comprehensive understanding of the situation.

Intervention and Treatment-Based on assessments, social workers develop and implement intervention plans. These can include counseling, advocacy, community organizing, policy development, and resource mobilization.

Communication Effective communication skills are essential for building trust, understanding client needs, and facilitating change. This includes active listening, empathy, and clear, respectful dialogue.

3. Values and Ethics

Dignity and Worth of the Person- Social workers respect the inherent dignity and worth of all individuals. They recognize and promote the unique strengths and potential of every person.

Social Justice- Social workers strive to challenge social injustices and advocate for social change. This involves addressing issues such as poverty, discrimination, and inequality.

Service to Humanity- The primary goal of social work is to help people in need and address social problems. This principle underscores the commitment to serve and support vulnerable populations.

Integrity and Competence- Social workers must practice within their areas of competence and maintain professional integrity. They are committed to continuous learning and adherence to professional standards and ethical guidelines.

Roles and Functions of Professional Social Workers

Case Management- Coordinating services and resources to meet the complex needs of clients, particularly in healthcare, mental health, and child welfare.

Advocacy- Representing and supporting individuals or groups in securing their rights, accessing services, and addressing systemic barriers.

Counseling and Psychotherapy- Providing therapeutic support to individuals, families, and groups to address emotional, psychological, and behavioral issues.

Community Development- Engaging with communities to identify needs, mobilize resources, and implement programs that enhance social cohesion and collective well-being.

Policy Practice- Influencing and shaping public policies to promote social justice and improve social conditions. This can involve lobbying, research, and participation in policy-making processes.

Education and Research- Contributing to the development of social work knowledge through teaching, training, and research activities.

Nature and Characteristics of a Profession

Professional social work is a dynamic and evolving field dedicated to enhancing the well-being of individuals and communities. By integrating knowledge, skills, values, and ethics, social workers play a critical role in addressing social issues, promoting social justice, and empowering individuals to achieve their full potential. The profession's commitment to continuous learning, advocacy, and collaboration ensures that social work remains relevant and impactful in a rapidly changing world.

Nature and Characteristics of a Profession

A profession is a type of occupation that requires specialized education, training, and a commitment to a set of principles and standards. It is characterized by a high level of expertise and ethical responsibility. Here are the key characteristics that define a profession:

Specialized Knowledge and Expertise

1. Advanced Education and Training

Professionals undergo extensive education and training, often at the postgraduate level, to acquire deep knowledge and skills in their field. This education is typically formal and rigorous, providing both theoretical and practical insights.

Continuous professional development and lifelong learning are essential to maintain and update this specialized knowledge.

2. Mastery of a Complex Body of Knowledge

-A profession is grounded in a well-developed and complex body of knowledge that is unique to the field. This knowledge is often supported by research and empirical evidence.

- Professionals are expected to apply this knowledge to solve problems, make informed decisions, and provide expert advice.

Ethical Standards and Accountability

3. Code of Ethic

Professions have established codes of ethics that outline the moral and ethical responsibilities of practitioners. These codes guide professional conduct, ensuring integrity, honesty, and fairness in practice.

Adherence to ethical standards is crucial for maintaining public trust and confidence in the profession.

4. Accountability and Responsibility

Professionals are accountable for their actions and decisions. They are expected to uphold high standards of practice and take responsibility for the outcomes of their work. Regulatory bodies and professional associations often oversee the conduct of professionals, providing mechanisms for accountability and discipline.

Service Orientation and Commitment to Public Good

5. Service to Society

A defining characteristic of a profession is its commitment to serving the public good. Professionals use their expertise to address societal needs, improve quality of life, and contribute to the well-being of individuals and communities. This service orientation distinguishes professions from other occupations that may primarily focus on profit-making...

Values and Ethical Principles of Professional Social Work

Values and Ethical Principles of Professional Social Work Professional social work is guided by a set of core values and ethical principles that shape the profession's practice and ensure that social workers act with integrity, respect, and a commitment to social justice. Here are the fundamental values and the associated ethical principles that underpin professional social work:

Core Values of Social Work

1. Service

Principle : Social workers' primary goal is to help people in need and to address social problems. They elevate service to others above self-interest and are encouraged to provide pro bono service.

2. Social Justice

Principle Social workers challenge social injustices and strive to promote social change, particularly with and on behalf of vulnerable and oppressed individuals and groups. They aim to address issues such as poverty, discrimination, and unemployment.

3. Dignity and Worth of the Person

Principle Social workers respect the inherent dignity and worth of every person. They treat each individual with care and respect, mindful of individual differences and cultural and ethnic diversity.

4. Importance of Human Relationships

Principle : Social workers recognize the central importance of human relationships. They engage people as partners in the helping process and seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals and families.

5. Integrity :

Principle : Social workers behave in a trustworthy manner. They act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

6. Competence

Principle : Social workers practice within their areas of competence and develop and enhance their professional expertise. They continually strive to increase their professional knowledge and skills and apply them in practice.

Ethical Principles of Social Work

1. Respect for the Inherent Dignity and Worth of Persons :

Social workers respect the unique worth and dignity of all people and uphold the rights of individuals to make their own choices and decisions. They seek to empower clients, fostering self-determination and autonomy.

2. Pursuit of Social Justice :

Social workers advocate for social change to improve social conditions and promote social justice. They address issues of oppression, discrimination, and inequality and work towards creating a more just society.

3. Service to Humanity :

Social workers prioritize the well-being of others and act in ways that benefit the community and society. They provide assistance, resources, and support to those in need, aiming to improve quality of life and social functioning.

4. Integrity in Professional Practice :

Social workers demonstrate honesty, reliability, and trustworthiness in their professional conduct. They adhere to ethical standards and professional guidelines, ensuring accountability and transparency in their work.

5. Confidentiality in Professional Relationships:

Social workers respect the privacy and confidentiality of clients, safeguarding personal information and sharing it only with informed consent or when required by law. They ensure that clients understand their rights to privacy and the limitations of confidentiality.

6. Competence in Professional Practice:

Social workers maintain high standards of professional practice, continually seeking to improve their knowledge and skills. They recognize their professional limitations and seek supervision, consultation, and continuing education to enhance their competence

Evolution of Professional Social Work in the U.K., U.S.A., and India

The profession of social work has evolved differently across the U.K., U.S.A., and India, shaped by their unique historical, social, and cultural contexts. Here is an overview of the development of professional social work in these three regions:

United Kingdom (U.K.)

Early Beginnings

19th Century Origins: The roots of social work in the U.K. can be traced back to the 19th century with the rise of charitable organizations and the work of social reformers like Octavia Hill and the Charity Organization Society (COS), established in 1869. These early efforts focused on addressing poverty and improving the living conditions of the urban poor.

Development of the Profession

Almshouses and Poor Laws: The Poor Law Amendment Act of 1834 established workhouses and sought to provide relief for the destitute, laying early groundwork for systematic social welfare.

Social Work Education: In 1903, the London School of Economics (LSE) established the first training course for social workers. This was a significant step towards professionalizing social work.

Post-War Expansion : After World War II, the welfare state expanded, and social work became more formalized with the creation of various government-funded welfare programs. The establishment of the National Health Service (NHS) in 1948 also influenced the role of social workers in healthcare settings.

Modern Era

Legislation and Regulation: The Sebum Report of 1968 led to the reorganization of social services and the creation of local authority social services departments. The General Social Care Council (GSCC) was established in 2001 to regulate social work, later replaced by the Health and Care Professions Council (HCPC) and now Social Work England.

Professional Associations: The British Association of Social Workers (BASW), founded in 1970, plays a key role in supporting social workers and advocating for the profession.

United States of America (U.S.A.)

Early Beginnings

Settlement Houses and Charity Organization Societies: In the late 19th and early 20th centuries, social work in the U.S. began with the settlement house movement, led by figures like Jane

Addams and the Hull House in Chicago. The COS movement, similar to the U.K., focused on scientific philanthropy and casework.

Development of the Profession: Education and Training: The New York School of Philanthropy, later renamed the Columbia University School of Social Work, was established in 1898 as the first academic institution dedicated to social work education. Mary Richmond and Casework : Mary Richmond's publication of "Social Diagnosis" in 1917 laid the foundation for casework and clinical social work, emphasizing the need for systematic assessment and intervention.

UNIT-II

Social Work as a Profession: Methods and Fields of Social Work

Social work is a dynamic profession that employs various methods to address the needs and challenges of individuals, families, groups, and communities. It operates across diverse fields, each with its own unique focus and approach. Here's an overview of the primary methods and key fields of social work practice:

Methods of Social Work

1. Casework

Introduction

Social work in its theoretical aspects is based on the knowledge of human relations with regard to the solution of psycho social problems. In its applied aspect, social work is a professional service based on scientific methods and skills. In the field of social sciences, social work occupies a very important role. Every social problem is the outcome of many external and internal factors. Therefore, when to deals with the individual problems, it is essential to deal with his experiences and reactions towards the problems. Besides, proper recognition of individual is also essential with regard to the solution of a problem. Therefore in the field of social work, the main task of social worker is to develop the self-direction and self-dependence of an individual. In social case work an individual, group, situation or phenomena is recognized as unit of study and various aspects of the units are studied properly.

Meaning, Definition, Objectives and Nature of Social Case work

Social case work in general

The social case worker is oriented towards the principle of social justice. Social justice provides everyone equal right to prowess. Therefore, social case work does not believe on the survival of the fittest. In other words, social case work is based on the assumption of human welfare. It

provides help to every needy and disabled person. Its ultimate aim is to establish harmonious relationship between the client and the society to which he belongs.

Thus in the social case work individual client is treated as a total unit. Internal and external forces are motivated in such a manner so that he may solve his problems. Social case work covers the individual aspect of assistance as such; the method adopted in it is purely psychological. But side by side, social worker has also to understand the various aspects of human behavior. He must establish workable combination between the available social services and the psychological understanding. Therefore, as a method, social case work gives much emphasis on environmental reorganization and thereby attempt to bring about a change on clients attitude and behavior. Social case work does not make a person entirely free from his disabilities through social assistance. Besides, in certain favorable circumstances social case work makes prevention and treatment of pathological problems.

Definitions of Social Case work

Social case work may be defined as the art of doing different things for and with different people by cooperating with them to achieve at one and the same time their own and society's betterment.

Richmond (1915) "Social case work is the art of bringing about the better adjustments in the social relationship of individual men or women or children".

Richmond (1917) "Social case work means those processes which develop personality through adjustment consciously affected, individual by individual, between men and their social environment".

Porter R. Lee "Social case work is a method employed by social workers to help individuals find a solution to problems of social adjustment which they are unable to handle in a satisfactory way by their own effort".

Sanford "Social case work is the art of adjusting personal relationship."

Taylor (1926) "Social case work is process used by certain human welfare agencies to help individuals cope more effectively with their problems in social functioning".

Perlman (1957) "The above definitions reveal the fact that social case work is related to the psycho social treatment of the client who is in problem and seeks the help of case worker or problem solving agencies. Social case work establishes adjustments between individual capacities and resources. It consists of the study of mental, emotional and social factors. In social case work an individual, group situation or phenomena is recognized as unit of study and various units are studied properly".

Objectives of social case work

The basic purpose of social work is to enable the client to enjoy with some degree of permanency, more satisfying, effective and acceptable experiences in the social situations in which he find himself. To achieve this goal efforts are made to bring effective changes in the client's environment or social living situations. According to Witmer, the chief aim of social case work is that of helping people to mobilize their capacities for the solution of the problems that brought them to the attention of social agencies. Most of the writers of social work like Moffet and Hollis have emphasized that one of the main objective of social case work is to bring about an adjustment between the individual client and his situation or environment. Bowers mentioned two objectives: better adjustment in the social relationships of the individual and the development of individual personality. According to Perlman, within the boundaries of what the client wants, his capacities and the resources of skills and materials means of the agency and community, the specific goal is to help him achieve his previous level of functioning of which he is capable of this time.

The purpose of social case work is to help an individual client to solve his psycho social problems in such a way so that he find himself capable of dealings with these problems at present and also may solve in future if such problems arise. Thus social case work has the following objectives as mentioned by P. D. Mishra

To understand and solve the internal problems of the individuals

To strengthen his ego power Remediation of problems in social functioning

Prevention of problems in social functioning

Development of resources to enhance social functioning.

Nature of social case work

Every individual child or adult in order to grow and develop has various needs like physical, psychological and social needs to fulfill. In this task, he has to interact with different types of people and face different environmental conditions. Very often, the person fails in his attempts fully or partially and sometimes he has to non-helpful reactions of people around him. Lack of resources, non-fulfillment of needs, unpleasant social reaction and unfavorable social conditions make human development and functioning difficult and sometimes impossible. An individual under the stressful conditions seeks help from the near and dear ones like parents siblings friends and sometime from the professionals like priest, teacher, lawyers, doctors, social workers etc. every professional help has two components. One is his professional skills and knowledge and the other one is his personal characteristics and experiences. These two components set the way the professional helper will move to help the needy individuals to meet his needs or solve his problems to live a full life.

There are many problems which are common to all individuals yet certain problems differ from individual to individual. Social case worker provides assistance to every individual in accordance to his problem and need. In other words social case work is the product of differential treatment. In this regard, Prof. Friedlander has made the following observations:

“In a society that draws strength from the respect and the consequent contributions of individually, it should not be surprising that a regard for the peculiar meaning with experience has for the individual has led to the development of unique process which has come to be known as social case work.”

Besides this, all individuals in their social life are closely associated with each other. Every individual renders a certain type towards his fellow beings. For example, doctor, teacher, lawyer etc. render a particular type of service. Similarly social work is also a profession which helps to the needy people. Social case work involves the following ingredients.

(I) Social agencies

Social case work is performed through social agencies these agencies are organized in a large or small scale and often provide specialized services.

(II) Application

The process of social case work starts after the application by a client for agency's assistance. Its success is based on the proper protection of client's interests.

(iii) Continuing Service

The problem confronting to a client, takes some time for solution. During this period, agency's service remains continuous.

(IV) The process of social case work ends at the stage when the client no longer requires agency's assistance. At this stage the problem before the client is solved and does not require further after care service and the process comes to an end.

Social case work enables an individual to obtain a higher level of social functioning through an interpersonal transaction or face to face or person to person encounter. The case worker helps the client to act in order to achieve some personal or social goals by utilizing the available resources in terms of strength of personality of the client, his social system or material provisions available in the community or agency. Case worker knowledge and expertise and material resources are used to inject strengths in the person or enable him to move more satisfying in the social situation he finds difficult to deal with.

Richmond, who gave a scientific status to case work, defines social case work as one consisting of those processes which develop personality through adjustments consciously effected individual by individual between man and their social environment. Richmond considers case

work as a method of measuring against reality the client's capacity to deal with his problem while the worker helps him to clarify what the problem is and enables him to think of different ways to solve it. According to Bowers, social case work is an art in which knowledge of the science of human relations and skills in relationship are used to mobilize capacities in the individual and resources in the community appropriate for better adjustment between the client and all or any part of his total environment. Hamilton says that case work characterized by the objective to administer practical services and offer counseling in such a way as to arouse and conserve the psychological energies of the client actively involve him in the use of the service toward the solution of his dilemma. These definitions have attempted to focus on certain aspects of case work process only, and when these are taken and understood together, explain the nature of case work better.

A person at every point of the day performs some role. All his functions are directed to fulfill some role. The case worker may mainly aim at restoring, maintaining or improving the person's functioning using his knowledge of human behavior, skills in communications and relationships and the available resources. It is presumed that any person who has some problem with his thinking, feeling or acting or their interaction will not be able to function properly and adequately in his social roles assigned to or achieved by him.

Social functioning means functioning in different roles one has achieved or has been assigned by society according to his position. Bartlett, defines social functioning as the interaction between the coping activity of people and the demand from the environment. The case worker does not offer help to the person only at his personal request but also when the person does not seek or resist help. In such case help is offered at the instance of his relatives, public agencies (police, Hospitals) etc. or community who feel concerned and are interested to help the person to live a socially and use full life. Caseworker, in addition to the person in need of help, may work with those people and also who are in some way or other important for solution of the person's problem. The help is offered through a process. This process is usually termed as study, diagnosis, formulation of goals and planning treatment, evaluation and termination.

Thus, social case work as a helping process, tries to effect a change in the client's behavior systematically to enable him to achieve what he really needs and to realize his potentials for living a personally satisfying and socially useful life. And in this process of helping the client, he offers concrete services including money and materials modifies his environment to provide an environment favorable to the required change in him, strengthens and augments his capacities, develops an attitude congenial for growth, effects the desired change in his lifestyle and maintains his emotional equilibrium.

1. Historical development of Social case work

Social case work as practiced today a purely western model, owes its history to work by individuals and organizations with the poor. The Association for Improving the Condition of the

Poor (AICP) founded in 1843 in USA. Its emphasized self respect self dependence and relief suitable to their needs in its work with the poor. The approach behind this service by AICP had a clear departure from the earlier services to the poor in colonial America under Elizabeth Poor Law of 1601 which was based on the concept of charity. Though case work as a mode of helping people on the basis of a person to person relationship was present in every society from ancient times. One of the earliest organized efforts in USA to help the poor was the establishment of the American Charity Organization Society in 1877. One of their aims was to find out ways and means of helping the poor and needy. The society used volunteers to visit the homes for the poor for purposes of assessing their needs, for rendering material assistance and

for giving them guidance and advice. These friendly visitors were subsequently supplemented by paid agents who gradually developed systematic procedures in performing their tasks. They collected data of the needy individuals and families and helped them after assessing their need. They maintained records the case work developed gradually to a professional method in subsequent years. The term paid agents and the poor were supplanted by case workers and client respectively in the terminology of the help giving organizations and the office came to be known as the agency.

Mary Richmond's book "social diagnosis" (1917), the first book in social case work, set forth a methodology of helping clients through systematic way of assessing their problems and handling them. Besides, the book introduced the principle of individualization and also acknowledged the client's right of self-determination.

Various definitions of case work in the 1920s under the influence of Freudian theory no more emphasized external factors. It held the individual responsible for his plight and it was he who was helped to cope with the social problems confronting him. During the same time social reforms and social problems received little attention compare to its earlier period when the emphasis was on correcting the social environment of the client. In 1920, under the Freudian influence, case work was to untangle and reconstruct the twisted personality and change human attitudes so that the client could adjust to his environment and its influence.

During the 1940s, case workers were exposed to the formulations on ego psychology based on the observations of human beings as regards their differential coping and adapting ability in times of stress. The new studies of human behavior brought to light the potentialities of the human personalities for healthy adaptation to life's stresses.

American case work influenced India as the first professional social workers who did case work in the Indian settings were trained in the American Schools of Social Work. Case work was taught when the Sir Dorabji Tata Graduate School of Social Work currently known as the Tata Institute of Social Sciences was started in Bombay at 1936. It became a method of practice in helping people with their problems of social functioning.

Some social welfare agencies employed case workers particularly with the purpose of helping their clients in a one to one relationship. Currently the so called case workers are attached to some welfare agencies are not trained case workers and those professionally trained social workers who use the method of case work considerably in their work are not given the designation of case workers as they are likely to use other methods as well.

Social case work is primarily related with the psycho social problems. It consists of the study of mental, emotional and social factors. As according to Prof. Gordon Hamilton, A social case is a living event within which there are always economic, physical, mental, emotional and

social factors in varying proportion. After the World War II, with the problems of morale, leadership, propaganda, separation, communication etc. social workers found social sciences more useful. Interest in social environment along with ego psychology received more attention. Many new trends are coming forth and possibly no definition will ever be able to cover all the changes and trends emerging from time to time.

Components of Social Case work

The nucleus of the case work event is this- a person with a problem comes to a place where a professional representative helps him by a given process. The person is a man, woman, or child, anyone who finds himself, or is found to be in need of help in some respect of his social emotional living, whether the need be for tangible provisions or counsel. As begins to receive such help, he is called a “client”.

The problem arises from some heed or obstacle or accumulation of frustrations or maladjustments, and sometimes all of these together which threatens or has already attacked the adequacy of the person are living situation or the effectiveness of his efforts to deal with it.

The place is a social service agency or a social service department of another kind of human welfare agency. Its peculiarity lies on the fact it is set-up to deal not with social problems at large but with human beings who are experiencing such problems in the management of their own personal lives. Its purpose is to help individuals with the particular social handicaps which hamper good personal or family living and with the problems created by faulty person-to person, person-to-group, or person-to-situation relationships.

The process named, “social work” to denote its center of attention and its individual aspect; is a progressive transaction between the professional helper (case worker) and the client. It consists of a series of problem-solving operations carried on within a meaningful relationship.

1. The person

The client of a social agency is like all the other persons we have ever known, but he is different too. But we find that; with all his general likeness to other, he is unique as his thumb print.

No one of us can ever know the whole of another person. The reason for this not only in the subtle dimensions and interlacing of any personality but also in the shift and recognition of new and old elements in the personality that takes place continuously just because the person is a live in a live environment and in interaction with it. Nevertheless, the person is a whole in any moment of his living. He operates as a physical, psychological and social entity. He is a product-in-process of his constitutional make up, his physical and social environment, his

past experience, his present perception and reactions, and even his future aspirations. It is that he brings to every life-situation he encounters. The essence of social case work help is that it aims to facilitate the individual's social adaptation, to restore, reshape, or reinforce his functioning as a social being. To do this is to affect a person's behavior.

The person's behavior has his purpose and meaning to gain satisfactions, to avoid or dissolve frustrations and to maintain his balance-in-movement. From the moment of his birth human being drive to gratify his felt needs. These grow from elementary to complex. The strength and the particular direction of the drive for satisfaction will differ from different people. Human beings strives by his behavior to achieve that internal sense of comfort or satisfaction which makes him feel in tune with his world, balanced, and open to new experiences.

2. The problem

The problem within the purview of social case work are those which vitally affect or are affected by a person's social functioning, e.g. some unmet need of economic, medical, educational and recreational nature. In the process of development human being develops certain attitude, beliefs, ideas and ways of reacting and expressing in different situations. Sometimes he fails to cope up with his situation and find himself in problem and need the help of an outsider.

The problem is a situation, event or anything which impairs the normal functioning of the individual and makes him handicapped. Problems arise from some needs or accumulation of frustration or maladjustment, and some times all of these together. Paul B. Horton says that a problem is a situation which exists anywhere, any time and affects any person. When these hurdles are there, the individuals are become conscious of it and try to find out a solution. Sometimes the problems are solved by one's own efforts but sometime he needs external help. That external help is given by social worker at individual, group and community level.

The problem is two kinds, Intra personal and Inter personal.

Intrapersonal

The dictionary meaning of intrapersonal is in mind or relating to internal aspects of a person, especially the emotions. It is the problem which does not affect other people but the concerned person himself alone. For example, if a client has one kidney, she is blind from single eye etc, or if she is depressed and this depression is disturbing her, she is having an intra-personal problem.

Interpersonal

The dictionary meaning of interpersonal is between persons or something concerned or involving the relationship between people. Interpersonal is that problem which affects more than one person. It affects others as well. For example, if a person is addicted to drugs, it not only affects him but other people around him as well. Crime, theft, burglary, delinquency are few examples of interpersonal problems. Jealousy is an intrapersonal problem but it is responded it becomes interpersonal problems.

Types of problem

There is probably no problem in human living that has not been brought to the social workers in agencies. Problem for hunger for food and hunger for love, seeking shelter and of wanting to run away, getting married or not staying too married, wanting to live, wanting to die etc are many problems

Physiological problem

This problem is related to physique of the person. All the physical disabilities of the body are this type of problems. Blindness, hearing impairment, speech impairment, organically handicapped, both internal and external are such kinds of problem.

Economic Problem

All individual in this earth is facing economic problem. Economically the society is divided into three classes. Lower, Middle and upper. But we divide as "Haves and Have not". Have means those people who have chances for development or getting to be developed. Have not means those people who are deprived from having the chances to develop themselves. Economic problem related to the management of needs and resources a person have. If a person has managed his needs to his resources then he will be facing no economic problem.

Psychological Problem

Psychology is the study of mind and behavior. It is the study of what we think and what we do. Psychological problem occurs when a person is disturbed by some external circumstances. Anxiety, Schizophrenia, depression, anger is some of the examples of psychological problem.

Relationship problem

Human being is a bio psycho social entity. Man lives in the society. He is engaged in different interpersonal relationship like family, neighbors, colleagues etc. sometimes there comes some problem in maintaining these relations. Divorce, family disturbances are the outcomes of all these problems. When a person is unable to solve this problem by his own he comes to the social worker in an agency and get helped by the [professionals.

The place

The place to which the person comes for help with his problems is known as a social agency. When it gives social work help it is known as a social work agency. The social agency is an organization fashioned to express the will of a society or of a group in the society as to social welfare.

Each social agency develops a program by which to meet the particular areas of need with which it sets to put to deal with the person's problems. The social agency has a structure by which it organizes and delegates its responsibilities and tasks, and governing policies and procedures by which it stabilizes and systematizes its operations. Every staff members in the agency speaks and act for some part of the agency's function, and the case worker represents the agency in its individualized problem solving help. The case worker while representing the agency is first and foremost representative of his profession.

There are three kinds of agencies,

Governmental agency

It is fully financially supported by the government. It does not take any aid from any other sources. Its source of funds is the government itself. Its programmes and plannings are implemented by the professionals of social services who are government experts. Government agencies are accountable for their expenditure. The staffs are totally paid and professionally skilled persons.

Nongovernmental agency

Non-governmental organizations are fully supported by the public donation. The programme are planned and implemented by the people who has formed the NGO. Its staffs include more volunteers and less paid employees. Volunteers are the main force of NGOs.

Semi-governmental agency

Semi-governmental organizations are those which are started by the people. The people realize a need for an organizational effort to lead a campaign against a social problem. The government gives them a little financial support in the shape of grants. 30% by the government and 70% by the people. It has an accountability system. It is accountable to government. Its staff include more paid employee and less volunteers.

. The process

The case work process is essentially one of problem solving. When persons encounter a problem that defies their copying efforts or that requires for its solution, some means that cannot command that they turn to persons whose perspectives, expertise or resources may be of help.

In order to understand what the case work process must include in the problem-solving help it is necessary to take stock first of the kinds of blockings which occur in peoples normal problem solving efforts. These would be:

i) lack of material provision for it.

ii) Ignorance or misapprehension.

iii) When the person with problem is depleted or drained of emotional or physical energy.

iv) Some problems arouse high feelings in a person- emotions are so strong that they overpower his reason and defy his conscious controls. Sometimes these feelings are realistically called for as in the case of death of a dear one.

(v) The problem may lie within the person, i.e., he may have become subject to, or victim of, emotions that chronically over a long time, have governed his thinking and action.

(vi) Some people find problems difficult of solution because they have never developed systematic habits or orderly methods of thinking and planning.

The intent of the case work process is to engage the person himself, both in working on and in coping with the one or several problems that confront him and to do so by such means as may stand him in good stead as he goes forward in living.

Phases of Case work

1.4.1. Intake

Intake is an administrative procedure, and not a process of social case work, to take in the person with problem, i.e. admit him or enroll him as a client of the agency. This starts with first encounter and ends with usually the second interview with the social worker. This phase requires a very skillful probing into the client's problem, mopping up all the relevant areas of the person in his situation.

Areas for probing are

- i-the stage of the problem at which the person, through whom and the reason because of which, comes to this agency;
- (ii) the nature of request and its relation to his problem, and the cause of his problem, as the client sees;
- (iii) does the request relate directly to his needs/problem;
- (iv) his adjustment to his social functions in job, family, etc.;
- (v) the state of his physical and mental health;
- (vi) his appearance including dress etc, in the first meeting;
- (vii) his personal and social resources including material and financial positions; (viii)

- appropriateness and intensity of feelings;
- (ix) nature of defense mechanisms he frequently uses;
- (x) level of motivation, i.e., that is how quickly he wants to get rid of his problems, the efforts he did in the past to solve it, sufferings because of the problems he had to face, and what efforts he is thinking to undertake to solve his problems;
- (xi) nature of family, its status, values, relationship pattern within family etc.; and
- (xii) reactions of the worker and seeking help from the agency and sex of caseworker who will be suitable to help the person.

The client in need of help come to the agency for professional help through case worker. A relationship between these two persons of unequal position and power is developed. The case worker accepts the client as a person who is in a very stressful situation. He respects the client's personality and helps him resolve his problem. In other words, pick him up from a stressful situation and regain a personal and social balance that is satisfying and enduring.

. Study

According to Richmond (1917), the case worker must secure all and every fact that taken together, through logical and inferential reasoning, would reveal the client's personality and his situation for appropriate intervention (treatment). An exhaustive collection of facts about the client and his situation is called study- the first step (process) in the continuum. I will prefer to use the word study because it communicates the real and complete nature of activities undertaken during this phase.

In the course of studying the client in his situation the case worker is able to make initial assessment for diagnosis of the client's current, relevant past and possible future modes of adaptation to stressful situations and to related normal living situations. It requires the analysis of social, psychological and biological determinants of the client's current stressful situation. Obtaining data on these determinants the case worker develops hypothesis for understanding the client in his situation. It may seek to include historical data on related past life experiences and facts responsible. These are some methods of data collection for study; they are questionnaire observation, interview and recording.

In casework the primary source of information is the client. One must learn when to go beyond personal report and seek data from collaterals, experts, significant others, documents, records, psychological tests and so forth. One must be careful to carry out the search acting in

Full Respect for the Client,

maintaining confidentiality, and without violating the right of the client to participate in so far as it is possible.

Investing gain more time in study has been found to be frustrating to the client who seeks immediately help with the presenting problem. In any case facts are needed to plan the treatment. While collecting data one must see that it is relevant salient and individualized.

Relevant means, facts bearing upon or properly applying to the case in hand of a nature to afford evidence tending to prove or disapprove the matters or issue. It then implies that the ways in which the problems is presented and defined treatment modalities and resources available etc. will determine which data are relevant and which parts need more exploration and observation. It follows then the study need not in any case cover each and every part of the person and situation. Salient implies prominence that is anything which is conspicuous and noticeable. Similarly individualized data means the data should be collected for a particular client having particular needs or problems in a particular situation.

Diagnosis

The dictionary meaning of diagnosis is the identifying nature of cause of something. After a complete and thorough study of the client and his problem., the worker then diagnose and assess the problem. Diagnosis is an attempt to arrive at an exact definition as possible of the social situation and personality of a client. It is a search for the causes of the problems which brings the client to the worker for help. Diagnosis is;

- I. An explanation formulated in the light of known facts
- ii. An explanation made in the knowledge of other possible explanations
- iii. Subject to change or revision whenever subsequent material warrants a different explanation.

Therefore diagnosis is concerned understanding both the psychological or personality factors which bear a causal relation to the client difficulty and the social or environmental factors which tend to sustain it.

Process of diagnosis

The diagnosis process has been broken up into number of stages known as gathering data, diagnostic study, evaluation and the diagnostic product.

Gathering data

Data are gathered of the interview of the client, agency's record reports, from other members of the team, other agencies, schools, relatives. Home visit is an important source of data collection. The accuracy of data depends on the skills of interviewing, individualization, acceptance, communication and involvement.

Diagnostic study

The study attempt to identify the problem areas which are important for social case work involvement.

Evaluation

This means finding the nature of the problem, its organization and extent and who is going to be affected. Factors responsible for the problem may be one or more than one of the following;

Physical illness or disability, how the sufferer feels, how his family and others feel. Effect of physical illness—dependent, tired, irritable, depressed, self-image lowering, distort relationship, disrupt communication.

Psychological – the assessment is made of the quality of libidinal relationship, dependency, narcissistic tendencies, sexual identification quality of aggressiveness, channelization of aggressiveness, nature of super ego, consistency of ego and super ego, reality perception, self-analysis, self-critic, judgment, defense used, degree of discomfort the problem causes him, the nature of desire to change it, the effect that change may have upon other members.

Social – the following facets of social environment generally come within the diagnosis.

1. Income level – High, low, consistent, uncertain, effect on the present problem.
2. Housing – Loan taken, rented, adjustment with landlord/tenant, overcrowding, basic facilities, lacking/sufficient.
3. Neighborhood – Tolerant/intolerant/supportive/conflict, views toward client etc.
4. Employment – Job availability, prospects, remuneration, level, security, status, condition of work, job satisfaction.
5. Religion – beliefs in values, offering support, consolation, expressive outlets, sublimation, reinforcing problems – guilt, tension.
6. Availability/quality/attitude and attitudes (client) to social organization and services, medical facilities, courts, credit organizations, legal advice centers, post-office, social security.
7. Prejudice, tension etc.
8. Educational problems.

Diagnostic product

After identification of the problem areas and the factors relating to them, the attempts are made towards possible solution. But before determining the solution we need to think about the potential contribution to solutions of the client, others the agency and the worker. The clients work ability (capacity and motivation) is the base for further determining the treatment techniques and procedures. Perlman discusses this capacity under three headings:

Emotional –

ability to relate others, ability to feel, experiencing, containing, etc.

Social intelligence Capacity – how much the client has left over work on problem solving.

Types of Diagnosis

Perlman has described three types of diagnosis that is carried on in social case work process. These are : dynamic diagnosis, clinical diagnosis and etiological diagnosis.

1. Dynamic Diagnosis

Dynamic diagnosis gives an understanding of the current problem of the client and the forces currently operating within the client, within social environment and between his/her environment. It gives the answers to the questions. What is the trouble? What psychological, physical and social factors are contributing to it? What solution is sought? What are the means available within the client, his environment? What are organized service and resources by which the problem may be affected? The nature of such diagnosis changeable because it is the beginning phase of social case work practice.

2. Clinical Diagnosis

Under clinical diagnosis, the case worker attempts to classify the client by the nature of his sickness/problem. He identifies certain forms and client's personality maladaptation and malfunction in his behavior. The clinical diagnosis describes both the nature of the problem and its relation to the client and the helping means goals. Such type of diagnosis is useful only when it becomes apparent that a disorder of personality accompanies the social disorder, creating and complicating it.

3. Etiological Diagnosis

Etiological diagnosis is concerned with the explanation of the beginnings and life-history of problem of the client, basically that problem that lies in the client's personality make up or functioning. The history of his development as a problem encountering problem-solving human being may provide the case worker with an understanding of what his client suffers from and what the extent of his coping ability is likely to be. Etiological diagnosis is more

useful in explaining the rigid reactions. When in spite of the fact that the client present problems are in the center of attention, the client's response are not in accordance with the past history and its appraisal in the light of treatment. This type of diagnosis contributes to understanding the nature of the problem to be dealt with the person who has the problem and the ways and means that can be anticipated as helpful.

.Data for Diagnosis

The data for diagnosis can be collected by at least three primary means:

1. Interviews

Interview guides are used for collecting information. There are a number of standard guides prepared by psychologists but most recent guide is of Goldfried and Davison having the categories of information: clients behavior during the interview and physical description, presenting problems nature of problems, historical settings, events, current situation determinants, relevant organismic variables, dimension of the problem, consequences of the problem): targets for modification recommended treatment motivation for treatment, prognosis, priority for treatment client expectations; other information, comments, or observation.

2. Checklists and Inventories

The following inventories may be used: The fear Survey Schedule (of Wolpe), questionnaire on client's perception of himself (Goldstein), family functioning (Stuart and Stour) marital functioning (Knox), sexual functioning (Annon) and instruments for assessing environments (Moos)

3. Direct Observation

Observation in those situation in which the behavior actually occurs, e.g, or place of work makes the work of diagnosing very easy.

Steps in Diagnosis

The following steps are taken while diagnosing a problem:

1. The worker begins to focus on problematic behaviors. He begins with the survey of both functional and disfunctional behaviors in the environment. He classifies the various complaints and problems in terms of excess and deficits. He evaluates clients personal strength as well as of his environment.
2. He specifies the target behaviors. This involves an attempt of breaking down complex behaviors into their component parts, being as clear and precise as possible about them.
3. baseline data are collected to specify those events that appear to be currently controlling the problematic behaviors.
4. The collected information is summarized in an attempt to anticipate any major problem in treatment and as a way of beginning to establish objectives of treatment.
5. Selecting priorities for treatment is the final step of the diagnosis. Concentration on one problem at one time makes treatment process more manageable and allows both client and worker to channel their energies into one area. It is the best of handling and proper use of available resources.

Treatment

According to Hamilton, treatment is the sum total of all activities and services directed towards helping an individual with a problem. The focus is the relieving of the immediate problem and, if feasible, modify any basic difficulties which precipitated it.

The objective of the social case work treatment are as follows:

1. To prevent social breakdown.
2. To conserve client's strength.
3. To restore social functioning.
4. To provide happy experiences to the client.
5. To create opportunities for growth and development.
6. To compensate psychological damage.
7. To increase capacity for self-direction.
8. to increase his social contribution.

Thus the objective of social case work treatment is to alleviate the client's distress and decrease the malfunctioning in the person-situation system. It is to enhance the client's comfort, satisfaction, and self-realization. This may require enhancing the adaptive skills of his ego and the functioning of the person-situation system.

Social Case Work Treatment Process

Social case work treatment process begins with the initial contact with the client. The process of treatment passes through many phases, i.e, (i) initial phase, (ii) motivation and role induction, (iii) primary contact, (iv) diagnosis and assessment, (v) establishing treatment goals, (vi) developing treatment plan, (vii) preparation for actual treatment, (viii) treatment in practice, (ix) monitoring and evaluating the effects of treatment, and (x) planning of follow-up termination of therapeutic relationship.

I. Initial Phase

The main task of social case worker in the initial phase is to examine how the problem was brought to his attention. He would attempt to focus on various aspects of the problem that seem fit to case work treatment. Here the decisions of the worker are tentative. The initial phase of social case work treatment will be though to be completed when the case worker meets the following conditions.

1. The issues have been sufficiently identified so as to substantiate that they are appropriate to the purposes and goals of the service. 2. The participants understand the nature and meaning of the problem enough with explicitness to permit engagement and participation. 3. The problem is appropriate to program, resources and serviced of the setting. 4. The problem fits the practitioner's skill and capabilities

II. Motivation

One of the most important tasks of social case worker at the beginning of the treatment process is to build and develop the therapeutic relationship between himself and the client. Workers empathy, warmth and genuine feelings are highly motivating force for the client to take part in the treatment process. At this phase the case worker explores clients perception of why he is involved in the treatment and hwo he feels about being in the agency. He also encourages the client to specify his expectations of treatment and feelings about seeking help. He attempts to clarify the roles and responsibilities of both himself and the client.

III. Primary Contract

The objective of this phase is to develop a preliminary contact with the client. By making psychological contract or relationships the case worker sets the stage to move towards more formal assessment.

IV. Diagnosis and Assessment

Diagnosis and Assessment process are ongoing throughout the entire treatment. Social case worker provides detail information about the problem situation that will help in establishing the treatment goal, strategy of treatment. The case worker assesses the client's ego strength, skillfulness, capabilities and capacities in relation to his problem. He assess whether the client needs advise, counseling behavior modification, crisis intervention or consultancies services like teaching, consultation, interpretation, supervision or provision of material help etc.

V. Establishing treatment goals

After diagnosis the social case worker establishes goals for the solution of the problem. Though the client has the major say in deciding on goals the case worker plays and important role by clarifying a variety of alternative goals for his consideration.

Vi. Developing Treatment Plan

Treatment planning involves three major dimensions that is:

Formulating of a strategy

Selection of specific treatment procedures

Developing a method for evaluating the impact of the treatment program.

Vii. Preparation for Actual treatment

This phase involves several specific steps such as:

Collecting all possible information, formation of action system, preparation of mediators if needed, change of significant elements in the clients environment to increase the probability of getting desired result.

Application of Treatment Methods

The following methods of social treatment are followed in order to achieve the goals set by the case worker.

1. Administration of practical services. 2. Indirect treatment 3. Direct treatment

Administration of practical services means to help the client in such a way that he could use and select the resources available in the community. Social case worker helps the client for an adequate knowledge of available resources through the techniques of discussion, information,

clarification and direction. The use of services is essential to solve any kind of problem and if the problem is of social nature than it becomes more essential for the worker to help the client in this direction. These services take the form of treatment as they satisfy his needs and give satisfaction. Money, medical care, nursery schools, scholarship, legal aid etc are such type of services that any person may need in order to resolve a given problem in his daily living.

Indirect treatment is also called environmental manipulation which means to change the social condition of the client so that he may be relieved from excessive stress. The case worker plans with the client as to his emotional, professional and recreational activities. He gives an appropriate advice to members of his environment and modifies their attitude favourably. When social resources and systemized social conditions are used as main sources for the solution of problem it becomes social treatment. Home services, camps, group activities, training and livelihood employment are such types of programme. The purpose of such activities is always to minimize the tension of the client.

Direct treatment is given through counseling, therapeutic interviewing, clarification and interpretation to an insight. Counseling is a personal help directed towards the solution of the problem which a person find that he cannot solve it by himself and therefore seeks the help of a skilled person whose knowledge, experience and general orientation can be brought into play in an attempt to solve the problem. It is a psychological help in which information and clarification are used for making the client aware about the problem. It is always used for some particular purposes like marriage counseling, family counseling etc. Counseling is not possible without rapport and effective communication. Counseling enables the counselee to solve his future

problem on his own. The counselor like the case worker work with the counselee to adjust to the situation though he never tries to change the situation of the counselee. The counselor neither undertakes home visits nor renders concrete services to the client as the social case worker does.

Professional representatives

The professional representative in case work is the person whose services are hired by the social service agencies. He is the person having scientific skills and knowledge about human behaviour and human psychology. He has the knowledge about the social problems of the client. He is there in the agency to help the client by his skills and experiences. This professional representative is known as Social worker.

. Principles of Social case work

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 basic 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 tries to modify his/her behaviour step by step. Acceptance implies liking the client irrespective of his negative qualities and conduct. It is an expression of good will towards the client and criticisms if any are done out of goodwill. It is conveying deep concern and active understanding to the client who is liked by the worker in spite of his problem—behavior for which he is hated or punished by the society. No effective relationship is possible without accepting the client. Unless we really accept the client we cannot work out his problem. When disliked by us, we may behave to keep him off from ourselves and no positive relationships will be possible. Acceptance involves observance of common courtesies and respect for his ideas and treating him as equal to self; for example leaving chair, wishing him, moving forward to receive, or see him off, respecting appointments, etc., are indicators of acceptance.

Principle of Confidentiality

Confidentiality is based upon the basic right of the client; it is an ethical obligation of case worker and is necessary for effective case work service. Everyone prefers to keep his things to himself and saves it from leaking out unless It's divulge is more beneficial to the person. Once the worker imbibes the value of worth and dignity of an individual, he will refrain from encroaching upon the client's privacy and maintain the confidence repose in him. Once the client loses confidence in him, he will not believe the worker and the while process of communication will break down, and impossible will be the task to assist the helpee in his problems or in fulfillment of his needs. Maintaining confidentiality for all the transactions, that take place between the case worker and client in correctional settings or other places where law needs information for justice purpose, is very difficult or impossible. In all such situations, the client must be made aware of these limitations. Concept of confidentiality in western society is much different than what it is I India. In our country wife and husband have minimum things to hide

from each other as compared to their counterparts in the western, especially American, society. In majority of Indian families wife cannot be interviewed without explicit permission of the husband or the in-laws. Its roots lie in our culture beliefs and values (like seven vows taken during the Hindu marriage), norm and systems like joint family etc. Our society is more group oriented as compared to individual-oriented western society. Our society is more group oriented as compared to individual oriented western society. Our society's group orientation emphasizes on one's duty to others around us. It is these factors that limit the use of use of principles of confidentiality in our practice.

Principle of relationship

Relationship is the basis of all help. The relationship should develop around the act of helping the client. Helping the client is the purpose for which interaction takes place between the worker and client which is affected by their experiences of relating with people in the past, their expectations from each other and anxieties about the situation, values that governing their lives, norms of behavior, knowledge and experience about the subject matter of interaction. Necessary to develop relationship is the worker's training in and mastery of inter personal skills like active awareness, building trust, communicating, listening and expression of feelings etc. relationship is an emotional bond which works as a transmitting belt between client and the case worker.

Principle of Resource utilization

Services are provided to the individual in recognition of his contributions to the society. It is only because of this that the government takes care of those who are not cared by any one. Example: orphans, destitute, handicapped etc. Therefore all the personal resources and resources available within the community or agency and with relatives of the client should be utilized to help the client. Resources may be in terms of money, material, power and influence, capabilities etc.

Principle of individualization

No two persons are alike in all qualities and traits. Their problems may be the same but the cause of the problem, the perception towards the problem and ego strength differs in every individual. Therefore, 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.

Individualization is the recognition and understanding of each client's unique qualities and the differential use of principles and methods in assisting each toward a better adjustment.

Individualization is based upon the right of human beings to be individuals and to be treated not just as a human being but as this human being with his own personal differences.

Purposeful 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. It is to recognize the client's feeling and express it freely before the case worker, especially his negative feelings. The case worker listens purposefully, neither discouraging nor condemning the expression of these feelings sometimes even actively stimulating and encouraging them when they are therapeutically useful as a part of the case work service.

Principle of controlled emotional involvement

The case worker must not be emotionally involved with the client during the case work process, when the client communicates his/ her feelings or problems with the case worker. The case worker has to respond to all feelings of the client with his knowledge and understanding. The social caseworker tries to understand the client's feelings and emotions but he/she himself/herself does not involve emotionally in his/her problems.

Principle of communication Communication is a two-way process. There must be proper communication between 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 self determination

It is the practical recognition of the rights and need of the client to have freedom in making his own choice and decision in the case work process. Social responsibility, emotional adjustment and personality development are possible only when the person exercise his freedom and choice and decision. Case workers have to give this right to the client so that he can decide and take best possible action in his self interest. This is reasonable also because he knows himself better than others. And the case worker is only an enabler who helps him through his expertise to take the best possible decision and action in the circumstances. The case worker should understand that these rights are limited and not an absolute one. There are client who are unable to take proper decisions by themselves. For ex: Child, immature adults, mentally retarded and they should not be given this right to harm themselves. The client's selfdetermination 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 by the client's capacity for positive and constructive decision making.

Schools of Social Casework

In the beginning the aim of social work was to help but later on due to influence of psychology and psychiatry, personality and behaviour treatment have also been added as the objective of

social casework. Basic orientation of social caseworkers are of different 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 problems. It is essential because it gives a realistic basis 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: 1) The diagnostic process 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 increasing details and accuracy.

2) Diagnosis is based on the knowledge of the worker about the interplay of social and psychological factors affecting the client.

3) The knowledge of interaction between inner and outer forces influencing the client makes the process of diagnosis helpful and therapeutic.

4) Every problem of the individual should be understood in the light of multiple factors theory.

5) In the initial stage also, relieving of pressure of stresses and strains on the client, helps the caseworker to arrive at a proper diagnosis.

6) The initial appraisal of personality and motivations and their significance in the development of client's problem provides the basis for planning the treatment of the client's problems.

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

8) The understanding of the psycho-dynamics and the pathological symptoms of the personality of the client provides the basis 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 by enhancing the adaptive skills of his/her ego and functioning of the person situation system. It is based on certain principles :

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

Use of Techniques The techniques include 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 problems and of handling himself.

Functional School The functional approach to social casework practice was developed by 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 by social agencies in such way that the experience of using such services may be psychologically constructive. Thus the functional school of social casework has two inseparable aspects:

- 1) Potentials for help to a person is inherent in the existence of service. In spite of the differences in the clients and ways of using of agencies services, the kind of service an agency gives and their purposes remain the same.
- 2) 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 using the two services.

Diagnosis The diagnosis is most effective which is related to the need for some specific service and which is developed 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 himself. Diagnosis is a way of engaging in a human relationship process, 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 process, 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 process of establishing and using a diagnosis serves as the part of casework helping. Total social casework process includes three stages or three time phases: beginning, middle and ending.

In the beginning phase, the caseworker establishes relationship by removing all the hindrances that come in the way of understanding the client or by 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 more close. The last stage is of separation of client from the caseworker. It is a difficult process. 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.

Difference between Diagnostic and Functional School

1) Diagnostic School follows the theory of personality developed by Sigmund Freud whereas functional school is based on the theory of 'will' developed by Otto Rank.

2) Diagnostic School believes that personality is a composite of many interacting forces, reacting not only in each other but also influences the social environment favourably or unfavourably. 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 process of development of personality takes place within the interaction of inner needs and environmental experiences, but such an interaction takes place and is directed by the human beings inborn will to individual development and autonomy.

3) According to diagnostic school, the ego is the chief of psychic energy, the strength of which is determined largely by the favourable or unfavourable 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.

4) In the diagnostic view, the goal of treatment is to increase the individual's ego capacity whereas functional school tends to direct his/her effort toward helping the client to release his/her inner capacity of feeling, organising and acting.

5) Total information about 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 includes both his/her problem and the casework relationship through which he/she may solve the problem, other information are secondary.

6) 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 give direction to his/her own process of change. Agency services are made available. 7) The Diagnostic School accepts responsibility for appraising client's capacities and weakness and for organising and arranging measures 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 give the direction to the caseworker to handle the client in a way which is suited according to the client's need and social conditions.

1) Psycho-social Theory Psycho-social theory was propounded by 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 problems. 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 must be understood and mobilized. Treatment must be 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 basis of the needs, assesses what kind of help his/her needs. He/she also finds out the perception of the client about his/her own problem, and his/her desires about 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 type of service is needed to improve his/her ego strength and adaptability.

Diagnosis -On the basis of the collected data and available 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 by locating such agency, proper health care and also educational resources. Direct treatment is also provided for the ventilation of the client to accept concrete help. Psychological support, counselling, suggestions, etc. techniques are used to establish close relations with the client.

II) Behaviour Modification Theory

Behaviour modification theory is based upon the principles of learning and conditioning propounded by 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 by 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 behavior 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 by 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 forms of dysfunctions i.e. neurotic tendencies. There are five basic steps in systematic desensitization: (1) assessment, (2) construction of anxiety hierarchies, (3) training in muscle relaxation, (4) imaginary training, and (5) implementation.

Impulsive Therapy In this technique, instead of banishing anxiety, the social caseworker attempts to elicit a massive flood of anxiety. With repeated exposure in a safe setting where no harm is felt by 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 by 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 among 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 influences the family adjustment and therefore 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 differ on each of the member. The development of children are affected also by the nature of the marital equilibrium because they interject the parents as models and guides. Further each developmental phase in the family has stressful situation which requires new relationship.

Family therapy is significant 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 basis of various types 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 level, capacity, tolerance and control of feelings, intimacy, anxiety, regression, taboo, etc. He/she records the family history and analyses its contents.

The social caseworker uses most of the techniques in one to one treatment, such as guidance, advice, education, suggestion, clarification, and interpretations. 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 behavioural patterns that they or others perceive as harmful. The role of social caseworker in this process is to help the client to develop the knowledge about 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 by Watson and Tharp to develop a selfcontrol plan.

- 1) List a current dissatisfaction.
- 2) Select one particular problem of behaviour that occurs in a particular situation.
- 3) Describe the effect of problem on behaviour.

- 4) Be as precise as possible in stating the behaviour that occurs and the situation in which they occur.
- 5) Gather baseline data. Count every instance of target behaviour and keep a record of count.
- 6) Catalogue reinforcements. Answer three questions for each potential reinforcer.
 - (a) Is it a reinforcement or specially formed,
 - (b) Is it a strong reinforcer ?
 - (c) Is it accessible?
- 7) List and attempt to verify through observation possible antecedents to problem behaviours. Devise a plan for intervention for altering antecedents.
- 8) Identify the emotional components of the problem and plan for desensitization.
- 9) Select one of the plans that you have developed.
- 10) Continue to collect data on the problem behaviour. Make a graph of the data to determine that the intervention plan is working.
- 11) If the plan is successful, consider termination of relationship.

The Problem Solving Theory This theory was propounded by Helen Harris Perlman in the book "Social Case Work : A Problem Solving Process". This model stands firmly upon the recognition that life is an outgoing problem encountering – problem solving process. Every person is involved every time in coping with his/her problems. Sometimes he/she is capable of coping and sometimes fails to resolve the crisis situation. Through problem solving process individual or family is helped to cope with or resolve some difficulty that he/she is currently finding difficult to solve. Thus the primary goal of problem solving model is to help a person cope as effectively as possible with such problems in carrying social tasks. In the initial phase the attempts are made to engage the client with his/her problems and to do something about it in a working relationship with the agency. The problem solving process 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 himself/herself i.e strength and weaknesses and how to remove those weaknesses.

In short, the problem- solving casework process involves the following steps: 1) It tries to release, energize and gives directions to the client's motivation for change. 2) It tries to release and exercise the client's mental, emotional and action capacities for coping with the problem. 3) It tries to find and make accessible to the client such aids and resources as are necessary to the solution of the problem.

Role Theory Role is mainly behavioural concept. Role may be seen as a product of an interplay between (i) individual

member's needs and resources, (ii) the solution in the social network, and (iii) the forces acting on the social network from the environment. When there are internal or external difficulties, which are beyond the capacity 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 by the client. He/she mediates between other members, attempts to reconcile disagreements, and relieves tension in conflict situation. His/her efforts are also directed to keep communication channels open by 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 over the self. Some of the irrational ideas at the core of emotional and behavioural problems are as under :

- 1) It is dire necessity for an adult to be loved by everyone for everything he/she does.
- 2) Certain acts are awful or wicked, and people who perform such acts should be severely punished.
- 3) It is horrible when things are not the way one would like them to be.
- 4) It is easier to avoid rather than face life's difficulties and self-responsibilities.
- 5) One needs something stronger or greater than one self on which to rely.
- 6) Human happiness can be achieved by inertia and inaction.
- 7) One has virtually no control over one's emotions and one can not help feeling certain things.

Rational Emotive Therapy includes four stages: 1.Presentation of Rationale The worker attempts to elicit the problems or significance of self-statements in general without mentioning the client's problems. 2) Overview of Irrational Assumption

The worker presents a number of irrational self- statements before the client and tries to makes the client realize that his/her statements are irrational. 3) 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. 4) Teaching the Client to Modify Internal Statement

In this stage the client is taught to change his/her opinions and attitudes which are anxiety provoking.

2. Group Work

Social group work is a method of social work which develops the ability of establishing constructive relationship in individuals through group activities. Group experiences are the essential needs of human being. The reciprocal and dynamic interactions and transactions between persons and environment are inherent in social group work practice. Sometimes due to his/her own fault or weakness and sometimes due to unfavourable environment, one fails to perform his/ her activities of the group life. Here group work helps the individual in removing weakness and strengthening internal power to perform his/her job satisfactorily. The social group worker must have the theoretical knowledge of social group work, its principles, its skills, its models, its assumption so that he/she may be able to perform his/her jobs most satisfactorily. All these concepts have been discussed in this chapter. Group work is one of the methods used predominantly in the context of the face-to-face group and which uses the group also as a medium of action. It is a unique, exciting, dynamic way to help people make changes in their lives that they themselves desire. Groups are used effectively by social workers today to help people of all ages and all walks of life, enhance their social functioning and to cope more effectively with their problems. Group workers are involved in all fields of social work practice and are to be found in mental health, family counselling, child welfare, substance abuse, disability, correctional and many other settings. They are critically important to members of clinical teams attempting to respond to serious mental and emotional social problems.

They also work in nonclinical settings in which they seek to foster social growth and enhance social integration. They work among children, youth and in community settings and are integral to community based programmes that seek to facilitate community cohesion and more effective community based response to social needs. Today small groups are considered as a useful instrument for community change and development especially for the welfare and development of weaker sections, marginalized population. For instance, self help groups, micro credit and savings have become an integral programme in the field of women's empowerment and organisation of poor and marginalized people for socio-economic development.

Concepts, Definition, Objectives and Scope of Social Group work -For some people, group work is just another way of talking about teamwork. In this context, working in groups is often presented as a good way of dividing work and increasing productivity. It can also be argued that it allows for the utilization of the different skills, knowledge and experiences that people have. As a result, in schools and colleges it is often approached as a skill to be learnt the ability to work in group-based environments. Within schools and colleges, working in groups can also be adopted as a means of carrying forward curriculum concerns and varying the classroom experience a useful addition to the teacher or instructor's repertoire. But the focus of Group Work is somewhat different. In the process of working with groups, group members may undertake particular tasks and become environments where members can share in a common life, form beneficial relationships and help each other. Entering groups or forming them, and then working with them so that members are able to be around each other, take responsibility and work

together on shared tasks, involves some very sophisticated abilities on the part of practitioners. These abilities are often not recognized for what they are for when group work is done well it can seem natural. Skilled group workers, like skilled counsellors, have to be able to draw upon an extensive repertoire of understandings, experiences and skills and be able to think on their feet. They have to respond both quickly and sensitively to what is emerging in the exchanges and relationships in the groups they are working with.

Definitions of Group work

Group Work maybe defined as an educational process emphasising the development and social adjustment of an individual through voluntary association and the use of this association as a means of furthering socially desirable ends. (Newsletter -1935)

Social Group Work aims at the development of persons through the interplay of personalities in group situations, and at the creation of such group situations to provide for integrated, co operative group action for common (Coyle 1937)

In Indian context) Social Group Work will refer to working with a small group (members ranging from 7-10) to a medium size group (members ranging from 10-20) for a variety of purposes beginning from recreation to behaviour modification on the one hand and accomplishing tasks including social change and development on the other, with a variety of clients ranging from children to elderly. The worker makes use of the expertise in human relationships to help these groups to achieve the group goals in a participatory manner while paying adequate attention to individual needs and social norms.

(H.Y.Siddiqui -2008)

Social Group Work is a method of social work which helps individuals to enhance their social functioning through purposeful group experiences and to cope more effectively with their personal, group or community problems

(Konapka -1963)

Social Group work is a psychosocial process which is concerned no less than with developing leadership ability and co operation than with building on the interests of the group for asocial purpose

(Hamilton -1949) Group Work as a social process and a method through which group life is affected by a worker who consciously direct the interacting process toward the accomplishment of goals which are conceived in a democratic frame of reference

(Wilson & Ryland -1949) Group work is method by which the group worker enables various types of groups to function in such a way that both group interaction and programme activities contribute to the growth of the individual and the achievement of desirable social goals.

Objectives of group work

- 1 .To teach the individual to live & work together and participate in the group activities for their intellectual emotion& physical growth
- 2.To live a good life within the group and family. The individual is also taught to work together with other people & participate in different activities.
- 3 .To develop individual personality& behaviour by using different group work process
- 4 .To prepare the individual to learn how to safe responsibility in a democracy style of working.
5. To give opportunity to them who have potentiality, worth and dignity of leadership
6. To make best use of leisure time
7. To learn division of labour & specialization of role just to indicate to play individual role in the group
- 8 To provide suitable task to the individual according to her/his skill, knowledge and interest
- 9.To widen ones horizon
10. To prepare people for social change
11. To apply group therapy in need of physical, mental and emotional adjustment

Characteristics of Group work

1. Group work practiced by group itself
2. It is based on humanitarian philosophy
3. It gives aspiration to help each other
4. Group work provides more information and more skill.
5. It develop human personality

Group work is practiced by group itself With the help of group workers, development of the individual changes and personality growth are happen. The group practiced and take steps by his own worth and dignity by the help of its workers.

Based on humanitarian philosophy: Group work is based on humanitarian philosophy. A group gets its inspiration from the happiness, joy and prosperity of the member of that particular group within a community. A group must have a belongingness and group philosophy.

It gives aspiration to help each other: Because of living together, sharing problem and emotion of each other they get an aspiration to help each other. The group helps the individual when she/he is in problem.

It provides more skill and information: After formation of a group by a worker the group member get more information and skill. Because of belongingness and helping mind the member can share their knowledge among themselves. They get more information about science, resources and techniques.

It develops human personality: After making a group their networking with other groups, workers and agency develop their personality.

Scope of Social Group Work

The scope of group work can best be considered in two dimensions. Firstly, in its role in traditional programmes with their original purposes and secondly, in social development. Both of these would be more illuminating in a historical perspective. In the last half decade one sees substantial progress made in group work practice in most of the traditional settings. The potentialities of groups are recognized and several new and expanded services are being offered which make use of the small group. Institutional and non-institutional services can be re-aligned providing more experiences in group living. With the breakdown of the caste system and the joint family and the resulting insecurity in a fast changing society, group approaches are most invaluable' in providing the sense of belonging and the accelerated learning that occurs within the group. Problems of poverty and lack of resources, combined with interpersonal and intrapersonal tensions can be so overwhelming that sharing these with others and seeking solutions jointly in groups is a method of problem-solving.

In recent year's new psychological concepts and, in particular psychoanalysis and psychotherapeutic techniques of transference, ego-strengthening and direct or derivative insights have begun to dominate the scene of group work, thus tending to make it more refined. Furthermore, the basic principles and methodology of group work have been used in new movements such as transactional analysis, sensitivity training, self-awareness and laboratory sessions with youth and adults elsewhere and in India. However, insight into the resources and influence of the environment and ability to bring indirect influence to bear upon the client through the environment, which are essential elements of a sociological approach in group work and absolute prerequisites for developmental work, have so far been overlooked. These need re-thinking and strengthening.

Group work method can be most advantageously used to achieve India's developmental objectives through programmes of health, family welfare, education, community development and housing to mention a few. This will demand a re-conceptualisation of both group work theory and programmes. Hence, an orientation in group work should be given to students in schools of social work and to personnel in voluntary and government agencies. This orientation should include a background of social, political and economic development, strategies of planned development in a developing economy, the need for and types of fundamental changes required in the social structure, and the steps being taken to bring about these changes. It should also cover an assessment of existing programmes in the country implemented by voluntary and governmental agencies and further possibilities of new programmes. Only then can practitioners meaningfully grasp the contribution of group work to the programmes like integrated rural development, integrated child development, family planning and the national adult education programmes. In addition, it is necessary to incorporate into the curriculum of schools of social work, the theories of Paulo Freire and structural analysis side by side with the Indian approaches of Sarvodaya, Bhoodan, etc.

In India where poverty, disease, illiteracy and low level of living are widespread, group workers must strive for social action and social change even in remedial and clinical settings. To illustrate, school social work with a group of slow learners is the usual idea of group work in the educational field. A wider way of looking at it would be to focus on functional literacy and social education programmes, establishment of parent-teachers' associations wherever possible in the neighbourhoods and vocational guidance and counselling services on a community extension basis. Special programmes for culturally deprived children, prevention of school drop-outs, family life education and organising local pressure groups to demand changes in the educational system and better educational facilities from local educational authorities are some of the other ideas that can be initiated. One can also be involved in the preparation of memoranda and collaboration with other groups working in the same field. The scope of education should also be extended to cover education for health, better standards of living, housing with all its legislation, and land reforms.

If group work is objectively studied in a developing country, it will be seen that the majority of the programmes will be focused on the bulk of the population that is normal and which will have to be organised into local self-help and self-governing groups. This is not to under-rate the highly therapeutic services that will be needed to continue for those with a breakdown. While in India the efforts will be directed at striving for social justice and removal of inequalities, social group work will have to form a partnership with social education and deal with critical aspects of the clients' life. It will also focus on 'legal' and 'political' literacy, that is making people aware of their individual rights, voting procedures, representation in political parties, etc., which will be important components of such an educational programme.

Functions of group work

Group work mainly sees the situation & the needs of all the individuals & try to solve the problems of the individuals. For every individual the group is the main source of strength & renders everybody helping hand.

A group fulfill the social desires and need of each individual in the group

Group work is carried on with voluntary group in the setting of social agency

Group workers take care of social agencies in many fields as education, religious & recreational field.

It is a helping process with dual purpose of individual & group growth.

The function of the group work is always for the betterment of the individual as well as for the growth of the entire group.

Group worker plays role of enabler & helping person, by earning an effective group. The group worker is a main person who by her/his better knowledge try to make the group better.

. Historical development of Group work

In order to develop a broad perspective concerning the potential uses of groups in social work practice, it is helpful to understand the developments that have occurred in the study of groups and in the practice of group work over the years. This historical perspective will also give you a firm foundation upon which a knowledge base can be built upon for effective group work practice. Two types of inquiries have enhanced our understanding of groups. One type of inquiry has come from social scientists who have studied groups by experimenting with them in laboratories or observations of group's functioning in community setting. The other type has come from group work practitioners who have examined how groups function in practice settings like social work, psychology, education and recreation. The results of both enquiries have led to improved methods of working with a variety of different types of groups. A basic research question that was asked by social scientist concerns the extent to which being a part of a group influences the individual group member. The early findings suggest that the presence of others has a significant influence on an individual group member and tends to generate forces to conform to the standards of behavior and judgments of individual members. Le Bon

in 1910 referred to the forces that were generated by group interaction as 'group contagion' and 'group mind', recognizing that people in groups react differently from individuals.

The concept of a primary group was also an important contribution to the study of groups. Cooley in 1909 defined a primary group as a small informal group such as family or a friendship

group, which has a tremendous influence on member's values, moral standards and normative behavior. The primary group was therefore viewed as essential in understanding socialisation and development. Allport (1924) for example, found that presence of others improved task performance. After World War I, social scientists also began to study groups operating in the community. One of the earliest was Frederic Thrasher (1927) who studied gangs of delinquents in the Chicago area by becoming friendly with gang members and by observing the internal operations of gangs. Thrasher observed that every member of a gang had a status within the group that was attached to the functional role that the member played for the gang. Thrasher also drew attention to the culture that developed within a gang, suggesting there was a common code that all members followed. The code was enforced by group opinion, coercion and physical punishment. This work along with others have influenced the ways group work is practiced with youths in settlement houses, neighborhood centers and youth organizations. Later some group workers relied on naturalistic observations of groups of boys in a summer camp to demonstrate how cohesion and intergroup hostility develop. Social scientists also learned more about people's behaviour in groups from studies done in industry and in the United States Army. During the 1950s an explosion of knowledge concerning small groups took place. The major themes that developed in the first half of the twentieth century includes conformity, communication and interaction patterns, leadership, interpersonal preference and social perception, that are important components while dealing with group process in social work. It is also important to mention the contribution of psychoanalytic theory, learning theory, field theory, social exchange theory and the system theory that explains group functioning, the details of which will be discussed elsewhere.

Development of Group work in west

Casework began in England and the United States in Charity Organisations in the late nineteenth century and group work grew up largely in English and American settlement houses. Group work was also used for therapeutic purpose in state mental institutions but much of the interest in group work stemmed from those who had led socialization groups, adult education groups and recreation groups in settlement houses and youth service agencies. It is often believed that group work is considerably younger than casework, but group work agencies actually started only a few years after casework agencies. The first course of group work was offered in the School of Social Work at Western Reserve University in Cleveland by Clara Kaiser. When she left for New York in 1935, Grace Coyle continued to develop the course. It was taught partially as a method and partially as a field of practice. By 1937 about 10 schools offered

special course in social work. However, as Schwartz points out, the real historical differences between the two is that casework soon became identified with social work profession where as group work did not begin to become formally linked with the profession until much later during the National Conference of Social Work in 1935. In 1936 the American Association for the study of group work was founded with an aim to clarify and refine both the philosophy and practice of group work. By 1939 group work began to be treated as a separate subject at the National

Conference of Social Work. The identification of group work with social work profession increased during the 1940s although group workers continued to maintain loose ties with recreation, adult education, and mental hygiene until the 1950s when group workers joined together with six other professional groups to form the National Association of Social Workers in 1955. The use of group work in settlement houses and casework in Charity Organisations was not an accident. Group work and the Settlement houses where it was practiced offered citizens the opportunity for education, recreation, socialisation and community involvement. Unlike Charity Organizations that primarily focused on the diagnosis and treatment of the problems of the poor, settlement houses offered groups as an opportunity for citizens to join together to share their views, to gain mutual support and to exercise the power derived from their association for social change.

Unlike casework, where there is a sharp distinction between the given and the receiver, group work evolved out of the idea of self-help, self-help of a group nature. While philanthropy was generally of middle class origin, mutual self-help as the name implies, developed from the need for mutual aid and support. As compared to caseworkers who relied on insight developed from psychodynamic approaches and on the provision of concrete resources, group workers relied on programme activities to group members to action. Program activities of all types were the medium through which group attained their goals. Activities such as camping, singing, group discussion, games and arts and crafts were used for recreation, socialization, education, support and rehabilitation. Unlike casework, which was largely focused on problem solving and rehabilitation, group work activities were used for enjoyment as well as to solve problems. Thus the group work method that developed from the settlement house work had a different focus and a different goal than casework method.

Differences between casework and group work can also be clearly seen in the helping relationships. Caseworkers sought out the most underprivileged victims of industrialization, treating 'worthy' clients by providing them with resources and acting as good examples of virtuous, hardworking citizens. Although they also worked with those who were impaired and those who were poor, group worker did not focus solely on the poorest cases or on those with the most problems. They preferred the word members to client. They emphasized working with member's strengths rather than their weakness. Helping was seen as a shared relationship in which the group worker and the group members worked together for mutual understanding and action regarding their common concerns for the community in which they lived. As

concerns were identified, group members acted to support and to help one another and the worker acted as a mediator between the demands of society and the needs of group members.

Shared interaction, shared power and shared decision making placed demands on the group worker that were not experienced by caseworkers. Group workers frequently had to act quickly during complex and often fast paced group interactions while remaining aware of the welfare of all group members. The number of group members, the fact that they could turn to one another

for help and the democratic decision making process that were encouraged in groups meant that group workers had to develop skills that were different from those of caseworkers.

Between 1910 and 1920, those who were concerned with adult education, recreation, and community work began to realize the full potentials of group work. They began to understand that groups could be used to help people participate in their communities to enrich people's lives and to support those persons whose primary relationships were not satisfying. They became aware of the potential that groups had for helping people learn social skills and problem-solving skills. They began to use groups to prevent delinquency and to rehabilitate those who were maladjusted. The organizations that build the foundation of group work were the self-help and informal recreational ones: settlement houses, neighborhood centers, Y's, the Scouts, Camp Fire Girls, Jewish centers and camps. Latter designated as 'group work agencies' the new concepts that united these services are participation in small groups, the democratic way of life, community responsibility and membership in a worldwide effort.

Early in 1920 Mary Richmond realized the potentials of working with groups and wrote on the importance of small group psychology. Mary P Follett, a political scientist in 1926 wrote in the book *The New State*, that solutions to social problems would emerge from the creation of groups in neighborhood and around social interest. John Dewey, who developed the idea of progressive education also found the usefulness of small groups as early as 1933. According to him, social group work method was an application of the principles of progressive education to small informal groups in leisure time settings. In fact, group work was very closely associated with community organization method and its concept of citizen's participation.

During the 1940s and 1950s group workers began to use groups more frequently to provide therapy and remediation in mental health settings influenced by the psychoanalysis and ego psychology and partly of World War II, which created a severe shortage of trained workers to deal with mentally disabled war veterans. It was spurred on by the continued interest in the use of groups in psychiatric settings during the 1950s.

Although there was an increased emphasis in the 1940s and 1950s on utilising groups to improve the functioning of individual group members, interest remained in using groups for recreational and educational purposes, especially in Jewish community centres and in youth organizations such as Girls Scouts and the YWCA. During the 1940s and 1950s groups were also used for purposes of community development and social action in many different neighbourhood centres and community agencies. At the same time, there was an accompanying increase in the study of small group as a social phenomenon.

The years after the war saw an immense rise in group work literature. Gertrude Wilson's *Social Group Work Practice* (1949), Farleigh B. Trekker's *Social Group Work* (1949), Grace Coyle's *Group Work with American Youth* (1948) and Gisela Koneke's *Therapeutic Group Work with Children* (1949) appeared in a time span of only two years. These books made the attempt to

clarify the orderly process of social group work as part of the helping function of social work on the wide scale from healthy to sick individuals and groups.

During the decade of the 1960s the popularity of group services declined. The skills of group worker were then viewed as being more significant in the area of community organisation in organizing youths and adults around important social concerns. Also during the 1960s the push towards a generic view of practice and the movement away from specializations in casework, group work and community organizations, tended to weaken group specializations in professional schools and to reduce the number of professionals who were trained in group work as their primary mode of practice.

During the 1970s interest in group work continued to wane. Fewer professional schools offered advanced course in group work and fewer PR actioners used group work as a practice method. In order to increase practioners awareness about the potential benefits of groups, group workers throughout the US and Canada came together and held the first Annual Symposium for the Advancement of Group Work in 1979. Each year since then, the annual symposium about group work has been convened.

. Development of Group work in India Group work as a method of social work came to India in 1936 along with the introduction of professional social work education, ten years after its formal acknowledgement in the West. Even though there is evidence of the group approach being used in charity, imparting religious education through oral tradition, mobilising people for the freedom struggle against the British, social reform and in welfare strategies such as the Sarvodaya and Bhoodan movement, there is very little documentation and theorisation based on it. All schools of social work in India teach a course/paper in social group work (sometimes alternatively titled as social work with groups) at the graduate and the postgraduate level.

There was an effort to develop some indigenous materials in group work by the then United Nations Social Welfare and Development Centre for Asia and the Pacific and the Association of Schools of Social Work in 1979. Compared to casework and community organisation, contributions in developing indigenous materials on group work are lagging even today. The Department of Social Work at the University of Baroda developed and published some of the first records of group work practice in 1960. The Association of Schools of Social Work jointly with the Technical Cooperative Mission (USA) laid down minimum standards for group work practice. Two social workers who have tried to trace the historical development of group work in India, V.D. Mehta (1987) and Helen Joseph (1997), agree that the theoretical perspective taught in the schools of social work in India and the practice models are primarily American as in the case of social work itself.

The practice of social group work in India is generally limited to correctional and other residential institutional setting, hospitals and so on in the urban areas. The general activities undertaken were recreational, educational and cultural in character. Group work method was also

practiced in community work, as in the case of Mahila Mondals and Yuvak Mondals, but it was primarily recognised as community work. Practice of group work is also given emphasis through the fieldwork programme in some schools. Students placed in agencies and open communities work with groups of children, youth, adults and elderly who are either 'sick' or healthy in urban and rural areas. For instance, the student of Visva Bharati placed in open communities organise groups of children and adults in the poor neighbourhood with a combined objective of socialisation, structured recreation, functional literacy, awareness generation on health and hygiene, environment and other socially relevant issues. In the recent years, groups of adolescent girls and boys are also been organised in the villages to deal with issues of life skill development including home management, reproductive and sexual health, sexuality, family planning methods etc., considering the social reality that majority of them will be getting married at an early age.

This brief review of historical trends in group work practice is intended to enable you to understand current trends in group work practice from a broad perspective. Today a remedial approach focussing on improving the functioning of individual group member continues as the preferred method of practice. This model of practice is based on problem identification, assessment, and treatment. The emphasis on mutual aid characteristics of group work also continues where the worker's role is to mediate between the needs of group members and society. Mutual aid and shared, reciprocal responsibility are appropriate in such settings such as short-stay homes and Nari Niketans that are designed to helping women in distress to live together, to support each other and to cope with distressing life events. It is also useful in community groups like mahila mondals, youth clubs and other community groups where reciprocal sharing of mutual concerns and the giving and receiving of support are central purposes. Professional social workers are also involved as consultants or facilitators of self-help groups that emphasise the mutual aid characteristics of a group.

Principles of Group work

The group worker benefit the conscious understanding between the two. The concepts are ideas regarding between the two. The concepts are ideas regarding between the two. The concepts are ideas regarding individuals, groups and communities emerged from social and biological sciences as well as from the humanities disciplines. Such concepts are for example social distance, problem, role, ego, etc. They are basic to all social work methods. A principle is a verbalized statement, general rules or laws, fundamental truths by which we proceed from one situation to another. A principle must be understood to mean a hypothesis so adequately tested by 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. Basic principles of working with people in groups to help them grow and change have emerged from the practice of social group work. The objectives of social group work can be fulfilled only within the frame work of principles. Therefore, it seems necessary to deal with basic principles, which are guiding force for group work be practice. Douglas has described fourteen principles of social group work.

- 1) Recognition and subsequent action in relation to the unique difference of each individual.
- 2) Recognition and subsequent action in relation to the wide variety of groups as groups.
- 3) Genuine acceptance of each individual with his unique strengths and weaknesses.
- 4) Establishment of a purposeful relationship between group worker and group members.
- 5) Encouragement and enabling of help and cooperative relationship between members.
- 6) Appropriate modification of the group process.
- 7) Encouragement of each member to participate according to the stage of his capacity and enabling him to become more capable.
- 8) Enabling members to involve themselves in the process of problem solving.
- 9) Enabling group members to experience increasingly satisfactory forms of working through conflicts.
- 10) Provision of opportunities for new and differing experience in relationships and accomplishments.
- 11) Judicious use of limitations related to the diagnostic assessment of each individual and total situation.
- 12) Purposeful and differential use of programme according to diagnostic evaluation of individual members group purpose and appropriate social goals.
- 13) Ongoing evaluation of individual and group progress.
- 14) Humane and disciplined use of self on the part of the group worker.

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

- 1) The social worker's goal is to enable clients or group members as a whole to move toward greater independence and capacity for help.
- 2) The social worker must use the scientific method to prepare for action fact-finding analysis and diagnosis in relation to the individual, group and the social environment.

- 3) The social worker must form purposeful relationship. It means a conscious focusing on the needs of the group members and attempts to fulfill them.
- 4) The social worker must use himself consciously. This includes self-knowledge and discipline in relationship but without the loss of warmth and spontaneity.
- 5) The social worker must accept 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.
- 6) The social worker must understand the origins of his own value system and be able to handle it in relation to the value system of others.
- 7) He must allow 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 certain principles which may be significant in working with the groups. According to him:

- 1) The group members must be encouraged to help themselves by 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.
- 2) The work with the group should be started at the level 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 level of members, they will lose their interest.
- 3) Social worker must focus not merely on the immediate problem as seen by the group but on relation to the total situation.
- 4) Social worker must keep in mind that individual differences exist while dealing with the group members.
- 5) It should be kept in mind that the welfare of individual is inextricably interwoven with the welfare of the group. Therefore social worker must be concerned with the development of material, human and social resources to meet all the needs of all the members of the group.

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

- 1) 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 capacity for self-help.

- 2) In determining his/her way of life, the group worker uses the scientific method--- factfinding, analysis and diagnosis in relation to the individual, the group of the social environment.
- 3) The group work method requires the worker to form purposeful relationship to group members and the group.
- 4) One of the main tools in achieving such relationship is the conscious use of self.
- 5) A basic respect and love for people without considering his weakness.
- 6) The work should be started from where the group is.
- 7) 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.
- 8) Every member of the group should be understood separately. It means individualization is essential.
- 9) Interaction is a process through which group members develop their strengths and power. Therefore, social group worker should properly monitor this process.
- 10) It is also necessary that non-verbal activities and programmes should be understood and used alongwith the verbal material.

Trecker has explained the following principles of social group work.

- 1) The principle of planned group formation.
- 2) The principle of specific objectives.
- 3) The principle of purposeful worker-group relationship.
- 4) The principle of continuous individualization.
- 5) The principle of guided group interaction.
- 6) The principle of democratic group self- determination.
- 7) The principle of flexible functional organisation.
- 8) The principle of progressive programme experience.
- 9) The principle of resource utilization.
- 10) The principle of evaluation.

On the basis of different principles discussed by different social work authors, we may summarize as follows.

- 1) Principle of planned organisation of the group.
- 2) Principle of understanding each individual as a member of a group and as an individual.
- 3) Principle of equality.
- 4) Principle of understanding relationship as tool for solving group problems as well as individual problems and also for development of the group.

- 5) Principle of encouragement of each member of the group.
- 6) Principle of recognition of variety of groups with different objectives.
- 7) Principle of self-development, i.e. full opportunity to the group to organise its programmes according to its needs.
- 8) Principle of self problem solving. Members should be involved in understating and solving problems themselves.
- 9) Principle of use of programme according to diagnosis of the group. Different types of programmes are needed according to the problems of the group.
- 10) Principle of experience development. Each member of the group should get opportunity to act and express his feelings in the group.
- 11) Principle of understanding the importance of group life in shaping and moulding one's character and personality. The group worker should believe the importance of group experience.
- 12) Principle of understanding the group process and its different elements, for example, group structure, role and status, division of responsibility, etc.
- 13) Principle of understanding familiarity with the process of cooperation, conflict, accommodation, resistance and ambivalence in the group. This knowledge is essential to handle the different group situation.
- 14) Principle of modification in-group process. 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 modify their activities and programmes.
- 15) Principle of providing new opportunities. It is the job of group worker to make aware the group about the opportunities of work in different fields and also the ways and means to avail these opportunities.
- 16) Principle of use of constructive limitations. Nobody is perfect. This is also applicable to the group members. Whatever the capacity and ability they have should be used properly by the group and whatever the limitations, they should fully understand and attempts should be made to work within these limitations.
- 17) Principle of conscious use of himself/herself. The role of group worker is to guide the interaction process 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.

18) 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 basis of collected 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.

19) Principle of acceptance. It means that the group worker should accept the members as they are without condemning any weakness. At group level, it must accept the services of the group worker.

20) Principle of understanding values. Values are the guiding force for behaviour expression, they must be kept in mind while dealing with the group problems.

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

22) Principle of resource utilization. The group may have different kind of needs and these needs cannot be fulfilled by one agency and therefore the worker should tap the resources of the community.

23) Principle of evaluation, continuous examination and evaluation of group activities.

3. Community Organization

Community Organisation is one of the primary methods of social work. It deals with intervention in the communities to solve the community problems. As a method of social work community organization can solve the problems of many people in the community through their collective involvement. Community organisation and community development are interrelated as two sides of same coin. The community organisation includes other methods of social work, that is, group work, and casework. The power structure plays a role in community organization. The social workers need to know the community power structure to practice community organisation method, which is used for empowering people for their development. The details are provided for social work students to understand and practice community organization effectively.

Meaning, Definitions, objectives and Nature of Community organization

Meaning of Community Organization Before we get to know more about community organization as a method of social work, let us first understand the meaning of the term we use. The term community organization has several meanings. It is being often used synonymous to community work, community development and community mobilization. In general, community organisation means helping the community to solve its problems. In the context of social work profession in India, the term is used to denote a method of social work to intervene in the life of a community. In sociology we learn that society and social institutions are more than just a collection of individuals. It includes how those individuals are linked to each other. These are sets of systems such as economy, political organisation, value, ideas, belief systems, technology,

and patterns of expected behaviours (social interaction). It means that just a collection of individuals living at a common place are not necessarily organised. To call them organised they need to have a set of common ideas and expectations. This gives them a social structure and some social processes that make the organisation something (social). It goes beyond the individuals that compose the community.

Further it is important to note that just forming various groups in community having some structure or form (e.g. having a president, treasurer, secretary, etc.) does not make the community organised. It is not the multiplicity of institutions, interest groups or set of activities, which make an organized community. Actually it may create more conflicts and disrupt normal life. Thus the important determining factors of community organisation are interaction, integration and co-ordination of the existing institutions, interest groups and activities, and evolving new groups and institutions if necessary, to meet the changing conditions and needs of the community.

Definitions of Community Organisation To study and to be able to engage in community organisation practice it is necessary to have a clear definition. There are several definitions available in literature, which have been put forth at different times and in differing context. The common element in most of them is matching resources to needs. We will discuss here two most widely accepted definitions of community organisation.

Murray G. Ross (1967) defines community organization as a “process by which a community identifies its needs or objectives, gives priority to them, develops confidence and will to work at them, finds resources (internal and external) to deal with them, and in doing so, extends and develops cooperative and collaborative attitudes and practices in the community”.

In this definition by “process” he meant a movement from identification of a problem or objective to solution of the problem or attainment of the objective in the community. There are other processes for dealing with community problems, but here he called the community organisation process as one by which the capacity of the community to function as an integrated unit grows as it deals with one or more community problems. The task of the professional worker in community organisation is to help, initiate, nourish, and develop this process. His task is also to make this process conscious, deliberative, and understood. “Community,” in the sense in which it is used here, refers to two major groupings of people. Firstly it may be all the people in a specific geographic area, i.e., a village, a town, a city, a neighbourhood, or a district in a city. In the same manner it could refer also to all the people in a province or a state, a nation, or in the world. Secondly, it is used to include groups of people who share some common interest or function, such as welfare, agriculture, education, or religion. In this context community organisation may be involved in bringing these persons together to develop some awareness of, and feeling for their “community” and to work at common problems arising out of the interest or function they have in common.

The second definition we will discuss here is by Kramer and Specht (1975), which is in more technical terms. They defined that “Community organization refers to various methods of intervention whereby a professional change agent helps a community action system composed of individuals, groups or organizations to engage in planned collective action in order to deal with special problems within the democratic system of values.”

According to their explanations, it involves two major interrelated concerns: (a) the interaction process of working with an action system which includes identifying, recruiting and working with the members and developing organisational and interpersonal relationships among them which facilitates their efforts; and (b) the technical tasks involved in identifying problem areas, analyzing causes, formulating plans, developing strategies and mobilizing the resources necessary to have effective action. The analysis of both these definitions reveals that they cover the “Need-Resources Adjustment” approach, “the Social Relationships” approach and a combination of the two ideas of meeting needs and development of co-operative attitudes. The distinguishing features of community organization practice are derived largely from the three dimensions. (1) The nature of its setting and focus– the community and its problems, 2) from the nature of its goals – enhanced functional capacity of the community and its ability to influence the social welfare policy, and 3) from the techniques it employs towards effecting the inter-personal and inter-group relationships of the members of the community. The statements defining community organisation method, stress individually or in combination the above three factors and also refer to clientele and the total process and the way in which the method is applied.

Eduard C. Lindeman in 1921 defined community organisation as “Community organisation is that phase of social organisation which constitutes a conscious effort on the part of a community to control its affairs democratically and to secure the highest services from its specialists, organisations, agencies and institutions by means of recognised inter relations.”

Walter W. Pettit in 1925 defined it as “Community organisation is perhaps best defined as assisting a group of people to recognise their common needs and helping them to meet these needs.”

Russell H. Kurriz in 1940 defined it as “Community organisation is a process dealing primarily with program relationships and thus to be distinguished in its social work setting from those other basic processes, casework and group work, which deal with people. Those relationships of agency to agency, of agency to community and of community to agency reach in all directions from any focal point in the social work picture. Community organisation may be thought of as the process by which these relationships are initiated, altered or terminated to meet changing conditions, and it is thus basic to all social work...”.

Wayne Mcmillen in 1947 defined it as “Community organisation in its generic sense is deliberately directed effort to assist groups in attaining unity of purpose and action. It is

practiced, though often without recognition of its character, wherever the objective is to achieve or maintain a pooling of the talents and resources of two or more groups in behalf of either general or specific objectives.”

C.F. Mcneil in 19544 defined it as “Community organisation for social welfare is the process by which the people of community, as individual citizens or as representatives of groups, join together to determine social welfare needs, palm ways

“Community” in the sense in which it is used here, refers to two major groupings of people. Firstly it may be all the people in a specific geographic area, i.e., a village, a town, a city, a neighbourhood, or a district in a city. In the same manner it could refer also to all the people in a province or a state, a nation, or in the world. Secondly, it is used to include groups of people who share some common interest or function, such as welfare, agriculture, education, and religion. In this context community organisation may be involved in bringing these persons together to develop some awareness of, and feeling for their “community” and to work at common problems arising out of the interest or function they have in common.

.Aims and Objectives of Community Organization

The general aim of community organization is to bring about and maintain a progressively more effective adjustment between social welfare resources and social welfare needs. It is concerned with :

- (a) The discovery and definition of needs
- (b) The elimination and prevention of social needs and disabilities,
- (c) The articulation of resources and needs, and the constant readjustment of resources in order better to meet changing needs.

The other objectives are:

1. To secure and maintain an adequate factual basis for sound planning and action.
2. To initiate, develop, and modify welfare programmes and services, in the interest of attaining a better adjustment between resources and needs.
3. To improve standards of social work to increase the increase the effectiveness of individual agencies.
4. To improve and facilitate interrelationships, and to promote coordination, between organization, groups and individuals concerned with social welfare prpgrammes and services.

5. To develop a better public understanding of welfare problems and needs, and social work objectives. 6. To develop public support of, and public participation in, social welfare activities. Financial support includes income from tax funds, voluntary contributions and other resources.

Nature of Community organisation

Community Organisation as Macro Method Community organisation is considered as a Macro method of practice in social work. (Arthur E. Fink) It is used for solving community problems. The term Macro is used because of its ability to involve a large number of people in solving the social problems. Community organisation is a macro method because this method can be successfully implemented at local level of

community, or at state level and at regional levels of the community or even at the international level. For example, community organisation can help in pollution control at local, state, regional, national and international levels. It is a macro method because unlike casework which deals with only one person at a time or group work which deals with limited number of participants, community organisation deals with large number of people at any given time. For example, Poverty cannot be solved by using individual approach like casework as there are many people affected by poverty. Individual approach is not practical where the magnitude of the problem is alarming. In such cases we have to use a method, which can help a large number of people. While comparing other methods of social work community organisation as macro method is useful for solving widespread economic and social problems like poverty.

Community Organisation as a Problem Solving Method

In community organisation method the community is the client. Community organisation solves the community problems and fulfills the needs of the community. Many of the community problems like social injustice, poverty, inadequate housing, poor nutrition, lack of health, lack of medical services, unemployment, pollution, exploitation, bonded labour system, illicit arrack, dowry, female infanticide, women and children trafficking, drug trafficking etc. can be solved by using community organisation method. In problem solving generally there are three basic aspects. These are study, diagnosis, and treatment. First the problem has to be studied. For this, we have to collect information regarding the problem. From the information collected we have to identify the main causes. This is called diagnosis. Based on the findings, or diagnosis, a solution is evolved that is called treatment. We consider this model as medical model because doctors study the patient to find out the causes for illness and based on findings, treatment or medicines are prescribed. Such a model can be used in community organization method. Problems can be solved only with involvement of people due to which resources are mobilized to solve the problems. This method is specially applicable in Indian situations, because in India a large number of people are affected by poverty or other poverty related problems which need speedy solutions. For this community organisation as a problem solving method is most effective to solve community problems. For example people in certain area suffer due to lack of water for

their cultivation. With the help of the community organiser and people's participation, watersheds can be made and ground water level is increased. Water stored during rainy season can help the people to continue cultivation. Here the whole village problem is related with water for irrigation and drinking purpose, which can be solved by using community organisation method.

Community Organisation method is used for the following:

- a) To meet the needs and bring about and maintain adjustment between needs and resources in a community.
- b) Helping people effectively to work with their problems and plan to realize their objectives by helping them to develop, strengthen, and maintain qualities of participation, self-direction and cooperation.
- c) Bringing about changes in community and group relationships and in the distribution of decision-making power.
- d) The resources of the community are identified and tapped for solving the community problems.

Relevance of Community Organisation for Community Development

Community organisation and community development are interrelated. To achieve the goals of community development the community organisation method is used. According to United Nations, community development deals with total development of a developing country, that is their economic, physical, and social aspects. For achieving total development community organisation is used. In community development the following aspects are considered as important. The same aspects are also considered important by community organisation. They are,

- a) Democratic procedures
- b) Voluntary cooperation
- c) Self-help
- d) Development of leadership
- e) Educational aspects.

all the above aspects are related with community organisation.

(a) Democratic procedures deal with allowing all the community members to participate in decision-making. It is possible to achieve this by community organisation. The selected or elected members or representatives are helped to take decisions. Democratic procedures help people to take part in achieving community development goals. Community organisation method permits democratic procedures for people's participation.

(b) Voluntary cooperation means that the people volunteer for their participation. For this they are convinced. They should feel that they should involve themselves in the process of development without hesitation. This attitude is supported by community organisation method. People's emotional involvement is necessary to make success of the community organisation method. If discontentment about their conditions is created, then people will volunteer for participation. Community organisation emphasizes the discontentment aspect only to make them initiate people's participation.

(c) Self-help is the basis for community development. Self-help deals with the capacity of mobilizing internal resources. Self-help is the basis for self-sufficiency and sustainable development. In community organisation self-help is emphasized. Community organisation is relevant to community development because both emphasizes the self-help concepts.

4. Social Work Research

Description : Research in social work involves systematic investigation to generate knowledge, evaluate interventions, and inform practice. It aims to develop evidence-based strategies that enhance the effectiveness of social work services.

Applications : Social work research is conducted in academic institutions, research organizations, and social service agencies.

5. Social Welfare Administration

By social welfare administration we mean that process which is used in the organization and administration of public and private services. It includes those activities which are undertaken with regard to an individual, group and community. In other words, social welfare administration is a process of organization direction of a social institution. Under this process those aims are determined which an agency or institution has to achieve.

Our country is aiming at sustainable social development and social welfare. You will be interested to know why the need for the practice of social welfare administration as a method of social work is gaining importance. It is because we have a large number of social welfare and social development settings. They include government departments, Welfare Boards, Corporations, Social Welfare Agencies, Non Governmental Organisation (NGOs), Inter Governmental Organisations (IGOs), Community Based Organisations (CBOs) etc. We also have a large number of National, state and local level welfare and development programmes. In addition, Panchayat Raj institutions oriented to development work have also been emerging as important institutional contexts for the practice of Social Welfare Administration. As our country faces the challenges of poverty, unemployment, disability, destitution, ill health, illiteracy, crime, suicide, violence, accidents etc our social welfare administration should also become an effective social work method.

Meaning of Social Welfare Administration as a Method of Social Work Social welfare administration is both scientific and professional activity. It promotes social work practice in administration. Therefore it is also called as social work. It administers or implements special programmes intended for vulnerable, disadvantaged and weaker sections of the population such as women, disabled children, chronically ill, the aged, scheduled caste/ scheduled tribes etc. through social work processes. It also organises programmes for sustainable social development.

It also aims at the effective implementation of the regular and special programmes of social welfare agencies.

Social Welfare Administration translates social welfare policies and social legislation into social work practice. It administers the resources and personnel available for social work practice. It ventilates the many choices open to clients to adjust themselves as well as to recover themselves from problem situations. Social welfare administration also enhances the psychosocial and economic functioning of the clients and beneficiaries. Application of social work administration in the fields of information technology and e-governance is also very essential. This is new area for the effective administration of social and social welfare services, social security and social work programs at various levels. It can be used by local self-governments, governments, Non-governmental organizations, Intergovernmental organisation, co-operatives and private and corporate organizations. The target groups of this social work method can be individuals, groups, families, communities, agencies, organisations, committees or departments.

Definitions of Social welfare administration

“Social welfare administration is the process of transferring the social policy into social services and the use of experience in evaluating and modifying policy”

John C. Kidneigh

By social welfare administration we mean those supporting and facilitating activities necessary and incidental to the giving of direct service by a social agency.”

Arther Dunhan

Administration is the process of transforming community resources into a programme of community service, in accordance with goals, policies and standards which have been agreed by those involved in enterprise. It is creative in that it structures roles and relationships in such a way as to alter and enhance the total product. It involves the problem-solving process of study, diagnosis and treatment solutions or action and evaluation of results.

American Council of Social Work Education

The administrative process seeks to mobilize the total resources of the agency to the end that its purpose are translated into efficient and effective service.

Arther Kurse

Scope of Social Welfare Administration

It is evident from the definitions of the discipline of social welfare administration attempted above that its scope is very wide and the areas constituting the subject matter of its

study are increasing every day due to the emergence of new social problems in the dynamic society such as population explosion, relief rehabilitation of migrants on account of militants' activities, gas leak accidents, dowry deaths and drug addiction, etc. and voluntary agencies in finding solutions for them. The contents of social welfare administration and of variegated nature and its tasks are numerous. It is primarily concerned with:

(i) Social Problems

The diagnosis of their causes and their treatment through social reform and social legislation; section of the reason for the ineffectiveness of laws enacted for combating social evils and vices and suggesting measures to make them effective mainly through the creation of public consciousness and opinion in regard to the social problems.

(ii) Social Services

Social Services aiming at the well-being of the general public through the provision of health education, housing, etc. and the upliftment of the disadvantaged and underprivileged and vulnerable sections of society such as women and children, the old and the firm, the disabled and the handicapped.

(iii) Social Security

Social security to compensate for the loss of income due to unemployment, disability, or death caused by accident and old-age through social insurance and assistance.

(iv) Social Work

Social work aims at helping people to solve their personal, family and community problems through enhancing social functioning by methods of case work, group work and community organization and enabling processes of research and administration.

(v) Social Policy

Social policy delineating the aims and objectives and the goals to be achieved for the welfare of the clientele concerned through social action.

Tasks of Social Welfare Administration

In addition to the elementary principles of social welfare administration as mentioned above, the functional aspects of tasks of administration as contained in the concept of 'POSDCORB' are also considered to be the basic postulates of the discipline of social welfare administration. These are discussed as follows:

(i) **PLANNING**

Planning is the formulation of intended future action. It involves the appraisal of current conditions, identification of the problems and needs of the society, determination of objectives and goals to be achieved on short-term or long-term basis, and the delineation of programmes to be implemented to reach the desired ends.

Ever since the establishment of Planning Commission in India and the introduction of Planning process in 1951 social welfare policies, programmes and the administration machinery to implement them though had not been given initially the consideration they merited but they have been given the place they deserved subsequently in the various five year plan documents. During the last few decades of planned development, social welfare as a plan component has acquired significance as is reflected in the plans.

The First Plan, for example, called upon the state to play an increasing role in providing services for the welfare of the people. The Second Plan drew attention to the factors responsible for the slow delivery of social welfare services to the vulnerable groups of society. The Third Plan stressed on women and child welfare, social defence, welfare of the handicapped and grants-in-aid to voluntary organizations. The Fourth Plan laid emphasis on the needs of destitute children. The Fifth Plan aimed at a proper integration of welfare and development services. The Sixth Plan accorded high priority to the children welfare within the overall frame of social welfare. The Seventh Plan designed the social welfare programmes essentially to supplement the efforts directed towards human resource development. The Eighth and Ninth Plan include the extension of the existing welfare programmes and inclusion of new programmes.

(ii) ORGANIZATION

Organization is essentially the conscious integration of human effort for a definite purpose. It is the systematic bringing together of interdependent parts to form a unified whole through which authority, coordination and control may be administered without elaborate organizational structures. Whatever action was to be initiated could be managed through simple, informal mechanism operating at the level of the community or the clientele. Another factor which contributed to the non-formal, unorganized nature of social welfare was its reliance on non-governmental and voluntary action.

Unlike governmental operations which assumed massive bureaucratic proportions demanding equally elaborate organizational structure, non- governmental action remained the main stay of social welfare and which by its very nature tended to be less reliant on highly formal organized mechanism. But with the expansion of social welfare programmes, the number of persons affected and the amount of money spent, the best organization has become indispensable.

Organization can be formal and informal. A formal organization implies a planned system of cooperative effort in which each participants has a recognized role to play and duties and tasks to perform. But informal relationship among the persons engaged in social welfare is equally important to develop feelings of goodwill and mutual trust among themselves to ensure the best

possible implementation of social welfare programme. An organization insists upon certain principles for its effective functioning. It divides work among its members; it establishes standard practices by working out detailed procedures. It provides a communication system. It has a hierarchical or process with lines of authority and responsibility running up and downwards through several levels with a broad base at the bottom and a single head at the top. It provides for unity of command which means that no individual employee should be subject to the orders of more than one immediate superior to avoid confusion and blurring of responsibility and it should recognize the distinction between line and staff as a working principle.

(iii) STAFFING

Assuming that good organization exists, the quality and efficiency of administration are conditioned by the suitability of personnel correctly placed in the organization. Even poorly devised machinery may be made to work if it is manned with well trained, intelligent, imaginative and devoted staffs. On the other hand, the best planned organization may produce unsatisfactory results if it is operated by mediocre or disgruntled people. Staff thus constitutes an integral part of the social welfare organization, both governmental and nongovernmental. Their problems of recruitment, selection and certification for appointment, classification, training, determination of pay scales and other conditions of service, motivation and moral, promotion, conduct and discipline, superannuation, their right to form associations and trade unions need to be taken proper care so that they devote themselves with their heart and soul in their respective assignments and build the image of the organization they serve.

(iv) DIRECTION

Direction implies the issuing of necessary guidance and instructions for the implementation of the programmes of an organization, and the removal of any difficulties which may arise in the execution. The directions relating to the execution of a programme also prescribes the rules of procedures to ensure efficient and smooth working of the organization for the achievement of its appointed purpose. Rules of the procedure also determine steps to

be taken in the processing of a request or an enquiry in regard to particular activity of an agency.

In social welfare administration, directions are indispensable as these provides guidelines to the officials in the delivery of welfare services to the beneficiaries and also enlighten the law about the procedure to be followed for applying for a specific kind of benefit they are eligible for. But a rigid adherence to the procedure and 'redtapism' flowing there from causes unnecessary harassment and results in prolonged delays in granting the deserved benefits to the needy people. The tendency on the part of social welfare administration personnel to avoid taking decision on their responsibility and passing on the buck is malady of welfare administration hampering effective service to individuals and communities and needs to be guarded against.

(v) CO-ORDINATION

Every organization characterizes divisions of work and specialization. Its employees are assigned respective duties and they are not supposed to interfere in their colleagues. Thus in every organization an effort is made to avoid overlapping and duplication of functions and to achieve maximum team-work among the various personnel of the organizational order to achieve its objectives. This arrangement of ensconce co-operation and team work among the employee is termed as the co-ordination. Its purpose is to achieve harmony, unity of action, avoidance of conflict, etc.

Co-ordination among various ministries and departments and voluntary organizations concerned with social welfare can be achieved through inter-departmental and intradepartmental conferences to which non-officials representing various interests may also be involved for consultation. Co-ordination may also be involved for consultation. Co-ordination may also be secured through institutional or organizational devices such as inter-departmental committees and co-ordination of offices, standardization of procedures and methods, decentralization of activities, etc. The Central Welfare Social Board established in 1953 consisting of official and non-official social workers designed to provide a mechanism of proper co-ordination between the voluntary organizations and the government organizations engaged in social welfare programmes.

The State Social Welfare Advisory Boards were also assigned, inter alia, the function of coordinating welfare and development activities of the State Government and the Central Social Welfare Board to avoid duplication. But despite these institutional arrangements to achieve co-ordination, the welfare programmes continue to suffer from overlapping and duplication both in the government and voluntary organizations' jurisdiction. A clear cut demarcation of the spheres of activities of both governmental and voluntary agencies, a policy

on the integrated development of welfare services and above all a stimulating leadership would go along way in ensuring proper co-ordination for the maximum achievement of welfare objectives.

(vi) REPORTING

Reporting means keeping both the superiors and subordinates informed of what is going on and arranging for the collection of such information through inspection, research and records. Every social welfare programme has certain targets and objectives to achieve. In a hierarchical system of organization, the Chief Executive informs the persons at the lower levels about the policy, financial outlays and the time-frame for achieving the fixed objectives. The subordinates report to the higher authorities periodically monthly, quarterly or yearly, the progress achieved vis-a-vis the targets, the amount spent and the problems confronted if any and seek their guidance in combating the problems.

Reports are also made in regard to the discussions and conferences held within the agency and on inter-agency basis from time to time to sort out various issues. The higher authorities inspect

periodically the subordinate offices to apprise themselves of their functioning and to detect irregularities committed if any and to suggest steps to avoid their re-occurrences. All social welfare agencies, without any exception, submit their annual reports to the Ministry/ Department concerned and the latter to the Head of the State for information of the legislature. The public gets informed about the activities of the welfare agencies through all these different types of reports. Reporting thus constitutes an important ingredient of any social welfare organization.

(vii) BUDGETING

Budgeting denoted the process by which the financial policy of public agency formulated, enacted and carried out. In the days of laissez-faire, budget was simple statement of estimated income and expenditure. But in the modern welfare state, the activities of the government are fast extending and they tend to cover almost all the aspects of social life. Government is now an agency for promoting general welfare of the citizens by positive acts. Budgeting is, therefore, now conceived as one of the major process by which the use of public resources is planned and controlled. Budget-making is a prominent component of financial management and is followed by the formal act of appropriations, executive supervisions of expenditure, the control of the accounting and reporting system, treasury management and audit.

Financial management also includes the mechanism and methods to ensure that the funds provided for the welfare programmes are used faithfully, economically and intelligently proper accounts are maintained and audit is conducted to ensure that there have been no

misappropriation, misuse of embezzlement of funds. It has been observed that a major portion of appropriation is pocketed by middle men and very little of them reaches to beneficiaries for whom these are primarily intended. Misappropriations and corruptions were also reported in the case of voluntary organizations. Fiscal administration, therefore, needs to be streamlined to ensure that the funds earmarked for various programmes are properly and honestly utilized.

Basic Understanding needed in Administration

According to H.B.Trecker, following understanding are necessary for an administrator:

Understanding of self and meaning of being an executive, feelings about authority and responsibility.

Understanding of the agency and its basic purpose in the community.

Understanding of the individuals who make up the agency, their needs, ability and motivations.
Understanding of groups, that is board, staff, and constituency, how they define their functions and approach to their work.

Understanding of how the individual is related to his groups, his background, what he brings to the work with the group

Understanding of kind of help the group need in doing its work, how group asks for and accept help, how its evaluate its own progress □ Understanding of how the individual receives basic satisfaction from his work, how to provide recognition for genuine accomplishment. □ Understanding of how the group relates to and works with other groups in the agency and the community.

.6. Social Action

Social problems and conflicts have remained an integral part of the society from the time immemorial. For providing relief and solution to these problems, social work and social welfare have also remained a part of human society. Professional social work utilizes certain methods of working with people, in view of empowering the people to solve their problems. Among the methods of social work, social action is a new introduction in the professional social work practice. Though its relevance is often felt in the field situations, social workers do not practice this method quite frequently. The inherent theme behind social action is re-adjustment of the social institutions and redistribution of power and resources for social justice and empowerment of the community. As a method of social work, social action mobilizes the general population to bring about structural changes in the social system. Also the relation of social action with other methods of social work is very important to understand. Social action process heavily rests on other social work methods like group work and community organisation. In fact social action comes into the picture when people's needs and problems remain unmet and unsettled through other methods of social work. Social action seems to be a step forward to community organisation. Social work research helps in perceiving the social problem objectively. Group work and casework are the foundation to social action where people are mobilized to confront authorities. Social welfare administration gives the ground to social workers to prepare the community for social action. Social workers make use of the skills and experiences gained through other methods of social work in the process of social action. Social action is a way of meeting mass social problems. It could be briefly defined as mass attack on mass social problems. In this type of social work the entire community or as large a number of members as possible – are made aware of any mass or social pathological problem eating at the vitals of the society. After this awareness is created, the social worker enlists the support of maintain to change the situation through social reform and collective action on suitable legislative measure. “A stitch in time saves nine” are adages which still inspire the

social worker in the social action process. Thus, might form the social worker's beginning when the social worker sends a problem and takes upon himself communication of his awareness to the mass, rouse them to collective or legislative activity, continuing in its enforcement; the social worker helps the community to meet its problems which have assumed grave and massive proportions.

It coordinates effort of a group to effect concrete changes toward a greater measure of justice in society. Modern social society thought emphasizes that social reconstruction requires both the

reform of social institutions; within this context social action refers logically to the second requirement. In reality, however the two mandates are not conceived as separable but as simultaneously necessary and mutually interdependent. Institutionalised injustice commonly produces large scale misery and human degradation, and in the resulting environments the practice of virtue may become practically impossible. On the other hand, the prevalence of avarice moral indolence and the passion for power can thwart the institutional changes needed to protect and advance human dignity and freedom.

As Bishop Andrew Grutka of Gary, England declared at Vatican Council II “ Beauty cannot grow in a dump nor virtue in a slum.” The complex problems of modern societies can be ameliorated only by group effort at many levels, both voluntary and governmental. Attempts to control blight and transform slum existence for example may take such forms as calling attention to building. Code violations in dilapidated tenements, lobbying for state subsidy of low rent housing, publicising the connection between slum conditions and juvenile delinquency and poor educations, staying rent strikes a providing special tutoring and study centres for slum children. Each of these activities exemplifies social action.

Social Action as a Method

Social action is a comparatively new addition to the list of methods of professional social work. Although social action has been used in other fields as well, such as the field of social reform and of political movements, transfer of power, this chapter limits its observations by and large, to the specific area covered by profession. In doing so, its concerns are with two important social ideas and institutions of our times, namely, welfare and development which constitute two specific denominations of social work practice. A word before that about the meaning of the two concepts. By welfare we refer to the entire package of services social and economic, that deal with income support, welfare provisions and social security on the one hand and with the whole range of social services on the other.

All the helping activities approaches, social services and institutional innovations that are found in the developing nations today have been introduced through the method of development, Whereas, development has thus been the main level of changes in the new nations. Welfare, a built in mechanism of the developed world is also concerned with social change, through it expresses such concern merely by reviewing and reorganising the structure of the welfare institution. Social action is the method that helps to bring in these changes.

Both development and welfare, some observers believe thus depend solely on social action for the realization of their aims. They of course use other methods as well, but turn to social action more liberally than any other. Development and welfare, therefore, provide today two key concepts of professional social work. The principle method that they use namely the method of social action aims at making the programmes of development and welfare more functional for their respective clientele than any other methods could do.

. DEFINITIONS

Some of the definitions of social action re being given below:

RICHMOND MARY (1922)

Social action is mass betterment through propaganda and social legislation.

LEE, PORTER (1937)

Social action seems to suggest efforts directed towards changes in law or social action structure or toward the initiation of new movements for the modification of current social practices.

COYLE, GARCEL (1937)

Social action is the attempt to change the social environment in ways which... will make life more satisfactory. It aims to affect not individuals but social institutions, laws, customs, communities.

FITCH , JHON (1940)

Social action is legally permissible action by a group (or by an individual trying to promote group action) for the purpose of furthering objectives that are legal and socially desirable.

HILL, JHON L.(1951)

Social action might be described as organized group effort to solve mass social problems or to further socially desirable objectives by attempting to influence basic social and economic conditions or practices.

WICKENDON, E (1956)

Social action is a term applied to that aspect of organized social welfare activity directed towards shaping, modifying or maintaining the social institution and policies that collectively constitute the social environment.

Social action in the field of social work is a process of individual, group or intergroup endeavour, within the context of social work philosophy, knowledge, and skill. Its objective is to enhance the welfare of the society through modifying social policy and the functioning of social structure working to obtain new progress and services.

FRIEDLANDER, W.A. (1963)

Social action is an individual group or community effort, within the framework of social work philosophy and practice that aims to achieve social progress, to modify social policies and to improve social legislation and health and welfare services.

NANAVATI, M.C (1965)

Social action is a process of bringing about the desired changes to deliberate group and community effort. Social action does not end with the enactment and signing of social legislation, but that the execution of policies was the real test of the success or failure of social action.

Social action should be seen as an endeavour to bring about or prevent change in the social system through a process of making people aware of the socio-political and economic realities conditioning their lives and by mobilizing them to organize themselves for bringing about the desired change, or to prevent the change that adversely affects them, through the use of whatever strategies they may find workable, with the exception of violence.

Social action is conflictual process of verifying, intensity, initiated and conducted by the masses the action against the structures or institutions or policies or programmes or procedures of the government and/or relevant agencies and/or power groups to view to bring betterment to any section of the underprivileged at a level larger than that of a sociologically defined community.

Objectives of Social Action

The objective of social action is the proper shaping and development of socio-cultural environment in which a richer and fuller life may be possible for all the citizens. The following goals have been identified, prevention of needs, solution of mass problem, improvement in mass conditions, influencing institution, programmes, redistribution of power, resources (human, material and moral), decision making, effort on thought and action structure, and improvement in health education and welfare.

History of Social Action

Social action as a process of change to be brought about by deliberate group and community effort is not unknown to the profession of social work. As early as 1922, Mary Richmond one of the early pioneers of the profession, referred to it as one of the four processes in social work. In fact, it is an integral part of the concept of social work arising from the liberalistic, rationalistic and democratic traditions. The early efforts to promote the settlement movement in the U.S.A. and to change the system of charities into a programme of family welfare were motivated by a desire to convert the services from ameliorative to curative and promotive. The question that needs to be discussed however, relates to the stage when curative and preventive services assume the use of the social action process for bringing about a desired change. Here we shall trace the process of social action and discuss its use in the practice of social work.

Social action as a process of bringing about the desired change includes some of the following elements:

(i) Although action might begin with the initiative of one or more individual, group action is essential for its fulfilment.

(ii) Action has to be organized and given the shape of a movement.

(iii) Belief in social progress should form the motivation of the participants.

(iv) Action should be in accordance with the established democratic practices, within the constitutional right of the citizen.

(v) The authority of the group arises out of the consent of its members.

(vi) The force behind social action lie in group compulsion.

It is the judicious blending of these elements under a proper leadership together with persistent striving and continuous education, that helps to achieve the desired change. There are however, some differences among the social work professionals on the nature of social action. To begin with, is it a separate process? or is it a part of the three recognised methods of social work, social group work and community organization? Some believe that it is subordinate to community organization, others take it a complimentary to it. Some question the involvement of the element of compulsion- at times, coercion in promoting social action.

Social justice has to be at the very root of all social action. Social action should arise out of the conviction that social justice calls for such an action and the specific situation requiring change is a matter of relative urgency and could not be left to the slow

process of gradualism or voluntary acceptance. Having realised the situation, the leadership in social action should ensure;

(i) Unity of philosophy, opinion and purpose; (ii) Better professional preparation; (iii) Integrated and continuing programmes of social study and research; and (iv) Freedom to work jointly with labour unions, professional and business organizations and civic and other community groups, towards common objectives.

The starting point of social action is the identification of the problem. This calls for the study of all factors, directly or indirectly related to the situation and their detailed analysis.

Role of Social Worker in Social Action

Clarke has mentioned the following role of social worker in social action:

1. All social workers are interested in promoting the welfare of the individual and as a consequence every social agency sooner or later is concerned with some aspect of social action.... social work practitioners have the responsibility of keeping their constituency informed of conditions creating the problem they handle so that the agency which is composed of supporters staff, and clients, can share in achieving social change.
2. It is agreed that every social worker as a citizen has a constitutional right to participate in any form of legal social action that he choose whether it be a trade union member fighting for the principles of his group; as a member of neighbourhood camp, advocating freedom, racial equality, civil liberties, free birth-control clinics, disability and health insurance; as a member of a political party; or a member of a citizens political action group.
3. The Rev. Mr. Dwight J. Bradely, Director of the Religious Association of the National Citizens Political Action Committee, urged an active participation in political movement. It was then that in a democratic society all reforms are eventually bound up with political action, hence if we are to be realistic about social change we cannot evade association with political action groups.
4. Social workers as individuals or professional persons will support specific programmes because they believe in them, not because they have professional expertise of them. 5. Social worker may participate in social action as a primary or secondary activity.

The profession of social work in India has hitherto not paid an adequate attention either to education or to practice of social action. Major concerns of the professionals in this area have largely around disaster situations or disturbances.

Social Work Research

Let us examine the issues like domestic violence, child abuse, migrant labour etc. In order to understand these problems we must have scientific and systematic methods to find out their various causes and solutions. Social work research tries to analyse the causes behind social issues and helps the professional to solve the problems. Social work research is a systematic approach to assess the effectiveness of social work interventions. This may be done by an evaluation of the situation prior to and after the intervention.

Social work research is the systematic and scientific enquiry of a social phenomenon or a social problem. This will help to find out the real problem and to formulate specific intervention strategies to solve that problem. Social work research is different from social science research because it is basically action-oriented research which supports the problem solving process. Social work research tries to say how things happen. It helps to collect necessary facts which will direct towards solutions.

.Fields of Social Work

1. Healthcare Social Work :

- Focus : Supporting patients and families in hospitals, clinics, and other healthcare settings. This includes helping patients navigate the healthcare system, providing counseling, and coordinating care.

Common Issues : Chronic illness, terminal illness, mental health, disability, and substance abuse.

2. Child, Family, and School Social Work :

Focus : Enhancing the well-being of children and families through support services, child protection, and educational interventions. Social workers in this field often collaborate with schools, child welfare agencies, and family service organizations.

Common Issues : Child abuse and neglect, family conflict, educational challenges, and behavioral issues.

3. Mental Health and Substance Abuse Social Work :

Focus : Providing therapeutic support and intervention for individuals dealing with mental health issues and substance abuse. This includes individual and group therapy, crisis intervention, and rehabilitation.

Common Issues : Depression, anxiety, addiction, trauma, and psychiatric disorders.

4. Community Social Work :

Focus : Working with communities to identify needs, mobilize resources, and implement programs that promote social and economic development. Community social workers engage in capacity building, advocacy, and community organizing.

Common Issues : Poverty, unemployment, housing, and community health.

5. Gerontological Social Work :

Focus : Addressing the needs of older adults and their families. This includes providing support for issues related to aging, coordinating services for seniors, and advocating for elder rights.

Common Issues : Aging, dementia, elder abuse, caregiving, and retirement planning.

6. Criminal Justice and Corrections Social Work :

Focus : Assisting individuals involved with the criminal justice system, including offenders, victims, and their families. Social workers in this field provide counseling, rehabilitation, and support for reintegration.

Common Issues : Incarceration, probation, rehabilitation, and victim support.

7. International Social Work :

Focus : Addressing global social issues and working with international organizations to promote human rights, social justice, and development. This includes disaster relief, refugee support, and international development projects.

Common Issues : Human trafficking, global poverty, migration, and international human rights.

8. Industrial Social Work :

Focus : Supporting employees and enhancing workplace well-being through employee assistance programs, conflict resolution, and organizational development.

Common Issues : Workplace stress, occupational health, employee relations, and corporate social responsibility.

Conclusion

Professional social work employs a variety of methods to address the complex needs of individuals, groups, and communities. The field is diverse, encompassing multiple areas of practice, each with its own unique focus and challenges. By utilizing these methods and working across these fields, social workers play a crucial role in promoting social justice, enhancing well-being, and driving positive social change.

Community Development-Rural and Urban

Empowering communities to address their own needs and promote sustainable development.

Activities

Conducting community assessments to identify needs and resources.

Mobilizing community participation and fostering leadership.

Implementing programs for education, health, sanitation, and economic development.

Advocacy and capacity building to strengthen community resilience.

Settings : Rural and urban communities, NGOs, and governmental development agencies.

5. Gerontological Social Work

Focus : Addressing the needs and issues related to aging and elderly care.

Activities :

Providing support and counseling to older adults and their families.

Coordinating services such as home care, health care, and social support.

Advocacy for the rights and welfare of the elderly.

Implementing programs to improve the quality of life for older adults.

Settings : Old age homes, community centers, healthcare facilities, and governmental welfare programs.

Medical and psychiatric Social work

Psychiatric social work is a specialized type of medical social work that involves supporting, providing therapy to, and coordinating the care of individuals who are severely mentally ill and who require hospitalization or other types of intensive psychiatric help. Psychiatric social workers complete a variety of tasks when working with clients, including but not limited to psychosocial and risk assessments, individualized and group psychotherapy, crisis intervention and support, care coordination, and discharge planning services. Psychiatric social workers are employed in a wide range of settings, ranging from intensive inpatient wards to outpatient psychiatric clinics. Psychiatric social work is a challenging and very demanding profession. Social workers in this field must work closely with individuals suffering from complex and hard to manage conditions, who are in deep emotional distress and/or who may be a danger to themselves or others. Psychiatric social workers may also encounter difficulties in getting clients the resources and support they need to fully address their problems. However, some individuals gravitate to this work for its constant intellectual and professional challenges, and for the opportunity to help deeply vulnerable populations.

UNIT-III

Concept of social welfare

Most important development of the 20th century is the emergence of democratic state. Modern governments now have increased functions and responsibilities in the form of welfare. Democracy has changed the role of government. Instead of the police state, the government now focuses more on welfare of the masses. Welfare includes social, economic and political wellbeing of its citizens. It can be in terms of money or services. Cash payments, subsidies, concessions, grants and public distribution come under the term welfare. All these welfare measures amount to the redistribution of governmental revenue to the needy.

To realize this role, the government formulates policies for the welfare of the weaker and vulnerable section of society. Formulation of policies is just one part, to turn these policies into reality, successful implementation is way more important than formulation. Successful implementation requires dissemination of policies, better coordination between the beneficiaries and public administration, leakage proof delivery channel, good coverage and punishment for those indulged in corrupt practices. Today, the concept of 'welfare states' has redefined the very meaning of democracy.

Social Welfare Administration Meaning

It embedded twin concepts. One is social welfare and the other is administration. Thus it is important to have an understanding of what is welfare and its origin along with administration as a medium to achieve welfare.

Work In India

- Bengal Sati Regulation 1829
- Widow Remarriage Act 1856
- The Child Marriage Restraint Act, 1929
- Hindu Marriage Act, 1955

Public Administration

Administration means the “management of affairs” or “looking after the people”. It is concerned with proper organisation of men and material to achieve desired ends. It consists of doing the work or getting the work done by others.

For better administration, one requires not merely devotion, dedication and administrative efficiency but method, organization and adequate knowledge of budgeting, accounting, public relation etc. The spending of money involved transparency, accountability and responsibility.

Needs for Social Welfare

1. Economic Security

Poverty Alleviation : Providing financial assistance and employment opportunities to reduce poverty levels.

Income Support : Programs like pensions, unemployment benefits, and disability allowances ensure financial stability for individuals and families.

2. Healthcare

Access to Medical Services : Ensuring that all individuals have access to basic healthcare services, including preventive, curative, and rehabilitative care.

Public Health Initiatives : Promoting health education, disease prevention, and control measures to improve overall public health.

3. Education

Universal Education : Providing access to quality education for all children and promoting lifelong learning opportunities for adults.

Special Education Services : Catering to the needs of individuals with disabilities and learning difficulties.

4. Housing and Shelter

Affordable Housing : Ensuring that individuals and families have access to safe and affordable housing.

Homelessness Prevention : Programs to support and rehabilitate homeless individuals.

5. Social Justice and Equity

Protection of Rights : Ensuring the protection of human rights and equality for all individuals, including marginalized groups.

Anti-Discrimination Measures : Policies and programs to combat discrimination based on race, gender, age, disability, and other factors.

6. Family and Community Support

Family Services : Providing support for family stability, including childcare, counseling, and domestic violence prevention.

Community Development : Initiatives to strengthen community ties, promote social cohesion, and enhance local resources.

Objectives of Social Welfare

1. Enhancing Quality of Life

Improving the living standards of individuals and communities through comprehensive social services and support systems.

2. Promoting Social Equity

Ensuring fair and equitable distribution of resources and opportunities to reduce disparities and promote social inclusion.

Philosophy of Social Welfare and Social Work

The philosophy of social welfare and social work is rooted in a commitment to human well-being, social justice, and the empowerment of individuals and communities. It encompasses the values, principles, and ethical guidelines that drive the practice of social work and the implementation of social welfare programs. This philosophy is integral to understanding the role of social work in society and guiding the actions of social workers.

Social Welfare in Historical Perspectives

Social welfare systems have evolved over centuries, shaped by cultural, economic, political, and social factors. Understanding the historical perspectives of social welfare helps to comprehend the development of current social policies and practices. Here is an overview of the evolution of social welfare from ancient times to the modern era, with a particular focus on the context in India.

UNIT-IV

Social Welfare and related terms:

Certainly! Social welfare is a broad concept that encompasses various related terms and concepts. Here's a breakdown of some key terms related to social welfare:

Social Welfare-Refers to the well-being of individuals, families, groups, and communities within society.Involves the provision of resources, services, and support systems to meet basic needs, promote social justice, and enhance quality of life.

Social Policy- Refers to the principles, plans, and actions adopted by governments and organizations to address social issues and promote social welfare.

Includes laws, regulations, programs, and initiatives designed to achieve specific social objectives, such as poverty reduction, healthcare access, and education.

Social Services- Refers to a range of public and private programs and interventions aimed at meeting the needs of individuals and communities. Includes services such as healthcare, education, housing assistance, employment support, child welfare, and mental health services.

. **Welfare State** Refers to a political and economic system in which the government assumes responsibility for providing social welfare and ensuring the well-being of its citizens. Involves the provision of comprehensive social services, social security programs, and safety nets to promote social and economic equity.

Social Justice-Refers to the fair and equitable distribution of resources, rights, and opportunities within society.Involves combating discrimination, inequality, and oppression to ensure that all individuals have access to basic human rights and opportunities for advancement.

Poverty Alleviation-Refers to efforts and interventions aimed at reducing poverty and improving the economic well-being of disadvantaged individuals and communities.

Includes income support programs, employment initiatives, education and training opportunities, and community development efforts.

Community Development- Refers to activities and initiatives aimed at empowering communities to address their own needs, solve problems, and improve their quality of life. Involves community organizing, capacity building, infrastructure development, and social capital enhancement.

8. Social Work Refers to a profession dedicated to helping individuals, families, groups, and communities overcome challenges, improve their well-being, and achieve their full potential.

Social workers provide counseling, advocacy, case management, and support services in various settings, including healthcare, social services agencies, schools, and communities.

9. Non-Governmental Organization (NGO) :

- Refers to a non-profit organization that operates independently of government control and is dedicated to addressing social, environmental, and humanitarian issues- NGOs often play a critical role in delivering social services, advocating for policy change, and promoting social justice and human rights.

Social reform is a reshaping or reforming of culturally accepted laws and norms in light of new cultural paradigms that occur over time. Social reform can occur at local, regional, national, or global levels.

The Social Security Administration (SSA) has two main functions. One is to assign Social Security numbers. The other is to run the Social Security retirement, survivors, and disability insurance programs.

Social policy aims to identify and find ways of reducing inequalities in access to services and support between social groups defined by socio-economic status, race, ethnicity, migration

Social action is an individual or group behavior that involves interaction with other individuals or groups, especially organized action toward social reform tatus, gender, sexual orientation, disability and age, and between countries.

.UNIT-V

Voluntary and State Action for Social Welfare in India:

The term voluntary action refers to the initiatives undertaken by people independently towards the achievement of common goals and objectives. Lord Beveridge describes voluntary action as that action which is not directed or controlled by the state. He calls it a private enterprise for social progress. Thus, a voluntary organization or agency is one, which is not initiated and governed by any external control but by its own members. Voluntary action presupposes the perception of the need by the community, or a section of the society, its assessment that the need can be met, and its readiness to regard it a duty to mobilize itself to meet the need. For the healthy functioning of democracy, voluntary action of this nature is of the highest significance. It serves as a training ground for the potential leadership of the community and helps to continually broaden the concepts of social justice. Voluntary action also helps in continually focusing the attention of the members of a community on its problems and needs. It promotes the acceptance by the individual citizens of their social and civic responsibilities and it gives them an

opportunity to learn to work co-operatively. Let us now consider some of the advantages and disadvantages of voluntary action. Pioneering has been a major function of voluntary agencies that allows experimentation. Also they have the freedom to initiate work in controversial areas. Even in our country it was voluntary action that worked for the cause of the needy and persisted in it until the statutory agencies were established to undertake the particular services. Another important aspect is the relative degree of freedom from particular political trends, something which is not available for statutory organisations. Voluntary action is also found to be more flexible and free from bureaucratic rigidity. It also has the advantage of ensuring public cooperation. The operational costs of such agencies are minimal due to the fact that the volunteers do the greater proportion of work. Probably the most common limitation arises out of the limited resources that voluntary agencies have at their disposal. The sporadic character of voluntary action leads to instability. Financially, the private agencies are not sound as they depend on the public contribution, state grants and assistance; social workers engaged in voluntary agencies are paid low in most cases in India.

Definition of Voluntary Action According to Lord Beveridge: " The term voluntary action as used here, means private action, that is to say, action not under the directions of any authority wielding the power of the state." However, as viewed above the scope of voluntary action becomes very wide and therefore, he confines its limit to that action which is for a public purpose for social advancement. Its theme is voluntary action outside one's home for improving the conditions of life for him and for his fellows; it is independent of public control. This is private enterprise, not in business but in the service of mankind not for gain but under the influence of a social conscience. Nature of Voluntary Action As regards a voluntary worker, Lord Beveridge points out that a voluntary worker is someone who gave unpaid service to a good cause, and the group, which was formed to run this good cause, came to be known as a voluntary organization. He further adds that in recent years there has been a significant shift of meaning in these concepts. Nowadays, many of the most active voluntary organizations are staffed entirely by highly trained and fairly well paid professional workers. The distinctively voluntary character of such bodies is the product not of the kind of workers they employ but of the manner of their origin and method of government.

Voluntary Organization A voluntary organization, properly speaking, is an organization which whether its workers are paid or unpaid is initiated and governed by its own members without external control. The independence of voluntary action does not however mean a lack of co-operation between it and public action. But the term voluntary action means that the agency undertaking it has a will and a life of its own. As defined by the National Council of Social Service, a voluntary social service is interpreted generally as the organization and activities of a self-governing body of people who have joined together voluntarily to study or act for betterment of the community.

Scope, need and limitations for voluntary welfare programmes in India State

Social work is an evolving discipline where interventions are geared up towards initiating, exploring, retaining and modifying the ways and means by which persons, individually and/or collectively are helped in resolving disruptions in their social functioning. Like other disciplines touching social life of human beings, social work too needs to design and re-design conceptual frameworks, theories and models related to interventions. As social situations change, the outlook to analyze and measure various social situations should also change. Theories and concepts guiding us through our social interventions also need to be revised, updated, improved and evolved. It is in this context, that Integrated Approach to Social Work was developed that would provide you a comprehensive framework of social intervention based on system's theory, fitting in most of the social situations requiring planned, guided social change.

Pincus and Minahan have given this framework with a view that social work interventions are not unilateral and 'people's participation' is needed in almost all situations. In this approach, social worker enters into a system, thereby consciously altering its previous state and balance as a means of attaining explicit goals. The underlying assumption in developing the unitary method or integrated approach to social work intervention was that regardless of the many forms social work practice can take, there is a common core of concepts, skills, tasks and activities which are essential to the practice of social work and represent a base from which the practitioner can build. The traditional social work theories and methods have been woven around dichotomous terms (person and environment, clinical practice or social action, micro-system and/or macrosystem) that, in some way, provided a myopic perspective of viewing social reality. Pincus and Minahan have suggested the following criteria for developing a unitary or integrated model for social work practice:

- 1)** This unitary model should provide an all-encompassing framework, avoiding conceptualizing social work practice in dichotomous terms like either case work or social action, individualist or collective approach. It is believed that the strength of the profession lies in recognizing and working with the connections between these elements.
- 2)** The social worker has tasks to develop and maintain relationships with a variety of people in any planned change effort (and not with the clients and his/her family only).
- 3)** The social worker is required to work with and through many different sizes and types of systems (one to one relationships, families, community groups) in helping a client.
- 4)** There should be selective and judicious use of theories (ego, learning, communication, etc.) in understanding social situations.
- 5)** The Model should be applicable in variety of situations and settings. In the subsequent sections of the unit, you would study at length about this integrated approach based on system's theory, substantiated with enough field examples. You are also advised to make use of this model in your field work practicum.

Interface between Professional and Voluntary Social Work.

Voluntary and state action for social welfare in India are complementary and interconnected. While the government has a primary responsibility for providing essential services and enacting policies, voluntary organizations play critical roles in advocacy, service delivery, and community empowerment. Collaboration and partnership between these actors are essential for addressing complex social issues and achieving sustainable development goals.

Required Readings:

- Bisno, Herbert: The Philosophy of Social Work(Washington, D.C: Public Affairs Bureau,1952)
- Friedlander, W.A: Introduction to Social Welfare(New York Prentice Hall,1959)
- Government of India: Social Welfare in India(New Delhi, Planning Commission 1980)
- Sanjay Bhattacharya: Introduction to Social Work(Deep and Deep Publications, New Delhi, 2008)
- Desai, M: Ideologies of Social Work
- Kulkarni, P.D and M.C Nanavatti: NGO's in the changing Scenario(New Delhi:Uppal Publishing House,1998)