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PREFACE In the curricular structure introduced by this University for students of Post-Graduate degree programme, the opportunity to pursue Post-Graduate course in a subject is introduced by this University is equally available to all learners. Instead of being guided by any presumption about ability level, it would perhaps stand to reason if receptivity of a learner is judged in the course of the learning process. That would be entirely in keeping with the objectives of open education which does not believe in artificial differentiation. I am happy to note that University has been recently accredited by National Assessment and Accreditation Council of India (NAAC) with grade 'A'. Keeping this in view, study materials of the Post-Graduate level in different subjects are being prepared on the basis of a well laid-out syllabus. The course structure combines the best elements in the approved syllabi of Central and State Universities in respective subjects. It has been so designed as to be upgradable with the addition of new information as well as results of fresh thinking and analysis. The accepted methodology of distance education has been followed in the preparation of these study materials. Co-operation in every form of experienced scholars is indispensable for a work of this kind. We, therefore, owe an enormous debt of gratitude to everyone whose tireless efforts went into the writing, editing, and devising of a proper layout of the materials. Practically speaking, their role amounts to an involvement in 'invisible teaching'. For, whoever makes use of these study materials would virtually derive the benefit of learning under their collective care without each being seen by the other. The more a learner would seriously pursue these study materials the easier it will be for him or her to reach out to larger horizons of a subject. Care has also been taken to make the language lucid and presentation attractive so that they may be rated as quality self-learning materials. If anything remains still obscure or difficult to follow, arrangements are there to come to terms with them through the counselling sessions regularly available at the network of study centres set up by the University. Needless to add, a great deal of these efforts are still experimental—in fact, pioneering in certain areas. Naturally, there is every possibility of some lapse or deficiency here and there. However, these do admit of rectification and further improvement in due course. On the whole, therefore, these study materials are expected to evoke wider appreciation the more they receive serious attention of all concerned. Prof. (Dr.) Subha Sankar Sarkar Vice-Chancellor

Printed in accordance with the regulations of the Distance Education Bureau of the University Grants Commission. First Print : February, 2022 Netaji Subhas Open University Post Graduate Degree Programme Subject : Social Work Course : History and Philosophy of Social Work Code : PGSW-I

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Module - 1 CONCEPT AND PHILOSOPHY OF SOCIAL WORK Unit 1 ? Concept : Social Work Unit 2 ? Generic Principle, Values and Ethics

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of Social Work Unit 3 ? Code of Ethics of Professional Social Work Unit 4 ? Introduction of terms - Social Service, Social Welfare, Social Development, Social Change, Social Assistance, Social Justice, Social Security, Human Rights

Module - 2 HISTORY AND

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DEVELOPMENT OF SOCIAL WORK IN ABROAD AND INDIA Unit 5 ? Historical Development of Social Work in UK Unit 6 ? Historical Development of Social Work in U.S.A Unit 7 ? Historical Development of Social Work in

India including social situation in Ancient, Medieval, Colonial and Post Colonial India Unit 8 ? Development of Social Work as a Profession and Education in India Module - 3 PERSPECTIVES

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OF SOCIAL WORK PRACTICE IN INDIA Unit 9 ? Social Reform Movements- in 18th and 19 th century

in India: Contribution of various Social Reform Organisation and Social Reformers Unit 10 ?Social Movement and Development Perspective Unit 11 ?Human Rights and Social Work Unit 12 ?Introduction to Civil Society. Role of Non Governmental Organization in the developmental sectors Netaji Subhas Open University Course : History and Philosophy of Social Work Course : PGSW-I PG : Social Work (MSW) (New Syllabus) 7 – 20 21 – 28 29 – 46 47 – 64 65 – 72 73 – 81 82 – 89 90 – 101 102 – 114 115 – 137 138 – 145 146 – 160

Unit 1 Concept : Social Work Structure 1.1 Objective 1.2 Introduction 1.3 Definition of Social Work 1.3.1 Explanation of core concepts used in the definition 1.3.2 Other Definitions 1.3.3 Definition

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of social work by different author 1.4 Objectives 1.5 Scope of Social Work 1.6 Functions of Social Work 1.7 Philosophy of Social Work 1.8

Concept of Charity and Philanthropy 1.9 Conclusion 1.10 Exercise 1.11 References 1.1 Objective Learners would get brief understanding about the concept of Social Work, Develop Understanding about the functions, scope & philosophy of social work. 1.2 Introduction Social work is an academic discipline and practice-based profession that encompasses individuals, families, groups, communities and society in a holistic way within it premises in order to meet basic needs and enhance social functioning, self- determination, collective responsibility, and overall well-being. Social work relates the theories and principles of different disciplines like sociology, psychology, political science, public health, law, community development, and economics etc. and involves in client systems, conduct assessment, and developmental interventions as this specific discipline aspires to address social and personal problems and accelerate social change. (CASW).

NSOU ? PGSW- I 8 Social work can be recognized as a profession which applies its knowledge to enhance

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social change and development, cohesion and the empowerment of people and communities. Social work practice exercises its perspective of human development, behavior and the social economic and cultural institutions and interactions. Social work

can be considered as a profession which intervene to solve social, economical, psychological, educational, political and environmental problem in three stages like : Individual (Micro), Group (Meso) and Community (Macro). Social work was primarily is a discipline and appeared as a profession during 19 th century. The roots of professional social work practice can be identified in voluntary and philanthropic activities mainly in the grassroots level. But it can be stated that, long before 19 th century various activities for responding towards social needs were carried out through public almshouses, private charities and religious organization. More specifically social work as a definite discipline emerged as an upshot of Industrial Revolution and the Great Depression of 1930s. (Dorrien, 2008). 1.3 Definition of Social Work The definition of social work can be divided into two parts. Some definitions are given by several organizations that are legal bodies to decide upon the trajectory of social work profession and other definitions have been penned down by different prominent authors. The following definition has been approved by IFSW (International Federation of Social Worker) General Meeting and the IASSW (International Association of School

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of Social Work) General Assembly in July 2014. "Social Work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities, and indigenous knowledge, social work engages people and structures to address life challenges and enhance

well-being." –International Federation of Social Workers. 1.3.1 Explanation of core concepts used in the definition The core concepts used in this definition have been explained in details in the context of

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social work profession's core mandates, principles, knowledge and practice. Core mandates: The core mandates of social work profession incorporate enhancing social change, social development, social cohesion and liberation of people. Social PGSW- I ? NSOU 9 work considers the fact that historical, socio-economic, cultural, spatial, political and personal factors

are interrelated and can act as an opportunities or hindrances to development of human being. The mandate of

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social change is based on the ground that the requirement of social work intervention emerges when the contemporary situation at the level of person, group, community or society is in need of change and development.

The mandate of social development is consisted of strategies of intervention, desired end state and a policy framework.

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Principles: The comprehensive principles of social work are based on respect of dignity of human beings, doing no harm, respect for diversity and standing for human rights and social justice.

Knowledge: Social work is at the same time both interdisciplinary and transdisciplinary and it is based on a wide assortment of scientific research and theories. Social work draws on its own knowledge

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constantly developing theoretical foundation and research as well as theories from other human sciences, but not limited to community development, social psychology, administration, anthropology, ecology, economics, education, management, nursing, psychiatry, psychology, public health, and sociology. Social work

is unique in itself as the theories and research is applied and experimental. Practice: Social work practice is legitimized as it intervenes at the point where people interact with the environment.

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The participatory methodology advocated in social work is reflected in "Engages people and structures to address life challenges and enhance wellbeing." As far as possible social work supports working with rather than for people. (

Work, 2014) . 1.3.2 Other Definitions "Social work is a profession concerned with helping individuals, families, groups and communities to enhance their individual and collective well-being. It aims to help people develop their skills and their ability to use their resources and those of the community to resolve problems. Social work is concerned with individual and personal problems but also with broader social issues such as poverty, unemployment, and domestic violence." –Canadian Association of Social Workers.

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Social work practice consists of the professional application of social work values, principles, and techniques to one or more of the following ends: helping people obtain tangible services; counseling and psychotherapy with individuals, families, and groups; helping communities or groups provide or improve

social and health services, and participating in legislative processes. The practice of social work requires NSOU ? PGSW- I 10

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knowledge of human development and behavior; of social and economic, and cultural institutions; and the interaction of all these factors." –National Association of Social Workers "

Social workers work with individuals and families to help improve outcomes in their lives. This may be helping to protect vulnerable people from harm or abuse or supporting people to live independently. Social workers support people, act as advocates and direct people to the services they may require. Social workers often work in multi-disciplinary teams alongside health and education professionals.” –British Association of Social Workers. The following definition has been approved by NAPSWI (National Associations of Professional Social Workers in India) in 6 th Indian Social Work Congress 2018 in Delhi. “Professional social work is based on democratic values, humanitarian philosophy with central focus on the human relationships and human dignity. In India, the profession of social work draws its strengths from indigenous wisdom, constitutional commitment for equality, social justice and human rights, and scientific knowledge base. Its professional practice contributes to macro level understanding and policy change while continuing to focus on people at individual, group and the community levels. As a practice-based profession its interactions enrich institutions and systems at all levels through culturally responsive interventions that aim at individual and social wellbeing. Its central concerns are empowerment of vulnerable, oppressed, and marginalized sections of our communities and as a practice it endeavors to partake in social change, sustainable development through participatory and collaborator processes with people in need, institutions and the state.” 1.3.3 Definition of social work by different author

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Anderson (1943) stated, “Social work is a professional service rendered to the people for the purpose of assisting them, as individuals or in groups to attain satisfying relationships and standards of life in accordance with their particular wishes and capacities and in harmony with those of the community”.		

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Friedlander (1951) defined , “Social work is a professional service, based on scientific knowledge and skill in human relations, which assists individuals, alone or in groups, to obtain social and personal satisfaction and independence”.		

According to

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Indian Conference of Social work (1957) “Social work is a welfare activity based on humanitarian philosophy, scientific knowledge and technical skill PGSW- I ? NSOU 11 for helping individuals or community, to live		

a rich and full life.”

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Mirza R. Ahmad (1969) said, “Social work is professional service based on the knowledge of human relations and skills in relationships and concerned with intra- personal and inter-personal adjustments resulting from unmet individual, group or community needs”. This definition has emphasized on role social work as professional practice to bring intra-personal (within the person) and inter-personal (between persons) adjustments. Pincus and		

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Minahan (1978) combinedly gave a definition of social work saying, “Social work is concerned with the interaction between people and their environment which affects the ability of people to accomplish their life tasks, alleviate distress, and realize their aspirations and values”.		

The Social Work

Dictionary (1995) defines social work as “the applied science of helping people achieve an effective level of psychosocial functioning and effecting societal changes to enhance the well-being of all people.” (Nepal, 2020). 1.4 Objectives Objectives of social work in the words of Professor Clark are ? To help people, make such use of their own capacities and of environmental resources as well which result in personal satisfaction and adjustment. ? To help in the modification of the environment so that people will have few personal and social problems. According to Professor Fried Lander “Social work seeks to assist individuals, group and community to reach the highest possible degree of social, mental and physical well beings in life.”

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Gordon Brown has given four objectives of social work such as: ? to provide physical or material support ? to help in social adjustment ? to help in solving the psychological problems and ? to make adequate opportunities for the individuals in problems for raising their standard of living which can prevent problems from intruding. Emerging objectives of Social Work:

NSOU ? PGSW- I 12 ? Material Security: Through economic and political organization that will assure every individual and every family the means of satisfying basic material needs. ? Emotional Security: Through personal and social adjustment. ? Social Achievement: Through collective effort. ? Spiritual power: Through philosophical and religious thoughts. Generally

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Social work has following objectives: ? To solve psycho-social problem. ? To fulfill humanitarian needs. ? To solve adjust mental problems. ? To create self-sufficiency. ? To make and strengthen harmonious social relations. ? To make provision of corrective and recreational services. ? To develop democratic values. ? To provide opportunities for development and social programme. ? To change the environment in favor of individuals growth and development. ? To bring change in social system for social development.

If we analyze all the objectives mentioned above and try to combine them, we can come up with two statements which will provide core essence of the objectives of social work,

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such as: ? Enabling the individual and his impaired being so as to make him fit to live a self sufficient and satisfied life and ? Modifying his social environment in his for so that it becomes conducive for him to live happy and adequate life. (Sahrwardi, 2014). 1.5 Scope of Social Work

Scope of social work entails the extent and also speaks about the specific field and areas of social work intervention through its methods, tools and techniques. The scope of social work has been changing with contemporary situation and day by day it is expanding. Consequently the range of social work intervention can be classified into three broad categories and they are 1)

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The agencies-non-governmental, semi- governmental or governmental which render social work services; 2) The ways PGSW- I ? NSOU 13 (methods) through which they render services such as Case Work, Group Work, Community Organization, Social Action, Social Research, Social Welfare Administration etc and 3) The various types of services (fields of social work) that they render to different individuals, groups and communities keeping in mind the objectives, philosophy and values of social work. Social work

is considered as one of the most recent discipline and is gradually encompassing every aspect of human life within its premises and thus now a days

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it deals with all most all the areas of society in the following ways : a) Public Assistance: It

refers to the help provided to meet the economic and social needs of the client. In India this type of intervention includes services provided

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to elderly, blind, disabled and disadvantaged people. b) Social Insurance: Social insurance refers to fulfill certain contingencies like old age, unemployment, industrial accidents and occupational diseases etc.

c) Family Welfare Services: Family is considered as the oldest and most permanent social institution and as a association it plays an important role in

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human development. Social work renders significant services in this sector like material assistance and counseling service to the family relating to marriage, health, economic problems and bringing up siblings.

d) Child Welfare Services: Another important area of social work intervention is child welfare where it provides

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residential institutions for their care and protection, education and rehabilitation of socially handicapped children viz, orphans, destitute

and fondling children of unmarried mothers,

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recreational and cultural facilities, holiday homes for the children of low income families etc. e) Community Welfare Service : Community is an important

place where the intervention of social work takes place through

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establishment of urban community development centers dealing with the welfare aspects of slum improvement such as slum clearance, sanitation, health education and care, seeking employment for women, dormitories and night shelters for migrant homeless people, holiday home for children and community welfare service in rural areas etc f) Women Welfare Service: Women

Welfare is very important for a developed nation. So social work also intervenes in this sector through women specific programmes like safe motherhood, women protection, family counseling, marriage counseling, and income generation programme for women etc.

NSOU ? PGSW- I 14 g) Labour Welfare Service: The scope of social work also extends to labour welfare and its intervention

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includes the activities such as family management counseling, counseling on safety maintenance, advocacy for labour rights, health education, value education etc. h) Welfare Services for the

Persons with Disability (PWDS), aged and Infirm :

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The welfare service for differently able incorporates institution for the care and rehabilitation of physically and mentally retarded, hostels for the working handicapped, small production units for the differently able, special schools for mentally retarded children and orthopedically challenged and counseling service for mentally depressed etc.

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The activities of social work for the aged and infirm include running old age home, recreational facilities, physical support, psychological

and support etc. i) School Social Work: In contemporary society , school has become an important premises where intervention is required urgently as now a days due to high competition, broken homes, addiction to electronic gadgets , several problems have been observed in the relationship among students

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and teachers. The activities of social work intervention in schools range from counseling service to the children and their parents, to the

counseling of the teacher on the perspectives of the emerging problems, etc. j) Correctional Services: Social work has also expanded its services in correctional set up like Reformatory homes, probation home, parole home, juvenile shelters etc.

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It includes recreational activities, counseling, vocational training for the unemployed criminals, after care service, rehabilitation etc.

k) Youth Welfare Service: Social work has a vast scope in the field of youth welfare as youth is considered as an important pillar of the society. Through different schemes like

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Youth counseling service, Youth health service, National Fitness Corps, Services for poor students, National Physical efficacy Drive, National Employment Scheme

social work aims to ensure welfare of the youth. l) Welfare of the weaker section: In contemporary society social work also intervene in different unexplored areas and tend to provide unique services like services to weaker or marginalized sections of the society ((NAPSWI, 2016). 1.6 Functions of Social Work Function of social work implies the activities taken during intervention.

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According to Prof. P.D. Mishra "social work operates to assist individuals in adjusting to the

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institutional frame work of the society and attempts to modify the institutional frame work itself in appropriate areas. He classified the functions of social work into the following 4 major categories: 1) Curative Function: The services listed under curative functions are—medical and health services, services relating to psychiatry, child guidance, child welfare services, services for the handicapped or disable in the form of protection and rehabilitation. These kinds of services address the physical, social, material, psychological sickness of individuals in the society. 2) Correctional Function:

There are three broad areas within correctional function of social work like Individual reform service, services for improving social relationship, and services for social reform. 3) Preventive Function: Preventive function aims to address prevention of problems like insecurity, unlawfulness, ignorance, sickness etc and

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it includes life insurance services, public assistance, social legislation, adult education and prevention of diseases etc. 4)

Developmental Function: Developmental services refers to activities carried out for

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socio economic development such as education, recreational services, urban and rural development programmes and programmes of integration etc which are primarily concerned with the development of individuals, families, groups and communities. ((NAPSWI), 2016) The basic functions of social work can be divided in 3 broad interdependent and interrelated categories, viz; o Restoration of social functioning

o Provision of resources and o Prevention of social dysfunction 1.7 Philosophy of Social Work Philosophy can be defined as believes and principles underlying any department of knowledge. (Oxford Dictionary). As a specific discipline social work is also based upon certain believes and values which guide its application of knowledge as a profession and its activities. The philosophy of social work is mainly based on the belief that every human being has its own worth and dignity. Social work also focuses on social justice, equality and empowerment as its guiding principles. In

NSOU ? PGSW- I 16 short it believes in humanitarian philosophy. (S.Nayre, 2016). (Philosophy of social work Herbert Bisno and Chaya Patel). 1.8 Concept of Charity and Philanthropy Charity: Charity is considered as a humanitarian act and it refers to giving help to people who are in need. Charity is a voluntary act. The word charity originates in late Old English to mean a "Christian love of one's fellows" and until beginning of the 20 th century, this meaning remained synonymous with charity. In reality charity is etymologically connected with Christianity. But originally this word comes from French word *charité* , which was derived from the Latin "*caritas* ", a word commonly used in the Vulgate New Testament to translate the Greek word *agape* (ἀγάπη), a distinct form of " love " (Online Etymology Dictionary) But with time the meaning of charity has transformed from one of "Christian love" to that of "providing for those in need, generosity and giving." Charity giving refers to giving away money, food, goods or time to the disadvantaged section of the society who are generally termed as poor. This task can be carried out either directly or through any charitable trust due to some noble cause. Charitable giving is also termed as alms or alms giving as it is considered a religious act. The recipient of the charity mostly includes destitute people like widowed, orphaned, sick or disable etc. The famous phrase "charity begins at home "implies that some group of people practice charity by donating to the members of that particular group. But generally charity denotes providing services to those who are in need. In most cases doing charity implies providing basic necessities which are essential for survival like food, water, shelter, and health care but charity also includes activities like visiting the imprisoned or the homebound, ransoming captives, educating orphans, even social movements. Donations to causes that benefit the unfortunate indirectly, such as donations to fund cancer research, are also considered as charity. If the religious aspect of the charity is considered, it is stated that the recipient of charity may offer to pray for the patron. Like it is a much known ritual to feed the poor during funeral so that they can pray for peace of the deceased soul. Institutions may commemorate benefactors by displaying their names, up to naming buildings or even the institution itself after the benefactors. (Dunn, 2000) In the past, the activities in the charitable organization were carried out on the basis of a charitable model in which the donators donated to the organization and the

PGSW- I ? NSOU 17 organization distributed it among the beneficiaries, like "Make a Wish Foundation" and the "World Wildlife Fund". But in recent times the charitable organizations have adapted different approach, where people allowed donating online, through websites such as Just Giving. But originally charity means distributing goods to the recipient directly. Now most of the charities are not following the charitable model and have adopted more direct donator to recipient approach , like Global Giving (direct funding of community development projects in developing countries), Donors Choose (for US-based projects), Pure Charity, Kiva (funding loans administered by microfinance organizations in developing countries) and Zidisha funding individual microfinance borrowers directly. Many institutions evolved with time which aspires to support the poor and these institutions are known as charities provide the bulk of charitable giving today, in terms of monetary value. These types of institution allows people who have time and inclination for charity , to lend their helping hands towards destitute sections of the society either by providing monetary help or helping these institutions in their charitable activities . These institutions can also effectively filter the original needy from those who deceitfully claim charity .There is a strong connection between religion and charity as studies have found that "individuals who are religious are more likely to give money to charitable organizations" and they are also more likely to give more money than those who are not religious. " (Monsma, 2007) Philanthropy : Philanthropy consists of "private initiatives, for the public good, focusing on quality of life". Philanthropy contrasts with business initiatives, which are private initiatives for private good, focusing on material gain, and with government endeavors, which are public initiatives for public good, e.g., focusing on provision of public services. A person who practices philanthropy is a philanthropist. Philanthropy engrosses charitable giving for some noble causes on a large scale but it can be considered as something which is more than just charitable giving. It can be recognized as an effort of any individual or specific organization based on the aspiration to reduce human suffering and enhance human welfare. Sometimes affluent individuals set up some private foundations to facilitate their philanthropic efforts. Philanthropic social work is a professional social work intervention in the field of philanthropy. Philanthropy is the major area of professional social work in India. The word philanthropy originated from ancient Greek word "philanthropia". If we dissect this word then we get phil which means love or fond of and arthropos which means humankind or mankind. During second century AD, Plutarch used this concept

NSOU ? PGSW- I 18 to describe superiority of human beings. In Roman Catholic Middle Age the concept of "philanthropia" was outdated by the concept of Caritas charity which implied selfless love, value for salvation and escape from purgatory. And then during 1600s this specific concept was modernized by Sir Francis Bacon. According to Bacon the word philanthropia was synonymous with goodness and was associated with the Aristotelian perception of virtue. Samuel Johnson had generally defined philanthropy as "love of mankind or good nature". The root of philosophy can be found in ancient Greek society. The famous philosopher Plato in 347 B.C, instructed his nephew in his will to use the family earnings of the family farm for funding the academy that was established by Plato. The money was utilized to help students and faculty to keep the academy running. Approximately after 150 years Pliny and Younger bore one third cost of education for a Roman school for young boys with the aim to provide proper education to the young Romans within the country. (Hayes, 2021) Following are the main features of philanthropy: ? Philanthropy refers to charitable acts or other good works that help others or society as a whole. ? Philanthropy can include donating money to a worthy cause or volunteering time, effort, or other forms of altruism. ? The Greek philosopher Plato was a philanthropist, leaving funds in his will to help maintain the academy he had founded. ? Andrew Carnegie is one of America's most famous philanthropists, noted for the large scale of his charitable contributions, which included the building of more than 2,500 libraries worldwide. ? In modern times, philanthropy is often undertaken by those seeking tax breaks, in addition to feeling good and helping others. (Hayes, 2021) 1.8.1 Difference between Charity and philanthropy Although charity and philanthropy are quite dissimilar, but there is some overlap. These two concepts are sometimes used interchangeably, but the differences are as follows: Charity is a natural and poignant response to an immediate situation and it is mainly short term. Charity may occur in the form of monetary donations or volunteering. The main objective of charity is to alleviate the adverse effect of a particular social

PGSW- I ? NSOU 19 problem. But Philanthropy mainly addresses the root cause of a specific social problem and provides a more strategic and long term solution. In addition to giving money or volunteering, some philanthropists participate in advocacy work. Disaster relief is an area where both charity and philanthropy plays an important role. When some natural calamity or any disaster affects the humanity, then the charitable organizations and some individual are inclined to provide immediate monetary help or provide aid for basic necessities. On the other hand philanthropy addressed full disaster life cycle starting from prevention to preparedness to recover. Donors may focus on certain populations, such as the elderly or the poor, as part of their strategy or work directly with stakeholders to improve systems. The original meaning of charity – "Christian love of one's fellow," is rooted in Late Old English while philanthropy, or "the love of humanity," originated in Greek. Charity is strongly related with the process of donations, charitable giving, children, charity ratings and organizations. Whereas philanthropy correlates with processes like managing, creating, knowledge, research and organizations. Regardless of the issue area, the two terms – and practices – share one main thing in common: They're all about spreading the love and reducing human suffering. (Jope, 2019). 1.9 Conclusion From this unit, we developed an understanding about the basic concept of Social Work. This understanding will help us to know the real essence of this noble profession, and we may now carry out our professional with much more efficiency. 1.10 Exercises (i) What is

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Social Work? (ii) What are the objectives of Social Work? (iii) Write about the scope and functions of social work? (

iv) What do you understand by 'charity' and 'philanthropy'?

NSOU ? PGSW- I 20 1.11 References CASW. (n.d.). What is Social Work . Retrieved June 26, 2021, from Canadian Associations of Social Workers: www.casw-acts.ca. Dorrien, G. (2008). Social Ethics in The Making . New York : John Wiley & Sons. Dunn, A. (2000). As Cold as Charity: Poverty, Equity and The Charitable Trust. *Legal Studies* , 222-240. Hayes, A. (2021, May 17). Philanthropy . Retrieved June 26, 2021, from Investopedia: <https://www.investopedia.com/terms/p/philanthropy.asp> Jope, J. (2019, December 19). Charity vs. Philanthropy: How Are They Different? Retrieved June 26, 2021, from Givingcompass: <https://givingcompass.org/article/charity-versus-philanthropy/> Monsma, S. (2007). Religion and Philanthropic Giving and Volunteering: Building Blocks for Civic Responsibility. *Interdisciplinary Journal of Research and Religion* , 1-28. NAPSWI. (2016). Code of Ethics for Professional Social Workers in India. In N. A. India, Code of Ethics for Professional Social Workers in India (pp. 3-35). New Delhi: National Association of Professional Social Workers in India. Nepal, S. W. (2020, September 12). What is Social Work . Retrieved June 26, 2021, from Social Work Nepal: https://swnepal.blogspot.com/2020/09/what-is-social-work_12.html S.Nayre, R. (2016, August 18). Describe the Philosophical Base of Social Work, Core values and Ethics. Retrieved June 26, 2021, from Slideshare: <https://www.slideshare.net/ruffynayre1/philosophical-base-of-social-work-core-values-and-ethics> Sahrwardi, M. A. (2014, April 14). Objective and Functions of Social Work. Retrieved June 26, 2021, from Slide Share: <https://www.slideshare.net/mdaaquib/objectives-functions-of-social-work> Work, I. F. (2014, July). International Federation of Social Work . Retrieved July 26, 2021, from International Federation

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of Social Work : <https://www.ifsw.org/what-is-social-work/global-definition-of-social-work/>

Unit 2 Generic Principle, Values and Ethics of Social Work Structure 2.1 Objective 2.2 Introduction 2.3 Generic Principle of Social work 2.4 Values of Social Work 2.5 Ethical Principles 2.6 Conclusion 2.7 Exercise 2.8 References 2.1 Objective Learners would develop commitment towards the goals of humanism, principles, values, ethics and attitudes cherished by the professional social worker. 2.2 Introduction Social work is an academic discipline and practice-based profession that encompasses individuals, families, groups, communities and society in a holistic way within it premises in order to meet basic needs and enhance social functioning, self- determination, collective responsibility, and overall well-being. Social work relates the theories and principles of different disciplines like sociology, psychology, political science, public health, law, community development, and economics etc. and involves in client systems, conduct assessment, and developmental interventions as this specific discipline aspires to address social and personal problems and accelerate social change. 2.3 Generic Principle of Social Work Social work can be recognized as the application of greater knowledge to promote social change and social welfare within the society. The profession of social work is

NSOU ? PGSW- I 22 responsible for inculcating awareness about different deprivations and privileges, identifying and practicing evidence-based theories and activities, empowering individual and lobbying for the requirements of the people to assist in reforming injustice throughout the social order. The entire profession of social work is based on certain principles which drive a professional social worker to change the individual, group, community and system of the whole society.

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Principles are guiding beliefs and statement of do's and

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Social work principles are guiding declarations of statement which have evolved from experience and research. The most commonly discussed principles of social work are as follows: Principle of acceptance:

This specific principle enables social worker to accept the individual client

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as he or she is with all his/her limitations. Social work believes that acceptance is the root of all help. Social worker should not feel hostile towards a client because his behavior deviates from the approved one. The principle of acceptance entails that social worker must perceive, acknowledge, receive and establish a relationship with the individual client as he actually is, not as social worker wishes him to be or think he should be. Principle of individualization: The principle of individualization is fundamental to effective social work practice. Social work believes that every individual is unique. Each individual is different from that of every other individual in nature

and behaviour.

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As we know that individual is unique as his thumb print. The social worker views the problem of each client as specific and helps the client move forward finding the most satisfactory means

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for client to deal with particular problem situation. Principle of Communications: Communication is a two way process most of the problem that give pain are precisely the problem of communication. When the communication is inadequate or insufficient the problems occurs either automatically or because of misunderstanding. The social worker should have enough skills to grasp the communication. The proper communication is crucial in social work relationship because the background of the client and worker may be different, the mental status of the client and the worker may vary. Therefore, the social worker should make all the efforts to see that communication between him and client is proper. The client should be made

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feel comfortable and at ease to express his thoughts feelings and facts. PGSW- I ? NSOU 23 Principle of Confidentiality: Social work believes that during the process of providing professional help to the client, client may have to share personal information about them in relationship with a social agency.

But this particular principle drives the social worker to maintain the confidentiality of client's personal information

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and other agencies and individual & should be consulted only with the (

Client's)

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consent. Principle of Self-Determination: The principle emphasizes client's right to self determination. Every individual client has the right to decide what is appropriate for him and decides the ways and strategies to accomplish it. In other words, social worker should not enforce decisions or solutions on the clients because the client has come to him for help. Therefore, social worker should support and guide the client to develop insight into his social situations in correct perspective and encourage and involve him to like decisions that are good and acceptable to him. Principle of Non-Judgmental Attitude: Principle of non-judgmental attitude presumes that the social worker should begin the professional relationship without any bias. He should not form opinion about the client, good or bad, worthy or unworthy. He has to treat the client as somebody who has come to him for help and he should be willing to help the client without being influenced by the opinions of other about the client or his situation. This enables the worker and the client feel free to develop understanding of each other. Principle of Controlled Emotional Involvement: This principle guides social work professional not to indulge too much personally in the client's difficult situation or being too objective. Therefore, the social worker should maintain a reasonable emotional distance even while sympathizing with the client social worker should indicate the understanding of the difficult situations of the client without showing pity or appearing to be indifference. (

H. 2020) 2.4 Values of Social Work Values are basic and fundamental beliefs that guide or motivate attitude, behavior or action. Values include moral ideas, general conceptions or orientation towards world or environment or sometimes it means simply interests, attitudes, preferences, needs, sentiments and depositions. The ethical principles based on six main values of social NSOU ? PGSW- I 24 work which reflects the mission of social work (NASW) and they are as follows: ? Service ? Social justice ? Dignity and worth of the individual ? Importance and centrality of human relationships ? Integrity ? Competence

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Service ? Empowering individuals, families, and communities is a primary goal of all social workers. Service is the value from which all other social work values stem. Social workers regularly elevate the needs of their communities above their own personal interests and use their skills and knowledge (from education and experience) to enhance the wellbeing of others. In addition, social workers often volunteer their time or expertise above and beyond their professional commitments. ? For example, during the COVID-19 pandemic, many social workers coordinated material aid, community meals, and PPE drives. Social Justice ? Social workers advocate on behalf of the oppressed, the marginalized, and anyone who needs their voice amplified. They often focus on issues such as poverty, homelessness, discrimination, harassment, and other forms of injustice. Social workers provide information, help, and other resources to people seeking equality, and they educate people who may not directly experience discrimination about the struggles of others who may not have the same level of privileges in our society. ? Social workers' efforts to address injustices include examining their own biases and encouraging others to do the same. They work to create more equitable support systems and identify structural conditions that contribute to disparities in the health and well-being of individuals and communities. Dignity and Worth of the Person ? Social workers are mindful of individual differences in thinking and

PGSW- I ? NSOU 25 behaviour,

as well as cultural and ethnic diversity. Only by treating each person with dignity and respect can social workers promote their clients' capacity and opportunity to address their own needs and improve their personal situations. Social workers must be cognizant of their duties to both individual clients and to society as a whole, and seek solutions for their clients that also support society's broader interests. ? Social workers seek to eliminate factors that threaten the dignity and worth of individuals, but they do so with a decentred approach that respects differences and honors self-determination. Rather than imposing their own values, social workers leverage the values of their clients and the communities they serve. Importance of Human Relationships ? Social workers connect people who need assistance with organizations and individuals who can provide the appropriate help. Social workers recognize that facilitating human relationships can be a useful vehicle for creating change, and they excel at engaging potential partners who can create, maintain, and enhance the well-being of families, neighbourhoods, and whole communities. ? Challenging social conditions, such as those created by the COVID-19 pandemic, highlight the essential role of human relationships in supporting health and healing. Social workers not only build and maintain strong relationships with individuals and communities, they also help their clients identify relationships that are helpful to them. Integrity ? To facilitate these relationships and empower others to improve their lives, social workers must act in a way that engenders trust. Each social worker must be continually aware of the profession's mission, values, and ethical principles and standards, and set a good example of these components for their clients. By behaving honestly and demonstrating personal integrity, social workers can promote the organizations with which they are affiliated while also creating the most value for the populations they serve. ? One relevant trend in social work is the profession's use of and interest in social media. A study published by Social Sciences & Humanities Open in 2020 reports that the social work profession seeks to "regard data privacy NSOU ? PGSW- I 26 protection as a human and civil rights issue" and "support inclusion of social media information in social work." Competence ? Professional social workers often hold undergraduate or graduate degrees in social work, but a fair amount of their knowledge comes from gaining on- the-job experience. As part of the social work values outlined in the NASW Code of Ethics, each social worker must practice within their scope of competence and avoid misrepresenting skills or experience to potential clients. ? Social workers must constantly strive to expand their knowledge base and competence in order to make meaningful contributions to the profession and those they serve. Social work is a lifelong learning commitment, and continuing education can take the form of any activity that expands a social worker' knowledge and skill set, conducting personal study and research, attending webinars and conferences, or pursuing additional licences or degrees. (

University, 2021) 2.5 Ethical Principles Human Rights and Human Dignity: The core value of social work is to respect the inherent worth and dignity of every human being irrespective of their caste and creed and to protect the rights of every individual. A professional social worker should encourage people to make informed choices through active participation in the process of service providing and also should respect their values and decisions from client's perspective. It is the responsibility of the social worker to enhance and defend each person's physical, psychological, emotional and spiritual integrity and well-being through ? Respecting the right to self determination ? Promoting the right to participation ? Treating each person as a whole ? Identifying and developing strength Social Justice : A professional social worker bears the responsibility to ensure social justice for society and as well as for the people they are working for Social workers should always raise their voice against any kind of negative discrimination

on the basis of characteristics such as ability, age, culture, gender or sex, marital status, PGSW- I ? NSOU 27 socio-economic status, political opinions, skin color, racial or other physical characteristics, sexual orientation, or spiritual beliefs.

They should always aspire to challenge social exclusion, stigmatization and suppression and build an all inclusive society through ? Challenging negative discrimination ? Recognizing diversity ? Distributing resources equally ? Challenging unjust policies and practices ? Working in solidarity. Integrity and Belongingness: Social workers through their professional intervention should always exhibit and endorse qualities like honesty, reliability, impartiality, diligence and transparency etc. They should always follow a high level of professional conduct through their loyalty, accountability and promotion of professional values. They always should focus on openness and transparency in their professional life and should avoid any situation or relationships which can be a barrier to integrity and impartiality through, ? Being loyal and trustworthy ? Being professionally accountable and responsible ? Working with transparency Sustainability: The success of a project which aims to bring a change in any diverse situation depends on its sustainability and it is the responsibility of a professional social worker to make it sustainable by running even after withdrawal of donor's assistance. They should enhance their capacity to provide intended service, continue activities in local level and develop successor services over a period of time. They should ensure continuation of the programme in the future through ? Seeking people's participation ? Developing leadership ? Building capacity Services: Professional social workers should provide endless services not only to help people but also to assure that their issues and other social problems are addressed properly. They should put their every effort to pose a balance between needs of individual

NSOU ? PGSW- I 28 and his rights and freedom so that collective interest of distressed humanity can be served in a better way. A professional social worker is obliged to keep his personal interest aside while promoting individual development and serving whole society. Human Relations: As social worker mainly work with people, so they should be well versed with every dynamics of relationship between and among people as it is one of most significant determinants for social change. Social workers intend to fortify relations among people and community with a special purpose and that is

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to promote, restore, maintain and enhance the well-being of individuals, families, social groups and communities (

NASW) . 2.6 Conclusion The knowledge of the generic principles along with the ethics and values will help our learners to work in a scientific and professional manner. 2.7 Exercises (i) Write the principles of social work profession. (ii) What are the values of social work? (iii) Discuss ethical principles of social work. 2.8 References CASW. (n.d.). What is Social Work . Retrieved June 26, 2021, from Canadian Associations of Social Workers: www.casw-acts.ca. H, J. (2020, August 18). What are 7 principles of Social Work . Retrieved August 5, 2021, from Careervillage.org : <https://www.careervillage.org/questions/281232/what-are-the-7-principles-of-social-work> NASW. (n.d.). Read the Code of Ethics . Retrieved August 5, 2021, from NASW- National Association of Social Workerwebsite:

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<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

University, T. (2021, May 16). 6 Core Social Work Values and Ethics . Retrieved August 5, 2021, from Tulane University : <https://socialwork.tulane.edu/blog/social-work-values>

Unit 3 Code of Ethics of Professional Social Work Structure 3.1 Objective 3.2 Introduction 3.3 Code of Ethics by National Association of Social Workers 3.3.1 Purpose of the NASW Code of Ethics 3.3.2 Main ethical standards as per the NASW code of ethics 3.4 Code of Ethics for Professional Social Workers in India 3.4.1 Aims and Objective of Code of Ethics 3.4.2 Scope and Coverage 3.4.3 Ethical Principles 3.4.4 Professional conduct 3.4.5 Ethical Responsibilities 3.5 Disciplinary Action 3.6 Pledge 3.7 Continuing Updating 3.8 Conclusion 3.9 Exercise 3.10 References 3.1 Objective Learners will get brief unders about code of Ethics of Professional Social Workers. 3.2 Introduction A code of ethics is a set of guided principles which work as a blueprint for the professionals so that they can conduct their business with full honesty and integrity. A code of ethics aspires to lay down the mission or values of a profession or organization and describe how professionals can address crisis, the ethical principles based on the organization's core value and the standards to which the professional is held. A code of ethics can be termed as an "ethical code" which incorporates issues like

NSOU ? PGSW- I 30 business ethics, a code of professional practice, and an employee code of conduct. Main features of code of ethics: ? A code of ethics pens down a profession's ethical guidelines and describe about best practices to maintain honesty, integrity and professionalism. ? If the professionals or members of the organization violate the code of ethics then it may lead to suspension or sometime termination. ? In some industries, including banking and finance, specific laws govern business conduct. In others, a code of ethics may be voluntarily adopted. ? Mainly there are three types of code of ethics which includes compliance- based code of ethics, a value-based code of ethics, and a code of ethics among professionals. 3.3 Code of Ethics by National Association of Social Workers Similarly social work as a profession also has a set of ethical guidelines to which all the professional social workers are beholden during their course of studies and have to undertake an oath to abide by its standards and principles throughout their careers. These are known as Social Work Code of Ethics or otherwise termed as The National Association of Social Workers (NASW) Code of Ethics. As a designated authority of social work NASW prepared the first draft of code of ethics during the month of October in 1960. Afterwards it has been amended several times but it maintains many

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of the original principles. (NASW) 3.3.1 Purpose of the NASW Code of Ethics Professional ethics lies at the core of social work

and social work as a profession has a responsibility to preach and practice its basic values, ethical principles and ethical standards.

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The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve. This specific code of ethics has six purposes

as mentioned: ? To establish the core values upon which the social work profession is based. ? To create specific ethical standards that should guide social work practice and reflect the core values. ? To help social workers navigate professional considerations and obligations when ethical uncertainties arise. ? To provide ethical standards to which the social work profession can be PGSW- I ? NSOU 31 held accountable. ? To initiate new social workers to

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the profession's mission, values, and ethical principles and standards. ?

To create standards by which the social work profession can assess if a social worker has engaged in unethical conduct. Social workers who pledge to abide by this code must cooperate with its implementation and disciplinary rulings based upon it. The code of ethics is based on six main values of social work which reflects the mission of social work and they are as follows: ? Service ? Social justice ? Dignity and worth of the individual ? Importance and centrality of human relationships ? Integrity ? Competence 3.3.2 Main ethical standards as per the NASW code of ethics The code is comprised of six thematic areas that outline a social worker's responsibility to clients, colleagues, employers, and

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the profession in general. The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) Social workers' ethical responsibilities to clients, (2) Social workers' ethical responsibilities to colleagues, (3) Social workers' ethical responsibilities in practice settings, (4) Social workers' ethical responsibilities as professionals (5) Social workers' ethical responsibilities to the social work profession (6) Social workers' ethical responsibilities to the broader society. (

NASW) 3.4 Code of Ethics for Professional Social Workers in India In India the apex body dedicated towards promotion of standards and enhancement of the status of the social work profession is National Association of Professional Social Workers also known as NAPSWI. It is a national level professional

NSOU ? PGSW- I 32 organization and has engraved the code of ethics to be followed by the professional social workers in India. According to the preamble of Code of ethics as drafted by NAPSWI "A code of ethics is a statement which expresses the primary ethical values, obligations and goals of the profession. It is a commitment which serves to bear witness to our promise as a profession to uphold the values and ethical obligations expressed in the code. It gives definition to our commitment to practice in ethical terms. A code of ethics lays out clearly the profession's values and explains what they are in terms of what we ought to do in order to protect and promote the public good, and what we must avoid doing in order to prevent harm to the public". A code of ethics can be considered as a blueprint or set of guidelines which are scripted to set a standard of the behaviors expected from the members of a particular group, association or a profession. On one hand this code of ethics set a professional standard and on the other hand it also intends to boost up the confidence of the professionals as it ensures commitment and enthusiasm of the workforce. (NAPSWI, 2015). 3.4.1 Aims and Objective of Code of Ethics The main aim of this code of ethics is to articulate basic values, ethical principles and ethical standards of social work, in order to guide the conduct of social work professionals. The specific objectives are as follows: 1. Sets forth ethical guidelines to control professional conduct of social workers; 2. Provide

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ethical standards to which the people can hold the social work profession

answerable; 3. Serves as a guideline for the development of ethically based professional conduct and helps social work professionals, especially new comers to take a stand on various issues and situations; 4. Stimulate ethical discourse between professionals in social work and social organizations, training and professional development institutions, other disciplines and professional organizations. 5. Strengthen the professional identity and self-conception of professionals, their networks and the organizations in which social work is practiced. 3.4.2 Scope and Coverage This specific Code of Ethics is applicable to entire fraternity of social work in India

PGSW- I ? NSOU 33 which incorporates educators, practitioners, employers and also students. It also encompasses all the professional social worker (under-graduates and post graduates) and the professional organizations practicing social work , institutions affiliated to the Universities recognized by the University Grants Commission (UGC) or through the specially established departments of social work functioning as a part of university system , training and professional development institutions, professionals in other occupations and disciplines with whom social work professionals cooperate and the people among whom social work professionals accomplish their tasks. 3.4.3 Ethical Principles Human Rights and Human Dignity: The core value of social work is to respect the inherent worth and dignity of every human being irrespective of their caste and creed and to protect the rights of every individual. A professional social worker should encourage people to make informed choices through active participation in the process of service providing and also should respect their values and decisions from client's perspective. It is the responsibility of the social worker to enhance and defend each person's physical, psychological, emotional and spiritual integrity and well-being through ? Respecting the right to self determination ? Promoting the right to participation ? Treating each person as a whole ? Identifying and developing strength Social Justice: A professional social worker bears the responsibility to ensure social justice for society and as well as for the people they are working for .Social workers should always raise their voice against any kind of negative discrimination

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on the basis of characteristics such as ability, age, culture, gender or sex, marital status, socio-economic status, political opinions, skin color, racial or other physical characteristics, sexual orientation, or spiritual beliefs.

They should always aspire to challenge social exclusion, stigmatization and suppression and build an all inclusive society through ? Challenging negative discrimination ? Recognizing diversity ? Distributing resources equally ? Challenging unjust policies and practices ? Working in solidarity.

NSOU ? PGSW- I 34 Integrity and Belongingness: Social workers through their professional intervention should always exhibit and endorse qualities like honesty, reliability, impartiality, diligence and transparency etc. They should always follow a high level of professional conduct through their loyalty, accountability and promotion of professional values. They always should focus on openness and transparency in their professional life and should avoid any situation or relationships which can be a barrier to integrity and impartiality through, ? Being loyal and trustworthy ? Being professionally accountable and responsible ? Working with transparency Sustainability: The success of a project which aims to bring a change in any diverse situation depends on its sustainability and it is the responsibility of a professional social worker to make it sustainable by running even after withdrawal of donor's assistance. They should enhance their capacity to provide intended service, continue activities in local level and develop successor services over a period of time. They should ensure continuation of the programme in the future through ? Seeking people's participation ? Developing leadership ? Building capacity Services: Professional social workers should provide endless services not only to help people but also to assure that their issues and other social problems are addressed properly. They should put their every effort to pose a balance between needs of individual and his rights and freedom so that collective interest of distressed humanity can be served in a better way. A professional social worker is obliged to keep his personal interest aside while promoting individual development and serving whole society. Human Relations: As social worker mainly work with people, so they should be well versed with every dynamics of relationship between and among people as it is one of most significant determinants for social change. Social workers intend to fortify relations among people and community with a special purpose and that is

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to promote, restore, maintain and enhance the well-being of individuals, families, social groups and communities. 3.4.4

Professional conduct NAPSWI as a member organization of IFSW and IASSW bears the responsibility of PGSW- I ? NSOU 35 developing and updating the code of ethics which should be compatible with the guidelines of IFSW and IASSW. As a national level organization, it is the commitment of NAPSWI to notify all the professional social workers and schools of social work about these codes or guideline. All the professional social worker should abide by these codes while practicing social worker in India. The general guidelines on professional conduct are as follows: ?

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Social workers are expected to develop and maintain the required skills and competence to

do their job. ? Social workers should not allow their skills to be used for inhumane purposes. ? Social workers should act with integrity. This includes

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not abusing the relationship of trust with the people using their services, recognizing the boundaries between personal and professional life and not abusing their position for personal benefit or gain. ?

Social workers should act in relation to the people using their services with compassion, empathy and care. ? Social workers should not subordinate the needs or interests of people who use their services to their own needs or interests. ? Social workers have a duty to take necessary steps to care for themselves professionally and personally in the workplace and in society, in order to ensure that they are able to provide appropriate services. ? Social workers should maintain confidentiality regarding information about people who use their services. Exceptions to this may only be justified on the basis of a greater ethical requirement (such as the preservation of life). ? Social workers need to acknowledge that they are accountable for their actions to the users of their services, the people they work with, their colleagues, their employers, professional association and to the law and that these accountabilities may conflict. ?

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Social workers should be willing to collaborate with the schools of social work in order to support social work students to get practical training

of good quality and up to date practical knowledge. ?

85%**MATCHING BLOCK 63/180****W**

Social workers should foster and engage in ethical debate with their colleagues and employers

and take responsibility for making ethically informed decisions. ? Social workers should be prepared to state the reasons for their decisions

NSOU ? PGSW- I 36 based on ethical considerations and be accountable for their choices and actions. ? Social workers should work to create conditions in employing agencies and in their countries where the principles of this statement and those of their own national code (if applicable) are discussed, evaluated and upheld. 3.4.5 Ethical Responsibilities All the professional social workers in this country are expected to abide by the ethical responsibilities while delivering their services in the context of both education and practice .These responsibilities can be classified in various segments which are mentioned below : Towards Client ? Social workers should promote the wellbeing of clients and maintain the best interests of clients as a priority with due regard to the respective interests of other persons. In exceptional cases, the priority of clients' interests may be overshadowed by the interests of other persons or by legal requirements. ? Social workers should respect and promote the right of clients to self-determination and their autonomy, assist and enable them in their efforts to identify their goals. They should discuss with clients their rights and responsibilities and provide them with honest and accurate available information regarding: (a) Nature of the social work service being offered; (b) Recording of information and who will have access to such information; (c) Foreseeable potential risks and benefits of proposed courses of action; (d) Their right to obtain a second opinion or to refuse or cease service: and (e) Their rights of access to records and to avenues of complaint. ? Social workers should ensure that clients understand the sense of informed consent and the circumstances under which it may be required. In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. ? Social workers should build up and sustain the professional relationships based on people's right to control their own lives and make their own choices and decisions. Such relationships should be based on people's rights to respect.

PGSW- I ? NSOU 37 ? Social workers should provide services and represent themselves as competent only within the boundaries of their education, training and relevant professional experience. ? Social workers should have a knowledge base of their clients' cultures and be able to its function in human society. For this purpose, they should obtain education and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability. ? Social workers should be vigilant to and avoid conflicts of interest that interfere with the exercise of professional decision and impartial judgment. They should inform clients when a real or probable conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. ? Social workers should respect clients' right to privacy. They should not solicit private information from clients unless it is essential to providing services. They may disclose confidential information when appropriate with valid consent from a client or a person authorized to consent on behalf of a client. Thus, social workers should protect the confidentiality of all information obtained in the course of social work assistance. ? Social workers should provide clients with reasonable access to records concerning to them. Those who think that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records. They should limit clients' access to their records or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. ? Social workers should use the authority of their role in a responsible, accountable and respectful manner. They should exercise such authority appropriately to safeguard people with whom they work and to ensure people have as much control over their lives as is consistent with the rights of others. ? Social workers should terminate their services to clients and professional relationships with them when such services and relationships are no longer required. They should take reasonable steps to avoid abandoning clients who are still in need of services.

NSOU ? PGSW- I 38 Towards Professional Colleagues: ? Social workers should treat their professional colleagues with respect and admire accurately and fairly their qualifications, views and obligations whenever needed. They should avoid criticism of colleagues in communications with other professionals and especially with the clients. They should cooperate with colleagues and with colleagues of other professions when such cooperation is essential for wellbeing of the clients. ? Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. They should ensure that such colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it. ? Social workers who are members of team of professionals which is interdisciplinary in nature, should participate and contribute to decisions that affect the wellbeing of clients by drawing on the perspectives, values, and experiences of the social work profession. ? Social workers should not take any advantage of a dispute between a colleague and employer to obtain a position or otherwise advance the social workers' own interests. They should not drag their clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues. ? Social workers should seek the cooperation of colleagues and consult them whenever it is in the best interests of clients. They should keep themselves well informed about colleagues' areas of expertise and competencies. ? Social workers should refer clients to other professionals when their specialized knowledge or expertise is needed to serve clients fully or partially, when it is believed that they are not being effective or making reasonable progress with clients and that referral service is required. Social workers those who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. ? Social workers who have direct knowledge of a professional colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action. ? Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues. They should be

PGSW- I ? NSOU 39 knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. ? Social workers should contribute to the education and training of colleagues by sharing knowledge and practice wisdom. They should identify, develop, use and disseminate knowledge, theory and practice. Towards Practice Setting: ? Social workers should undertake to carry out their duties diligently according to the standards of the code of ethics and strive to ensure such are upheld, respected and complied with by the organizations for which they work. ? Social workers should address any potentially conflicting goals or ethical differences between themselves and the organization for which they work and try to find solutions to such problems in accordance with the code of ethics. ? Social workers should strive for working conditions within their organization satisfactory to all concerned that promote integrity and protect health, and for the continuous development and improvement of quality. ? Social workers who provide supervision or consultation should have the necessary knowledge and skills appropriately and should do so only within their areas of knowledge and competence. Those who provide supervision or consultation are responsible for setting clear, appropriate and culturally sensitive boundaries. ? Social worker should carefully consider the client's needs before agreeing to provide services, especially, when he/she is receiving services from another agency or colleague and contacts him for his/her services. They should discuss with potential clients the nature of the clients' current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider in order to minimize the possible confusion and conflict. ? Social workers should take appropriate steps to ensure that documentation of records is accurate and reflects the services provided. They should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future. ? Social workers should adhere to commitments made to employers and employing organizations. They should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services. They should also take appropriate steps to ensure that employers are aware

NSOU ? PGSW- I 40 of social workers' ethical obligations as set forth in the code of ethics for social work practice. ? Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. ? Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices. Towards Self-Employment: Social workers those who are self-employed should: ? Inform their clients regarding monetary charges and any other costs before commencing professional service and

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charge only for hours and services contracted with them. ? Arrange appropriate temporary or substitute service for clients when unavailable or unable to continue practice. ?

Inform clients and offer suitable referral when their needs fall outside the practitioner's area of expertise or ability to provide services or resources. ? Not solicit the clients of either their colleagues or their place of self-employment. ? Maintain practice records in accordance with all relevant statutory requirements. ? Maintain adequate professional indemnity and public liability insurance coverage as a protection for clients. ? Ensure that when their services provided are funded by third parties, they have a prime responsibility for the welfare of their clients. ? Ensure that the services they provide are ethically and professionally appropriate while making negotiations to provide services to clients on behalf of an agency or funding source. Towards Education and Supervision/Instruction: Social workers who function as educators or field work supervisors/instructors of students should: ? Provide instruction only within their areas of knowledge and competence based on the most updated information and knowledge available in the profession.

PGSW- I ? NSOU 41 ? Assess and evaluate students' performance in a manner that is based on the scientific methodology and as per the institutional rules and regulations. ? Take reasonable steps to ensure that clients are routinely informed when services are being provided by students. ? Not engage in any dual or multiple relationships with students in which there is a risk of exploitation or probable harm to the students. Social work educators and field work supervisors of students are responsible for setting clear, appropriate, and culturally sensitive boundaries. ? Arrange student field work placements only in organizations that exercise fair personnel practices. Towards Research and Dissemination of its Findings: Social workers those who are engaged in research should ? Undertake specific ethical responsibilities and observe the conventions of ethical scholarly enquiry. ? Monitor and evaluate policies, the implementation of programs, and practice interventions. ? Promote and facilitate evaluation and research to contribute to the development of knowledge. ? Critically examine and keep up with current emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice. ? Carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. ? Obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' wellbeing, privacy, and dignity. ? Promote appropriate individual and community participation in research. ? Ensure that the research has merit and integrity by demonstrating its potential benefit, utilizing appropriate methods and basing it on a thorough review of the literature. ? Accurately and fully disseminate research findings. ? Bring research results that indicate or demonstrate social inequalities or injustices to the attention of the relevant bodies.

NSOU ? PGSW- I 42 ? Acknowledge and attribute fully the work of all other authors and contributors. ? Adhere to general policies on authorship and credit should be taken only for work actually performed. ? Educate themselves, their students, and their colleagues about responsible research practices. Towards Administration /Management of Social Work Services: ? Social work administrators should advocate within and outside their agencies for adequate resources to meet the needs of clients. ? Social work administrators should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is non-discriminatory and based on appropriate and consistently applied principles. ? Social work administrators should take appropriate steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the code of ethics. ? Social work administrators should take appropriate steps to eliminate any conditions in their organizations that violate, interfere with or discourage compliance with the code of ethics. ? Social work administrators should take appropriate steps to provide or arrange for continuing development for all staff for whom they are responsible which should address updated knowledge and emerging trends related to social work practice. Towards Oneself of Being Professional ? Social workers should critically assess their own practice and be aware of their impact on others. They should recognize the limits of their practice and seek advice of other professionals if necessary in order to ensure that they work in a more effective manner. ? Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. They should critically examine and keep current with emerging knowledge relevant to social work. They should also routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics. ? Social workers should base their practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

PGSW- I ? NSOU 43 ? Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to inter in to their professional performance. ? Social workers should not participate in, condone or be associated with dishonesty, fraud, or deception in any manner. ? Social workers should make clear distinctions between statements made and actions engaged in as a common individual and as a representative of the social work profession, a professional social work organization. ? Social workers should ensure that their representations to clients, agencies and the public of professional qualifications, credentials, education, competence, affiliations, services provided or results to be achieved are accurate. ?

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Social workers must shoulder responsibility and credit, including authorship credit, only for the work they have actually performed and to which they have contributed.

They should honestly acknowledge the work of and the contributions made by others. Towards the Social Work Profession Itself: ? Social workers must work for the promotion and maintenance of high standards of education and practice. ? Social workers must uphold and advance the values, ethics, knowledge, mission and goals of the profession. They should protect, enhance and improve the integrity of the profession through appropriate measures-study, active discussions & deliberations and responsible criticism of the profession. ? Social workers should devote time and contribute professional expertise to activities that promote respect for the value, integrity, competence and recognition of the social work profession. These activities may include advocacy, teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations. ? Social workers should contribute to the body of knowledge of social work and share with colleagues their own knowledge related to practice, research, and ethics. ? Social workers should seek to contribute to the profession's literature and to share their knowledge at conferences, seminars, workshops and professional meetings. ? Social workers must not indulge in and also act to prevent the unfair and

NSOU ? PGSW- I 44 non-professional practices of social work Towards the Society ? Social workers must work for the overall welfare of the society, from local to national levels, and the development of people, communities and environment. They must have faith in democratic values and uphold commitment to the constitution of the country. ? Social workers must advocate for the conditions advantageous to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are well-suited with the realization of social justice. ? Social workers should involve in social and political action that seeks to ensure that all people have equal access to the resources, employment opportunities and services they require to meet their basic human needs. ? Social workers must provide suitable professional services in public emergencies such as - natural and manmade disasters to the greatest extent possible. ? Social workers must respond upon expanding choices and opportunities for all, promoting people's participation with special reference to vulnerable, disadvantaged, oppressed, and exploited people and groups in order to empower them. ? Social workers within their capacities must respond to prevent and eradicate any type of injustice, exploitation and discrimination against any person, group, or class. They should expedite people participation for public opinion in shaping social policies and institutions. 3.5 Disciplinary Action While the code of professional conduct is for voluntary adoption, the Disciplinary Rules are equally applicable on all the members of NAPSWI. Its constitution also provides that the members should have faith and allegiance to aim and objectives and willing to submit him/her with rules and regulations of the NAPSWI. It is implied that those who do not have faith and allegiance to its constitution, may leave the organization or if knowingly violate may face disciplinary actions for corrective measures. The spirit of the Disciplinary Rules in any code of ethics is based on the minimum level of conduct below which no professional social worker

PGSW- I ? NSOU 45 can fall without being subject to disciplinary action. The disciplinary rules should be uniformly applied to all members, regardless of the nature of their professional activities. The provision of this Code of Ethics may be used for preventive education and interpretive guidance to resolve conflicts arising thereof. 3.6 Pledge A pledge is basically a formal promise that we accept to keep it at any cost. This pledge shall act as a guide in the journey of a professional social worker. NAPSWI has adopted the pledge to be administered to all professionals including to those who join the formal training in social work profession at any social work educational institution. It shall be endeavor of each professional social worker to internalize the pledge in professional conduct and behavior and also to share, publicize, and disseminate the same at all possible places. 3.7 Continuing Updating The code of ethics for professional social workers intends for entire social work fraternity including individuals, institutions and social work professional organizations in India. All the members of NAPSWI are expected to follow this while performing their task related to education, research and practice. Keeping in view that society's values and practices are changing constantly, NAPSWI has the responsibility to amend this code of ethics at the appropriate intervals and in accordance with the international and national mandate and to maintain its relevance for the social work profession in India. NAPSWI always comments and suggestions are always welcome for further improvement. 3.8 Conclusion In this unit our learners got a detailed idea about the code of ethics of social work profession. These code of ethics will help us to know our responsibilities towards our clients, colleagues, practice settings and society. 3.9 Exercises (i) What are the code of Ethics for professional social workers?

NSOU ? PGSW- I 46 (ii) Discuss ethical responsibilities? (iii) Briefly discuss ethical responsibilities towards professional colleagues and society. 3.10 References NAPSWI. (2015). Code of Ethics for Professional Social Workers in India. Ahmednagar: NAPSWI. NASW. (n.d.). Read the Code of Ethics. Retrieved June 26, 2021, from NASW:

100%**MATCHING BLOCK 67/180****SA** INTRODUCTION - Copy 08.08.21.docx (D111002472)<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Unit 4 Introduction of terms - Social Service,

43%**MATCHING BLOCK 73/180****SA** INTRODUCTION - Copy 08.08.21.docx (D111002472)Social Welfare , Social Development, Social Change, Social Assistance, Social Justice, Social Security, Human Rights Structure
4.1 Objective 4.2 Introduction 4.3 Social Service 4.4 Social Welfare 4.5 Social Development 4.6 Social

Change 4.7 Social Assistance 4.8 Social Justice 4.9 Social Security 4.10 Human Rights 4.11 Conclusion 4.12 Exercise 4.13
References 4.1 Objective Learners will get acquaint with the terminologies or concept related to social work like Social change, Social Justice, Human Rights etc. 4.2 Introduction As a student of Social Work we must carefully understand some of the relevant terms that we may often come across in our professional life. In this unit we shall try to get acquainted with the following terms - ? Social Service ? Social Welfare' Social Development ? Social Change NSOU ? PGSW- I 48 ? Social Assistance ? Social Justice ? Social Security ? Human Rights 4.3 Social Service Social service in social work, is an integral part of this discipline, which is any of the numerous publicly or privately provided services, intended to aid the disadvantaged, distressed and vulnerable persons or groups. This term of social service also denotes the profession which is engaged in rendering such services to the community. Social services are a range of public services that are majorly intended to provide support and assistance towards particular groups, which commonly include the disadvantaged. They may be provided by individual actors, private and independent organisations, or administered by a government agency. Social services have a statutory obligation to safeguard and promote the welfare of vulnerable children and adults and can provide a wide range of services to children and their parents, usually within the own home environment and co-ordinated by a social worker. Social service interventions also may include concrete services such as income support or material aid, institutional placement, mental health services, in-home health services, supervision, education, transportation, housing, medical services, legal services, in-home assistance, socialization, nutrition, and child care and many others. A 'Service' is termed as 'Social' when it focuses on the enhancement of the welfare of the individual or the community either through personal effort or by collective action. Therefore, they are conceived as organised philanthropic actions to promote human welfare. In India, Social Services are generally interpreted as those activities which are meant for enhancing and furthering the people's welfare and betterment and these include education, public health activities, social security measures, social insurance, social assistance, child welfare, corrections, mental hygiene, recreation, labour protection, housing etc. Social services are also denoting programs, such as health care and education, that serve the general population, majorly like the "welfare services," denoting aid directed to vulnerable groups, such as the poor, the disabled, and the delinquent. There are also some remedial services which address the basic needs of individuals, who are in acute or chronic distress; like preventive services, which seek to reduce the pressures and obstacles that cause such distress; and also supportive services, which attempt through educational, health, employment, and other programs, to maintain and improve the functioning of individuals in society.

PGSW- I ? NSOU 49 Social welfare services originated as emergency measures that were applied when all other measures failed. They are regarded as a necessary function in any society and a means not only of rescuing the endangered but also of fostering a society's ongoing, corporate well-being. The majority of personal social services are rendered on an individual basis to people who are unable, whether temporarily or permanently, to cope with the problems of everyday living. Recipients of these services include families faced with loss of income, desertion, or illness; children and youths whose physical or moral welfare is at risk; the sick; the disabled; the frail elderly; and the unemployed. Social services generally place a high value on keeping families together in their local communities, organizing support from friends or neighbours when kinship ties are weak. Where necessary, the services provide substitute forms of home life or residential care, and play a key role in the care and control of juvenile delinquents and other socially deviant groups. 4.4 Social Welfare Social welfare systems provide assistance to individuals and communities through programs such as health care, food security, unemployment compensation, housing assistance, and child care assistance. Social welfare and social work both terms refer to the development and provision of public or private social services to promote social justice amongst individuals and groups of individuals. The term social welfare refers more generally to the well-being of groups and individuals as well as the system of social service delivery. The scientific study of social welfare involves the application of physical science, social science, and technology to the goals of informing social work practice and improving human well-being. According to

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Friedlander : "Social Welfare is the organized systems of social services and institutions designed to aid individuals and groups to attain satisfying standards of life and health , and personal and social relationships which permit them to develop their full capacities and to promote their well being in harmony with the needs of their families and the community.

Social Welfare is a condition; it refers to the programs in place to aide people in society.

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Social welfare services are given to the needy individuals, groups and communities but it doesn't have any specific method to deal with the problems of the people.

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is a system of laws, programs, benefits and services which strengthens or assures provisions for the wellbeing of the individuals. A social

welfare policy reflects clear choices and positions of a government or a non-governmental agency. Such choices are tied to and build on values, beliefs, and principles of the sponsoring group or entity. These choices directly impact the form and function of program with services ranging from minimal or limiting to comprehensive and wide ranging.

NSOU ? PGSW- I 50 4.5 Social Development The term 'development' is used and understood in terms of economic development. But it is more than purely economic and physical. It is directly related with satisfaction which may have little or nothing to do with objective statistical measures, such as GNP, GDP or per capita income. '

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Social development is the process of planned institutional change to bring about better adjustment between human

needs and aspirations

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on the one hand and social policies and programmes on the other' (

Ahuja, 1993) It encompasses a wide range of issues—social and economic equality, universal education, health and food security, provision of housing and sanitation conditions, safeguarding environment, upliftment of weaker section of society, redistribution of wealth, moral development, etc. All these may be regarded as indicators of social development. Development cannot be understood in isolation. It is part of a more general process of social transformation. At no point in that process are we simply concerned with the attainment of economic goals or the creation of a new economic system. The goals and priorities, and the phasing of economic development, are deeply affected by overall social transformation requirement. An important aspect of development is that it is concerned with improving the overall welfare of human beings. It includes more than just increased productivity; it includes the resulting rise in the ability of people to consume the things they need to improve their level of living. Social development entails changes in everything at once to achieve the following: 1. Elimination of poverty. 2. High literacy. 3. Social justice—equal distribution of opportunities. 4. Improvement in social welfare amenities. 5. A safe environment. 6. Opportunity for personal growth. 7. Protection and improvement of health—security in old age. 8. Upliftment of weaker sections of the society. 9. Providing security against various contingencies of life. 10. Enrichment and access to goods and services beyond the absolute minimum to sustain life. 11. High expectation of life at birth and low fertility.

PGSW- I ? NSOU 51 12. Increase in level of employment—low proportion of labour engaged in agriculture. Social Development is majorly involved in assessing the needs of the people, introducing some structural changes in society such as discarding some old institutions and creating some new institutions, or changing some existing institutions, making institutions responsible to people and associating people with decision-making. Social development is about improving the well-being of every individual in society so they can reach their full potential. The success of society is linked to the well-being of each and every citizen. The functions of social work are to change individuals and institutions with respect to individual social welfare. Social development focuses on the institutions of society. It is regarded as a basic perspective of social work, cognate with social treatment. The task of conceptual integration of the various strands of social development, or "macro structural" practice, requires the identification and interrelationship of key elements of community organization, policy analysis, social planning, and administration. Further, the differences and similarities between social development and social treatment also need to be identified, for example, in terms of ideology, worker's qualification, "use of relationship," influence scientific method, and resource complexity and consent. 4.6 Social Change

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Change is an ever-present phenomenon. It is the law of nature. Society is not at all a static phenomenon, but it is a dynamic entity. It is an ongoing process. The social structure is subject to incessant changes. Individuals may strive for stability, yet the fact remains that society is an every changing phenomenon; growing, decaying, renewing and accommodating itself to changing conditions. The human composition of societies changes over time, technologies expand, ideologies and values take on new components; institutional functions and structures undergo reshaping. Hence, no society remains complete static. Incessant changeability is very inherent nature of human society. A social structure is a nexus of present relationships. It exists because social beings seek to maintain it. It continues to exist because men demand its continuance. But the existing social structure is influenced by many factors and forces that inevitably cause it to change. Society is thus subject to continuous change. The change of man and society has been the central and quite dominant concern of sociology right from the time when it emerged as branch of learning. The concern for social change is of great importance not only in studying past changes but also in NSOU ? PGSW- I 52 investigating 'future' developments. Change implies all variations in human societies. When changes occur in the modes of living of individuals and social relation gets influenced, such changes are called social changes. Social change refers to the modifications which take place in life pattern of people. It occurs because all societies are in a constant state of disequilibrium. The word 'change' denotes a difference in anything observed over some period of time. Hence, social change would mean observable differences in any social phenomena over any period of time. Social change is the change in society and society is a web of social relationships. Hence, social change is a change in social relationships. Social relationships are social processes, social patterns and social interactions. These include the mutual activities and relations of the various parts of the society. Thus, the term 'social change' is used to describe variations of any aspect of social processes, social patterns, social interaction or social organization. Social change may be defined as changes in the social organization, that is, the structure and functions of the society. Whenever one finds that a large number of persons are engaged in activities that differ from those which their immediate forefathers were engaged in some time before, one finds a social change. Whenever human behaviour is in the process of modification, one finds that social change is occurring. Human society is constituted of human beings. Social change means human change, since men are human beings. Theorists of social change agree that in most concrete sense of the word 'change', every social system is changing all the time. The composition of the population changes through the life cycle and thus the occupation or roles changes; the members of society undergo physiological changes; the continuing interactions among member modify attitudes and expectations; new knowledge is constantly being gained and transmitted.

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As Kingsley Davis says, "By Social change is meant only such alternations as occur in social organization – that is, the structure and functions of society". According to Maclver and Page, "Social change refers to a process responsive to many types of changes; to changes the man in made condition of life; to changes in the attitudes and beliefs of men, and to the changes that go beyond the human control to the biological and the physical nature of things". Morris Ginsberg defines, "By social change, I understand a change in social structure, e.g., the size of the society, the composition or the balance of its parts or the type of its organization".

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By analyzing all the definitions mentioned above, we reach at the conclusion that the two type of changes should be treated as two facts of the same social phenomenon. Two type of changes are e.g. (i) changes in the structure of society, (ii) changes in the values and social norms which bind the people together and help to maintain PGSW- I ? NSOU 53 social order. These two type of changes should not, however, be treated separately because a change in one automatically induces changes in the other.

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When change in social structure, social order, social values, certain customs and traditions, socio- cultural norms, code of conduct, way of conducting oneself in the society, standards, attitudes, customs and traditions of the society and related factors take place, it is said that there is social change. When there is social change, the process of socialization also changes accordingly. The individual who is an active member of the society becomes an agent and target of social change. He brings social changes and also is influenced by such changes. 4.7

Social Assistance Social assistance is defined as a benefit offered by the state (national or local) and usually provided on the basis of a means. Public support systems and social assistance schemes have not expanded sufficiently to compensate for the decline of traditional systems. Social assistance is material support are provided to those who are unable to support themselves and providing them with social security, including, if they are unable to support themselves and their dependents, appropriate social assistance. Social welfare systems provide assistance to individuals and families through programs such as health care, food security, unemployment compensation, housing assistance, and child care assistance. The National Social Assistance Programme (NSAP) is a welfare programme being administered by the Ministry of Rural Development. This programme is being implemented in rural areas as well as urban areas. NSAP represents a significant step towards the fulfilment of the

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Directive Principles of State Policy enshrined in the Constitution of India

which enjoin upon the State to undertake within its means a number of welfare measures. These are intended to secure for the citizens adequate means of livelihood, raise the standard of living, improve public health, provide free and compulsory education for children etc. In particular, Article 41 of the Constitution of India directs the State to provide

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public assistance to its citizens in case of unemployment, old age, sickness and disablement and in other cases of undeserved want

within the limit of its economic capacity and development. It is in accordance with these noble principles that the Government of India on 15th August 1995 included the National Social Assistance Programme in the Central Budget for 1995-96. The Prime Minister in his broadcast to the Nation on 28th July 1995 announced that the programme will come into effect from 15th August 1995. Accordingly the Govt. of India launched NSAP as a Centrally Sponsored Scheme w.e.f 15th August 1995 towards fulfilment of these principles. The National Social

NSOU ? PGSW- I 54 Assistance Programme (NSAP) then comprised of National Old Age Pension Scheme (NOAPS), National Family Benefit Scheme (NFBS) and National Maternity Benefit Scheme (NMBS). These programmes were meant for providing social assistance benefit to the aged, the BPL households in the case of death of the primary breadwinner and for maternity. These programmes were aimed to ensure minimum national standards in addition to the benefits that the States were then providing or would provide in future. The scale of benefit and eligibility for various schemes of NSAP when first started were as follows: I. National Old Age Pension Scheme (NOAPS): is provided to destitute above 65 years. The scheme covered destitute having little or no regular means of subsistence from his / her own sources of income or through financial support from family members or other sources. In order to determine destitution, the criteria, if any, currently in force in the State / UT Governments were adapted. The Government of India reserved the right to review these criteria and suggest appropriate revised criteria. II. National Family Benefit Scheme (NFBS): A grant of Rs 5000 in case of death due to natural causes and Rs 20,000 (2012) in case of accidental death of the primary breadwinner is provided to the bereaved household under this scheme. The primary breadwinner as specified in the scheme, whether male or female, had to be a member of the household whose earning contributed substantially to the total household income. The death of such a primary breadwinner occurring whilst he or she is in the age group of 18 to 59 years i.e., more than 18 years of age and less than 60 years of age, makes the family eligible to receive grants under the scheme. III. National Maternity Benefit Scheme (NMBS): Under the scheme, Rs 300 per pregnancy upto the first two live births is provided. The beneficiary should belong to a household Below the Poverty Line (BPL) according to the criteria prescribed by Government of India. In 1998, the amount of benefit under NFBS was raised to Rs 40,000 in case of death due to natural causes as well as accidental causes. The assistance under the National Maternity Benefit Scheme which was at Rs 300/-, was increased to Rs 500/- per pregnancy. The NSAP is implemented in the States/UTs in accordance with the general conditions applicable to all components of the NSAP as well as specific condition applicable to each component. The NSAP Schemes are mainly implemented by the Social Welfare Departments in the States. But NSAP is implemented by Rural Development Department in the States of Andhra

PGSW- I ? NSOU 55 Pradesh, Assam, Goa, Meghalaya and West Bengal; by the Department of Women & Child Development in Orissa and Puducherry; by the Revenue Department in Karnataka and Tamil Nadu and by the Department of Labour Employment & Training in Jharkhand. The NSAP extends to both the rural as well as urban areas. Though the implementation of various schemes under NSAP is not uniform across the country, the issues of implementation are regularly being discussed with the State Government officials in the Nodal Officers meetings and quarterly PRC meetings.

4.8 Social Justice Social justice is the view that everyone deserves equal economic, political and social rights and opportunities. Social workers aim to open the doors of access and opportunity for everyone, particularly those in greatest need. Social justice refers to the overall fairness of a society and the manner in which it divides its rewards and burdens upon groups of people. Working with marginalized groups, social justice agents or advocates are concerned with bringing equality within society. Historically and in theory, the idea of social justice is that all people should have equal access to wealth, health, well-being, justice, privileges, and opportunity regardless of their legal, political, economic, or other circumstances. Social justice principles are embedded in the very mission statement of today's social workers. The National Association of Social Workers Code of Ethics outlines the need for social workers to promote social justice in their work with others. Social justice is one of the six main values of the profession. Social justice examples in social work include making sure the children get equal opportunities, participation in decision making, and that they are provided with the basic necessities needed to thrive as members of society. By promoting social justice in social work, social workers also enhance the social welfare of their underage charges. For social justice, the ethical principle is "Social workers challenge social injustice." The Code of Ethics expands upon this principle:

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Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

Social workers empower individuals and groups to influence social policies and institutions and promote social justice. Social workers advocate for change to ensure that all people have equal access to the resources and opportunities required to meet basic needs and develop fully. Social workers may go about their advocacy work by lobbying elected officials, working within their own agencies to make change, or by building coalitions around particular issues in the community. Social workers empower communities to advocate

NSOU ? PGSW- I 56 for change and they also do some of the work themselves. Social justice promotes fairness and equity across many aspects of society. For example, it promotes equal economic, educational and workplace opportunities. It's also important to the safety and security of individuals and communities. The principles of social justice are an essential part of effective health promotion. There are four interrelated principles of social justice; equity, access, participation and rights. The aspiration for social justice, through which every working man and woman can claim freely and on the basis of equality of opportunity their fair share of the wealth that they have helped to generate, is as great today as it was when the ILO was created in 1919. Social justice in social work can be a crucial element of a social worker's daily duties. The principles of social justice are applied in social work with everyone from the disabled, poor, elderly and children. When social workers engage in social justice work with children, they do what they can to make sure the children receive what they need and are treated like human beings and with respect in the process. It can be difficult as a social worker to promote social justice in their social work with children, as their needs and desires can often be overlooked or considered unimportant. They must work hard to make sure their young charges' voices are heard amongst the din of bureaucratic noise. Working as hard to achieve social justice for children as for adults is part of a social worker's professional responsibility. Social workers must protect people from things such as oppression, negative discrimination, human rights violations, and economic injustice. They must ensure people get an appropriate degree of freedom for their age, personal privacy, access to quality education and health care, and a standard of living that promotes human dignity. They recognize the common thread between social work and social justice and incorporate these social justice principles into their work with children as well as adults. A dedicated social worker should see social justice in social work as necessary for the healthy physical and emotional development of their charges. Ever since its formal inauguration in the late 19th century, social work has always paid attention to social justice issues. Since its beginning, social workers have wrestled with the complex relationship between "case" and "cause" and between amelioration of individual suffering and social change that addresses the structural flaws and injustices in the broader society that foster the problems people experience.

PGSW- I ? NSOU 57 Social Work for Social Justice: Ten Principles Human Dignity Dignity of the human person is the ethical foundation of a moral society. The measure of every institution is whether it threatens or enhances the life

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and dignity of the human person. Social workers respect the inherent dignity and worth of all individuals. Social workers treat each person in a caring, respectful manner mindful of individual differences and cultural and ethnic diversity. Social workers

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seek to promote the responsiveness of organizations, communities and social institutions to individuals' needs and social problems.

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Social workers act to prevent and eliminate domination of, exploitation of, and discrimination against any person or group on any basis.

Community and the Common Good All individuals by virtue of their human nature have social needs. Human relationships enable people to meet their needs and provide an important vehicle for change. The family, in all its diverse forms, is the central social institution that must be supported and strengthened. The way in which society is organized – in education, economics, politics, government – directly affects human dignity and the common good. Social workers promote the general welfare and development of individuals, families and communities.

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Social workers seek to strengthen relationships among people at all levels to promote the well being of

all. Dignity of Work and the Rights of Workers In a marketplace where profit often takes precedence over the dignity and rights of workers, it is important to recognize that the economy must serve the people, not the other way around. If the dignity of work is to be protected, the basic rights of workers must be respected – the right to productive work, to decent and fair wages, to organize and join unions, to private property and to economic initiative. Social workers challenge injustice related to unemployment, workers' rights and inhumane labor practices. Social workers engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions. Solidarity We are our brother's and sister's keeper. We are one human family, whatever our national, racial, ethnic, economic, and ideological differences. An ethic of care acknowledging our interdependence belongs to every aspect of human experience including the family, community, society and global dimensions.

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Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process

and seek to strengthen relationships among people to promote well being at all levels.

NSOU ? PGSW- I 58 Rights and Responsibilities People have a right and a responsibility to participate in society and to work together toward the common good. Human dignity is protected and healthy community can be achieved only if human rights are protected and responsibilities are met. Accordingly, every person has a fundamental right to things necessary for human decency. Corresponding to these rights are responsibilities to family, community and society. Social workers, mindful of individual differences and diversity, respect and promote the right of all individuals to self- determination and personal growth and development. Social workers provide education and advocacy to protect human rights and end oppression. Social workers empower individuals/groups to function as effectively as possible. Priority for the Poor and Vulnerable A basic moral test of any community or society is the way in which the most vulnerable members are faring. In a society characterized by deepening divisions between rich and poor, the needs of those most at risk should be considered a priority. Social workers advocate for living conditions conducive to the fulfillment of basic human needs and to promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice. Social workers pursue change with and Stewardship It is incumbent upon us to recognize and protect the value of all people and all resources on our planet. While rights to personal property are recognized, these rights are not unconditional and are secondary to the best interest of the common good especially in relation to the right of all individuals to meet their basic needs. Stewardship of resources is important at all levels/settings: family, community, agency, community and society.

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Social workers strive to ensure access to needed information, services and resources; equality of opportunity; and meaningful participation for all people.

Social workers promote the general welfare of people and their environments. Governance/Principle of Subsidiarity Governance structures in all levels/ settings have an imperative to promote human dignity, protect human rights, and build the common good. While the principle of subsidiarity calls for the functions of government to be performed at the lowest level possible in order to insure for self-determination and empowerment, higher levels of government have the responsibility to provide leadership and set policy in the best interest of the common good. Social workers engage in social and PGSW- I ? NSOU 59 on behalf of vulnerable and oppressed individuals and groups to: address poverty, unemployment, discrimination and other forms of social injustice; expand choice and opportunity; and promote social justice. Participation All people have a right to participate in the economic, political and cultural life of society. Social justice and human dignity require that all people be assured a minimum level of participation in the community. It is the ultimate injustice for a person or a group to be excluded unfairly. Social workers strive to ensure access to equal opportunity and meaningful participation for all. Social workers empower individuals and groups to influence social policies and institutions and promote social justice. Social workers advocate for change to ensure that all people have equal access to the resources and opportunities required to meet basic needs, and develop fully. 4.9 Social Security Social Security is a concept that represents society's current answer to the problem of economic insecurity. It has evolved out of previous methods used to deal with the same problem. A number of text books have been written charting the slow evolution. However, story will instead be taken up from the 1930's because this period is important in the evolution of social security. The concept of Social security is essentially related to the high ideals of human dignity and social justice. In fact, it is the protection that a society provides and households to ensure access to health care and political action in order to promote equality, challenge injustice, expand opportunity and empower individuals, families and groups to participate in governance structures at all levels. Promotion of Peace In light of the human dignity and worth of all and the ethical imperatives of solidarity and stewardship, we are called to promote peace and non-violence at all levels – within families, communities, society and globally. Peace is the fruit of justice and is dependent upon the respect and cooperation between peoples and nations. Social workers promote peace and the general welfare of society from local to global levels. NSOU ? PGSW- I 60 to guarantee income security, particularly in cases of old age, sickness, maternity, work injury, unemployment, invalidity. According to Lord William Beveridge, the term 'Social Security' is used to denote the security of an income to take the place of earnings when they are interrupted by unemployment, sickness or accident, to provide for retirement through age, to provide against loss of support by death of another person and to meet exceptional expenditures, such as those concerned with birth, death and marriage. In the words of Maurice Stack, '

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Social security' we understand a programme of protection provided by society against those contingencies of modern life – sickness, unemployment, old- age, dependency, industrial accidents, and invalidism- against which the individual cannot be expected to protect

himself and his family by his own ability or foresight. According to International Labour Organization, '

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Social security is the security that society furnishes, through appropriate organization, against certain risks to which its members are exposed.

The risks are essentially contingencies against which the individual

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of small means cannot effectively provide by his own ability or

foresight alone or even in private combination with his fellows. On the basis of these definitions, views of experts, and others the following features of social security can be listed: ? Social security is a measure of ensuring social justice. ? It is an essential part of public policy in a welfare state like India. ? Social security is a dynamic concept. Its change with the social and economic conditions obtaining in a particular country at a given point of time. ? The basic purpose this is to protect people of small means from risks or contingencies. ? Contingences under social security include sickness, old age, invalidity, maternity, death, unemployment, etc. The scope of social security is very wide though the social security programmes differ from country to country. Generally, social security schemes are of the following type: ? Social insurance - Under it, the Workers and employees make periodical contributions, with or without a subsidy from the Government. The funds so collected are used to provide benefits on the basis of the contribution record of the beneficiary without testing his financially position. Provident fund and group insurance are examples of these types. ? Social Assistance - Under this, the cost of the benefit provided is financed fully by he Government without any contributions from workers and employers. However, benefits are paid after judging the financial position of

PGSW- I ? NSOU 61 the beneficiary. Old age pension is an example. The Social Security (minimum standard) Convention No. 102 of the International Labour Organization prescribes the following components of social security. i. Medical care ii. Sickness benefit iii. Old age benefits or Retirement benefits iv. Employment injury benefit v. Family benefit vi. Maternity benefit vii. Invalidity benefit viii. Survivor's benefit India is a Welfare State and therefore, social security is an essential component of Government policy. According to the Constitution of India, "

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the state shall within the limits of its economics capacity and development make effective provision securing the right to work to, to education and to public assistance in case of unemployment, old age, sickness and disablement

and other cases of unserved wants." 4.10 Human Rights After the Universal Declaration of Human Rights by the UN General Assembly on December 10, 1948, the concept of Human Rights assumed a significance of its own though earlier than this, International Labour Organisation in 1920 also initiated the Conventions on the rights of workers to form unions and organisations, abolition of forced labour and right to collective bargaining. The UN Charter in 1945 affirmed faith in the fundamental human rights and appointed a Commission on Human Rights under Mrs. E. Roosevelt. This declaration was the outcome of the latter's deliberations A.A. Said aptly remarked "The concept of Human Rights may be difficult to define but impossible to ignore". The Human Rights are concerned with the dignity of the individual—the level of self esteem that secures personal identity and promotes human community. The human rights as proclaimed by the UN Assembly find their origin in the concept of natural rights as espoused by political philosophers like Locke and Paine. Vincent holds "Human rights are the rights that everyone has and everyone equally by virtue of their very humanity. They are grounded in our appeal to human nature". NSOU ? PGSW- I 62 Characteristic Features of Human Rights: The Characteristic Features of the Concept of Human Rights are Enumerated Below: (i) They are essential for every human being. They cannot be categorized as the preserve of one particular nation but are in fact the possession of mankind as a whole. (ii) Just like that of

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moral rights the element of their enforcement lies in the individual's conscience. (iii) They cover legal rights

which are safeguarded by the law of the land. They also comprise fundamental rights which are included in the constitution of a particular country. As such, they are accorded special treatment as regards their amendment and forms of rights—social, economic and political—which enable a person to lead a life of dignity and live in peace and security. (iv) The human rights are universal. They are provided to members of the human society as a whole whether or not some section of them is aware of them or not. The uncivilized Negroes of Somalia or LTTE of Sri Lanka who are always involved in civil war also cannot be deprived of them. (v) If human rights are infringed in any part of the world, besides persuasion, even force by alien powers—the votaries of the human rights is permissible, for their enforcement. The International Community, for example, was within its rights to restrain Saddam Hussain of Iraq from suppressing the rights of the Kurds. In the recent past, the International Community led by USA and UK (after 11th Sept. 2001 attack on World Trade Centre in New York) had determined to fight out terrorism to the end so that tormented humanity may no longer suffer at the hands of the terrorists and lose right to life and property. They must enjoy peaceful living—the genuine right, of every individual. (vi) The Human Rights are not unbridled. They are to be restricted in the interest of public peace, political security, morality and social decency. Each state has its own cultural standard and norms of civilization, in the light of which reasonable restrictions are indispensable. This shows that human rights are not limitless. They have to function within boundary of civilized norms and cultural legacy of a country.

PGSW- I ? NSOU 63 Universal Declaration of Human Rights Dec. 10, 1948: The famous Declaration of Human Rights contains an elaborate list of civil social, political, economic and cultural rights. We refer to a few such rights—equality before law; protection against arbitrary arrest and detention; right to a fair trial; freedom of thought and expression; freedom of peaceful assembly and association; freedom of conscience and religion, right to own property; right to residence and movement; right to family and marry; right to free education and free participation in cultural activities of the society to avail social security; prohibition of slavery and inhuman treatment; and finally prohibition of any activity against declaration of Human Rights. Thus the above Declaration was a sort of an informal instrument appended to the charter of the UN whose purpose is “to explain the contents of human rights, provisions of the charter and thus to be a preliminary formulation of the Fundamental Freedoms which needed recognition internationally by a series of binding commitments”. The concept of Human Rights is not the exclusive preserve of the Western countries. In India, the ancient concept of Dharma included the concepts of rights, freedoms and duties. However, the prevalence of caste system deprived a section of people the privilege of enjoying certain rights and freedoms on equitable and equal basis. Though the Hindu epics idealized the caste system, yet they also prescribed obligation of the rulers towards all sections of people. The Universal Declaration of Human Rights (December 10, 1945) had deep impact on the framing of the Indian Constitution. The Father of the Indian Constitution included a number of such rights in Part III of the Constitution. They related to equality, freedom of religion, non exploitation, education and culture, property and constitutional remedies. The Constitution empowered the Supreme Court and the High Courts to issue prerogative writs for the protection and enforcement of these rights termed as fundamental rights. Some of the rights which could not be included in the Fundamental Rights were included in Chapter IV—the Directive Principles of State Policy. However, the latter was not justiciable or mandatory. Though the succeeding governments could not ignore them, they served as beacons for the legislatures. 4.11 Conclusion In this unit learners got a clear conceptual clarity about the various concepts which are needed to be understood by a professional social worker. Thus they will also become aware about the differences as well as inter relation between these core concepts.

NSOU ? PGSW- I 64 4.12 Exercises (i) Explain the terms/concepts of Social Service, Social welfare, Social Development Social Justice. (ii) Discuss about the dissimilarities between Social Work and Social Service? (iii) What is Social Assistance of Social Security? (iv) Discuss about Human Rights in relation to Social Work. 4.13 References 1. Paul Chaney. (2020) Examining Political Parties’ Record on Refugees and Asylum Seekers in UK Party Manifestos 1964–2019: The Rise of Territorial Approaches to Welfare?. *Journal of Immigrant & Refugee Studies* 0:0, pages 1-23. 2. She a for, B., & Horejsi, C. (2003). *Techniques and Guidelines for Social Work Practice*. USA: Allyn & Bacon 3. Mills, G. (2002), ‘Which Way for Welfare in the South Pacific?’ *International Social Work* , Vol-45, No-2, P-239- 250. 4. Srivastava, S.P. (1999), ‘Addressing the Future of Social Work in India’, *The Indian Journal of Social Work* , Vol. 60, 1, P. 118. 5. <http://www.socialworkers.org/pubs/choices/choices2.asp> 6. <http://www.wbindia123.com/career/study abroad /Canada/ subject.asp? a ctio n=Social+W ork> 7. http://www.utexas.edu/student/careercenter/careers/social_work.pdf 8. <http://www.swfs.ubc.ca/index.php?id=2963> 9. <http://www.times jobs.com/times Job Web App/tj/common/social.jsp> 10. <http://www.uq.edu.au/careers/index.html?page=33999&pid=0> 11. <http://www.sitagita.com / 12. Sub Category.asp?CatID=42&L1=42&L2=6&L3=1&L4=0> 12. <http://www.lawentra nce.com/careerindex.htm>

Unit 5 Historical Development of Social Work in UK Structure 5.1 Objective 5.2 Introduction 5.3 A trajectory of historical development of Social Work in UK 5.3.1 Role of the Church 5.3.2 Welfare Becomes a State Responsibility 5.3.3 The Elizabethan Poor Law 1601 5.3.4 Influence of the Elizabethan Poor Law 5.3.5 The Poor Law Revisions: 1834-1909 5.3.6 The Beveridge Report 5.3.7 Beginnings of the COS Movement and Settlement House Movement 5.4 Conclusion 5.5 Exercise 5.6 References 5.1 Objective Develop historical awareness & development of social work profession, UK. 5.2 Introduction The roots of

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social work can be traced in the earnest efforts of society put forward to deal with the problem of poverty and inequality.

The entire process of social work has been inspired by the ideas of charity work but social work should be comprehended in broader terms. The concept of charity work was quite popular from

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ancient time and the practice of helping the poor has its roots in all major global religions.

Before the evolution of modern states, mainly the Christian Church used to provide charitable services in the Mediterranean world. When Christianity was endorsed in the 4th Century, the newly legitimized church established burial societies, poor houses, homes for the aged, shelter for the homeless, hospitals, and orphanages in Roman

NSOU ? PGSW- I 66 empire. All these initiatives were partly funded by the grants from the empire. During the middle ages, the Christian Church had a huge impact on European society and Christians used to comprehend charity as a responsibility and a sign of one's piety. All these charitable works were expressed in form of direct relief like giving money, food or other material goods to alleviate a particular need, but it didn't try to identify or address the root causes of social ills. With the emergence of industrialization and urbanization this informal helping was replaced by social welfare services. The origin of practice of professional social work is relatively modern and scientific and mainly developed three strands. The first branch was individual case work which was pioneered by the Charity Organization Society in the mid 19th century. The second strand was social administration which consisted of various forms of poverty relief. Statewide poverty relief could be said to have its roots in the English Poor Laws of the 17th century, but was first systematized through the efforts of the Charity Organization Society. The third consisted of social action - rather than engaging in the resolution of immediate individual requirements, the emphasis was placed on political action working through the community and the group to improve their social conditions and thereby alleviate poverty. This approach was developed originally by the settlement house movement. This was accompanied by a less easily defined movement; the development of institutions to deal with the entire range of social problems. All had their most rapid growth during the nineteenth century, and laid the foundational basis for modern social work, both in theory and in practice.

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Professional social work originated in 19th century England, and had its roots in the social and economic upheaval brought by the Industrial Revolution, in particular the societal struggle to deal with the resultant mass urban-based poverty and its related problems.

Because poverty was the main focus of early social work, it was intricately linked with the idea of charity work. As feudalism declined in 19th century in England, the poor people were considered as the threat to society. The Government took proper initiative to establish a proper poor relief system to care for the poor community as they were not associated to any particular feudal manor. The origins of the English Poor Law system can be traced as far back as late medieval statutes dealing with beggars and vagrancy but it was only during the Tudor period that the Poor Law system became codified. The first complete code of poor relief was made in the Act for the Relief of the Poor 1597 and some provision for the "deserving poor" was eventually made in the PGSW- I ? NSOU 67 Elizabethan Poor Law of 1601. The Poor Law Amendment Act completely refurbished the existing system in Britain and a Poor Law Commission was set up to oversee the national operation of the system. This included the forming together of small parishes into poor law unions and the building of workhouses in each union for the giving of poor relief. Although the Poor Law Amendment Act did not outlaw all forms of outdoor relief, it gave an order that no able-bodied person was to receive money or other help from the Poor Law authorities except in a workhouse. Conditions in workhouses were to be made harsh to discourage people from claiming. Workhouses were to be built in every rural community and, if parishes were too small, parishes could group together to form poor law unions. The Poor Law Commissioners were to be responsible for overseeing the implementation of the Act. During 19th century a surge was observed in the rate of migration to urban areas throughout the Western World as there was great leap forward in technological and scientific achievement. This accelerated the socially active, prosperous middle and upper classes to look for ways to restructure the physical and spiritual conditions of the poor under classes. This was coupled with a religious revival, and many Protestant mission

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efforts (urban missions), attempted to resolve the problems inherent in large cities like poverty, prostitution, disease, and other afflictions.

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A new philosophy of "scientific charity" emerged, which stated charity should be "secular, rational and empirical as opposed to sectarian, sentimental, and dogmatic.

During this period rescue societies were also established to provide appropriate means of self support for the women engaged in prostitution. State-built mental asylums were built from the 1840s to assist in taking care of the mentally challenged. According to many historians Helen Bosanquet and Octavia Hill established Charity organization society in London in 1869 which led the foundation of the social theory which formed the foundation for emergence of professional social work. COS had its main focus on individual casework. It supported the concept of self-help and limited government intervention to deal with the effects of poverty. The organization claimed to use "scientific principles to root out scroungers and target relief where it was most needed". The process of social action was highlighted during 1880s, which was pioneered by the Settlement house movement. This Movement (creating integrated mixed communities of rich and poor) was initiated directly out of Octavia Hill's work.

NSOU ? PGSW- I 68 Her colleagues Samuel and Henrietta Barnett, founded Toynbee Hall, Oxford House in 1884 in Bethnal Green as the first university-sponsored settlement. Another early organization was Mansfield House Settlement, also in east London. During 20th century, these different organizations with their diverse intellectual underpinnings were beginning to coalesce into modern social work. Foundations were established to examine the root causes of social problems such as poverty, and social workers became more professional and scientific in their methodology. 5.3 A trajectory of historical development of Social Work in UK 5.3.1 Role of the Church In Europe, in the early Christian era, the folk tradition continued and the faithful considered it a religious obligation to care for those members of the group who could not care for themselves. Religion provided the greatest motivation for charity. The church, especially the monasteries, became the centres for distributing food, medical aid and shelter. Alms were collected in the parish

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and distributed by the parish priest and other clergymen who knew the individuals and their situation. 5.3.2

Welfare Becomes a State Responsibility The shift from church responsibility to government responsibility for relief is seen first in the restrictive legislation forbidding begging and vagrancy. In England between 1350 and 1530, a series of laws were enacted, known as the "Statutes of Labourers," designed to force the poor to work. The decreasing authority of the church and the increasing tendency to shift responsibility to governmental authorities gave rise in England to a series of measures which culminated in the famous Elizabethan Poor Law of 1601. 5.3.3 The Elizabethan Poor Law 1601 The Poor Law of 1601 was a codification of the preceding poor relief legislation. The statute represented the final form of poor law legislation in England after three generations of political, religious, and economic changes that required government action. The law distinguished three classes of the poor: 1)The able-bodied poor were called "sturdy beggars" and were forced to PGSW- I ? NSOU 69 work in the house of correction or workhouse. Those who refused to work in the house of correction were put in the stocks or in jail. 2)The impotent poor were people unable to work—the sick, the old, the blind, the deaf-mute, the lame, the demented and mothers with young children. They were placed in the almshouse where they were to help within the limits of their capacities. If they had a place to live, they were given "outdoor relief" in the form of food, clothes and fuel. 3)Dependent children were orphans and children who had been deserted by their parents or whose parents were so poor that they could not support them. Children of eight years and older able to do some domestic and other work were indentured with a townsman. The Poor Law of 1601 set the pattern of public relief under governmental responsibility for Great Britain for 300 years. It established the principle that the local community, namely the parish, had to organize and finance poor relief for its residents. The overseers of the poor administered the poor law in the parish. Their function was to receive the application of the poor person for relief, to investigate his or her condition, and to decide whether he or she was eligible for relief. 5.3.4 Influence of the Elizabethan Poor Law Though there were similar reform plans advocated in Europe; it is the Poor Law of 1601, , which was most influential in the development of public welfare and social work. There are several important principles in the English Poor Law, which continue to have a dominating influence on welfare legislation four centuries later. 1) The principle of the state's responsibility for relief is universally adopted and has never been seriously questioned. It is in tune with democratic philosophy as well as with the principle of the separation of church and state. 2) The principle of local responsibility for welfare enunciated in the Poor Law goes back to 1388 and is designed to discourage vagrancy. It stipulates that "sturdy beggars" to return to their birth places and there seek relief. 3) A third principle stipulated differential treatment of individuals according to categories: the deserving as against the undeserving poor, children, the aged, and the sick. This principle is based on the theory that certain types of unfortunate people have a greater claim on the community than other types. 4) The Poor Law also delineated family responsibility for aiding dependants.

NSOU ? PGSW- I 70 Children, grandchildren, parents, and grandparents were designated as "legally liable" relatives. The Elizabethan Poor Law was noteworthy and progressive when it was enacted. It has served as the basis for both English and American public welfare. 5.3.5 The Poor Law Revisions: 1834-1909 In 1834 a Parliamentary Commission presented a report which aimed to revise the Elizabethan and post- Elizabethan Poor Laws. Upon the basis of the committee's report legislation was enacted enunciating the following principles: (a) doctrine of least eligibility (b) re-establishment of the workhouse test, and (c) centralization of control. The doctrine of least eligibility meant that the condition of paupers shall in no case be so eligible as the condition of persons of the lowest class subsisting on the fruits of their own industry. In other words, no person receiving aid was to be as well off. According to the second principle, the able-bodied poor could apply for assistance in the public workhouse, but refusal to accept the lodging and fare of the workhouse debarred them from qualifying for any aid. Outdoor relief was reduced to an absolute minimum. As per the third principle, a central authority consisting of three Poor Law Commissioners had power to consolidate and coordinate poor law services throughout the land. Parishes were no longer to be the administrative units.

Between 1834 and 1909 there were numerous changes in Poor Law legislation, the cumulative effect of which was to veer the entire system away from the principles of 1834. The most important changes were those that began to develop specialized care for certain disadvantaged groups. For instance, for dependent children district schools and foster homes were provided and for the insane and feeble-minded specialized institutions were started. A more positive approach to the poor laws can be seen in The Poor Law Report of 1909. The report stressed curative treatment and rehabilitation rather than repression, and provision for all in the place of the selective workhouse test. If the principles of 1834 provided a 'framework of repression', those of 1909 may be termed as the 'framework of prevention'. 5.3.6 The Beveridge Report In 1942, Sir William Beveridge, chairman of the Inter-Departmental Committee on Social Insurance and Allied Services, presented the Committee's Report to the government. The report emphasized four major principles:

PGSW- I ? NSOU 71 1) Every citizen to be covered, 2) The major risks of loss of earning power — sickness, unemployment, accident, old age, widowhood, maternity— to be included in a single insurance, 3) A flat rate of contribution to be paid regardless of the contributor's income, and 4) A flat rate of benefit to be paid, also without regard to income, as a right to all who qualify. Beveridge emphasized that the underlying social philosophy of his plan was to secure the British against social evils. Everyone is entitled to benefits, which include maternity, sickness, unemployment, industrial injury, retirement and grant for widows. The related services are Family Allowances, National Health Services and National Assistance. The Beveridge Report of 1942 takes its place as one of the great documents in English Poor Law history — 1601, 1834, 1909, and 1942. The Report became the foundation of the modern social welfare legislation for UK. 5.3.7 Beginnings of the COS Movement and Settlement House Movement In England, where the problem of competing and overlapping social services in London had been increasing over the years, a group of public-spirited citizens founded in 1869 the London Charity Organization Society (COS). Octavia Hill and Samuel Barnett were two of these founders. In her work as housing reformer, Octavia Hill introduced a system of "friendly rent collecting" as a method of improving slum housing. Octavia Hill communicated to the volunteers certain principles or laws to be followed in their activities, through weekly meetings and 'Letters to Fellow Workers'. She stressed that 'each case and each situation must be individualised.' Everyone must be treated with respect for his or her privacy and independence. She advised her workers not to judge the tenants by their personal standards. She believed in the value of dignity of even the most degraded of her tenants. Samuel Augustus Barnett was the founder of Toynbee Hall, the first settlement house, in which wealthy Oxford students "settled" in an attempt to improve living conditions in the slums of White Chapel. The basic idea was to bring the educated in contact with the poor for their mutual benefit. Realization had dawned on the Christian Socialists that mere distribution of charity does not solve problems. In order to better understand the situation of poverty and underdevelopment, one needed to live with the poor and listen to their problems.

NSOU ? PGSW- I 72 5.4 Conclusion The learners became aware about the development of social work in UK. They also learnt about various important laws and report like- Elizabethan poor law 1601, Beveridge Report 1942. This unit also highlighted about the COS movement and Settlement Movement. 5.5 Exercises (i) Briefly discuss about historical development of Social Work Profession in UK. (ii) Write a note on Elizabethan Poor Law, 1601. (iii) Discuss Beveridge Report, 1942. 5.6 References Barker, R. L. (1999). Milestones in the Development of Social Work and Social Welfare. Washington, D.C.: NASW Press. Cree, V. E. (2002). Social Work and Society. In M. Davies (Ed.), The Blackwell Companion to Social Work (2nd ed., pp. 277-287). Oxford, U.K.: Blackwell. Elliott, D., & Walton, R. G. (1995). United Kingdom. In T. D. Watts & D. Elliott & N. S. Mayadas (Eds.), International Handbook on Social Work Education (pp. 123- 144). London: Greenwood Press. Faherty, V. E. (2006). Social welfare before Elizabethan Poor Laws: The early Christian tradition, AD 33-313. Journal of Sociology & Social Welfare, 33(2), 107-122. Kim, W. (2007). Social insurance expansion and political regime dynamics in Europe, 1880-1945. Social Science Quarterly, 88(2), 494-513. Pugh, R., & Gould, N. (2000). Globalization, social work, and social welfare. European Journal of Social Work, 3(2), 123-138.

Unit 6 Historical Development of Social Work in U.S.A Structure 6.1 Objective 6.2 Introduction 6.3 Early Historical Development of social work 6.4 Development of social work and social welfare in North America 6.4.1 United States of America: 6.4.2 Canada 6.5 Development of social work and social welfare in South America 6.6 Conclusion 6.7 Exercise 6.8 References 6.1 Objective Learner will understand about the historical development of Social Work in U.S.A. 6.2 Introduction "

Social work is a practiced based profession and an academic discipline that promotes social change and development, social cohesion and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledge, social work engages people and structures to address life challenge and enhance wellbeing." (

IFSW, 2014) Historical influences in different parts of the world have structured the specific nature of social welfare and social work. The concept of universal influences and specifically the cultural ones must be taken into account in forming the perception about social work profession. During the earlier period of 17th century a large population from Europe migrated to United States and established new settlement. The older settlement of US was inspired by European culture and civilization. In NSOU ? PGSW- I 74 the field of social welfare the American settlement followed Europe and specially England. Like England, United States of America also emphasized the private charity. However since 1935 a huge and revolutionary change could be observed in the development of social work as profession in America which left behind its development in England. The historical development of social work in America can be discussed in the light of early historical development of social work.

6.3 Early Historical Development of social work

It has been mentioned earlier that early settlers in American colonies migrated from different European countries especially from England carried their traditions, laws and perception of their institutions along with them. This crowd was deeply engaged in resettlement problem which compelled them to ponder over the troubles of the needy migrants. Actually they were inspired by their religious principles and consequently they could not turn their back on the religious obligation of helping people who are in need. The concept of social work and social welfare has been developed within a broader context which has been manipulated by global and historical influences in different societies. The origins of all these influencers can be traced in ancient societies of Asia and Europe during the period Before the Common Era (BCE). Robert. L. Barker provided a list of these influences along with significant dates and events which will represent the broadest possible chronology of social work history" and preceding major developments in the Americas include:

- ? B.C.E. 2500: The Books of the Dead, Egyptian papyrus scrolls, were placed in many pyramids ? Spelling out a king's duties, including care for the sick, hungry, and homeless. ?
- B.C.E. 1750: King Hammurabi, in Babylonia, issued a code of justice requiring that people help each other in times of need. ?
- B.C.E. 1200: In Israel, Jewish people are told that their faith requires them to help the poor, elderly, disadvantaged, widows, and orphans. ?
- B.C.E. 530: The Buddha, Siddhartha Gautama, teaches that love and charity for others leads to enlightenment. ?
- B.C.E. 500: Philanthropy, or "acts of love for humanity", is introduced in Greece, where citizens are encouraged to donate money for the public good. ?
- B.C.E. 300: In China, Confucius declares that humans are bound to each other by Jen, expressed through the social act of helping others in need. ?
- B.C.E. 300: Prince Asoka of India endows hospitals and shelters for both people and animals. ?
- B.C.E. 100: The Roman tradition wherein the wealthy provide free or low- cost grain to all citizens is well established. ?
- B. C.E. 30: Christian teachings emphasize the importance of giving to those who are less fortunate. ?
- 400: In India, hospitals, or facilities providing shelter for the poor and disabled, are established. ?
- 542: Hospitals similar to those in India are established throughout China and the Middle east, and spread to Europe. ?
- 650: Muslims are told that paying zakat (a "purification tax") to care for the poor is one of the Five Pillars (duties) of Islam. ?
- 1100: The Roman Church declares that rich people have a moral and legal obligation to support the poor. ?
- 1215: The Magna Carta, in England, establishes human rights, but only for the nobility (privileged class). ?
- 1348: Partly because of the bubonic plague, which killed nearly one-third of the population, European feudalism begins to break down, leaving the poor even more economically vulnerable. ?
- 1531: England's first legislation providing relief to the poor is issued, licensing older and disabled people to beg in their own neighborhoods. ?
- 1601: The Elizabethan Poor Law is established. Lasting for nearly 200 years, and providing a model on which colonial American laws were based, they taxed people to support basic needs of dependent people in their communities, and harshly punished the "able-bodied" poor. During different period of time and cultures, eventually it has become quite evident that different societies have struggled to admit the fact that all the members of the community cannot have equal access to all the resources or even to basic necessities of survival. Religious and spiritual influences have provided required pathways for responding to these needs, drawing on common principles recognizing the importance of sympathy for the disadvantaged and downtrodden. Many new ideas and strategies which have emerged in different societies of Asia and Europe have contributed effectively in structuring the developmental trajectory of social work and social welfare in the New World, where colonial influences faced a competition with indigenous people in the process of shaping of social order.

NSOU ? PGSW- I 76 6.4 Development of social work and social welfare in North America Within North America practices and strategies of social work and social welfare especially in United States and Canada have been shaped by social, political and economic practices derived from Europe and especially from United Kingdom. In Canada, French influences also were significant, and led to the development of diverse practices within a common national context. 6.4.1 United States of America: Social Work education in United States has been formalized just more than one century ago, when the first lecture was delivered to persons who had been working for the downtrodden at the School of Social Economics, in Chicago, Illinois. When Juino is the American colonies were established and began to prosper the problems related to social context became more complex. Bernard provided a brief which expressed the strategies of addressing these problems in the early history of the U.S. In the initial years the population was limited and the resources were plentiful and consequently poverty and dependency were viewed as both unusual and temporary. Almshouses and workhouses became shelter for all those who either could not or would not be productive. But eventually it became apparent that this was neither an effective nor a profitable solution. The concept of voluntary societies emerged from various religious group and they started working for the poor and unproductive. With very limited public provision, the number and variety of these voluntary organizations became extensive. Barker's Milestone (1999) highlighted some of the key steps in the evolution of social welfare and social work in the United States of America. ? 1624: Virginia Colony institutes laws providing for the needs of disabled soldiers and sailors. ? 1642: Plymouth Colony, based on the Elizabethan Poor Law, enacts the first such legislation in the "New World". ? 1650: The "Protestant Work Ethic", emphasizing self-discipline, frugality, and hard work becomes prominent, justifying those who adopted its view to look down upon people who are unemployed or dependent on others. ? 1692: Massachusetts introduces indentured servitude, providing that homeless children could be placed with other families who could require them to work for a period of time to pay for their care.

PGSW- I ? NSOU 77 ? 1776: The U.S. Declaration of Independence is signed, promoting freedom for everyone but the slaves. ? 1787: The U.S. Constitution is adopted to "promote the general welfare", moving social welfare into American political discourse. ? 1813: Child labor laws are passed in Connecticut, requiring that factory owners teach reading, writing, and arithmetic to children working for them. ? 1830: The National Negro Conventions meet to begin discussions about civil rights, health, and welfare for people of color and women. ? 1843: The New York Association for Improving the Condition of the Poor is established, and thereafter imitated its emphasis on abstaining from alcohol, becoming self-disciplined, and developing a work ethic as ways to end poverty. ? 1848: Feminists meet to begin establishment of women's rights to vote and receive equal opportunities for education and employment. ? 1870: Social Darwinism gains influence, supporting the view that poverty was a natural part of the human condition, and that helping the poor made them lazy. ? 1874: The first Charity Organization Society is established, at first giving only advice, and not direct financial aid to the needy. Charity Organization Societies: COSs were originally established to bring order and organization to the extensive private strategies to deal with the problems of the disadvantaged. The underlined philosophy was to give every disadvantaged person equal opportunity to be able to become self independent with those requesting aid being classified by the volunteers as either deserving or undeserving, based on whether they were judged as being willing to help them. ? 1886: The first US settlement house, modeled on earlier efforts in the UK, is established with a goal of eliminating the distance between socio economic classes by locating housing for the poor in working class neighborhoods. Settlement houses initially provided day nurseries for working mothers, health clinics, and classes in dance, drama, art, and sewing (Van Wormer, 2003). Eventually, they become more politicized and rather than looking down on the poor or assuming that by setting a superior example the problems of the poor would be resolved, they begin to focus on the needs and desires of those with whom they were working through advocacy and social change. ? 1895: Chicago's School of Social Economics, often recognized as the

NSOU ? PGSW- I 78 founding center for modern social work, and begins offering lectures to persons working with the poor. ? 1900: The term "social workers" is coined by Simon Patten, who disputes with Mary Richmond whether their major role should be social advocacy or the delivery of individual services. ? 1915: Abraham Flexner issues his report declaring that social work is not yet a profession because it lacks a written body of knowledge and educationally communicable techniques. ? 1917: Mary Richmond publishes Social Diagnosis, influenced by the work of Sigmund Freud, and emphasizes an approach to client problems based on understanding their inner lives and familial environments. ? 1933: U.S. President Franklin D. Roosevelt proclaims a "New Deal" for Americans, establishing major social welfare programs responding to poverty and unemployment. ? 1950: The Social Security Act of 1935 is amended to include children and relatives with whom needy children are living, and to aid permanently and totally disabled people. ? 1955: Rosa Parks, a black woman, refuses to move to the back of a bus in Montgomery, Alabama ? 1964: U.S. President Lyndon B. Johnson establishes the "Great Society" programs, and the Civil Rights Act makes racial discrimination in public places illegal. ? 1965: More "Great Society" programs, providing for medical care, the needs of older Americans, and children's education, are established. ? 1990: The Americans with Disabilities Act makes it illegal to discriminate against disabled people in any business employing more than 15 persons. ? 1990: The Ryan White Comprehensive AIDS Resources Emergency Act provides funding for prevention, intervention, treatment, and community planning in relation to the HIV/AIDS. ? 1996: President Clinton signs into law the Personal Responsibility and Work Opportunity Reconciliation Act, restricting or eliminating many entitlement programs for poor people, and replacing them with more temporary aid designed to promote independence. 6.4.2 Canada Canada also has many historical influences which have similarities with United States and its development has in many ways mirrored major events in its neighbor to the

PGSW- I ? NSOU 79 south. For Allen, Canadian welfare can be defined most simply as "payments to the poor, given as a last resort because they are poor". Canada has a long history of public welfare programs, jointly funded through public and private sources (Hopmeyer, Kimberly, & Hawkins, 1995). These include programs in health, personal and social service delivered through federal and provincial governments. ? 1840: Britain abolishes slavery in all its colonies in the Western Hemisphere. ? 1864: French sociologist P.G.F. Le Play completes the first scientific study on poverty – its extent, causes, consequences, and possible solutions. ? 1919: The 17 schools of social work in Canada and the US form the first organization promoting uniform standard for education and training (eventually named the Council on Social Work Education in 1952). ? 1926: The Canadian Association of Social Workers (CASW) is founded. ? 1935: The Canadian welfare state begins, in the height of the Great Depression, with passage of the first unemployment insurance legislation (becoming, in 1940, The Unemployment Insurance Act). ? 1943: The Marsh Report formalizes guidelines for the Canadian post-war welfare system. ? 1944: The National Housing Act is established. ? 1945: Family Allowances, a system of universal, non-taxable child benefits payable to the mother is passed. ? 1952: Old Age Security (OAS) is introduced, providing universal, non- taxable benefits to every senior over age 65 who meets residency requirements. ? 1965-66: Three key programs, the Canada Pension Plan (CPP), the Canada Assistance Plan (CAP), and Medicare set the "high water mark" for social welfare provision. ? 1985: The Canadian Health Act provides for universal comprehensive health care.

6.5 Development of social work and social welfare in South America The development of social work and social welfare in South America was largely influenced by various European countries like United Kingdom, France, Germany, Spain or Portugal . NSOU ? PGSW- I 80 ? 1494: Monarchs of Spain & Portugal accept the Pope's territorial division of the New World. ? 1925: The first South American school of social work is created in Santiago de Chile. ? 1930: The Argentine Social Museum approved a proposal creating the School of Social Service, offering the first professional social work curriculum. ? 1945: The First Pan-American Congress of Social Service was held in Chile, where curriculum standards were framed. ? 1976: Military rule ensues in Argentina, leading to the abduction, torture, and killing of more than 12,000 citizens. ? 1978: The Argentine Council on Social Service education is created. Since 1983, after many years of military repression and governmental control, social work has been able to gain professional and educational reorganization. Initially modeled on U.S. educational and professional practices, emphasizing casework, group work, and community organization, Latin American social work over time became free from these influences and put its step towards conceptualizations of indigenous social realities. Social work and social welfare continue to be at the core of tensions in creation and maintenance of just societies, and in the equitable distribution of resources to meet basic human needs.

6.6 Conclusion The history of social work and social welfare in America were largely shaped by European influences .These in turn arose in part in ancient Asian and middle Eastern traditions . On continents of the new world, colonial influences helped define the nature of well being and proscribed responses for inequalities that emerged in the distribution of social resources. The difference between "Have and Have nots" often involved judgments about the moral character or social status of persons in need and led to variations in remedies for their circumstances.

6.7 Exercises (i) Discuss or Illustrate the historical emergence of development of Social Work in U.S.A. (ii) What is C.O.S? (iii) Discuss the development of Social Work in South America.

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Unit 7 Historical Development of Social Work in India including social situation in Ancient, Medieval, Colonial and Post Colonial India Structure 7.1 Objective 7.2 Introduction 7.3 Religious belief 7.4 Social Work in Ancient India 7.5 Social Work in Medieval Period (1206-1706) 7.6 Social Work in Modern Period (AD 1800 onwards) 7.7 Conclusion 7.8 Exercise 7.9 References 7.1 Objective

Develop an understanding about historical development of Social Work in India considering the past & present. 7.2 Introduction India is one of the countries of the world that carries a rich social and cultural heritage which dates back to 3000 BC. The culture of Harappa and Mohenjo-Daro (now in Pakistan) is considered to be the oldest and finest culture as regards the quality of life the citizens of any state. The second oldest culture observed in Indian history is the Vedic period between 1700 and 600 BC when the Aryans came to India, probably from Persia speaking Indo-European language. During this period these nomadic tribes began the era of agricultural society settling at the Ganges valley. It is also assumed that the caste system based on the occupation emerged during this time. Sharing of resources among the members of the communities and the society at large came into being at this point of time, though there are agreements and disagreements among the historians. Vedas guided the social and cultural life of the people during this period. The Vedas, the Upanishad and the Gita the oldest

PGSW- I ? NSOU 83 epics controlled the people with an open and broad outlook, preaching the welfare of the poor with almsgiving including all other assistance to the people in need, accepting that all the human being as individuals possess dignity and worth. Tolerance was preferred than violence for maintaining peace and tranquility in society. The third oldest culture which developed in undivided India is as old as 300 to 500 BC when Gautama Buddha established the paths of life. In fact, many professional social workers consider Buddha as the first social worker in Indian and the world on the following logic. He left the place at young age and went for searching the knowledge on humankind and their sufferings. He moved around the communities and learned from his observation and made scientific analysis about the causes and effects relationships of suffering of the poor, downtrodden and the sick. Meditation after observation helped him to conceptualize the truth behind all kinds of sufferings creating a knowledge base on the life and living of people and the society in general. While living in the communities with the masses he got trained in building rapport and providing the services according to the needs of the individuals, groups and communities. His association with common and needy could be compared to a systematic training in providing social services. While conceptualizing the ways of happy life his eight paths were recognized as the right way of living life. This approach of service delivery got recognition from the people across the world. It won't be wrong to say that his teachings were spiritually and socially recognized everywhere. Finally, Buddhism is now an international organization serving the well off people spiritually and the downtrodden with the basic necessities of life with a concern for peace. Buddhist Monasteries are now professionally managed organizations of the world. In this sense Gautama Buddha is the first professional social worker in India which meets all the essential requirements of a profession. Buddha's teaching may be viewed as both a reaction against rigid, ritualistic Brahmanism and the loss of his status to Kshatriyas . Gore 1 (1966) in his article 'The Cultural Perspectives of Social Work in India' wrote that at least five approaches can be identified as the religious-traditional, the liberal-reformist, the secular- missionary, the ethical-revolutionary and the liberal professional. It's true that social service emerged from religious faith but some superstitious belief called for reform of the same with the initiatives of the reformers. The secular missionaries took the welfare and development of the social milieu a step further with their concern for humanism. The ethics that governed the conduct and behavior of the people traditionally in India inculcated the altruism among all human sect. The professional approach with rights and justice came much later with beginning of the formal training in social work in India. 1. Gore, M.S. Seminar paper presented at the conference organized by the Council of Social Work Education and The East West Center, February 21–March 4, 1966, Honolulu, Hawaii

NSOU ? PGSW- I 84 The culture of any country or society is based on; a. Religious belief b. Social norms and customs c. Economic policy d. Ethical and spiritual values e. Political environment 7.3 Religious belief The cultural tradition and social service in India is one of the oldest and were inbuilt in the social systems itself. Vedas prescriptions about the life and living of the people were based on natural laws that govern the universe. Live and let live was the basic policy. Give and take was the way of life. Lives of people were based on mutual help and assistance. The Gita and the Upanishad furthered the value laden society inculcating high levels of moral and ethical consideration. Happiness or the bliss is essential for everyone's life and living. This could be achieved by good deeds or pious act by offering food to the hungry poor, crippled, and any person in need of basic things for survival. This giving in the early Vedic period included cattle, land, female and male slaves, grain, clothes etc. Following the guidelines of the Vedas and the Upanishad the ultimate aim of life for any person living in a Hindu society was to acquire virtue which will pay them back in future including on their rebirth. Group and community living were then common in such state of mind of the people. Hindus believe in birth and re-birth of the immortal souls everybody wanted to achieve higher status in society by doing charity to the people as an act of merit. Guilds in ancient and medieval India were the corporate organization that provided a number of social and economic welfare programmes for the vulnerable populations. Later on, these guilds were considered as the part of the state. Buddhism emerged in line with Hinduism, though contradicting the Brahmanism and their supremacy, but accepted without much conflict with each other. In fact, cultural history show that there was minimum conflict among different religious groups of India till the medieval period beginning from 1000 BC until the Mughal invaded this land with a different culture 12 th century AD. The religious and social order was then controlled the behavior and conduct of the citizens in the country preventing war and conflict. Joint families and communities made provisions for the aged, the sick, and the 2. Pathak, Shankar, Social Work and Social Welfare, P- 35, Niruta Publications, 2012, Bangalore.

PGSW- I ? NSOU 85 person in distress including the unemployed. Suffering was considered as a temporary lapse due to individuals' inactiveness. According to the Hindu religion 'work is worship and nothing could be achieved without hard work'. As social harmony prevailed with high level of values among the people during the Vedic period, the tradition continued until the beginning of 12th century. During the 1st to 8th century AD the Mauryan rules the king was made responsible for the welfare of the subjects. The welfare activities since then became a state responsibility along with the religious and charitable institutions. During this period "the general population had few rights. Their duties not only specified in great detail for all aspects of their lives, but also strictly enforced. A close watch was kept on them through a comprehensive and efficient system of espionage. There was a huge bureaucracy running the highly centralized system of administration, which was supported by a large professional army. There was little freedom for the people." 2 The status of women during this period was somehow better as they had property rights, right to divorce and remarriage which were not sanctioned under Brahmanism, the state discouraged asceticism that were being popular following the Buddhist influence. In a caste layered society where occupation was decided by their status in families it was almost impossible to change their occupation. King Ashok followed the similar bureaucracy and wanted to expand his kingdom with his army. After Kalinga war when he was shocked by the bloodshed he adopted the paths of non-violence following Buddhism. Soon he became a benevolent king to due his concern for the welfare of his subjects. Most notable tradition he introduced was special care for the women appointing officials as Superintendent of Women. Taking the welfare further he appointed High Commissioners of Charity for organizing donations from the royal families and regulating all charity work in the state. Prison welfare was another area of intervention initiated by Ashok with Commissioners of equity. He made special provisions for development rural inhabitants as they were backward in all sense though they used to feed everyone with agricultural products. The ideology of the state of Ashok was based on humanism. As follower of Buddhism and his love for the common with strategic development plans is one of the pioneer works done in ancient period in India. The people of ancient India were more religious and spiritual in nature and compliance to religion developed the spirituality to the highest level leading to happiness in life. Social reform and social work can be traced at the beginning of the nineteenth century, especially to the time of Raja Rammohan Roy. Any reference made to earlier period mention reform activities of some Muslim or Maratha rulers. However, one comes across vague reference to social welfare activities in ancient India- mostly as a glorification of the past. For getting a bird's view about the ancient period, it has been classified into 2500 BC to AD 1000 as ancient period, AD1100 or 1200 to AD 1800 as the medieval period and the period from AD 1800 onwards as modern

NSOU ? PGSW- I 86 period. Specific attention in this section would be given to the ancient period, which is roughly eight-century AD or possibly a little earlier. One must take into account that this period covers a large span of almost three thousand years for which there is little historical evidence, especially about the social structure. So the chronological approach followed is in a broad sense - with the aim of giving a direction and glimpse of the development of social welfare concept. 7.4 Social Work in Ancient India Charity and religious devotion was the mainstay of the Indian culture in ancient period. The main characteristic was doing or initiating welfare and common good of all, the glimpses of which can be found in folk tales and legends in old literary works, Smritis or Dharmasastras.

The earliest mention to charity can be obtained from Rigveda

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which encourages charity by saying "May the one who gives shine most". The

Arthasastras, ascribed to Kautilya is one of the oldest works in polity- that refers to the construction work for public good by joint efforts of villagers. It also mentions social work as care of children, old or invalid in case of no protectors. Special regulations were established for persons living in cities for common good. Collective charity was popular form of social work, of which progress of education or Ndyadana was an important one as one of the numerous Jatakas reflect. Other Upanashidas like Brihadarnayaka, Chhandogya and Taittiriya prescribes that every householder must practice charity. Next to education, reference may be made to religion, which took precedence over everything else to the people of ancient India. One of the popular methods of performing social activities hence was Yagnas. The main aim of yagnas was the common welfare of all, devoid of any personal benefit or profit. There were several Yagnashalas, which were like classrooms wherein students were instilled with the feeling of working without the egocentric desires. This learning and spirit transcended to the home, workplace and in the ordinary community life. The community was urged to move ahead as one entity and achieve progress. The communitarian structure of early Vedic period functioned like an extended family, where everybody catered to everybody's needs. Due to the simple nature of activities and relationships community welfare was a concern of everybody. With the gradual development of agrarian societies, private ownership of land and charity came into being. Charity or Dana became the instrument and virtue of the privileged sections to be dispensed voluntarily. By later vedic period Charity (dana) became institutionalized and became associated with religious ideology. It was extolled as a cherished virtue. The advent of Buddhism changed the character of the society to class based agrarian society. It's philosophy attempted to explain the class differences and emphasized

PGSW- I ? NSOU 87 upon the punya and dana (charity). Charity was not merely a means to ameliorate the conditions of the marginalized populace but also as the giving of gifts to Songs, which were centres of shelters and learning. Guilds, also arose as significant corporate body entrusted with political and economic functions during this period. These also provided social security to the downtrodden sections of the society, and parts of its funds were utilized for the relief of blind, destitute, invalid, infirm, orphan and widowed women. With the establishment of new political system in Magadha states, earliest attempts to establish administrative system were made. General welfare, construction of roads, agriculture etc. was given attention. Kautilya

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highlights the duties of the King towards the welfare and happiness of his subjects. During the reign of

Ashoka and later Kanishka, similar range of social welfare activities were initiated which encompassed women's

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welfare, rehabilitation of prisoners, rural development, free medical care, regulation of prostitution, provision of public

utility services etc. 7.5 Social Work in Medieval Period (1206-1706) The approach followed while mentioning the social reform activities during the medieval period would be to focus not on individual kings and their achievements but to the extent of their contribution to changes in social institutions and structure. The Muslim Sultanate who formed a significant phase of the medieval period were motivated and driven by the same spirit of social service in the fields of religion and education. Humayun was the pioneer amongst the Muslim rulers to make the efforts to prohibit Sati system. Akbar was an illustrious ruler who took initiatives in bringing reforms in Indian society by abolishing slavery in 1583. He introduced equality among people irrespective of class and religion, and established

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comprehensive system of poor relief which was of two types: granting relief in cash or kind to every needy person who

made requests for the same and the other was systematic and organized assistance provided regularly. Before the advent of the British, Indian practically lived in village. Thus the economy of the village was self-sufficient. But under the British rule, India was help as an agrarian country. Only Industries were allowed to develop which provided better opportunities for the investment of British capital. Further,

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the British rules menaced the organization of production. These economic and

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brought down the economic condition of Indians. All the problems are chiefly related with health, housing, child and woman welfare and labour, recreation, crime and social disorganization.

Due to these problems the need for organized social work was realized. British rule was main inspiration for social reform movement. Christian missionaries spread education, brought the theory of equality, which in turn helped the social reforms to attack the evil customs and inequality. There were no property

NSOU ? PGSW- I 88 rights for Indian women. Early marriage, inequality, caste system, widow remarriage, custom of Sati were the burning problems of Indian Society. In the Independent India the source of all welfare service are inherent in the constitution. Various schemes with regard to the welfare of women, children, youths and aged persons have been implemented. Government has realized the need of trained professional social workers to work in area of welfare and has also made statutory liabilities to welfare officers in Industries. These services are distinct from the general social services. In order to supervise the social welfare services, the central social welfare Board has been established. The board assists in the improvement and development of social welfare activities. Thus, in Indian social work is gradually emerging as a profession which will be dealt subsequently. 7.6 Social Work in Modern Period (AD 1800 onwards) The Indian society gradually underwent several major changes in the political, economic and social spheres during this period. Some of the major changes which reverberated the entire structure were new legal system based on western ideas of property rights, rule of law, judiciary and the emergence of market economy, development of railways and communications, and a new educational system which opened visions to ideals of liberty, justice, equality. These changes affected the family, kinship, marriage and caste. It influenced and led to the growth of an elite group of western liberal rational outlook that spearheaded the movement for social reform during the nineteenth century.

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The genesis of social reform movement can be traced to the work of Rammohan Roy, who sowed the seeds of religious and social reforms. A number of reformers like Ishwar Chandra Vidyasagar, Jotirao Phule, Sasipada Banerjee, Gopal Krishna Gokahale, Swami Dayanand, Swami Vivekananda, Bal Shastri Jambhekar in different parts of the country for a period of almost a century concentrated their efforts on reforming certain features of Indian society like caste system, child marriage, sati, widowhood, idol worship. The ideals of justice, equality, liberties were underlying principles of these reform movements.

Several of them established schools and institutions to provide service to individuals affected with the harmful aspects of the Hindu society. They based their attack on

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spreading education and propaganda encouraging the governments to pass legislation to eradicate these social practices. Some of the important organizations that played a key role in development of this movement are Brahmo Samaj, Arya Samaj, Theosophical Society, Ram Krishna Mission, Indian Social Conference, Servants

of India Society etc. However, this social reform movement confined to small elitist segment of the population mostly consisting of English speaking middle class. But with the advent of Gandhiji on the scene, the entire social reform and political independence movement took a turn.

PGSW- I ? NSOU 89 Significantly, Gandhiji linked political movement with the social movement and transformed this into a mass movement with the participation of all sections of population notably women and peasants and lower castes. After independence, the government shifted towards the welfare approach and took

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several areas of social work under its purview. The establishment of the first school of social work, Sir Dorabji Tata Graduate School of Social Work, Bombay in 1936 marks a watershed in

training and education of social work profession. Gandhi linked political movement with the social movement and transformed this into a mass movement with the participation of all sections of population notably women and peasants and lower castes. 7.7 Conclusion This unit took us to a beautiful journey of social work in India right from the ancient period to the present period. We got an idea about how the traditional religious practice in India underwent a transformation. Finally, India after witnessing several social reform movements adopted a welfare approach after independence. 7.8 Exercises (i) Social Work in Ancient India – Discuss. (ii) Illustrate Social Work in Medieval period. (iii) Development of Social Working Modern period. 7.9 References

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Unit 8 Development of Social Work as a Profession and Education in India Structure 8.1 Objective 8.2 Introduction 8.3 Prospect for professional social workers in development sectors 8.4 Skills Required for a Professional Social Worker 8.5 Conclusion 8.6 Exercise 8.7 References 8.1 Objective Learner will learn about the development of Social Work as academic discipline India. 8.2 Introduction Social Work is a noble profession with the blend of scientific knowledge and humanistic practice. In India, during the last eight decades the professional Social Work has contributed drastically for the wellbeing of the poor and less privileged. When Professional Social Work entered in 1936, India was a colonial country. The profession of Social Work in India marked its platinum jubilee in the year 2012. Seventy-five years and more have been critical in the establishment of the profession as an independent helping profession, interdisciplinary in nature and based on a foundation of traditional Social Work methods and skills, values and ethics built around humanitarian principles with a combination of several religio-cultural philosophies rich to the nation. The Western legacy of professionalization of Social Work continues in several develop- ing countries that have adopted an American- Eurocentric model. The initiation of Social Work education in India was based on Western thought and pedagogy.

Professionalization of Social Work began with practice in Mumbai (erstwhile Bombay) in 1936 under the leadership of Sir Clifford Manshardt, an American missionary, at

PGSW- I ? NSOU 91 the Nagpada Neighbourhood House (settlement house for family welfare). He became the founder-director of the

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Sir Dorabji Tata Graduate School of Social Work which began with a Diploma in Social Service Administration.

In 1964, the School became the Tata Institute of Social Sciences (a Deemed University) which offered a Master of Arts Degree in Social Work.

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Social work profession addresses the barriers, inequities and injustices that exist in society.

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Its mission is to help people to develop their full potential, enrich their lives, and prevent dysfunction. Professional social work is focused on problem solving and change. As such, social workers are change agents in society and in the lives of the individuals, families and communities they serve.

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It responds to crises and emergencies as well as to everyday personal and social problems. Social Work

as profession in India has already passed its infancy long back and in the last few decades it has emerged as one of the most demanding profession in India. In India a person – holding a Bachelor (BSW) or Master (M.A in Social Work/MSW) degree in Social Work – is generally considered a professional social worker. As far as Indian scenario is concerned professional social workers can be found in direct practice in administrative, management and policy planning positions in various Government and Non-Governmental Organizations (NGOs) as well as in government ministries. Both Governmental and Non-Governmental Organizations (NGOs) have a lot to offer, if you are willing to work hard and in any given conditions. International organizations too are socially aware and hence a number of opportunities are available in international social work. Industrial and commercial units too are looking to hire social workers. A degree or diploma in Social Work is creating a large number opportunities for the millions of Indian youth in various sectors. A very significant paradigm shift in social work curriculum was the move from a 'social problem perspective' to a 'developmental perspective' in the analysis of social issues. This was greatly influenced by the World Summit on Social Development in 1995 in Copenhagen that led to the United Nations focusing on key social development themes. Social work educators were thus influenced to integrate development concerns and issues in the curriculum. This perspective was also integrated in the National Social Work Curriculum (University Grants Commission 2001). Since the turn of the century, social work teachers have been joining hands with human rights groups to protect the rights of children, women, prisoners, activists, etc. Social work colleges in India too are gradually incorporating the human rights perspective in their curriculum, pioneering programs and policy change to protect the rights of the child, NSOU ? PGSW- 192 the girl child, women, and the right to education, health and livelihood. This is in keeping with the United Nations Human Development Reports (United Nations Development Programme 2007 and 2009) adopted by

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the International Association of Schools of Social Work (IASSW) and the International Federation of Social Workers (IFSW). Education and training in the discipline of social work

is far more complex in view of its unique nature. To create a cadre of competent professional social workers requires competent teachers and practitioners who together form a pool of educators created from a praxis of reflections on theory and practice. Most social work educators are trained social work professionals who qualify through passing the UGC governed National Eligibility Test or the state governed State Level Eligibility Test (www.ugcnetonline.in) to teach at the college level. Giving priority to past or simultaneous practice experience is always an advantage. They further qualify with an MPhil or PhD in social work. Schools of social work are required to mandatorily employ such qualified personnel in the teaching profession. Faculties are also required to complete certain refresher courses for career advancement. A major challenge is the lack of faculty development programs or refresher courses tailored specifically for enhancing capacities of educators. Retaining competent faculty is a major challenge owing to the larger sociopolitical, financial and infrastructural constraints that draw them to more fulfilling and greener pastures, even outside the country. The need for a strong body or network of schools that weaves together the diversities in teaching and learning methodologies, and ensures high quality in the education and training patterns in the country, is apparent. The profession is not governed by an exclusive council or a body that oversees the areas of social work practice. Therefore, no rigid or clearly marked boundaries exist in the country. Social work practitioners do not require a license as would doctors, lawyers, nurses, etc. This has led to several other disciplines entering the domain of social work practice. Educational programs such as Human Rights, Development Studies, Health Management, Human Resource Management, Rural Management, Urban Studies etc. are becoming independent disciplines or professions, which were once an integral part of the domain of social work. The profession is going through the process of re-establishing a national association of social work educators in the country. Educators are spearheading this effort to create a credible body that will monitor and enhance the quality of social work education and practice in India. This effort has taken on a distinct and clear-cut structure in the recent past in the formation

PGSW- I ? NSOU 93 of a National Network of Schools of Social Work (Nadkarni & Desai 2012). In a recent consultation, a group of senior educators from the network met at Tata Institute of Social Sciences to launch the Indian Association of Social Work Education (IASWE). This association is expected to chart new pathways for enhancing the competency and visibility of the profession through its educational programs. With increasing focus on the services and manufacturing sector in India, there is today great demand for management skills in business and industry. In this era of an unregulated labour market, there is increasing need for human resource management and skills in project planning and development as well as monitoring and evaluation. The response of social work has been to cater to these capacity-building needs by initiating postgraduate degrees in these areas which have been the territory of management schools. In turn, management schools are also preparing managers and social entrepreneurs for the social sectors. Based on the need for a transformative paradigm for social work education, the National Network of Schools of Social Work members developed objectives to make social work education emancipator and transformative to create an inclusive and just society; set minimum required standards of curriculum, re-emphasizing its ethical foundations; created a universally accessible repository of high quality knowledge, resources, expertise and processes of sharing with schools across the country; achieve visibility for the profession through structures that engage state, civil society, and industry; established linkages and databases that connect and inform all responsible stakeholders; strived to improve standards through accreditation systems and periodic reviews; and created representative scientific associations to explore various facets of social work, taking responsibility for collective advocacy and action (Nadkarni 2012).

8.3 Prospect for professional social workers in development sectors

At present the development sector is largely controlled and managed by the welfare or Non-Governmental Organizations (NGOs)–who are doing the pioneer work towards the overall development of the society. A person with a degree (preferably a Master degree) in Social Work is highly preferred in developmental agencies and NGOs. In other words, it can be said that NGO sectors as well as the development sectors are being dominated by the professional social workers. As far as the salary of a professional social worker in development sector (in India) is concerned – it varies from organization to organization. Generally it is negotiated at the time of interview.

NSOU ? PGSW- I 94 As salary is negotiable in development sector, likewise flexibility also exists in the recruitment process. Sometimes it is also observed that a person gets recruitment in a particular position – though he/she has not fulfilled the minimum requirements. Percentage of marks in M.S.W hardly matters in recruitment-process of development sector; 50% to 55% marks in M.S.W is enough to get a good job in a reputed organization. What does matter – is relevant working experiences, possession of suitable technical skills of project management, sound knowledge managing NGO administration (see table 3) etc; sometimes the reputation of the academic institution – from where the applicant obtained the degree in Social Work – is taken into consideration by the recruiting organizations. Students completing M.S.W from institutes like TISS, XISS, Delhi University – are generally preferred and get higher salary at the beginning.

8.4 Skills Required for a Professional Social Worker ?

Preparing Project Proposal ? Preparing Management Information System (MIS) ? Preparing Project Implementation Plan (PIP) ? Managing and coordinating project at district/state/national level ? Program monitoring & evaluation ? Report writing and presentation ? Preparation of monthly plan and budget ? Coordinating and liaising with district and state administration, other stake holder and partner organizations ? Organizing training, workshops, seminars etc. ? Developing Information Education Communication (I.E.C) materials ? Documentation and case studies ? Team management ? Facilitation and people mobilization ? Doing long-hour field work and extensive travelling ? Managing and coordinating projects at state and district level ? Positive work attitude ? Integrity and honesty

PGSW- I ? NSOU 95 ? Doing long-hour field work in adverse situation ? Have interpersonal communication skills ? Have proficiency on the computer ? Knowledge of community resources etc. Most of International NGOs have a specified pay structure for different positions – For entering into these organizations – at least three to five years' prior working experiences in a reputed developmental organization is necessary. In the 1950s and 1960s several schools of Social Work started in other parts of the country with faculty who completed doctoral studies in the US. This was a major factor, particularly for the growth of postgraduate degrees in Social Work with specialisations in clinical and non-clinical Social Work. Social Work educators have written extensively on the urgent need to indigenise the curriculum. Writings of Gore (1965), Dasgupta (1968), Banerjee (1972), Desai (1985), Siddique (1987), Desai (2004), Saldanha (2008) and recently by Bodhi (2011) have strongly criticised the Western models and made emphatic deliberations on the need for a newer and relevant curriculum design for Social Work practice in India. Social welfare during the British period was predominantly controlled by religious beliefs adding up Christian Missionary and its activities in India. Reform movements that took place during the British regime were limited to voluntary initiatives by non-government organizations, faith based organizations who took the lead to care the poor and vulnerable sections of the society including those physically, mentally or otherwise challenged. Raja Ram Mohan Roy, founding 'Brahmo Samaj' in 1826 started agitating against the 'Sati', the burning of wife along with his husband's pyre and he persuaded till an act prohibiting 'Sati' as illegal practice in 1928. The Hindu women and widows who were the victims of abandonment in many cases were being empowered by educationalist and activist like Iswar Chandra Vidyasagar creating opportunity to women to come up for higher education and opened up the avenue for re-marriage of the widows (1856) seems to converge with the philosophy and action by such great social reforms. Both Raja Ram Mohan Roy and Iswar Chandra Vidyasagar has to face tremendous opposition of the Hindu Orthodox Leaders and convince them with their logic for gender equity and need for ameliorating the status of women in our society. Dada Bhai Naoroji and Mahadev Govind Ranade was the pioneer in furthering the education for girls, religious reforms and women's education during the 6 th and 7 th

NSOU ? PGSW- I 96 decade of the 19 th century. 'Arya Samaj' founded by Dayananda Saraswati in 1875 mobilized the people to return to 'Vedas' and shape their lifestyle according to its guidelines. These activities are described social reform movement in India during the British period. Among other voluntary actions the most notable move was foundation of Ramakrishna Mission (RKM) by Swami Vivekananda in 1898 to strengthen and promote the poor, lower caste and socio-economically vulnerable sections of Indians. He chalked out a member of pro-active and scientific action in empowering the youth, men and women following the philosophy of his 'guru' Ramakrishna who was deeply moved by the sufferings of ignorant and poorer sections of the society. Gandhi, the father of nation and man of the century, a greatest ever humanist was shocked to observe the exploitation by employers and racial discrimination on the basis of caste and colour. While travelling in train by first class he was pulled out of the compartment because he was a black man. He raised his voice in unique way of drawing the attention of the exploiter and the divider of caste and colour with his sharp weapon called 'non-violence'. He dedicated his life to uplift the quality of life of the downtrodden by ensuring justice through individual and community participation, involvement and intervention by the state and the people whenever necessary. 'Love thy neighbor' as preached by Jesus was and is the 'mantra' for the Hindus in India. The 'Mughals' who invaded and settled in India during the 13 th century ruled the country till British took over its administration in the eighteenth century. The medieval period India, can be termed as the age of turmoil due to foreign invasion and the period of conflict and war against the foreigners. In United Kingdom the relief available in plenty had demolished the will of the poor to earn as they could obtain food, clothes and shelters from religious institutions as well as the well to do persons including state. The United States of America has passed through the crisis of manpower to exploit its natural resources and called people to come and settle to work for the country. The golden ages with regard to social services to the needy differed from country to country depending upon its need and available resources. Churches have significantly long heritage (2005 years) towards the service to mankind. The followers of Jesus Christ believe in service to the neighbourhood who suffers from any deficiency of life, as this is the original message from him. Responding to neighbour's call for help and assistance equals' service to self and others that is what Christianity advocates for. With the establishment of Indian National Congress in 1885 in Mumbai, the Leaders of the Society placed the prevalent and emerging social issues like women's

PGSW- I ? NSOU 97 empowerment and education, concern for child marriage, polygamy, caste differences and conflicts among the ethnic groups, status of widows, child labour etc. R. Raghunath Rao and Mahadeo Govind Ranade felt the need for separate platforms to take up the issues of social development with a true spirit holistic development. The Indian National Congress then were more interested in resolving political issues like freedom from British rule and self-rule by Indians leaving social issues on second priority. In 1887 the Indian National Social Conference (INSC) was established in Chennai to address the social and human issues as the primary concern. The INSC then contributed immensely towards the development of the attitude of the people by communicating across the country and draw attention of the people for preventive, promotional and corrective actions as an appropriate national forum of the responsible citizen. Contribution of Mahatma Gandhi for social development in India and abroad has to be recognized as universal principles to be applied to any social and economic situation. He believed that the justice could be made when the development is holistic in nature and spread across all sections of the society. While he began his movement against exploitation of workers by the employers in South Africa in a non-violent way showing the path to the people to resolve conflicts with greater amount of confidence, self-reliance and satisfaction without applying any violent method by any means. His philosophy of the rise of all 'Sarvodaya' (rise of all) and 'Swaraj' (Self- Governance) made him father of the nation as well as the man of the millennium. His basic approach towards human development has been accepted as a universal method of sustained development. The social work philosophy and principles rests on the pillars founded by Gandhiji in his thoughts like self-help and ideal self-governance. He was committed to eradicate the sufferings of the poor people through evolutionary process of uplifting the downtrodden, the vulnerable, the women and the child including the working class in the organized and unorganized sector of employment. He was opposed to any bloody revolution that may bring immediate change but may not have a long lasting effect and endanger the natural process of development with a human face. This paved the way to the development of social work, which too believe in the same principle of change and development in the society. He was very much concerned about the practice of untouchables in India on the basis of caste and creed. He also opposed the practiced of apartheid in South Africa while he practiced as a lawyer in that country. Inequality and the widening gulf between the rich and the poor, the blacks and the whites, upper caste and the lower caste pained him that prevailed in the world including India was the major concern for him hence he fought for the justice and promoted universal brotherhood. The ideals of self-governance or 'Swaraj',

NSOU ? PGSW- I 98 means taking over the social and economic administration of the people by the people themselves. Giving autonomy to the individuals and communities to run its system seemed to be more viable than directing people from the top. This is the core practice in social work today and is valued by the country and the world, which seeks to develop its people and the economy of the country. It is therefore, accepted by the government to work in line with thoughts of Mahatma and introduced Panchayati Raj System with autonomy in deciding the methods of overall improvement in the quality of life of the people, as the decisions are emerging from and within the people through the Panchayati Raj Institutions. Contributions of Rabindranath Tagore in rural reconstruction cannot be overlooked as a contemporary development emerged during the beginning of twentieth century in India. Rabindranath Tagore – a poet, novelist, music composer and synthesizer as well as a humanist was moved by the suffering of the rural communities, which he observed while working in the villages in connection with work of their ancestral land lordship in 'Seliadaha and Patisar' (presently in Bangladesh). He found people living in extreme poverty, having no access to education and minimum health care. They were not even making any effort to overcome the deplorable situations they faced in their day-to-day life. He was moved by the suffering and wished to experiment with a sustained method of rural reconstruction by 'bringing back the cultural tradition of the country, making the rural folk self-reliant and self-respectful, acquainted with the cultural tradition of their own and competent to make an efficient use of modern resources for their social, cultural and intellectual development. Thus he initiated the Sriniketan Experiment of Rural Reconstruction. Few other notable experiments in community development namely, the Gurgaon Project, Etawah Project, Marthandam and Nelokheri experiments must be recognized to have contributed towards the development of social work practice and education in India to a great extent. Formal Education

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and training Social Work found its birth in India with the establishment of Sir Dorabji School of social work in

Mumbai in 1936 with his visionary, though he was an industrialist by profession. Subsequently, a number of schools of Social work were established in the country for imparting professional education to meet the increasing needs of the industry and social welfare organizations. It was then felt to have specialization in the training and education of social work to consolidate its foundation as a profession. The Tata Institute of Social Sciences then introduced the specialized education in Urban and Rural Community Development, Social Welfare administration, Family and Child

PGSW- I ? NSOU 99 Welfare, Medical and Psychiatric Social Work and Crime and Correctional Social Work. Labour Welfare, Personal Management and industrial relations being one of the fields of social work practiced has been totally separated from its course curriculum although some of the institutes are still offering the specialization and good numbers of trained social workers are finding employment as Welfare Officer and Personnel Officer in industrial establishments. The area of options within the generic curriculum of social work is also shifting according to the society, state and the organizations. The options available in generic social work course are: Health and Development, Disaster management, HIV/AIDS; Care and Management, Counseling Theory and Practice, Alcohol and Substance Abuse, Disability – Rehabilitation and Management, Entrepreneurship and Small Enterprise Development, Care for Elderly Citizens, Micro-Finance and Self-Help Group etc. The whole range of specialization is emerging due to the changing needs of the people, state and the society. Social Workers are placed to be one of the key stakeholders in socio-economic development of the target group. The liability of the workers engaged in development, therefore, is found to be inclining with higher expectations from the social workers. The knowledge, skills and attitude, which form the core competency of professionals, are constantly being updated focusing the need of the hour. Nevertheless, trained social workers today finds easy access to employment and practice in the area of his/ her interest if one accepts the challenge with a positive attitude to perform the task and achieve the desired goals in social development. This is sure that the professional social work have emerged following the western pattern of training and education but the traditional form of services to the needy was in existence in the pre-Christ era e.g. Lord Buddha, coming out of his princely comforts and joining the suffers to understand what suffering is and build up knowledge for service to the mankind. He then dedicates his life towards the service to the sick, the poor and other vulnerable people of the society including other living species of the planet. The knowledge he gained from his experiences is now, well recognized throughout the world and millions of people follow the path shown by Buddha with his heartfelt by practice and services to the needy. His exemplary service to the statesman is akin to social work theory and practice which is a century old profession. It is akin on the count that Buddha's suffering is the study and understanding through participatory observation, which is an essential part of education and training in social work. His scientific observations might have help to focus on the contemporary needs and aspirations and winning the love and respect of millions of the people,

NSOU ? PGSW- I 100 who follows him for peace and bliss everywhere. Through the spirituality he preached, changed the attitude of the people and sustainable lifestyle. Modern social work seeks attitudinal as well as socio-economic change that bridges the gap between the rich and the poor and ensures justice to all. An important aspect that is critical to envisioning a professional identity for the profession in India is to chart out a clear curriculum that emphasizes critical and analytical thinking to enable students to commit themselves in working towards development needs of the poor and marginalized people: the Dalits, the indigenous people, children, women, girls, the socially stigmatised and all groups that are increasingly deprived of social safety nets with the declining investment of the government in social sectors. Indian social work educators need to continuously tailor programs and update themselves on current knowledge frameworks in order to carry forward a professional approach in the plans for work, especially in the most poor and backward areas of the country. In doing so, the profession of social work will gain its rightful recognition and acceptance in Indian society. The task may be uphill but it will move towards the achievement of what social work definitions portend in all the major bodies of social work education in the world.

8.5 Conclusion This unit discussed elaborately about the development of social work as a profession in our nation. Contribution of eminent personalities who played crucial role in promoting Social Work Education in India was also discussed in this portion.

8.6 Exercises (i) Discuss Historical development of Social Work profession in India. (ii) Skills required for Social Work practitioner – Discuss. (iii) What are the prospects for professional social worker in development sectors.

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Unit 9 Social Reform Movements- in 18th and 19 th century in India: Contribution of various Social Reform Organisation and Social Reformers Structure 9.1 Objective 9.2 Introduction 9.3 Reform Movements in India & Bengal 9.3.1 Arya Samaj 9.3.2 The Brahmo Samaj 9.3.3 Henry Vivian Derozio and The Young Bengal movement 9.3.4 Iswar Chandra Vidyasagar 9.3.5 Sri Ramakrishna Paramhansa 9.3.6 Swami Vivekananda 9.3.7 Christian Missionaries 9.3.8 Jyotirao Govindrao Phule 9.3.9 The Prarthana Samaj 9.3.10 The Theosophical Society and Annie Besant: 9.4 Reform movements among the Muslims 9.4.1 Syed Ahmad Khan 9.5 Reform movements among the Parsis and the Sikhs 9.6 Women Reformers 9.6.1 Pandita Ramabai 9.6.2 Sarojini Naidu 9.7 Literature and the Press 9.8 Conclusion 9.9 Exercise 9.10 References

PGSW- I ? NSOU 103 9.1 Objective Learners would get knowledge about various Social Reform Movements in India will also know about contribution of Social Reformers & Social Organization in this regard. 9.2 Introduction

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The urgent need for social and religious reform that began to manifest itself from the early decades of the 19th century India arose in response to the contact with Western culture and education. The weakness and decay of Indian society was evident to educated Indians who started to work systematically for their removal. They were no longer willing to accept the traditions, beliefs and practices of Hindu society simply because they had been observed for centuries. The impact of Western ideas gave birth to new awakening. The change that took place in the Indian social scenario is popularly known as the Renaissance.

The humanistic ideals of social equality and the equal worth of all individuals which inspired the newly educated middle class had a major impact on the field of social reform. This enlightened section of society was disgusted with the prevailing social ills and inhuman social practices. 9.3 Reform Movements in India & Bengal 9.3.1 ARYA SAMAJ The Arya Samaj was an important movement during the last quarter of the 19th century which tried to reform the Hindu society. It was founded by Swami Dayanand Saraswati in 1875. It introduced and contributed to the following reforms in the Indian society: I. It vehemently opposed the caste system and propagated against the practice of Untouchability. II. It condemned the practice of 'Sati' and 'Child Marriage'. III. It prevented conversion of the Hindus to other religions. IV. It worked actively for the uplift of women and their education. V. It started a network of schools and colleges (known as the D.A.V. schools or colleges) for the spread of education. VI. It condemned idol worship and useless religious rites and repudiated the authority of the Brahmans. Indian nationalism emerged as a result of a conflict of interest: the interest of Britain to keep India politically and economically subjected to it, and the interest of

NSOU ? PGSW- I 104 the Indian people for a free political, economic and cultural evolution of Indian society unhindered by the British rule. The first popular reformer of this new age was Dayanand Saraswati, who carried the spirit of nationalism to the masses of northern India. His movement developed a new national consciousness among the Hindus. Arya Samaj was the first reform movement to bring nationalism in the country. The religious nationalism preached by this movement became successful to ward off to some extent the inferiority complex prevailing in the country. This movement, as Romain Roll says, "Prepared the way in 1905 for the revolt of Bengal". Arya Samaj as an institution did not play any direct role in the freedom struggle. But it produced persons like Lajpat Rai, Shradhanand and Bhai Parmanand who threw their heart and soul in the freedom struggle. Upto 1920 Arya Samaj remained a force in the country but when Gandhiji entered the Indian scene the influence of Arya Samaj leaders began to wane. Through Arya Samaj, Swami Dayanand Saraswati brought about a complete overhaul of the education system of India by introducing Anglo-Vedic schools to offer students an updated curriculum - imparting both the knowledge of the Vedas and contemporary English education. Swami Dayanand put emphasis on the Veda. He praised the culture of the Vedas in no uncertain terms. He gave the slogan— "Go back to the Vedas". He discerned how the Vedas contained the message of equality, parity and several reforms. The Vedas contain scientific knowledge, several reforms, philosophy and doctrines of morality. Although Dayanand immortalized the Vedas, however, he opposed idol worship. He raised voice against ritualistic religious practices. Those religious performances would lead to social, economic, political and religious degeneration of India. He also rejected the ideas contained in Indian mythology. He denounced polytheism or worship of God in different forms. He emphasized that this polytheism had brought the division in Hindu society. Dayanand spearheaded his crusade against Caste system and Untouchability. He reinterpreted the system of Varna mentioned in the Veda. It was meant for occupational purpose in the society. As per the doctrines of guna, karma and swabhava, the society was divided into different varnas like the Brahmins, Kshatriyas, Vaishyas and Sudras with their respective occupation like worship, protecting the country, carrying on trade and commerce and to serve the other three castes. These occupations were interchangeable. He emphasized the political need of this division of society. Dayanand was deeply moved by the conversion of the Hindus to the Christianity or Islam. He appeared as a saviour of Hinduism. He took steps to return back the Hindus into the fold of Hinduism those who had accepted Christianity or Islam due to adverse circumstances.

PGSW- I ? NSOU 105 Thus, he initiated a movement which was very famous as the 'Suddhi Movement'. By this he brought back the converted Hindus from Christianity or Islam to the fold of Hinduism again. For that he was vehemently opposed by others but he did not care it at all. The 'Suddhi Movement' of Dayanand mainly checked the attitudes of Christian Fathers who were converting the poorer section of the Hindus to their religion. This made the mind of the Hindus strings and checked its further deterioration. Thus, Dayanand appeared as a saviour of Hinduism. Arya Samaj had three types of workers. Firstly those like Shyamji and Lala Lajpat Rai who actually joined the nationalist movement and spearheaded it in the early years of the twentieth century. Secondly, those who opposed the national movement and joined the Hindu Mahasabha. Bhai Parmanand was one of the foremost workers of this kind. He took a keen part in Ghadr rebellion, but later became a staunch Hindu Mahasabhaite, and opposed Congress and Gandhiji. Thirdly, there was a group which never joined the Congress and kept itself confined to educational activities. Lala Hansraj was prominent among them. Not only did he not join the freedom struggle, but he also opposed Gandhiji when the latter went at Lahore to call on the students to strike. Arya Samaj opposed the demand for a separate Muslim homeland and held that the demand of Pakistan was fatal for the religious, cultural and political interests of the country. 9.3.2 THE BRAHMO SAMAJ Raja Ram Mohan Roy is regarded as Father of Modern India who founded the first religious reform organisation i.e. Brahmo Samaj in 1828. The two most prominent leader of the Brahmo Samaj were Debendranath Tagore and Keshab Chandra Sen. Beginning with the reform of certain aspects of religious and social life, this awakening, in course of time, affected every aspect of social, economic, cultural and political life

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of the country. From the late 18th century, a number of European and Indian scholars began the study of ancient India's philosophy, science, religions and literature. This growing knowledge of India's past gave to the Indian people a sense of pride in their civilization. It also helped the reformers in their work of religious and social reforms. In their struggle against

social evils, superstitions and inhuman practices and customs, the reformers used the authority of the ancient texts. While doing so, most of them based themselves on reason rather than mere belief and faith. Thus, Indian religious and social reformers made use of their knowledge of western ideas as well as of ancient learning.

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His greatest achievement in the field of religious reform was

the setting up of the Brahma Sabha in 1828 and

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the Brahma Samaj was the first important organization NSOU ? PGSW- I 106 of religious reforms. It forbade idol-worship and discarded meaningless rites and rituals. The Samaj also forbade its members from attacking any religion.

The greatest achievement in the field of social reform was the abolition of Sati in 1829. He had seen how the wife of his elder brother was forced to commit Sati. His campaign against Sati aroused the opposition of the orthodox Hindus who bitterly attacked him. Ram Mohan

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Roy realized that the practice of sati was due to the extremely low position of Hindu women. He

advocated the abolition of polygamy, and wanted women to be educated and given the right to inherit property. The influence of Brahma Samaj spread and branches of the Samaj were opened in different parts of the country. The two most prominent leaders of the Brahma Samaj were Debendranath Tagore and Keshab Chandra Sen. To spread the message of Brahma Samaj Keshab Chandra Sen travelled throughout Madras and Bombay presidencies and, later, the northern India. The Brahma Reform Movement in 19th Century Bengal was the mother movement to which almost all modernizing efforts at popular level owed their origin. Its contributions towards popular awakening outshone its ultimate eclipse. The movement progressed through four districts, through overlapping phases. The central figures of the first three phases were, one after another, Rammohan Roy, Debendranath Tagore and Keshab Chandra Sen. During the fourth phase—the phase of Sadharan Brahma Samaj - the incipient radical trend in the movement reached its high noon. The Brahma tradition of Raja Rammohun Roy was carried forward after 1843 by Debendranath Tagore, who also repudiated the doctrine that the Vedic scriptures were infallible and after 1866 by Keshab Chandra Sen. The Brahma Samaj made an effort to reform Hindu religion by removing abuses and basing it on the worship of one God and on the teachings of the Vedas and Upanishads even though it repudiated the doctrine of the infallibility of the Vedas. It also tried to incorporate the best aspects of modern Western thought. Most of all it based itself on human reason which was to be the ultimate criterion for deciding what was worthwhile and what was useless in the past or present religious principles and practices. In 1866, there was a split in the Brahma Samaj when Keshab Chandra Sen and his group held views which were more radical than those of the original Brahma Samajists. They proclaimed freedom from the bondage of caste and customs, and from the authority of scriptures. They advocated and performed inter-caste marriages and widow remarriages, opposed the custom of purdah and condemned caste divisions. They attacked caste rigidity, started taking their food with the people of the so-called lower castes and other religions, opposed restrictions about food and drink, devoted their life to the spread of education and condemned the old Hindu

PGSW- I ? NSOU 107 opposition to sea voyages. This movement influenced similar movements of reforms in other parts of the country. While this group rose in prominence, the influence of the other group, which showed little interest in social reforms, declined. 9.3.3 Henry Vivian Derozio and The Young Bengal movement

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The establishment of the Hindu College in 1817 was a major event in the history of Bengal. It played an important role in carrying forward the reformist movement that had already emerged in the province. A radical movement for the reform of Hindu Society, known as the Young Bengal Movement, started in the college. Its leader was Henry Vivian Derozio, a teacher of the Hindu College. Derozio was born in 1809. He was of mixed parentage his father was Portuguese and his mother was Indian. In 1826, at the age of 17, he joined the Hindu College as a teacher and taught there till 1831. Derozio was deeply influenced by the revolutionary ideas of liberty, equality and fraternity. He was a brilliant teacher and within a short period

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he drew around him a group of intelligent boys in the college. He inspired his students to think rationally and freely, to question authority, to love liberty, equality and freedom and to worship truth. By organising an association for debates and discussions on literature, philosophy, history and science, he spread radical ideas. The movement started by Derozio was called the Young Bengal Movement and his followers were known as the Derozians. They condemned religious rites and the rituals, and pleaded for eradication of social evils, female education and improvement in the condition of women. Derozio was a poet, teacher, reformer and a fiery journalist. He was perhaps the first nationalist poet of modern India. He was removed from the Hindu College because of his radicalism and died soon after at the age of 22. 9.3.4

Iswar Chandra Vidyasagar Iswar Chandra Vidyasagar, a towering personality of the mid- nineteenth century, was born in a poor Brahmin family of Bengal in 1820. He was a renowned Sanskrit scholar and became the Principal of the Sanskrit College in 1851. The Sanskrit College conferred on him the title of 'Vidyasagar' because of his profound knowledge of Sanskrit. Pandit Iswar Chandra Vidyasagar was both a scholar and a reformer. He was a great humanist and had deep sympathy for the poor and the oppressed. He dedicated his entire life to the cause of social reform which he thought was necessary for modernizing India. By admitting non-Brahmin students to the Sanskrit College, he dealt a severe blow to the prevalent caste system. Vidyasagar was a staunch supporter of women's education and helped Drinkwater Bethune to establish the Bethune School, the first Indian school for girls, in 1849. As Inspector of Schools, Vidyasagar opened a number of schools for girls in the districts under his charge. Vidyasagar's greatest contribution lies in the improvement of the condition of widows.

NSOU ? PGSW- I 108 Despite opposition, Vidyasagar openly advocated widow remarriage. Soon a powerful movement in favour of widow remarriage was started. At last, after prolonged struggle the Widow Remarriage Act was passed in 1856. Through his efforts, twenty-five widow remarriages took place. He also spoke vehemently against child marriage and polygamy. Vidyasagar contributed enormously to the growth of the Bengali language and contributed to the evolution of the modern prose style in Bengali. He wrote a Bengali primer, 'Varna Parichay', which is used even today. Through his writings, Vidyasagar made the people aware of the social problems and thus helped the growth of nationalism in India. 9.3.5 Sri Ramakrishna Paramhansa

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Sri Ramakrishna Paramhansa was one of the greatest saints of modern India. Ramakrishna was born in a poor Brahmin family of Bengal. He showed a religious bent of mind from his childhood. He had no formal education but his discourses were full of wisdom. He was the chief priest of the Kali temple at Dakshineswar near Calcutta. People from all walks of life visited Dakshineswar to listen to his discourses. Ramakrishna Paramhansa was a man with a liberal outlook. He firmly believed that there was an underlying unity among all religions and that only the methods of worship were different. God could be approached by any form of worship as long as it was done with single- minded devotion.

He believed that service to man was

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service to God, for man was the embodiment of God on earth. As man was the creation of God, man-made divisions made no sense to him. Ramakrishna Paramhansa was a great teacher who could express complicated philosophical ideas in a simple language for everyone to understand. He believed that religious salvation could be attained through renunciation, meditation and devotion. 9.3.6 Swami Vivekananda Narendra Nath Dutta, better known as Swami Vivekananda, was the most illustrious disciple of Sri Ramakrishna. He was born in Calcutta in January, 1863. He graduated from the Scottish Church College and was well-versed in Western philosophy. Vivekananda was a man of great intellect and possessed a critical and analytical mind. At the age of eighteen, Vivekananda met Sri Ramakrishna. This meeting transformed his life completely. After the death of Sri Ramakrishna, he became a 'sanyasi' and devoted his life to preaching and spreading Ramakrishna's message to the people. His religious message was put in a form that would suit the needs of contemporary Indian society. Vivekananda proclaimed the essential oneness of all religions. He condemned the caste- system, religious rituals, ceremonies and superstitions. He had a deep understanding of Hindu philosophy and travelled far and wide to spread its message. At the Parliament of World Religions in Chicago (1893), Vivekananda spoke about Hindu religion at length. His brilliant speech on Hindu philosophy was well received.

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In India, Vivekananda's main role was that of a social reformer rather than a religious leader. He propagated Ramakrishna's message of peace and brotherhood and emphasized the need for religious tolerance which would lead to the establishment of peace and harmony in the country. He believed that it was the social responsibility of the better placed people to take care of the downtrodden, or the 'daridra narayan'.

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In 1896, Vivekananda founded the Ramakrishna Mission to propagate social welfare. It laid emphasis not on personal salvation but

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social good and social service. The Ramakrishna Mission stood for religious and social reform based on the ancient culture of India. Emphasis was put on the essential spirit of Hinduism and not on rituals. Rendering social service was the primary aim of the Ramakrishna Mission. It believed that serving a human being was the same as worshipping God. The Mission opened a chain of schools, hospitals, orphanages and libraries throughout the country. It provided relief during famines, earthquakes and epidemics.

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math or monastery was established in Belur near Calcutta. The Belur Math took care of the religious developments of the people. 9.3.7

Christian Missionaries In 1793 two English missionaries, William Carey and John Thomas, both Baptists, set out to India with the clear intention of starting a mission. In view of the ban on missionary activity they settled down in the Danish Colony of Serampore, north of Calcutta. William Carey, along with two other missionaries, Joshua Marshman and William Ward established the Serampore mission in 1792. These three missionaries who were to play a major role in the renaissance of Bengal were known as the 'Serampore Trio'. The Serampore missionaries were the first evangelical Baptist missionaries in India. They were followed later by other missionary groups belonging to different Protestant denominations. Before the arrival of the Serampore missionaries, several centuries earlier, there were Christian missions in the Portuguese territory of Goa, and also on the Malabar coast. The work of the earlier missionaries was limited both geographically and in terms of the number of conversions to Christianity. Thus the major attempt at proselytisation began during the nineteenth century with the establishment of the first Baptist mission in Serampore. The main aim of the missionaries was converting the native heathens to Christianity, which they considered as the nobler object. It was as an adjunct to this major activity that the missionaries began their work of social reform and social service. The main missionary attack against the native religions of Islam and Hinduism was aimed at a variety of superstitious religious practices. The criticism of the missionaries was particularly directed against the Hindus who believed in idol worship and in several gods and observed a variety of practices, some of which like the sati created a

NSOU ? PGSW- I 110 moral revulsion in the minds of the missionaries. The proselytisation work of the missionaries did not succeed much. Firstly, the preaching of Christianity was based on a negative approach. It involved crude and harsh criticism of the religious convictions, superstitions and practices of the local people. Secondly, the age-old resilience of Hinduism to adapt itself to changing times by first permitting protestant sects to emerge and then later absorbing these also was a major factor. The most remarkable among the missionary activities, is perhaps their contribution in pioneering modern education in India. During the early years of Company rule, the government followed a policy of encouraging the traditional system of education by establishing a madrasah for the Muslims in Calcutta and a Sanskrit Vidyalyaya for Hindus in Varanasi. These were to serve as centres of higher learning for the native population. However, the College of Fort William in Calcutta, which was established in 1800 by Governor-General Wellesley for the training of the Company's officers, became a centre for learning which contributed in many ways to the Bengal renaissance. It may be noted here that William Carey was appointed as a lecturer in the College of Fort William, which he used to advantage in furthering the causes that were dear to him and his colleagues. The Company government did little to provide modern education for the native population. For a long time, the provision of elementary school facilities to the native population, especially in the interiors for the lower castes and the poor people, was a responsibility willingly accepted by the Christian missionaries. The missionaries were even attacked by some Europeans in London and India for catering to the lower castes and ignoring the higher castes. This is indicative of the social conditions of the time and bears testimony to the contribution made by the early Christian missionaries to the education of the disadvantaged rural population in India. Following Macaulay's Note on the introduction of modern education in India, the Company established schools and thus began to provide educational facilities in Bengal during the 1930s. Even then, a major proportion of pupils continued to be in the missionary schools. Ingham observes: 'While legislative action might be the speediest remedy for the more blatant evils of Indian society, the missionaries soon became aware that education rather than legislation was necessary to make the Indians themselves desire reform. In this task of creating a strong desire among Indians for reform through modern education the missionaries succeeded very well. The emergence of an increasing number of new elites in the Indian society following the introduction of modern education contributed significantly to the birth of a number of indigenous movements of religious and social reforms. Perhaps, the greatest contribution of missionaries to the modernisation of India was that of a new ideology based on individualism.

PGSW- I ? NSOU 111 9.3.8 Jyotirao Govindrao Phule Jyotirao Govindrao Phule played a

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prominent role in bringing about reforms in Maharashtra. He fought for improving the condition of women, the poor and the untouchables. He started a school for the education of girls of the lower castes and founded an association called the Satyasodhak Samaj. People from all castes and religions were allowed to join the association. He was opposed to the domination of the Brahmins and started the practice of conducting marriages without Brahmin priests. 9.3.9

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The Prarthana Samaj In 1867, the Prarthana Samaj was started in Maharashtra with the aim of reforming Hinduism and preaching the worship of one God. Mahadev Govind Ranade and R.G. Bhandarkar were the two great leaders of the Samaj. The Prarthana Samaj did in Maharashtra what the Brahmo Samaj did in Bengal. It attacked the caste system and the predominance of the Brahmins, campaigned against child marriage and the purdah system, preached widow remarriage and emphasised female education.

In order

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to reform Hinduism, Ranade started the Widow Remarriage Association and the Deccan Education Society. In 1887, Ranade founded the National Social Conference

with the aim of introducing

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social reforms throughout the country. Ranade was also one of the founders of the Indian National Congress. 9.3.10

The Theosophical Society and Annie Besant

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Many Europeans were attracted towards Hindu philosophy. In 1875, a Russian spiritualist named Madame Blavatsky and an American called Colonel Olcott founded the Theosophical Society in America. The society was greatly influenced by the Indian doctrine of karma. In 1886 they founded the Theosophical Society at Adyar near Madras. Annie Besant, an Irish woman who came to India in 1893, helped the Theosophist movement to gain strength. She propagated Vedic philosophy and urged Indians to take pride in their culture. The Theosophists stood for the revival of the ancient Indian religion and universal brotherhood. The uniqueness of the movement lay in the fact that it was spearheaded by foreigners who glorified Indian religious and philosophical traditions. Annie Besant was the founder of the Central Hindu College in Banaras, which later developed into the Banaras Hindu University. Annie Besant herself made India her permanent home and played a prominent role in Indian politics. In 1917, she was elected President of the Indian National Congress.

NSOU ? PGSW- I 112 9.4 Reform

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movements among the Muslims Movements for socio-religious reforms among the Muslims emerged late. Most Muslims feared that Western education would endanger their religion as it was un-Islamic

in character.

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During the first half of the 19th century only a handful of Muslims had accepted English education. The Muhammedan Literary Society, established by Nawab Abdul Latif in 1863, was one of the earliest institutions that attempted to spread modern education. Abdul Latif also tried to remove social abuses and promote Hindu- Muslim unity. 9.4.1

Syed Ahmad Khan

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The most important socio-religious movement among the Muslims came to be known as the Aligarh Movement. It was organised by Syed Ahmad Khan(1817-1899), a man described as the most outstanding figure among the Muslims. Syed Ahmad Khan was born in 1817 into a Muslim noble family and had joined the service of the Company as a judicial officer. He realised that the Muslims had to adapt themselves to British rule. So Syed Ahmad advised Muslims to embrace Western education and take up government service. In 1862, he founded the Scientific Society to translate English books on science and other subjects into Urdu. He also started an English- Urdu journal through which he spread the ideas of social reform.

Through his initiative was

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established the Mohammedan Oriental College which later developed into the Aligarh Muslim University. It helped to develop a modern outlook among its students. This intellectual movement is called the Aligarh Movement. As a social reformer, Syed Ahmad Khan campaigned against the purdah system, polygamy and the Muslim system of divorce. He emphasized the need for removing irrational social customs while retaining the essence of Islam and encouraging a rational interpretation of the Koran. Syed Ahmad Khan believed that the interest of the Muslims would be best served through cooperation with the British Government. It was only through the guidance of the British that India could mature into a full-fledged nation. So he opposed the participation of the Muslims in the activities of the Indian National Congress. 9.5

Reform

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movements among the Parsis and the Sikhs The Parsi Religious Reform Association was started in 1851. It campaigned against orthodoxy in religion.

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Religious and social movements among the Sikhs were undertaken by various gurus who tried to bring about positive changes in the Sikh religion. Baba Dayal Das propagated the nirankar (formless) idea of God. By the end of the 19th century a new reform movement called the Akali Movement was launched to reform the corrupt management of Gurdwaras.

9.6 Women Reformers 9.6.1 Pandita Ramabai

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The British Government did not take substantial steps to educate women. Still, by the end of the 19th century,

there were several women who

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had become aware of the need for social reform. Pandita Rama bai had been educated in United States and

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England. She wrote about the unequal treatment meted out to the women of India. She founded the Arya Mahila Sabha in Pune and opened the Sarada Sadan for helping destitute widows. 9.6.2 Sarojini Naidu Sarojini Naidu was a renowned poet and social worker. She inspired the masses with the spirit of nationalism through her patriotic poems. She stood for voting rights for women, and took an active interest in the political situation in the country. She also helped to set up the All India Women's Conference. 9.7 Literature

and the Press

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Literature was used as a powerful weapon for spreading social awareness among

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people. It was also used for promoting social reforms. The social reformers made valuable contributions to literature. Bharatendu Harish Chandra, Bankim Chandra Chattopadhyay and Rabindranath Tagore spread the ideas of social reform and condemned social injustice in Hindi and Bengali. Poets like Iqbal and Subramania Bharati inspired the masses. Premchand wrote about the sufferings of the poor and thus made the people aware of social injustice. Rabindranath Tagore composed the National Anthem. Bankim Chandra and Iqbal composed two other national songs Bande Mataram and Saare Jahan Se Achcha.

9.8 Conclusion The learners came to know about the various social reformers and their noble contribution in framing the nation and freeing the society from evil practices.

NSOU ? PGSW- I 114 9.9 Exercises (i) Write brief note on — Arya Samaj, Brahmo Samaj, Christian Missionaries. (ii) Discuss contribution of Iswar Chandra Vidyasagar, Swami Vivekananda. (iii) Write about Theosophical Society. (iv) Discuss in detail about Women Reformers in

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Unit 10 Social Movement and Development Perspective Structure 10.1 Objective 10.2 Introduction 10.2.1 Social Movement 10.2.2 Definitions of Social Movement 10.2.3 History 10.2.4 Key processes 10.2.5. Stages of Social Movement 10.3 Dalit Movements 10.4 Tribal Movements 10.4.1 Tribal Movement before independence: 10.4.2 Tribal Movements after independence 10.5 Peasant Movement 10.5.1 Peasant movement before Gandhian era 10.5.2 Peasant movement during Gandhian era 10.5.3 Impact of these revolts 10.6 Working Class Movement 10.6.1 Formation of Trade Union 10.7 Naxalite Movements : 10.8 Women's Movement 10.9 Environmental Movement 10.10 Conclusion 10.11 Exercise 10.12 References 10.1 Objective Learners will know various social momements, Dalit Movements, Tribal Movements any other Movements in India.

NSOU ? PGSW- I 116 10.2 Introduction 10.2.1 Social Movement A social movement can be defined as

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a loosely organized effort by a large group of people

in order to accomplish specifically either social or political goal. Social movements are mainly carried out to initiate, resist or undo a social change or an existing situation. Social movements are mainly considered as a group action and both individual and or a particular organization can participate in this mass activity. Social movement can be explained

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as "organizational structures and strategies that may empower oppressed populations to mount effective challenges and resist more powerful and advantaged elites" (

Webster's Online Dictionary). Actually in brief it can be articulated that social movements manifest a method of social change which emerge from the bottom sphere of society (Scott, 2009). Actually social movement cannot be considered neither as a political party or interest group which holds neither definite political power, nor it is an unorganized and momentary mass whim without any specific objectives. It lies somewhere in between. (Freeman & Johnson1999). Therefore, social movements can be enumerated as informal yet organized social entities that are involved in an extra-institutional conflict with some specific objectives (Christiansen, 2009). These movements either aim at a narrow or specific policy change or in broader spectrum towards cultural change. Some characteristics of social movement are as follows: ? Involved in divergent relations with clearly identified opponent. ? Are connected with dense informal networks. ? Share a distinct collective identity. 10.2.2 Definitions of Social Movement

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Mario Diani argues that nearly all definitions share three criteria: "a network of informal interactions between a plurality of individuals, groups and/or organizations, engaged in a political or cultural conflict, on the basis of a shared collective identity" (

Diani, 1992).

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Sociologist Charles Tilly defines social movements as a series of contentious performances, displays and campaigns by which ordinary people make collective claims on others. For Tilly, social movements are a major vehicle for ordinary people's participation in public politics (

Tilly, 2004).

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He argues that there are three major elements to a social movement: 1. Campaigns : a sustained, organized public effort making collective claims of target authorities; 2. Repertoire (repertoire of contention): employment of combinations from among

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the following forms of political action: creation of special-purpose associations and coalitions, public meetings, solemn processions, vigils, rallies, demonstrations, petition drives, statements to and in public media, and pamphleteering etc. 3. WUNC displays : participants' concerted public representation of worthiness, unity, numbers, and commitments on the part of themselves and/or their constituencies. Sidney Tarrow defines a social movement as "collective challenges (to elites, authorities, other groups or cultural codes) by people with common purposes and solidarity in sustained interactions with elites, opponents and authorities." He specifically distinguishes social movements from political parties and advocacy groups (Tarrow, 1994). The sociologists John McCarthy and Mayer Zald define a social movement as "a set of opinions and beliefs in a population which represents preferences for changing some elements of the social structure and/or reward distribution of a society" (

John McCarthy, 1977). 10.2.3 History

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The early growth of social movement can be traced in economic and political changes in England in the mid 18 th Century. It can be stated that first mass social movement emerged around

a controversial political figure John Wilkes, editor of a news paper, who strongly assailed and

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vigorously attacked the new administration of Lord Bute and the peace terms that the new government accepted at the 1763 Treaty of Paris at the end of the Seven Years' War (

Tilly C. , 1981). Later

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Wilkes became an Alderman of London and an activist group society for the supporters of the Bill of Rights started promoting his policies

and this was considered as first ever sustained social movement (Organization, 2016). After that a larger mass movement happened when anti-Catholic protest was prompted. There are several other political movements which took place in the late 18 th century like British abolitionist movement against slavery etc. From 1815, Britain observed

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a period of social turmoil characterized by growing numbers of social movements and special interest associations like Chartism was the first social mass movement of growing working class.

These types of labor and social movements are considered as prototypical social movements which gave birth to communist and social democratic parties and organization. During 1945 after winning Second World War, Britain observed an era of radical reform and change. In this post war period feminist movement, gay rights movement, peace movements, civil rights movements, anti nuclear movements, and environmental movement emerged as new age social movements (Westd, 2004). 10.2.4 Key processes It can be stated that some key processes work as a catalyst for these social movements. The first process is urbanization which facilitates gatherings of large number of people with

NSOU ? PGSW- I 118 similar goals and due to frequent social interaction between these people most of the social movements emerged in urban areas. Secondly Industrialization also played an important role in accelerating working class movement. Another significant stream of movement is student movement which originated in different universities, where the process of mass education brought likeminded young people together. As communication technology becomes more and more advance, carrying out activities of social movement became easier (Wikipedia).

10.2.5. Stages of Social Movement According to Herbert Blumer

the entire process of social movement is consisted of four stages .The four stages he described were social ferment, popular excitement, formalization and institutionalization. But after his early work these stages have been refined and reframed by different scholars, but the inherent themes have remained constant. In contemporary era four stages of social movements are as follows:

Emergence: The first stage of the cycle of the social movement is named as emergence. This is a very preliminary stage of social movement and in this stage the movements are not very organized. Instead this stage is characterized by a widespread discontent about any particular situation or policy among any individual or some potential movement participants. But in this stage these discontents are limited to discussion, media coverage or printed news in local news paper only. This unhappiness is not transformed in any type of strategic and collected actions during this stage. In this early stage, social movement may take a definite form within a specific social movement organization (SMO) which aspires to carry out tasks required for survival and success of a social movement. Now in emergence stage these SMOs and its members play the role of agitators who raise awareness among the related factors and help to develop the sense of restlessness among general mass.

Coalescence: In the second stage of the cycle social movements have to overcome some hindrances to become a mass movement. Sometimes many social movements cannot overcome all these obstacles like in a community people may be discontent about certain issues and they may discuss it within themselves, but they may not plan any definite action and social movement may not reach the next level. This second stage is characterized by a more vividly defined sense of discontent. It can be stated that in this level discontent is no longer unorganized and individual; but it becomes focalized and collective. At this juncture leadership materializes and the agitators become more organized and strategic to ensure success of the movement. Also in this stage one important feature of social movement is mass demonstrations which flaunt social movement's power and place clear demands.

Bureaucratization: Bureaucratization is the third stage of this particular cycle. This stage is characterized by higher level of organization and coalition based strategies. During this

PGSW- I ? NSOU 119 stage social movements can achieve a mass support through raising awareness. As obvious consequences during this phase the social movement organizations design coordinated strategies and for this they intend to rely on professional staff with specialized knowledge and they also bear the responsibility of running the day to day functions of these SMOs to accomplish objectives of the movements. Social movements in this phase do not rely only on mass demonstration and inspirational leaders for achieving desired success. In this stage the political power is greater than other stages. And in this stage many social movements may not succeed to bureaucratize in this way and end up fizzling out.

Decline: Finally the last stage of this cycle is decline. Decline does not mean failure of social movement but Miller (1999) spoke about four ways in which social movement can decline. They are as follows:

Repression: The first mode in which social movement can decline is repression. It takes place when authorities use measures even sometime violent measures to control or destroy social movements. This implies Government may pass laws to declare some movements or organization as illegal or unsafe for public interest. This type of repression makes it exceedingly difficult for social movements to carry out their activities and recruit new members.

Co-optation: Movement can also decline if the organizations are run by a centralized authority or by some charismatic leadership through co-optation. Co-optation occurs when movement leaders come to associate with authorities or movement targets more than with the social movement constituents.

Success: Some social movements decline because they became successful. Local movements which are organized in a small scale and share very specific goals often have better chance of success. Many social movements have goals that are much less clearly defined and many organize new campaigns once others are wrapping up either through success or compromise.

Failure: Failure of social movements due to organizational or strategic flaws is very common and can be considered as another way in which social movement can decline. Sometime organizations are not able to handle rapid expansion that took place because of their success and due to organizational stain. As an obvious consequence the organization and as well as social movement collapsed into different factions.

Establishment with Mainstream: Many scholars have noted that there is a fifth reason for decline of social movement and that happens when social movement organization becomes established in the mainstream. This implies that the goals and ideologies of any particular movement are approved and adapted by mainstream society and thus the need for any movement gradually evaporates (Jonathan Christiansen, 2009). Social movements can trace and the causes of social problems but it cannot always bring solution to every social problems. But social movement may bring social change and they

NSOU ? PGSW- I 120 do bring it. It can be stated that it is not a one way process. In some cases social change can also instigate social movement and accelerate further change or development. "In fact, Smeler has defined a social movement as an organized group effort to generate socio- cultural change (Rao, 2006). Now some important social movements have been illustrated below which will describe their origin, trajectory, consequences and their impact on development of society . 10.3 Dalit Movements Dalits in India are considered as a group of people belonging to lowest caste and are often termed as 'untouchable'. History depicts that Dalits were excluded from 'Four Varna' system that prevailed in Hindu Society in Vedic era. The term Dalit is a self applied term utilized to denote the "untouchable". According to Dr. B.R. Ambedkar the concept of untouchability originated in Indian Society around 400 CE as an upshot of conflict for establishing the supremacy between Buddhism and Brahmanism (Omvedt, 2003). In later period of 1880, the term Dalit was utilized by Mahatma Jotiba Phule to represent the outcast and untouchables who became the pray of violence and oppression for decades. Eventually Dalit has become a political identity. As an obvious consequence of this age long suppression, our society witnessed Dalit uprising during 1956 which was led by Dr. Ambedkar. Nearly half a million Dalit who were formerly considered as untouchables participated in this movement along with Dr. Ambedkar and converted to Navayana Buddhism. The main objective of this movement was to challenge the caste system and to promote the rights of the Dalit community. The movement also abandoned the traditional teaching process of Theravada, Mahayana and Vajrayana ideologies of Buddhism and took an oath to pursue a new form of engaged Buddhism as preached by Dr. Ambedkar (Skaria, 2015). If we excavate our historical traditions, it can be found that formation of caste system is the root cause behind all the oppressions of the marginalized section of the society especially of lower caste like Dalits. The inscription of Rig Veda in Vedic period strengthen the foundation of oppression of the people of Shudra Varna and later in 5 th century people from Shudra Varna were transformed into untouchable and this led to commencement of Brahmin domination along with Dalit exploitation . All these exploitations were based on two myths prompted by Vedic region and they said that ? Firstly, the Dalits should accept the exploitation done against them as the result of their own deeds of past birth. They should consider that they committed some misdeeds due to which they are facing such kind of oppression.

PGSW- I ? NSOU 121 ? Secondly, even if they are exploited in this birth, they should not protest, which will provide them a good life in the next birth. Deprivation of resources at every level of social, economic and political system, led the Dalit community towards a state of immense oppression and degradation. The Dalit movement can be considered as an upshot of constant barbaric brutality of the upper caste towards Dalit community. As the people from Shudra Varna were allotted the duties to serve the upper caste and they were not allowed the right to education. They were also denied any kind of social-economic and political status. A belief retained among the upper caste people that Dalits were impure since birth and their touch or presence could pollute them. That is why they were considered untouchables. For decades the Dalits were kept out from the mainstream society and they were forced to pursue unskilled occupation like cleaning dry latrines, sweeping, tanning or working as landless labour for meager daily wages. They used to work as bonded labour for cultivating the land and worked as scavengers. Due to the concept of untouchability, Dalits had to live a barbaric live in an inhuman condition. They were not allowed to enter the mainland and were prohibited to wear decent dress and ornaments. Dalit women were the worst affected and often they were turned into prostitute to fulfill the sexual needs of upper caste people. These atrocities were carried out in the name of religion and right to education was monopolized to retain the control over the lower caste people (Mani, 2005). As the Dalits were denied access to all types of material and intellectual resources, they decided to stop all these unequal practices and began struggle against oppression and exploitation. This specific movement aspired to achieve equal status in the society for the Dalits and to stop cruel practices against them. Although commenced in the Vedic era, Dalit movement gained its momentum in the post independence period. The Mukti movement was organized by a group of very poor Dalit. With the introduction of western language, and with the influence of the Christian missionaries, the Dalits began to come across the ideals of equality and liberty and thus began the Dalit Movement in modern times. Educated Dalits started protesting against the age old exploitation and atrocities and manipulated other illiterate Dalits to pursue the movement. Dalit movement gave birth to many writers, journalist and a group of thinkers. During 1970 Dalit Panther Movement began in Maharashtra as a consequence of repression and terror under which the oppressed Dalits continued to live in the rural area and it was led by a group of educated Mahars. During this movement when there was no means of communication to support Dalits, expressing their sufferings through writings was the only solution. When all media newspaper were controlled by the upper caste people, the Dalits started their own magazines and many Dalit writers started to write songs, poems, stories, autobiographies to express their distress and experience. All their feelings were bursting out in the form of writings. Writing

NSOU ? PGSW- I 122 is not simply writing, it is an act that reflects ones continuous fight against evil. Dalit literature, try to compare the past situation of Dalits to the present and future generation not to create hatred, but to make them aware of their pitiable condition. It is not caste literature but is associated with Dalit movement to bring about socioeconomic change, through a democratic social movement. Dalit movements can be considered as a social revolution aspired to bring social change and to replace the very old hierarchical caste system. But in modern society untouchability is eradicated but still the people from lower caste face discrimination. Today to wear good clothes is not forbidden. Education is the only remedy for such discrimination. Thus the Movement for social change will succeed only when all the Dalits unite together to fight for equality (India). 10.4 Tribal Movements A number of tribal revolution took place in India , beginning with one in Bihar during 1772 , followed by many insurgencies in Andhra Pradesh , Andaman and Nicobar Islands , Arunachal Pradesh , Assam , Mizoram and Nagaland etc . The Tribal population has been considered as quite conservative and was concerned in retaining their salient features and indigenous resources and ways of life. Besides fighting for their own rights and against oppression, they also aspired to take opportunity of this situation to eradicate social evils and ill tendencies from contemporary tribal society. The consciousness of the Tribal community is very firm and these movements were not only agrarian but also forest based. Some tribal movements were characterized by ethnicity as all these insurgencies were directed against zamindars, moneylenders and petty government officials who were not only their exploiters but aliens too. In some cases when the tribal community failed to repay their loan, the landlord seized their lands and the tribal people transformed into bonded labor in their own land. Police, revenue officer and other government employees instead of helping them, used these down-to-earth people for their work without any payment. The judicial system of the country also was ignorant about their plight. Certain factors like land alienation, forced labour, minimum wages, and land grabbing etc. forced many tribal community like Munda, Santhals, Kol, Bhils, Warli, to revolt in many regions. Another important factor behind tribal movement in this country was management of forest as in many regions forest remains the main source of livelihood for many tribal community. The British government had introduced certain legislations permitting merchants and contractors to cut the forests. These rules not only deprived the tribal of several forest products but also made them victims of harassment by the forest officials. All these factors led many tribal communities to accelerate revolt (Aggarwal).

PGSW- I ? NSOU 123 10.4.1 Tribal Movement before independence As soon as British expanded their sovereignty over Eastern India, tribal revolution was instigated to challenge alien rule. In the early years of colonialisation, no other community in India offered such heroic resistance to British rule or faced such tragic consequences as did the numerous Advise Communities of now Jharkhand, Chhattisgarh, Orissa and Bengal. In 1768 under the feudal king Krushna Bhanja of Ghumsar, the Kondha fought a pitched battle against the British and many lost their lives. The same year Raja Narayan Deb of Parlakhemundi fought another battle at Jalwara where 30 tribals died. In 1772 the Paharia revolt broke out which was followed by a five year uprising led by Tilka Manjhi who was hanged in Bhagalpur in 1785. In the next two decades, revolt took place in Singbhum, Gumla, Birbhum, Bankura Monbhoom and Palama, followed by the great Koi Rising of 1832 and Khewar and Bhum.j revolts (1832-34). The various uprising of the "Kondh meli" and the noteworthy militant struggle of the Khonds for a decade from 1846-56 under the leadership of Chakara Bisoi and the resistance to British exploitation by the Santhals of Orissa under the Murmu Brothers among many others will go down as momentous events in the history of India's struggle against the British. The rebellion of 1855-1857 was a great event in history of Santhal under leadership of Sidho and Kano. In 1855 the Santhals promoted wage war against the permanent settlement of Lord Cornwallis. The Santhal uprising (1855-1857) was an attempt to recover the tribal land which was steadily lost to the outsiders and to wipe out the non-tribals from their territory. Adivasis uprising in the Jharkhand belt were quelled by the British through massive deployment of troops across the region. The long struggles led by Birsa Munda were directed at British policies that allowed the Zamindars and money-lenders to harshly exploit the tribals. In 1914 Oraon started what is called Tana Bhagat movement. The Kolhas, Gonds, Santhals, Birjhals and Khonds joined hands with Surendra Sai in this first revolt for Independence. The insurgencies of the Munda under the leadership of Birsa Munda were another landmark. As the freedom movement became wide spread, the tribal community joined the struggle. Many landless and subjugated tribal communities joined in with upper- caste freedom fighters expecting that the defect of the British would usher in a new democratic era (Mondal). 10.4.2 Tribal Movements after independence Even after fifty years of independence, the tribal communities are least benefited community. The basic factors which set off tribal movement in India after independence are forest alienation training and job deprivation due to influx of the outsiders, cultural sub-mergence and unbalanced development. After independence, tribal movements may be classified into three groups (i) movement due to exploitation of outsider's (ii) movements due to economic deprivation (like those of

NSOU ? PGSW- I 124 Gonds in Madhya Pradesh and the Mahars in Andhra Pradesh (iii) movements due to separatist tendencies (like those of the Nagas and Mizos). The tribal movements may be classified on the basis of their orientation into four types: (i) forest-based movements, (ii) socio-religious movements or social-culture movements (iii) movements seeking political autonomy and formations of States (Nagas, Mizos, Jharkhand) and (iv) agrarian movement, Naxalban movement-1967 and Brisadal movement 1968-69. Reformatory movement was found among the Mundas under powerful leadership of Dharli Aba, who preached Hindu ideals of ritual purity, asceticism and criticized the worship of priests. The Naga revolution began in 1948 and continued upto 1972 when the new elected Government came to power and the Naga insurgency was controlled. The Naxalite movement of the tribal community in Bihar, West Bengal, Andhra Pradesh; the agrarian movements of the Gonds and Bhils in Madhya Pradesh and the forest-based movements of Gonds were mainly launched for liberation from oppression and discrimination, backwardness and a Government which was callous to the tribal plight marked by poverty, hunger, unemployment and exploitation. The movement against mining is popular among the tribes such as Bhuiyan, Juang, Munda, Santhal, and Kondh. The chief slogan of the movement against mining has been "Our lands, our minerals and our rights". The villager and tribal community of Rallagaruvu village in Vishakhapatnam district of Andhra Pradesh had put up a brave resistance against illegal mining by various companies in the last decades. Rise of tribal consciousness, tribal regionalism, frontier tribalism, etc. gained currency after the movements in North East Frontier areas. The tribal community must have equal access to proper education, health service, cultural and economic opportunities to reverse the effects of colonialisation and earlier injustice (Mondal).

10.5 Peasant Movement

Peasant movement is considered as a social movement which aspired to fight for the rights of the peasants and it also challenged existing agricultural policy. Peasant movement has a long history and in India it became prominent during British colonial period as economic policy of the British adversely affected the Indian peasants. This economic policy was drafted in the favor of the landlords and the money lenders and exploited the farmers. The economic policy also accelerated the process of ruining the traditional handicrafts leading to change of ownership, overcrowding of land, massive debt and impoverishment of peasantry. All these factors laid the foundation of farmer uprisings during the colonial period and peasant movements in the post colonial period (Priya).

PGSW- I ? NSOU 125 10.5.1 Peasant movement before Gandhian era

During 1859, the famous movement which shook the foundation of British sovereignty was Indigo movement. European planters compelled the poor farmers to cultivate indigo instead of food crops as it was a very profitable business. The farmers were totally unprotected from the indigo planters, who resorted to mortgages or destruction of their property if they were unwilling to obey them. Due to this severe oppression, the farmers resorted to revolt. During British rule some landlords used to collect high rents and land taxes from the poor peasants and also stopped the tenants from acquiring occupancy right under Act X of 1859. Due to very low production of jute the peasants experienced famine. But in the same time some landlords increased the land taxes and this triggered another peasant revolt in India. During 1875 a group of peasants from different districts like Pune, Satara, Ahmednagar from Maharashtra protested against enhanced agrarian distress. The agitators aspired to acquire and damage the bonds, decrees and other documents in the possession of the moneylenders (Priya).

10.5.2 Peasant movement during Gandhian era

One of the eminent farmer movements of India was Champaran Satyagraha of 1917. Actually the European planters had applied all sorts of illegal and barbaric methods to manipulate the farmers for indigo plantation. The local Zamindars also exploited the farmers in order to please their European lords. In this situation Gandhiji decided to fight for the rights of the peasants and the famous Champaran Satyagraha was initiated. Other famous peasant movements of India were Molpah movement which took place during 1921 in Malabar. The Molpah farmers revolted against the Hindu landlords and the British Government and they complained against security of tenure, high rents, renewal fees and other unfair demands of the landlords. Few other peasant movements which acquired significant position in India history like Kheda Peasant Struggle, Bardoli Movement in Gujarat, Peasant Revolt in Telangana, Tebhaga Movement in Bengal. All these movements were launched against oppressive British government and Zamindars.

10.5.3 Impact of these revolts ?

All these peasant movements aspired to obtain justice for the farmers and were initiated against atrocities of local zamindars and British government but it laid the foundation for revolt for uprooting British rule from India as they created awareness among mass. ? These movements helped the farmers to develop a strong awareness about their rights. ? The oppressed peasants realized the need to protest against all these illegal and inhuman behavior for a better life which would be free from exploitations.

NSOU ? PGSW- I 126 ? Through all these movements the peasant community emerged as the main force in agrarian movements and initiated the struggle for their own rights. ? As an obvious consequence the Government appointed an indigo commission to inquire into the problem of indigo cultivation. Based on its recommendations, the Government issued a notification in November 1860 that the farmers could not be compelled to grow indigo and that it would ensure that all disputes were settled by legal means. ? The Deccan Agriculturists Relief Act was passed and enacted in 1879. ? A number of Kisan Sabha was established to protest against the atrocities towards the farmers and raise voice to fulfill their demands in an organized way during Non Cooperation Movement. ? The Champaran Agrarian Act was consented by Governor-General of India on 1 st May,1918 . The ideology of non-violence had bestowed much strength upon the farmers who participated in the movement. The movement also contributed to the growth of nationalism. All these movements created a milieu for post-independence agrarian reforms like abolition of Zamindari system. These movements also contributed in erosion of landowner class, thus adding to the transformation of the agrarian structure (Priya).

10.6 Working Class Movement

During the beginning of the second half of the nineteenth century, India witnessed the entry of modern industry within the country. The emergence and development of railways, coal, and cotton and jute industries incubated modern working class as thousands of workers were employed in construction of railways. And later in the chronology the development of ancillary industry was accompanied by industrialization. Then the coal industry flourished and employed a large number of a people as working force. Then came cotton and jute industries and contributed in the development of Indian working class. The working class was an integral part of the capitalist economy which was introduced in India during 19 th century under colonial dispensation. It was an ironic situation where the organization of production was capitalistic whereas the labour market was not free (Mondal, Working Class Movement Against British Rule in India). But with time the Indian working class started suffering from several exploitations similar to those experienced by the working class in Europe and rest of the west during industrialization like low wages, long working hour, unhygienic and hazardous working conditions, employment of child labor and the lack of access towards basic amenities. It

PGSW- I ? NSOU 127 can be articulated that for the majority of workers in colonial India, the recruitment and working conditions were not as free as present in some other more capitalistically developed countries. All these factors accelerated the process of working class movement as it developed over the years. In addition to less developed economy, the colonial condition was also responsible for the labour movement. Moreover, the existence of colonialism made Indian working class movement distinct from other working class movement. The Indian working class had to deal with two basic antagonistic forces like an imperialist political rule and economic exploitation at the hands of both foreign and native capitalist classes. In these circumstances the Indian working class movement became entwined with the political struggle for freedom of the country. Although the plantations and mines contained a large number of workers who were heavily exploited, their conditions did not attract much attention in the initial period because they were far from the urban areas, away from the notice of early social reformers, journalists and public activists. But, despite this isolation, the plantation workers, on their own, registered their protests against the exploitation and oppression by the plantation owners and managers. Reports of such resistance are available since 1884. Individual and collective abstention from work and abandonment of the tea gardens were forms of passive resistance by the workers. More active forms of protests were expressed in individual and collective violence against the assaults by the plantation authorities. The workers in the cotton and jute industries and in the railways, on the other hand, were more in the public gaze. The early social workers and philanthropists were also involved with them. This facilitated better organizational work as well as better reporting and public support. Records of open resistance are available since the 1870s in Bombay. In 1884, the Bombay cotton mill workers held a big meeting and submitted their demands to the government for lesser hours of work. There were also reports of strikes among the mill workers. By the 1890s, the strikes became so frequent that the authorities spoke about a 'strike mania' among the workers. These strikes and protests increasingly began to involve more and more workers. The increasing duration of strikes and involvement of larger number of workers forced the Bombay Mill owners' Association to refer to the existence of a 'labour movement' in this country in 1913. In other industrial centres like Calcutta, Ahmedabad, Kanpur, Madras, Nagpur and Surat the situation was almost similar. The workers were slowly learning to protest and combine for the redress of their grievances. These combinations were increasingly growing bigger involving larger number of workers. Strike waves spread in other places and engulfed non- factory concerns like railways, plantations, mines, ports and docks, engineering workshops, oil installations, government mint and presses, tramways, gas and electricity supply undertakings and even the municipal workers.

NSOU ? PGSW- I 128 There were many people and organisations involved with these workers. In Bengal, Sasipada Banerjee initiated welfare activities among the workers since early 1870s. He tried to educate them and to voice their grievances. For this purpose, he founded the 'Working Men's Club' in 1870 and started publishing a monthly journal in Bengali entitled Bharat Shramjibi in 1874. The Brahmo Samaj formed the 'Working Men's Mission' in Bengal in 1878 to impart moral education among the workers. It also established the 'Working Men's Institution' in 1905. In Bombay, N.M. Lokhanday was actively involved in welfare and organizational activities among the cotton mill workers since the 1880s. In 1890, he established the 'Bombay Millhands' Association' and in 1898 he started publishing a journal entitled Dinbandhu in Marathi. Besides him, S.S. Bengali was also actively propagating for improving the conditions of the workers since 1878. Some other important organisations active among the Bombay workers were the Bombay Millhands Defence Association formed by Bal Gangadhar Tilak in 1908, the Kamgar Hitwardhak Sabha formed in 1909 and the Social Service League established in 1911. All these organizations mainly focused on welfare activities for the workers. During this period some organization was formed which can be treated as forebear of trade union. Amalgamated Society of Railway Servants of India and Burma formed in 1897, the Printers' Union in Calcutta and the Postal Union in Bombay were among these. But they could not maintain any continuity in their functioning and were in existence for a short period only (MOVEMENTS).

10.6.1 Formation of Trade Union On October 31, 1920, All India Trade Union Congress was founded. Lala Lajpat Rai was then became the first president and Dewan Chaman Lal was the first general secretary. Lala Lajpat Rai was the first person who linked capitalism with imperialism and gave the statement, 'Imperialism and militarism are the twin children of capitalism'. CR Das, Jawaharlal Nehru, Subhas Chandra Bose, CF Andrews, JM Sengupta, Satyamurthy, VV Giri and Sarojini Naidu supported the formation of trade union. In 1918, the Trade Union emerged as a pressure group in a capitalist society because during this year Gandhi helped to organize the Ahmedabad Textile Labour Association and their demand in wage hike which was arbitrated 35 percent instead of 27.5 percent. In 1926, British government came with the Trade Union Act to formalize the trade union as a legal association. It also laid down eligibility criteria for registration and regulation of trade union activities. This act not only secured the immunity for both civil and criminal from prosecution for the legitimate activities of the trade union act but also imposed restrictions on their political activities. The modern working class movement was a product of capitalist economy in India. Initially, most of the capital was British owned while certain industries, such as cotton textile and PGSW- I ? NSOU 129 iron and steel were Indian owned. And lakhs of workers were employed to run these concerns. Their exploitations and deprivations led to protest among the working class. Emergence of trade union manifested more organized struggle of the working class which resulted in the betterment of their condition (MOVEMENTS).

10.7 Naxalite Movements : Naxalite movements can be recognized as the revolt of oppressed peasants in West Bengal against the feudal landowners which was inspired by communist ideologies. It has been stated that the breeding ground for Naxalism was a small village of West Bengal (North) named as Naxalbari. It was all started in 1967, when a faction of Communist Party of India led by renowned leaders likes Charu Majumder, Kanu Sanayal and Jangal Santhal instigated an armed farmer uprising against land owners of the state. During this period, India was independent for last 20 years, but it hang on to the colonial land tenancy system. As an obvious consequence and as exhibited by census of 1971 around 60% population was landless and a lion's share of land was captured by the landlords. The landless farmers were forced to work as bonded labour in these land and they were immensely exploited. This exploitation led to one of the famous social movements – Naxalite Movement. The agitators were known as Naxals ((EFSAS, 2019) . On 18 th May, 1967 The Siliguri Kishan Sabha led by Jagan Santhal as president displayed their support towards Naxalite movements and its alacrity to continue with armed struggle with the objective of redistribution of land among the landless. In following week due to a land dispute a share cropper near Naxalbari village was assaulted by landlord's men. Then on 24 th May when a team of police arrived in the village to arrest peasant leaders, they were also attacked by a group of santhals led by Jagan Santhal and a police person was killed due to severe injury caused by their arrows. This event accelerated the Naxalite movement and many Santhaals along with other poor people joined the movement and started attacking the landlords. A large number of people belonging to urban elite class became inspired by this ideology, through the writing of Charu Majumder especially through 'Historic Eight Documents' which formed the foundation of Naxalite ideology. Practically the origin of all Naxalite groups can be traced to Communist Party of India , which was inspired by the Marxist ideology of classless society (PTI, 2011). But at its peak in 1969, Majumder officially split from the CPI-M by forming the Communist Party of India- Marxist Leninist (CPI-ML). Despite the name, Mazumdar was much more inspired by Maoist ideology than Marxist or Leninist Doctrine. The early 1970 witnessed the rapid spread of Naxalism in almost every state of India

NSOU ? PGSW- I 130 except Western India .During this period, this movement was disjointed in several disputing factions. It was projected that until 1980 30 Naxalite groups were active with approximately 30,000 memberships. Around 1971 the Naxalite movement was expanded and it took a form of radical student movement in Calcutta. Many brilliant students being inspired by this ideology sacrificed their glorious career to join Naxalite movement. Charu Majumdar to enroll more students in his organization articulated that revolutionary welfare was not limited to the rural areas, but it was extended everywhere spontaneously. In order to expand their base, the movement relied on these students to spread communist philosophy among the uneducated rural and working class communities. Thus Majumdar declared an "annihilation line", a dictum that Naxalites should assassinate individual "class enemies" (such as landlords, businessmen, university teachers, police officers, politicians of the right and left) and others. The chief minister, Siddhartha Shankar Ray of the Congress Party, instituted strong counter-measures against the Naxalites. The West Bengal police fought back to stop the Naxalite. Large sections of the Naxal movement began to question Majumdar's leadership. In 1971 the CPI (ML) was split, as Satyanarayan Singh revolted against Majumdar's leadership. In 1972 Majumdar was arrested by the police and died in Alipore Jail presumably as a result of torture. His death accelerated the fragmentation of the movement (PTI, 2011). The merger of the People's War Group and Maoist Communist Center in 2004 resulted in the creation of the Communist Party of India-Maoist (CPI-Maoist) and its armed wing, the People's Liberation Guerilla Army (PLGA), and an upsurge in Left Wing Extremism (LWE) related violence. This merger instigated an upsurge in aggression in many Indian states which prompted Manmohan Singh, the Prime Minister of India from 2004 to 2014, to declare that Naxalism was "the single biggest security challenge ever faced by our country" , in April 2006. During this time many people were killed due to Naxalite or Maoist activities. Maoist factions, to this day, continue operating in India's "Red Corridor" , which includes central and eastern states such as Andhra Pradesh, Bihar, Chhattisgarh, Jharkhand, Madhya Pradesh, Maharashtra, Odisha, Telangana, West Bengal and Uttar Pradesh. Pockets in these states have been riddled with poverty and underdevelopment for decades, which the Naxalites seek to exploit in order to achieve their aims. Since its beginning Naxalite movements aspired to seize land from the landlords and to redistribute it among the peasants, but in modern days the insurgency takes place against the State and development industries. History depicts that most social movements only survive by giving up armed struggle and joining mainstream politics. Both the CPI and the CPI-M started out with aims of revolutionary armed struggle, but eventually joined mainstream Indian politics and are today established, legitimate political parties ((EFSAS), 2019).

PGSW- I ? NSOU 131 10.8 Women's Movement Women's movement is often synonymous to feminist movement which refers to a series of political campaigns for challenging issues affecting women's life like, reproductive rights, domestic violence, maternity leave equal pay, women's suffrage, sexual harassment etc. The issues which have instigated women movement have varied in different nations and communities. These issues have ranged from opposition to female genital mutilation in one country to opposition against glass ceiling in another. Feminist movement is an integral part of Western culture and it is comprised of three waves. First wave of feminism took place within 19 th century and 20 th century throughout the world. This movement mainly formed around middle and upper class white women and main aspects were suffrage and political equality. In addition to this the first wave of feminist movement focused on legal issues and aspired to acquire voting rights for women. During first wave, the women's movement for their rights was strongly connected with slavery abolition movement as according to Frederick Douglass it was very significant for both the movements to work together to obtain true equality in regards to race and sex. The first women's rights convention was held in Seneca Falls, New York (now known as the Seneca Falls Convention) from July 19 to July 20, 1848 and advertised itself as "a convention to discuss the social, civil, and religious condition and rights of woman". While there, 68 women and 32 men—100 out of some 300 attendees, signed the Declaration of Sentiments, also known as the Declaration of Rights and Sentiments. Second wave of feminist movement occurred during early 1960s in the United States and gradually it expanded throughout the Western world and beyond. The second wave lasted for nearly 10years until 1980s. During second wave of feminist movement the issues addressed were like sexuality, family, workplace, reproductive rights, de facto inequalities and legal inequalities etc .These phase of movement also focused on domestic violence , marital rape issues , establishment of rape crisis and battered women's shelter and changes in custody and divorce law. During 1960, the Food and Drug Administration approved the combined oral contraceptive pill, which was marketed in 1961. Therefore, it became easier for women to pursue their carrier and women could avoid troubles related to unwanted pregnancy. The third wave of feminism is considered as a combination of diverse strain of feminist activity and study and it began in early 1990s and this wave is still continuing in the contemporary era. The movement arose partially as a response to the perceived failures of and backlash against initiatives and movements created by second-wave feminism during the 1960s, '70s, and '80s, and the perception that women are of "many colors, ethnicities, nationalities, religions, and cultural backgrounds" (Lumen).

NSOU ? PGSW- I 132 In India feminist or women's movement was introduced in mid-19 th century, when many reformers started raising their voice in favor of women's right in the context of education, customs related to women. Feminism in India is a set of movements aimed at defining, establishing and defending equal political, economic and social rights and opportunities for women in India. It is the pursuit of women's rights within the society of India. Women movement in India also focused on equal rights of women: the right to work for equal wages, the right to equal access to health and education and equal political rights. But specifically Indian feminist also had to fight against patriarchal society of India like law of inheritance. Indian women movement also experienced several challenges in a patriarchal society which is quite different from the Western society. Indian women negotiate survival through an array of oppressive patriarchal family structures: age, ordinal status, relationship to men through family of origin, marriage and procreation and patriarchal attributes. During 19 th century majority of women's issue attracted attention of people and reforms were initiated. It can be stated that much of the early reforms in India was carried out by men counterpart. The first phase of feminist movement of India occurred during 1850 to 1915. In this phase Indian reformers mainly men took initiative to uproot some social evil which not only violated women's dignity but also demanded their lives like abolition of Sati pratha, widow remarriage, eradication of child marriage, multiple marriage, reducing illiteracy among women. Besides this some women from upper caste Hindu protested against the constraints imposed on them by Brahmin traditions. However, efforts for improving the status of women in Indian society were somewhat thwarted by the late nineteenth century, as nationalist movements emerged in India. These movements resisted 'colonial interventions in gender relations' particularly in the areas of family relations (Napier, 1851). In the second phase of feminist movement in India, freedom struggle against colonial rule was accelerated. Gandhiji legitimized India's women movement by relating them to non violent civil disobedience movement .Peasant women played an important role in the rural satyagrahas of Borsad and Bardoli. Women-only organisations like All India Women's Conference (AIWC) and the National Federation of Indian Women (NFIW) emerged. Women were grappling with issues relating to the scope of women's political participation, women's franchise, communal awards, and leadership roles in political parties. During 1920, feminism prompted creation of several women association which raised their concern regarding women's education, developed livelihood strategies for working class women etc. Under leadership of Mahatma Gandhi AIWC participated in the freedom movement which made the mass mobilization of women an integral part of Indian nationalism (Kumar, 1998). Post independence feminists began to redefine the extent to which women were allowed to engage in the workforce. Prior to independence, most feminists accepted the sexual

PGSW- I ? NSOU 133 divide within the labour force. However, feminists in the 1970s challenged the inequalities that had been established and fought to reverse them. These inequalities included unequal wages for women, relegation of women to 'unskilled' spheres of work and restricting women as a reserve army for labour. In other words the feminists' aim was to abolish the free service of women who were essentially being used as cheap capital. In contemporary era Indian feminist movement has expanded its scope from fighting for treating women as useful members of society and a right to parity but also possessing the power to decide the course of their personal lives and the right of self-determination (Kumar, 1998).

10.9 Environmental Movement

An environmental movement can be defined as social or political movement for the conservation of environment or for the improvement of the state of the environment. According to Christopher Rootes "The environmental movements are conceived as broad networks of people and organizations engaged in collective action in the pursuit of environmental benefits. Environmental movements are understood to be very diverse and complex, their organizational forms ranging from highly organized and formally institutionalized to the radical informal, the spatial scope of their activities ranging from the local to the almost global, the nature of their concerns ranging from single issue to the full panoply of global environmental concerns. Such an inclusive conception is consistent with the usage of the term amongst environmental activists themselves and enables us to consider the linkages between the several levels and forms of what activists call 'the environmental movement'. In India the traditional practices of worshiping tress , plants ,forests and river manifests the natural and social domains and the ideology of tracing unity in the living and non-living world . The environmental movements in India encompasses different categories of caste, class, race , religion , nations and also diverse categories of the organic and inorganic world. The history of environmental movements in India is very diverse and full of unique incidents of dedication towards nature. In contemporary era the environmental movements in India concentrates on dams , displacement and resettlement and it has implied that the human consequences of tampering with the courses of natural resources has fueled the protest activities against the forces and agencies responsible for environmental degradation .A brief history of environmental movements are mentioned below:

Bishnoi Movement: Bishnoi is a religious sect found in the western Thar Desert and northern states of India. It was founded by Guru Maharaj Jambaji in 1485 AD in the Marwar (Jodhpur) desert region of western Rajasthan, India. It is non-violent community of nature worshippers. This movement was started by sage Sombaji around 1700 AD against deforestation. After that Amrita Devi forwarded the movement. The 363 people

NSOU ? PGSW- I 134 from the Bishnoi community were killed in the protest. When the king of this region came to know the protest and killing then he rushed to the village and apologized and declared the region as protected area. It is noteworthy that this legislation is still exists today. Chipko Movement: It was launched from Gopeshwar in Chamoli district, Uttarakhand in 1973. The movement was to prevent illegal cutting of trees in the Himalayan region (Uttarakhand). Sunderlal Bahuguna and Chandi Prasad Bhatt were the leaders of this movement. The most notable characteristics of this movement were the involvement of women. Appiko Movement: In 1983, on the lines of Chipko Movement, Pandurang Hegde launched a movement which is come to known as Appiko Movement in Karnataka. Its main objectives were afforestation as well as development, conservation and proper utilization of forests in the best manner. The meaning of "appiko" is to express one's affection for a tree by embracing it. Silent Valley Movement: It is an area of tropical evergreen forests in Kerala. It is very rich in biodiversity. The environmentalists and the local people strongly objected to the hydel power project being set up here in 1973. Under pressure, the government had to declare it the national reserve forests in 1985. Jungle Bachao Andola: The tribal community of Singhbhum district of Jharkhand (Previously, it was a district of India during the British Raj, part of the Chota Nagpur Division of the Bengal Presidency) agitated against the forest policy of the Government in 1982. The Government wanted to replace the natural soil, forests with the high-priced teak. Many environmentalists refer to this movement as "Greed Game Political Populism". Narmada Bachao Movement: The environmentalists and the local people started protest against the building of Dams on the Narmada river for the production of hydro-electricity since 1985 which was popularly known as Narmada Bachao Aandolan. Medha Patkar has been the leader of this aandolan who got support from the Arundhati Roy, Baba Amte and Aamir Khan. Tehri Dam Conflict: This movement was started by the local people around 1980s and 1990s because the dam project would constructed in the seismic sensitive region and people think that it causes submergence of forest areas along with Tehri town. Despite of protest, the construction of the dam is being carried out with police protection as Sunderlal Bahuguna is sitting on fast unto death. After assurance from the government to review the project, Bahuguna ended his fast but construction goes on though at a slower pace. Other movements : Apart from the movements discussed above, there are other movements which also shares strong environmental theme like Jharkhand Baster Belt Movement, Zahirili Gas Morcha in Bhopal , movement against Harihar Polyfibre Factory in Karnataka PGSW- I ? NSOU 135 , movement against the poisoning of Cheliyar river in Kerala, movement against Vishnuprayag Dam etc . Therefore, a number of grassroot environmental movements have been launched against the developmental activities that have endangered the ecological balance and they have been successful to some extent to bring changes in the public policy which become inclined towards the environment (Ashraf).

10.10 Conclusion This unit clarified the concept about social movement. We understood the need, process and stages of social movement. We also discussed the various social movement in detail in this unit. 10.11 Exercises (i) What is Social Movements? Give examples? (ii) Discuss Dalit Movements and Tribal Movements in India. (iii) What is working class movement? (iv) What is Naxalite Movements. (v) Discuss in detail about Women's Movement and Environmentd Movemnt.

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Human rights are "commonly understood as inalienable fundamental rights to which a person is inherently entitled simply because she or he is a human being. Human rights are thus conceived as universal (applicable everywhere) and egalitarian (the same for everyone). These rights may exist as natural rights or as legal rights, in

local, regional, national, and international law.

Social Work is the professional activity of helping individuals, groups, or communities enhance or restore their capacity for social functioning and creating societal conditions favourable to this goal.

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Social work in its various forms addresses the multiple, complex transactions between people and their environments. Its mission is to enable all people to develop their full potential, enrich their lives, and prevent dysfunction. Professional social work is focused on problem solving and change. 11.3

Human Rights & Social Work The term "human rights" refers to those rights that are considered universal to humanity, regardless of citizenship, residency status, ethnicity, gender, or other considerations. "

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The social work profession promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance PGSW- I ? NSOU 139 well-being. Utilising theories of human behaviour and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work". (

International Federation of Social workers, IFSW: 1982) "Social Workers respect the basic human rights of individuals and groups as expressed in the united nations universal declaration of human rights and other international conventions derived from that declaration" (IFSW:2000). Social workers should promote conditions that encourage respect for cultural and social diversity within the globe. Social workers should promote policies and practices that demonstrate respect for difference, support and expansion of cultural knowledge and resources, advocate for programmes and institutions that demonstrate cultural competence and promote policies that safeguard the rights and confirm equity and social justice for all people. (NASW, 1996: Page- 27) Social work practice based on human rights is no panacea for discrimination, inequality, poverty and other social problems, knowledge of human rights can help the profession better understand its role as a helping profession. The social work profession concerns itself with helping people. Human rights cover an entire range of political, economic and cultural needs required to form a human society. Based on established concepts and definitions of human rights, Social workers can readily identify a connection between human rights and their profession. Social work has to be conscious of its values and possess a solid knowledge base, least in the field of human rights, to guide it in many conflicting situations throughout its practice. While social workers through their actions may well reinforce the rights of clients, faulty judgment can lead them to jeopardize those rights. Viewing its work from a global human rights perspective helps the profession by providing a sense of unity and solidarity without losing sight of the local perspectives, conditions and needs which constitutes the framework within which social workers operate. Social Work works to meet the basic human needs of people. But nowadays it works for transform "Needs" in the "Rights" by practicing various consideration of human rights practice on organization principle. Working within different political systems social workers upholds and defend the rights of their individuals or collective clients while attempting to meet their needs. They do this while often employed by established, sanctioned by authority; and their position as agents of the state or employees of powerful institutions or agencies, has placed many in a precarious role. The situations where social workers face some of the most complex ethical dilemmas are where, for example, an intervention has to be considered that might result in a NSOU ? PGSW- I 140 person being detained in a mental health hospital for the safety of themselves or others, advice to a Court about whether society may need protection from an offender, or where a child and parent should live apart to prevent harm. An ethical dilemma is a predicament where a person must decide between two viable solutions that seem to have similar ethical value. An ethical dilemma can occur when a social worker has to take a moral course of action depending upon two different moral philosophies that conflict with each other. Human Rights are inseparable from Social work theory, values and ethics, and practice. Rights corresponding to human needs which have to upheld and fostered and they embody the justification and motivation for social work action. Advocacy of such rights must therefore be an integral part of social work, even if in countries living under authoritarian regimes such advocacy can have serious consequences for social work professionals. The social work profession shares a close relationship with human rights, because it adheres to values such as respect, dignity, and self-determination - values that are strongly embedded in the code of ethics for all practitioners. The client-social worker relationship has long been celebrated. The profession is highly regarded for challenging the inhumane treatment of vulnerable people, its commitment to challenge anti-oppressive practice, and most importantly, ensuring that vulnerable people are given a voice. Human rights are particularly important for social workers when making decisions that concern the future care needs of individuals. The most recent global definition of social work identifies human rights as one of the guiding values for social work, next to social justice, respect for diversities and collective responsibilities (IFSW, 2014; Ornellas et al., 2018). Since the emergence of the first public declaration of the International Federation of Social Work in 1988, human rights were recognised as an important value framework for social work. The framework stressed that social work was - and always will be - a human rights profession. In the meanwhile, this declaration led to a renewed and vital body of scholarship on the role of human rights for social work (Ife, 2001; Reischert, 2007; Wronka, 2008). McPherson et al. (2017), for example, made a plea for a human rights perspective in social work that helps shape understandings of who is disadvantaged and who is not, but also enables the social work community to identify macro-forces at work as well as the need for intervention on the macro-level. In that vein, Ife (2001) distinguishes between a top-down and a bottom-up approach to human rights in social work, referring to the discursive nature of human rights. This means that human rights are not fixed or static, and therefore they cannot only be fully defined but should also be seen as levers for marginalised groups to struggle

PGSW- I ? NSOU 141 for social justice (Lister, 2007). Human rights might thus have two interpretations in social work (Dean, 2015; Vandekinderen et al., 2019). In that sense, Ife (2001, p. 152) argues that social workers can position themselves as active participants in this discursive process in two specific ways, and distinguishes between a deductive and inductive approach to human rights which both require a democratic, participative process in which all stakeholders can have a role. On the one hand, the deductive approach starts from the formal rights of citizens who have a formal status as citizens in the nation state (Lister, 2007) and then asks: 'what does this mean for practice?' Also other authors address this function of formal rights, with reference to how equality of access to formal rights can guarantee that vulnerable groups are eligible for claiming and using their rights, case by case (Weiss-Gal & Gal, 2009). As such, many social workers are engaged in ensuring these rights on a daily basis. In that vein, Dean (2015) refers to the articulation of 'thin needs' through rights, related to what is required for human beings' bare survival, which 'may in part be met through the protections offered by formal or procedural rights, which guarantee equality of access and opportunity' (Dean, 2015, p. 21). A sole focus on this legally guaranteed function of rights is nonetheless not enough, as it entails the risk that rights are seen as a purely individual matter. As McPherson et al. (2017) argue, a human rights lens however goes beyond a legalistic understanding of human rights and engages with a socio-political interpretation of human rights, addressing the question: how can social work shape society in such a way that human rights and social justice are substantively realised? The inductive approach, on the other hand, thus starts from the realities and complexities emerging in everyday social work practice situations of citizens who experience a kind of second-class citizenship and then asks: what are the human rights issues at stake and how can they be realised? (Warming & Fahnoe, 2017). In this vein, Dean (2015, p. 21) argues that we should make sure that 'thick needs' are met through substantive rights, which ensures universal protection related to 'what is required for true fulfilment' of the right to human flourishing. A thicker understanding of human needs and rights embraces the social, political, historical and cultural context that sustains our human dignity and flourishing and is embedded in a citizenship discourse in which the aim of social policy and the welfare state is to promote and guarantee social justice and social equality (Dean, 2015). The socio-political function of human rights implies that social work reaches beyond the (re)mediating strategies in individual situations, but takes up a public mandate to reformulate personal troubles into public issues (Lorenz, 2008, 2016). For social workers, this encompasses attempts to intervene in the structural aspects of the living conditions of citizens and to provide and mobilise the available social resources in order to enable everyone to realise the right to NSOU ? PGSW- I 142 human flourishing (Dean, 2015; Lorenz, 2016). This public role and mandate of social work can be filled in differently, such as advocating for policy change but also developing innovative social work practices that raise the voice of excluded groups or that disturb the current social order. In other words, this political role of social work can't be limited to various types of policy practice and advocacy strategies at the macro level, but is also shaped in social work practice that investigates the vital significance of social work practice development in the realm of the 'lived citizenship' of people who are living on the edge of society (Warming & Fahnoe, 2017). The crisis of the welfare state and the current historical and social context in which social work is active raises questions about the stance of social work research towards the core values of human rights and social justice (Mullaly, 2007). As reflected in the global definition of social work, rather than being neutral, technical and value-free, social work research intrinsically has a normative value orientation, being in search of human rights and social justice (Shaw, Gredig & Sommerfeld 2012; Roose et al., 2016). However, to this day social work has always had an 'uneasy relationship' with research (Lorenz, 2008) and different understandings of the nature and purpose of social work research have evolved, reflecting diverse conceptions of the nature and purposes of social work itself (Shaw, Gredig & Sommerfeld, 2012; Parton & Kirk, 2010; Powell & Ramos, 2010). As we are crucially interested in how the European social work research community deals with this search for a disciplinary identity, we will mainly focus on the question whether – and how - social work researchers take a stance and have a constitutive commitment to pursue human rights and social justice. Human-rights-based approaches to social work are sometimes contrasted with needs-based approaches (Mapp, McPherson, Androff, & Gatenio Gabel, 2019). Needs-based approaches are associated with an individualistic, case-based orientation based on clinical or deficit models of practice. Needs-based approaches tend to characterise social workers as experts who intervene to promote the wellbeing of people in need. Rights-based approaches, on the other hand, emphasise the common humanity of social workers and service users. Rights-based approaches promote the dignity and worth of all people and encourage bottom-up practice that empowers individuals, families and collectives (Ife, 2012). Strength-based perspectives and partnership working is encouraged. From this point of view, people who use social work services are considered. Some social work roles might seem more directly related to human rights work than others. So, any social worker whose main activity concerns advocacy is almost certainly working in the domain of human rights. However, if we read the 29 articles of the Universal Declaration of Human Rights (and these should be on wall of the office of every social worker in PGSW- I ? NSOU 143 the country), it is hard to imagine any social work role that is not connected to the promotion and protection of human rights: the right to an education; the right to life, liberty and security; the right not to be subjected to torture or to cruel, inhuman or degrading treatment or punishment; full equality to a fair and public hearing by an independent and impartial tribunal; the right to work;

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the right to a standard of living adequate for health and well-being, including food, clothing, housing

and medical care and many more. The intentions of those who drafted the Universal Declaration of Human Rights were to establish a benchmark for rights that were held to be universal —they belong to all of us, to everybody in the world; inalienable — they cannot be taken away from us; and indivisible and interdependent — that is, governments should not be able to pick and choose which are respected. Sadly, governments throughout the world routinely ignore and breach the human rights of their people that is why we need agreed statements of universal human rights, and human rights defenders—including social workers —who will take resolute action to promote and protect them. Human rights are as old as human civilization; but their use and relevance have been well defined during the recent years. It has gathered more importance in the post-second-world war period, particularly after the United Nation’s Declaration of Human Rights (UNDHR) in 1948. In a broader sense, the human rights are “those rights to which every man and woman inhabiting any part of the world should be deemed entitled by virtue of having been born a human being” (Kashyap). In other words, human rights are those rights which are essential for a dignified and a decent human living as well as human existence and adequate development of human personality. Human rights are held by all human beings and human rights exist as long as human beings exist. Both are inalienable and cannot be separated. Precisely, human rights imply availability of “Such conditions which are essential for the fullest development and realization of the innate characteristics which nature has bestowed him/her with, as a human being”. They are essential to ensure the dignity of every person as a human being’. Man is gregarious and he loves staying together. Every human being, as a social being, lives in a group in the society. As an individual, he has a right to life and right to a decent living. As a social being, and an inseparable part of the society/ community, he too has other rights, like: right to freedom of speech, expression, thought, belief and faith and right to move freely. Thus, human rights are essential for the development of the human personality in society, where he lives. The concept of human rights was further strengthened with the emergence of Magna Carta (1215) and Bill of Rights (England) 1689, following the glorious Revolution of 1688. Unlike Thomas Hobbes (1588-1679) and John Locke (1632-1704) talked of partial surrender

NSOU ? PGSW- I 144 of a few natural rights; Rights like right to life, liberty and property were never to be given up as those were inalienable rights. The basic concept of Lockes theory of natural rights was that the citizens have always a legitimate right to overthrow a Government if it failed to protect the citizens’ rights. From the ancient days India has been committed to the ideals and doctrine of human rights. In conformity with the UDHR, the Constitution of India, in Part III, provides for sue types of Fundamental Rights ensuring equality, justice and freedom to all citizens of India. The Part IV captioned “Directive Principles of State Policy” also ensure Socio- economic justice and rights. India’s fight for freedom from the clutches of the British rulers was also viewed as a struggle for human rights. Our six fundamental rights comprise both individual rights and social rights but emphasis has been put on individual’s right ‘to equality of opportunity for all including those belonging to the weaker and disadvantaged section of the ‘Society in the nature of ‘Protective discrimination’. Articles 14, 15, 16, 17, 29, 38, 46, 330, 332, 334 and 335 dealing elaborately with ‘protective discrimination’ ensure ‘an egalitarian social order’. Abolition of Untouchability has been given a constitutional sanctity under Art 17 of the Constitution and its practice in any form has been declared as a public offence. Art 15(4), Art 16(4) and Art 335 deal with reservation of seats for admission into educational institutions and reservation of posts for appointment to different services for the S.Cs and S.Ts as a mechanism to ensure and secure social economic justice. Seats in the Union and States Legislatures have been kept reserved for the S.Cs and STs. In the State of Orissa, 30% of seats have been kept reserved for women in the rural and urban local bodies. At the heart of social work, human rights are a set of interdependent guiding principles having implications for meta-macro (global), macro (whole population), mezzo (at risk), micro (clinical), meta-micro (everyday life), and research interventions to eradicate social malaises and promote well-being. They can be best understood vis-à-vis the UN Human Rights Triptych. This consists of the Universal Declaration of Human Rights, increasingly referred to as customary international law on the center panel; the guiding principles, declarations, and conventions following it, on the right panel—like the conventions on the Rights of the Child (CRC), Elimination of Racial Discrimination (CERD), and Elimination of Discrimination Against Women (CEDAW); and implementation mechanisms, on the left panel—like the filing of country reports on compliance to conventions, the Universal Periodic Review, thematic and country reports by special rapporteurs, and world conferences. Briefly, this powerful idea, which emerged from the ashes of World War II, emphasizes five crucial notions: human dignity; non-discrimination; civil and political rights;

PGSW- I ? NSOU 145 economic, social, and cultural rights; and solidarity rights. Whereas this article emphasizes issues pertaining to the United States, it touches upon other countries as appropriate, calling for a global vision in the hopes that every person, everywhere, will have their human rights realized. Only chosen values endure. The challenge, through open discussion and debate, is the creation of a human rights culture, which is a lived awareness of these principles in one’s mind, heart, and body, integrated dragged into our everyday lives. 11.4 Conclusion Learners got a detailed understanding about Humsan Rights and would now be able to relate the concept of Human Rights with Social Work and in the long run would learn to work by adopting a right based approach. 11.5 Exercises (i) What is Human Rights? Discuss its importance. (ii) Relation between Human Rights & Social Work. (iii) Discuss about the Universal Declaration of Human Rights. 11.6 References 1. Beddoe, L. (2019, August 17). Time for social work to make a clear stand for abortion law reform [Web log post]. 2. Retrieved from <http://www.reimaginingocialwork.nz/2019/08/time-for-social-work-to-make-a-clear-stand-for-abortion-law-reform/> 3. Mapp, S., McPherson, J., Androff, D., & Gatenio Gabel, S. (2019). Social work is a human rights profession. *Social Work* , 64(3), 259–269. 4. Ivory, M. (2017, May). Should human rights top the social work agenda? *The Guardian* . Retrieved from <https://www.theguardian.com/social-care-network/2017/may/24/human-rights-social-work> 5.

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Unit 12 Introduction to Civil Society. Role of Non Governmental Organization in the developmental sectors Structure 12.1 Objective 12.2 Introduction 12.2.1 Introduction 12.2. Definition 12.2.3 History 12.2.4 Systems of civil society 12.2.5 Principles of Civil Society 12.2.6 Characteristics of Civil Society 12.2.7 Role and Importance of civil society 12.3 Role of Non-governmental Organization in developmental sector 12.3.1 Definition 12.3.2 Types of NGO 12.4 Conclusion 12.5 Exercise 12.6 References 12.1 Objective Learners will develop understanding about civil society and NGO. Role of NGO of Civil Society in development sectors. 12.2 Introduction to Civil Society 12.2.1 Introduction Civil society can be recognized as the "third sector" (after government or society) which is different from government and business and also from the family or any other private sphere. As per other authors the term

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civil society is used in the sense of 1) the aggregate of non-governmental organizations and institutions that manifest PGSW- I ? NSOU 147 interests and will of citizens or 2) individuals and organizations in a society which are independent of the government (What is Civil Society, 2009). Sometimes the word civil society is also used in more general sense of "the elements such as freedom of speech, an independent judiciary, etc, that makes up a democratic society" (Collins English Dictionary).

The term civil society has been derived from Aristotle's phrase 'Koinonia Politike' from his book 'Politics' where he referred civil society as 'political community', which is synonymous to Greek 'city state' and was characterized "by a shared set of norms and ethos, in which free citizens on an equal footing lived under the rule of law (Jean L. Cohen, 1994) . The concept of civil society also

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was used by many Roman writers like Cicero, where it reflected the ancient notion of a republic (Blumenfeld, 2004). "It re-entered into Western political discourse following one of the late medieval translations of Aristotle's Politics into Latin by Leonardo Bruni who first translated koinōnia politik into societas civilis . With the rise of a distinction between monarchical autonomy and public law, the term then gained currency to denote the corporate estates (Ständestaat) of feudal elite of land-holders as opposed to the powers exercised by the prince" (

Jean L. Cohen, 1994). In post-modern society, the usage of civil society was first located in the writings of Aleksander Smolar in 1978-79 where it denoted the concept of political opposition (Powell, 2007). This specific term became trendy in several political and economic discussions during 1980s. From this time onwards civil society started to share same features with non- state movements that confronted authoritarian command, in different places of Central and Eastern Europe and Latin America. Civil society somehow retains power to manipulate the actions of elected policy makers and businesses. But it can also be stated that features and nature of civil society is continuously evolving with rapid technological developments and changes within society (Jezard, 2018). In contemporary era civil society has become core essence of all philanthropic and civic activity, but still this concept is difficult to define due to its inherent complications and its resistance to be interpreted through a solitary theoretical lens. In brief it can be articulated that this term on one hand progressively recommend how public life should function within and between societies and on other hand it also illustrate social action that takes place within the framework of voluntary associations or intermediary bodies. (Riesman and Glazer, 1950; Van Til, 2000).

NSOU ? PGSW- I 148 12.2. Definition According to the World Bank: "Civil society refers to a wide array of organizations: community groups, non-governmental organizations (NGOs), labour unions, indigenous groups, charitable organizations, faith-based organizations, professional associations, and foundations" (Jezard, 2018). Similarly Civil Society organization can be defined as non-state, not-for-profit, voluntary entities formed by people in the social sphere that are separate from the State and the market. CSOs represent a wide range of interests and ties. They can be community-based organizations as well as non-governmental organizations (NGOs). In the context of the UN Guiding Principles Reporting Framework, CSOs do not include business or for-profit associations. 12.2.3 History If we analyze the evolution of the concept of the civil society throughout the history, it can be observed that its meaning has changed twice with time from its original classic form. The first change occurred during French Revolution and during fall of communism in Europe its meaning had been changed for second time. Western Antiquity: In the pre-modern classical republican understanding of civil society, the essence of philosophy found in the Age of Enlightenment during 18 th century can be detected. '

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Generally civil society has been referred to as a political association governing social conflict through the imposition of rules that restrain citizens from harming one another (Edwards 2004). During classical period

civil society had been referred to as a good society which was a part

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of the state. For Plato, "the ideal state was a just society in which people dedicate themselves to the common good, practice civic virtues of wisdom, courage, moderation and justice and perform the occupational role to which they were best suited. It was the duty of the 'philosopher king' to look after people in civility." Aristotle

stated that the polis can be defined as an "association of associations" that enables the

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citizens to share in the virtuous task of ruling and being ruled' (Wikipedia). Roman philosopher Cicero brought up the concept of 'societas civilis'. In the classical period, the political scenario highlighted the concept of a good society which eventually ensure peace and order among common people.

During classical period no demarcation was made

38%

MATCHING BLOCK 169/180

W

between the state and society. The philosophers of this era opined that the PGSW- I ? NSOU 149 state represented civil form of society and civility reflected the requirement of

the good citizen. This opinion implies that the

70%

MATCHING BLOCK 170/180

W

classical political thinkers endorsed the origins of civil society in its actual sense. During middle

age the concept of classical civil society evaporated from mainstream discussion (Wikipedia). Modern History: G.W.F. Hegel pioneered a modern liberal understanding of civil society and represented

86%

MATCHING BLOCK 171/180

W

it as a form of non-political society as opposed to institutions of modern nation state. In classical age civil society was synonymous with political society,

but Hegel has drawn a line between political state and civil society and it

63%

MATCHING BLOCK 172/180

W

was followed by Tocqueville's distinction between civil and political societies and associations, repeated by Marx and Töthnnies. Hegel represented civil society as a system of needs which intervene between family and the state.

In industrial capitalist society civil society nurtures economic relations and it also served its interests like individual rights and private property. Karl Marx believed that

83%

MATCHING BLOCK 173/180

W

modern state created a space for civil society that reduced society to private interests competing against each other (

Wikipedia). Post Modern History:

52%

MATCHING BLOCK 174/180

W

The post modern concept of civil society has believed to emerge in the former Soviet bloc East European countries by political opposition during 1980s.

46%

MATCHING BLOCK 175/180

W

According to theory of restructurization of welfare systems, concept of civil society became an ideology and it has legitimized development of the third sector as an alternative for the welfare state. As a consequence concept of third sector has been developed. It is stated that

70%

MATCHING BLOCK 176/180

W

postmodern usage of the concept of civil society has been divided into two main streams –as political society and the third sector.

During end of 1990s civil society is mainly used

48%

MATCHING BLOCK 177/180

W

to legitimize its democratic credentials. This led to the creation by the UN of a high level panel on civil society. In this era, with emergence of non-governmental organization and the new social movements on a large scale , civil society also has come out as a third sector which is now become a strategic action to build up an alternative social and world order. 12.2.4

Systems of civil society All the societies including civil societies are based on organized systems of collective human experience, including economic exchange, political governance, and social relationships. With addition to this system of economic exchanges also contributes in constructing civil societies which depends on sustainable availability and equitable use of natural and social resources required for satisfying life by present and future generations. The formation of civil society usually partners with an identifiable system of political

NSOU ? PGSW- I 150 governance, characterized by open, public decision-making for all community members through governmental structures that (1) permit legitimate access to and use of civic space and resources, and (2) maintain fairness within the existing political and judicial systems by promoting and protecting the welfare of the people, with particular concern for the disenfranchised. Social relationships within a civil society are characterized by strong, active, vibrant, diverse community-based groups and networks that (1) facilitate open, voluntary participation; (2) enable community stakeholders to hold economic and political actors accountable for outcomes of policy decisions; (3) provide a context for mutual benefit and exchange; and (4) seek to promote the "common good," with a particular concern for inclusion of those currently marginalized. 12.2.5 Principles of Civil Society The literature suggests that the three principles–participatory engagement, constitutional authority and moral responsibility–are found in all civil societies regardless of cultural context. Participatory engagement indicates that members of the society (1) enjoy access to and governance of resources used for the common good, (2) are free to be involved in civic action and social change, and (3) are free to participate in group affiliations that provide a sense of belonging on a community level. Constitutional authority protects the rights and privileges of citizens in a civil society. Under the rule of law, citizens and social groups are constitutionally legitimized and empowered to hold economic and political actors accountable for their work as community servants and trustees. Local and national decision-makers, motivated by the common good rather than self-interest are expected to design and implement public policies that strengthen the vitality and welfare of the community. Within this social context, all community members have moral responsibility to use their civil liberties in ways that do not violate the human rights of others. The practice of equity, justice, and reciprocity produces social order and stability. 12.2.6 Characteristics of Civil Society These three systems and three principles combine to articulate nine measurable characteristics of civil society. ? The Common Civil society is advanced when citizens share a social right of access to the commonwealth of resources produced, used, and exchanged through natural and

PGSW- I ? NSOU 151 social economies in a community and through a society. Access, in this context, includes the abilities both to contribute to the resources and to benefit from them. Broad, community-based civic engagement in economic activities occurs in the arena of what is historically called "the Commons," as in the Greek agora and the English market. As citizens participate in the open exchange of commonwealth resources, they can form and strengthen social connections and networks with others. ? Office Civil society is advanced when citizens can exercise their civic duty of self-governance by participating in political structures that exhibit decentralized power and authority. Community-based civic engagement in political governance exists when community members have the opportunity to hold positions or "offices" of public decision-making and leadership. ? Associations Civil society is advanced when citizens can openly and voluntarily participate in diverse social affiliations, groups, networks, and structures for self-governance and social transformation. "Association" refers to those social places where people gather and interact with others to exchange ideas, offer support, and receive a sense of belonging. Community-based civic engagement in systems of social exchange exists when diverse social groups and gatherings are present and permeable. ? Trusteeship Civil society is advanced when citizens hold decision-making power, work to strengthen and improve local and regional economies, and exercise sustainable and socially transparent stewardship of societal resources (e.g., human, social, material, and ecological) on behalf of the "common good." Community-based activities of civic responsibility in systems of economic development exist when citizens enjoy the legitimate authority of resource trusteeship. ? Sovereignty Civil society is advanced when citizens have the right to be involved in all aspects of political governance and the authority to make decisions and perform actions affecting all levels of public life, without the institutions of public life being "captured" by the interests of specific groups or individuals. The presence and legitimacy of community-based civic authority through systems of political governance increase the ability of citizens to exercise sovereignty over policies and programs that can positively affect their lives and the quality of life in their community.

NSOU ? PGWS- I 152 ? Accountability Civil society is advanced when citizens, acting through community-based groups and associations are able to use basic civic freedoms and rights (e.g., fair elections, free speech, a free press providing access to information, freedom to organize in groups) to hold economic and political actors responsible for the outcomes of policies, programs and patterns of resource distribution, and the exercise of political power. ? Equity Civil society is advanced when each citizen is given equitable access to and use of resources required for constructing a satisfying life. A moral condition of equity forms the foundation of activities that expand and strengthen economic conditions for all community members. Economic equity of resources is necessary for producing and sustaining an improved quality of life for all people, especially the poor. ? Justice Civil society is advanced when citizens pursue social justice by (1) consistently and compassionately using the "rule of law" in fulfillment of their civic obligations, and (2) advocating for those excluded from the political process and harmed by unjust laws. ? Reciprocity Civil society is advanced when citizens (1) pursue social transformation through reciprocal, mutually dependent collaboration with others, and (2) negotiate, mediate, and resolve conflict through peaceful, nonviolent means. The nature of civic environments requires that social relationships in communities be limited and conditional. Not everyone in a society is invariably viewed as a legitimate member and given equal access to its resources. The term reciprocity highlights two interrelated moral issues of social relationships: how people to treat one another, especially when conflict exists and how group boundaries are defined and transcended (Timothy J. Peterson, 2004).

12.2.7 Role and Importance of civil society Civil society is widely referred to as a space which excludes family market and space and in contemporary era it includes a broad spectrum of organized and organic group which includes nongovernmental organizations (NGOs) trade unions social movements and grassroots organizations, online networks and communities and faith groups. Civil society organizations (CSOs), groups and networks vary by size, structure and platform ranging from international non-governmental organizations (e.g. Oxfam) PGWS- I ? NSOU 153 and mass social movements (e.g. the Arab Spring) to small, local organizations (e.g. Coalition of Jakarta Residents Opposing Water Privatization) (Cooper, 2018). Civil society organizations bear the responsibility of advocating the people's right and wish of the people including but not limited to health, environment and economic right. On one hand they put important checks on the system of democracy and also create a balance within the system. Civil societies can persuade country's ruling government and can make them accountable for their actions. Therefore, it can be articulated that free and active civil societies reflects a healthy participatory democratic system. Civil society organizations also have accelerated positive social change throughout the world. Civil Society Organizations intend to serve the humanity through following roles, like ? Service provider (for example, running primary schools and providing basic community health care services) ? Advocate/Campaigner (for example, lobbying governments or business on issues including indigenous rights or the environment) ? Watchdog (for example, monitoring government compliance with human rights treaties) ? Building active citizenship (for example, motivating civic engagement at the local level and engagement with local, regional and national governance) ? Participating in global governance processes (for example, civil society organizations serve on the advisory board of the World Bank's Climate Investment Funds) (Cooper, 2018). Civil societies are mainly those organizations which are not associated with government like schools and universities, advocacy groups, professional associations, churches and cultural institutions. Civil societies have plethora of roles. On one hand they are significant resource who can provide important information to both government and citizens. These civil societies also set up a monitoring system for government policies and actions and can ask for explanation from the government. They are also involved in advocacy process and may recommend alternative strategies for government, private sector and other institutions. Civil societies also aspire to provide services towards disadvantaged group of societies. They also protect the citizen from violation of their basic rights and design activities to change and espouse unprejudiced social norms and behavior (Ingram, 2020).

NSOU ? PGSW- I 154 12.3 Role of Non-governmental Organization in developmental sector 12.3.1 Definition A non-governmental organization (NGO) is a legally constituted organization created by natural or legal persons that operates independently from any government and a term usually used by governments to refer to entities that have no government status. In some cases where NGOs are funded by government totally or partially can retain its status as non-governmental organization by not placing any government representatives in the board of the organization. NGOs share wider social aim that may contain political aspect, but they are not explicitly political organization. NGOs are defined by the World Bank as "private organizations that pursue activities to relieve suffering, promote the interests of the poor, protect the environment, provide basic social services or undertake community development". The term NGO stands for non-governmental organization and it includes a variety of organizations such as "private voluntary organizations," "civil society organizations," and "nonprofit organization" (McGann & Johnstone, 2006). The term NGO describes a range of groups and organizations from watchdog activist groups and aid agencies to development and policy organizations. Usually, NGOs are defined as organizations that pursue a public interest agenda, rather than commercial interests (Hall-Jones, 2006). It is believed that the first international NGO was probably the Anti-Slavery Society, formed in 1839. However, the term NGO originated at the end of World War II when the United Nations sought to distinguish between private organizations and intergovernmental specialized agencies (Hall-Jones, 2006). NGOs are a complex mixture comprised of alliances and rivalries; businesses and charities; conservatives and radicals. The funding comes from various sources and though NGOs are usually nonprofit organizations, there are some that operate for profit (Hall-Jones, 2006). NGOs originate from all over the world and have access to different levels of resources. Some organizations focus on a single policy objective of AIDS while others will aim at larger policy goals of poverty eradication (Hall-Jones, 2006).

PGSW- I ? NSOU 155 During 20 th century globalization takes place which enhance the importance of NGOs as it has become impossible to solve every problems within a nation. In this period several organizations centered their activities towards safeguarding the interest of capitalist enterprises. Now to counterbalance this trend, NGOs emerged to highlight humanitarian issues, developmental aid and sustainable development (Davies, 2014). 12.3.2 Types of NGO 12.3.2.1 NGOs can be classified by orientation and level of co-operation. NGO type by orientation: ? Charitable orientation; ? Service orientation; ? Participatory orientation; ? Empowering orientation; NGO type by level of co-operation ? Community Based Organization; ? City Wide Organization; ? National NGOs; ? International NGOs; Apart from "NGO", often alternative terms are used as for example: independent sector, volunteer sector, civil society, grassroots organizations, transnational social movement organizations, private voluntary organizations, self-help organizations and non-state actors (NSA's). Non-governmental organizations are a heterogeneous group. A long list of acronyms has developed around the term "NGO". These include: ? BINGO: short for business-friendly international NGO or big international NGO ? CSO: Civil Society Organization ? DONGO: Donor Organized NGO ? ENGO: environmental NGO, such as Greenpeace and WWF

NSOU ? PGSW- I 156 ? GONGOs are government-operated NGOs, which may have been set up by governments to look like NGOs in order to qualify for outside aid or promote the interests of the government in question. ? INGO stands for international NGO; Oxfam is an international NGO ? QUANGOs are quasi-autonomous non-governmental organizations, such as the International Organization for Standardization (ISO). ? TANGO: stands for technical assistance NGO ? TNGO: stands for transnational NGO ? GSO: Grassroots Support Organization ? MANGO: stands for Market Advocacy NGO There are also other classifications of NGO. According to World Bank there are two types of NGOs –Operational and Advocacy. The basic difference lies in their purpose. The main purpose of an operational NGO is to design and implement development related project. On the other hand the primary purpose of an advocacy NGO is to defend or promote a specific cause. 12.3.2.2 Role of NGOs in developmental Sector: There are four important roles of NGOs and they are as follows: a) Social Development : The most important role that a Non Governmental Organization play is to enhance the process of social development globally which eventually has helped to facilitate the process of human development as measured by the UN Human Development Index (HDI). The most significant positive feature of NGOs is their capacity to maintain institutional independence and their stand towards political neutrality. But in some cases NGOs may need to collaborate with Governmental agencies to provide required services to the deprived section of the society. If a Governmental agency claims political allegiance, then NGOs may face the dilemma of either infringing their neutral position or depriving the poor population from required services. Due to this reason sometime NGOs have to withdraw their project from politically troubled countries. NGOs have justified this role by introducing some important features like "flexibility, ability to innovate, and grassroots orientation, humanitarian versus commercial goal orientation, non-profit status, dedication and commitment, and recruitment philosophy". But there are also some disadvantages of NGOs which can adversely affect this specific role of NGOs. These disadvantages are like

PGSW- I ? NSOU 157 “over-zealousness, restricted local participation, inadequate feasibility studies, conflicts or misunderstandings with host partner, inflexibility in recruitment and procedures, turf wars, inadequately trained personnel, lack of funding to complete projects, lack of transparency, inability to replicate results, and cultural insensitivity”. b) Sustainable Community Development: NGOs have proved his leadership qualities in promoting community level development. The NGOs are driven by such ideology and values, so that they can spread their activities among the distressed sections of the society in order to accomplish their requirements. Due to some specific feature of the NGOs they can easily mobilize mass for spreading awareness about different social issues. They have pioneered in empowering these sections so that they can control certain factors to bring back their lives into mainstream. NGOs also bear the responsibility to strengthen local organizations at grassroots level. NGOs are also expert in implementing project at a very lower cost than government agencies and most significantly can facilitate sustainable community development. Sustainable community development has five salient features and they are as follows: ? Increasing local economic diversity ? Self reliance: development of local markets, local production, local processing, greater co-operation among local economic entities. ? Reduction in the use of energy combined with recycling and management of waste products. ? Protection and enhancement of biological diversity and stewardship of natural resources. ? Commitment of sustainable communities to social justice. (Bridger & Luloff, 1999) As NGOs engage professional social workers to reduce human suffering, they play a vital role in supporting women, men, households and community. The roles for such NGOs include “counseling and support service, awareness raising and advocacy, legal aid and microfinance” (Desai, 2005). These NGOs have aspired to accelerate sustainable community development through activities like capacity building and building self-reliance. In this process NGOs also involve themselves in funding projects, contributing to awareness and promoting self-organization of various group (Baccaro, 2001). It can be articulated that NGOs play an important role in promoting sustainable community development through three basic function: 1) service delivery (relief, NSOU ? PGSW- I 158 welfare) (2) education and (3) public policy advocacy (Stromquist, 2002). NGOs can accelerate sustainable community development through microfinance, capacity building and self reliance of the community. NGOs promote local products and local market, expand social capital and human resources, encourage people to participate in several activities designed for them and try to bridge the gap between community and system as network liaisons. In this manner, the long-run goal of sustainable community development would be achieved (Nikkhah & Redzuan, 2010). c) Sustainable Development: NGOs not only promote sustainable development at local community level, but also at international level. In contemporary era besides focusing on government activities, NGOs have expanded their scope of activities and they have started focusing on larger corporations. NGOs are involved in assessing social and environmental impacts of business activity, supported by advances in information and communication technology .Several multinational corporations have also become accountable to keep proper record of corporation’s labor, environmental and human rights record. As an obvious consequence now a days, many corporations are taking care of the impact of their business activity on customers, employees, communities and other interested group. These initiatives are manifested through several activities like highlighting social and environmental affairs , becoming accountable for their action and documenting about the impact of their activities and most importantly drafting management structure that incorporate sustainable development concerns (Hall-Jones, 2006). NGOs play an important role in creating these trends. Some NGOs monitor, publicize and critically analyze the failure of the companies to assess the impacts of their activity on the community. NGOs are willing to assign some of their resources towards corporate social responsibility (CSR). d) Sustainable consumption: Another important role of NGOs is manifested through its partnership with industries in promoting sustainable consumptions. Some of the instances where this partnership has been successful are in categories such as product development, sustainable housing, labeling, World Wildlife Fund (WWF), green purchasing, marine stewardship and so on. In different project, it has been manifested that NGOs are engaging business to promote sustainable consumption through different interesting approaches like: ? Using Strategic Means to Point Out Problems ? Assessing Environmental Impacts of Products ? Greening the Supply of Products and Services ? Focusing on Market Forces ? Forming Extensive Networks of Different Stakeholders.

PGSW- I ? NSOU 159 12.4 Conclusion There are numbers of NGOs worldwide and these organizations have played a significant role in social development, sustainable community development, and promoting sustainable consumption. Business corporations that wish to take care of the interest of their stakeholders can benefit from a productive relationship with NGOs. 12.5 Exercises (i) What is Civil Society? Role of Civil Society in development sectors. (ii) Discuss role of importance of NGO in development sectors. (iii) Characteristics of Civil Society. (iv) Define NGO. Discuss various types of NGOs. 12.6 References Blumenfeld, B. (2004).

100%

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Hit and source - focused comparison, Side by Side

Submitted text	As student entered the text in the submitted document.
Matching text	As the text appears in the source.

1/180	SUBMITTED TEXT	32 WORDS	32% MATCHING TEXT	32 WORDS
of Social Work Unit 3 ? Code of Ethics of Professional Social Work Unit 4 ? Introduction of terms - Social Service, Social Welfare, Social Development, Social Change, Social Assistance, Social Justice, Social Security, Human Rights				
SA MSWS 11 Introduction to Social Work.docx (D117055407)				

2/180	SUBMITTED TEXT	35 WORDS	34% MATCHING TEXT	35 WORDS
DEVELOPMENT OF SOCIAL WORK IN ABROAD AND INDIA Unit 5 ? Historical Development of Social Work in UK Unit 6 ? Historical Development of Social Work in U.S.A Unit 7 ? Historical Development of Social Work in				
SA INTRODUCTION - Copy 08.08.21.docx (D111002472)				

3/180	SUBMITTED TEXT	16 WORDS	70% MATCHING TEXT	16 WORDS
OF SOCIAL WORK PRACTICE IN INDIA Unit 9 ?Social Reform Movements- in 18th and 19 th century				
of Social Work in India. z Social reform movement in 19 th and 20 th Century :				
W http://www.wbnsou.ac.in/student_zone/courses/school_of_professional_studies/syllabus/Master_Degre ...				

4/180	SUBMITTED TEXT	20 WORDS	52% MATCHING TEXT	20 WORDS
<p>of social work by different author 1.4 Objectives 1.5 Scope of Social Work 1.6 Functions of Social Work 1.7 Philosophy of Social Work 1.8</p> <p>SA INTRODUCTION - Copy 08.08.21.docx (D111002472)</p>				
5/180	SUBMITTED TEXT	31 WORDS	75% MATCHING TEXT	31 WORDS
<p>social change and development, cohesion and the empowerment of people and communities. Social work practice exercises its perspective of human development, behavior and the social economic and cultural institutions and interactions. Social work</p> <p>SA MSWS 11 Introduction to Social Work.docx (D117055407)</p>				
6/180	SUBMITTED TEXT	69 WORDS	91% MATCHING TEXT	69 WORDS
<p>of Social Work) General Assembly in July 2014. "Social Work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities, and indigenous knowledge, social work engages people and structures to address life challenges and enhance</p> <p>of the Social Work Profession by ISFW in July 2014 "Social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledges, social work engages people and structures to address life challenges and enhance</p> <p>W https://quizlet.com/611206411/definition-of-social-work-flash-cards/</p>				
7/180	SUBMITTED TEXT	45 WORDS	50% MATCHING TEXT	45 WORDS
<p>social work profession's core mandates, principles, knowledge and practice. Core mandates: The core mandates of social work profession incorporate enhancing social change, social development, social cohesion and liberation of people. Social PGSW- I ? NSOU 9 work considers the fact that historical, socio-economic, cultural, spatial, political and personal factors</p> <p>social work profession's core mandates, principles, knowledge and practice. Core Mandates social work profession's core mandates include social change, social development, social cohesion, and the empowerment and liberation of people. is a profession and an academic discipline that recognizes that interconnected historical, socio-economic, cultural, spatial, political and personal factors</p> <p>W https://www.ifsw.org/what-is-social-work/global-definition-of-social-work/</p>				
8/180	SUBMITTED TEXT	28 WORDS	51% MATCHING TEXT	28 WORDS
<p>Principles: The comprehensive principles of social work are based on respect of dignity of human beings, doing no harm, respect for diversity and standing for human rights and social justice.</p> <p>Principles principles of social work are respect for the inherent worth and dignity of human beings, doing no harm, respect for diversity and upholding human rights and social justice. Advocating and upholding human rights and social justice</p> <p>W https://www.ifsw.org/what-is-social-work/global-definition-of-social-work/</p>				

9/180	SUBMITTED TEXT	34 WORDS	90% MATCHING TEXT	34 WORDS
<p>constantly developing theoretical foundation and research as well as theories from other human sciences, but not limited to community development, social psychology, administration, anthropology, ecology, economics, education, management, nursing, psychiatry, psychology, public health, and sociology. Social work</p> <p>W https://www.ifsw.org/what-is-social-work/global-definition-of-social-work/</p>		<p>constantly developing theoretical foundation and research, as well as theories from other human sciences, including but not limited to community development, social pedagogy, administration, anthropology, ecology, economics, education, management, nursing, psychiatry, psychology, public health, and sociology. The uniqueness of social work</p>		
10/180	SUBMITTED TEXT	32 WORDS	100% MATCHING TEXT	32 WORDS
<p>The participatory methodology advocated in social work is reflected in "Engages people and structures to address life challenges and enhance wellbeing." As far as possible social work supports working with rather than for people. (</p> <p>W https://www.ifsw.org/what-is-social-work/global-definition-of-social-work/</p>		<p>The participatory methodology advocated in social work is reflected in "Engages people and structures to address life challenges and enhance wellbeing." As far as possible social work supports working with rather than for people.</p>		
11/180	SUBMITTED TEXT	33 WORDS	58% MATCHING TEXT	33 WORDS
<p>social change is based on the ground that the requirement of social work intervention emerges when the contemporary situation at the level of person, group, community or society is in need of change and development.</p> <p>W https://ddceutkal.ac.in/Syllabus/MSW/PAPER-1.pdf</p>		<p>social change mandate is based on the premise that social work intervention takes place when the particular situation, at the level of the person, family, small group, community or society, is deemed to be in need of change and development.</p>		
12/180	SUBMITTED TEXT	41 WORDS	96% MATCHING TEXT	41 WORDS
<p>Social work practice consists of the professional application of social work values, principles, and techniques to one or more of the following ends: helping people obtain tangible services; counseling and psychotherapy with individuals, families, and groups; helping communities or groups provide or improve</p> <p>SA INTRODUCTION - Copy 08.08.21.docx (D111002472)</p>				
13/180	SUBMITTED TEXT	45 WORDS	100% MATCHING TEXT	45 WORDS
<p>Anderson (1943) stated, "Social work is a professional service rendered to the people for the purpose of assisting them, as individuals or in groups to attain satisfying relationships and standards of life in accordance with their particular wishes and capacities and in harmony with those of the community".</p> <p>W https://ddceutkal.ac.in/Syllabus/MSW/PAPER-1.pdf</p>		<p>Anderson (1943) stated, "Social work is a professional service rendered to the people for the purpose of assisting them, as individuals or in groups to attain satisfying relationships and standards of life in accordance with their particular wishes and capacities and in harmony with those of the community".</p>		

14/180	SUBMITTED TEXT	32 WORDS	100% MATCHING TEXT	32 WORDS
<p>Friedlander (1951) defined , "Social work is a professional service, based on scientific knowledge and skill in human relations, which assists individuals, alone or in groups, to obtain social and personal satisfaction and independence".</p> <p>W https://ddceutkal.ac.in/Syllabus/MSW/PAPER-1.pdf</p>		<p>Friedlander (1951) defined, "Social work is a professional service, based on scientific knowledge and skill in human relations, which assists individuals, alone or in groups, to obtain social and personal satisfaction and independence".</p>		
15/180	SUBMITTED TEXT	31 WORDS	60% MATCHING TEXT	31 WORDS
<p>Indian Conference of Social work (1957) "Social work is a welfare activity based on humanitarian philosophy, scientific knowledge and technical skill PGSW- I ? NSOU 11 for helping individuals or community, to live</p> <p>W https://ddceutkal.ac.in/Syllabus/MSW/PAPER-1.pdf</p>		<p>Indian Conference of Social Work (1957) unanimously social work as "a welfare activity based on humanitarian philosophy, scientific knowledge and technical for helping individuals, groups or community, to live</p>		
16/180	SUBMITTED TEXT	56 WORDS	97% MATCHING TEXT	56 WORDS
<p>Mirza R. Ahmad (1969) said, "Social work is professional service based on the knowledge of human relations and skills in relationships and concerned with intra- personal and inter-personal adjustments resulting from unmet individual, group or community needs". This definition has emphasized on role social work as professional practice to bring intra-personal (within the person) and inter-personal (between persons) adjustments. Pincus and</p> <p>W https://ddceutkal.ac.in/Syllabus/MSW/PAPER-1.pdf</p>		<p>Mirza R. Ahmad (1969) said, "Social work is professional service based on the knowledge of human relations and skills in relationships and concerned with intra- personal and inter-personal adjustments resulting from unmet individual, group or community needs". This definition has emphasized on role social work as professional practice to bring intra-personal (within the person) and inter-personal (between persons) adjustments. Moorthy and</p>		
17/180	SUBMITTED TEXT	38 WORDS	96% MATCHING TEXT	38 WORDS
<p>Minahan (1978) combinedly gave a definition of social work saying, "Social work is concerned with the interaction between people and their environment which affects the ability of people to accomplish their life tasks, alleviate distress, and realize their aspirations and values".</p> <p>W https://ddceutkal.ac.in/Syllabus/MSW/PAPER-1.pdf</p>		<p>Minahan (1978) combinedly gave a definition of social work saying, "Social work is concerned with the interaction between people and their environment which affects the ability of people to accomplish their life tasks, alleviate distress, and realize their aspirations and values".</p>		
18/180	SUBMITTED TEXT	55 WORDS	94% MATCHING TEXT	55 WORDS
<p>Gordon Brown has given four objectives of social work such as: ? to provide physical or material support ? to help in social adjustment ? to help in solving the psychological problems and ? to make adequate opportunities for the individuals in problems for raising their standard of living which can prevent problems from intruding. Emerging objectives of Social Work:</p> <p>W https://ddceutkal.ac.in/Syllabus/MSW/PAPER-1.pdf</p>		<p>Gordon Brown has given four objectives of social work such as: i) to provide physical or material support ii) to help in social adjustment, iii) to help in solving the psychological problems and iv) to make adequate opportunities for the individuals in problems for raising their standard of living which can prevent problems from intruding. 2. Generic objectives of social work:</p>		

19/180	SUBMITTED TEXT	23 WORDS	66% MATCHING TEXT	23 WORDS
<p>knowledge of human development and behavior; of social and economic, and cultural institutions; and the interaction of all these factors." –National Association of Social Workers "</p> <p>SA INTRODUCTION - Copy 08.08.21.docx (D111002472)</p>				
20/180	SUBMITTED TEXT	48 WORDS	93% MATCHING TEXT	48 WORDS
<p>such as: ? Enabling the individual and his impaired being so as to make him fit to live a self sufficient and satisfied life and ? Modifying his social environment in his for so that it becomes conducive for him to live happy and adequate life. (Sahrwardi, 2014). 1.5 Scope of Social Work</p> <p>W https://ddceutkal.ac.in/Syllabus/MSW/PAPER-1.pdf</p>				
21/180	SUBMITTED TEXT	69 WORDS	65% MATCHING TEXT	69 WORDS
<p>Social work has following objectives: ? To solve psycho-social problem. ? To fulfill humanitarian needs. ? To solve adjust mental problems. ? To create self-sufficiency. ? To make and strengthen harmonious social relations. ? To make provision of corrective and recreational services . ? To develop democratic values. ? To provide opportunities for development and social programme. ? To change the environment in favor of individuals growth and development. ? To bring change in social system for social development.</p> <p>SA INTRODUCTION - Copy 08.08.21.docx (D111002472)</p>				
22/180	SUBMITTED TEXT	68 WORDS	91% MATCHING TEXT	68 WORDS
<p>The agencies-non-governmental, semi- governmental or governmental which render social work services; 2) The ways PGSW- I ? NSOU 13 (methods) through which they render services such as Case Work, Group Work, Community Organization, Social Action, Social Research, Social Welfare Administration etc and 3) The various types of services (fields of social work) that they render to different individuals, groups and communities keeping in mind the objectives, philosophy and values of social work. Social work</p> <p>W https://www.sweducarebd.com/2017/08/fields-of-social-work-practice.html</p>				
23/180	SUBMITTED TEXT	25 WORDS	51% MATCHING TEXT	25 WORDS
<p>to elderly, blind, disabled and disadvantaged people. b) Social Insurance: Social insurance refers to fulfill certain contingencies like old age, unemployment, industrial accidents and occupational diseases etc.</p> <p>W https://www.sweducarebd.com/2017/08/fields-of-social-work-practice.html</p>				

24/180	SUBMITTED TEXT	27 WORDS	67% MATCHING TEXT	27 WORDS
<p>human development. Social work renders significant services in this sector like material assistance and counseling service to the family relating to marriage, health, economic problems and bringing up siblings.</p>		<p>human development. Social work renders a significant role in the sphere of family organization. It provides for some material assistance and counseling service to the family relating to marriage, health, economic problems and bringing up siblings.</p>		
<p>W https://www.sweducarebd.com/2017/08/fields-of-social-work-practice.html</p>				
25/180	SUBMITTED TEXT	16 WORDS	100% MATCHING TEXT	16 WORDS
<p>residential institutions for their care and protection, education and rehabilitation of socially handicapped children viz, orphans, destitute</p>		<p>residential institutions for their care and protection, education and rehabilitation of socially handicapped children viz, orphans destitute</p>		
<p>W https://www.sweducarebd.com/2017/08/fields-of-social-work-practice.html</p>				
26/180	SUBMITTED TEXT	22 WORDS	79% MATCHING TEXT	22 WORDS
<p>recreational and cultural facilities, holiday homes for the children of low income families etc. e) Community Welfare Service : Community is an important</p>		<p>recreational and cultural facilities, holiday homes for the children of low income families. 5.Community Welfare : Service Community is another important</p>		
<p>W https://www.sweducarebd.com/2017/08/fields-of-social-work-practice.html</p>				
27/180	SUBMITTED TEXT	47 WORDS	97% MATCHING TEXT	47 WORDS
<p>establishment of urban community development centers dealing with the welfare aspects of slum improvement such as slum clearance, sanitation, health education and care, seeking employment for women, dormitories and night shelters for migrant homeless people, holiday home for children and community welfare service in rural areas etc f) Women Welfare Service: Women</p>		<p>establishment of urban community development centers dealing with the welfare aspects of slum improvement such as slum clearance, sanitation, health education and care, seeking employment for women, dormitories and night shelters for migrant homeless people, holiday home for children and community welfare service in rural areas etc. 6.Women Welfare Service : Women</p>		
<p>W https://www.sweducarebd.com/2017/08/fields-of-social-work-practice.html</p>				
28/180	SUBMITTED TEXT	24 WORDS	76% MATCHING TEXT	24 WORDS
<p>includes the activities such as family management counseling, counseling on safety maintenance, advocacy for labour rights, health education, value education etc. h) Welfare Services for the</p>		<p>includes the activities such as family management counseling, counseling on safety maintenance, advocacy for labor rights, health education, value education etc. 8.Welfare Service for the</p>		
<p>W https://www.sweducarebd.com/2017/08/fields-of-social-work-practice.html</p>				

29/180	SUBMITTED TEXT	43 WORDS	80% MATCHING TEXT	43 WORDS
<p>The welfare service for differently able incorporates institution for the care and rehabilitation of physically and mentally retarded, hostels for the working handicapped, small production units for the differently able, special schools for mentally retarded children and orthopaedically challenged and counseling service for mentally depressed etc.</p>		<p>The welfare service for disabled includes institution for the care and rehabilitation of physically and mentally retired, hostels for the working handicapped, small production units for the differently able, special schools for mentally retire children and orthopaedically challenged and counseling service for mentally depressed etc. 9.</p>		
<p>W https://www.sweducarebd.com/2017/08/fields-of-social-work-practice.html</p>				
30/180	SUBMITTED TEXT	19 WORDS	100% MATCHING TEXT	19 WORDS
<p>The activities of social work for the aged and infirm include running old age home, recreational facilities, physical support, psychological</p>		<p>The activities of social work for the aged and infirm include running old age home, recreational facilities, physical support, psychological</p>		
<p>W https://www.sweducarebd.com/2017/08/fields-of-social-work-practice.html</p>				
31/180	SUBMITTED TEXT	21 WORDS	79% MATCHING TEXT	21 WORDS
<p>and teachers. The activities of social work intervention in schools range from counseling service to the children and their parents, to the</p>		<p>and teachers where required. The activities of social work intervention in schools include counseling service to the children and their parents, counseling to the</p>		
<p>W https://www.sweducarebd.com/2017/08/fields-of-social-work-practice.html</p>				
32/180	SUBMITTED TEXT	15 WORDS	100% MATCHING TEXT	15 WORDS
<p>It includes recreational activities, counseling, vocational training for the unemployed criminals, after care service, rehabilitation etc.</p>		<p>It includes recreational activities, counseling, vocational training for the unemployed criminals, after care service, rehabilitation etc. 12.</p>		
<p>W https://www.sweducarebd.com/2017/08/fields-of-social-work-practice.html</p>				
33/180	SUBMITTED TEXT	19 WORDS	100% MATCHING TEXT	19 WORDS
<p>Youth counseling service, Youth health service, National Fitness Corps, Services for poor students, National Physical efficacy Drive, National Employment Scheme</p>		<p>Youth counseling service, Youth health service, National Fitness Corps, Services for poor students, National Physical efficacy Drive, National Employment Scheme</p>		
<p>W https://www.sweducarebd.com/2017/08/fields-of-social-work-practice.html</p>				
34/180	SUBMITTED TEXT	15 WORDS	90% MATCHING TEXT	15 WORDS
<p>According to Prof. P.D. Mishra "social work operates to assist individuals in adjusting to the</p>		<p>According to Proff. P.D. Mishra social work operates to assist individuals in adjusting to the</p>		
<p>W https://ddceutkal.ac.in/Syllabus/MSW/PAPER-1.pdf</p>				

35/180	SUBMITTED TEXT	78 WORDS	95% MATCHING TEXT	78 WORDS
<p>institutional frame work of the society and attempts to modify the institutional frame work itself in appropriate areas. He classified the functions of social work into the following 4 major categories: 1) Curative Function: The services listed under curative functions are–medical and health services, services relating to psychiatry, child guidance, child welfare services, services for the handicapped or disable in the form of protection and rehabilitation. These kinds of services address the physical, social, material, psychological sickness of individuals in the society. 2) Correctional Function:</p>		<p>institutional frame work of the society and attempts to modify the institutional frame work itself in appropriate areas. He classified the functions of social work into the following 4 major categories: 1.Curative Function The services provided under curative functions are–medical and health services, services relating to psychiatry, child guidance, child welfare services, services for the handicapped or disable in the form of protection and rehabilitation. These kinds of services aim to cure the physical, social, material, psychological sickness of individuals in the society. 2.Correctional Function</p>		
<p>W https://ddceutkal.ac.in/Syllabus/MSW/PAPER-1.pdf</p>				
36/180	SUBMITTED TEXT	15 WORDS	100% MATCHING TEXT	15 WORDS
<p>it includes life insurance services, public assistance, social legislation, adult education and prevention of diseases etc. 4)</p>		<p>It includes life insurance services, public assistance, social legislation, adult education and prevention of diseases etc.</p>		
<p>W https://ddceutkal.ac.in/Syllabus/MSW/PAPER-1.pdf</p>				
37/180	SUBMITTED TEXT	18 WORDS	63% MATCHING TEXT	18 WORDS
<p>it deals with all most all the areas of society in the following ways : a) Public Assistance: It</p>		<p>It deals with almost all the groups of the society in the following ways: 1.Public Assistance : It</p>		
<p>W https://www.sweducarebd.com/2017/08/fields-of-social-work-practice.html</p>				
38/180	SUBMITTED TEXT	49 WORDS	93% MATCHING TEXT	49 WORDS
<p>socio economic development such as education, recreational services, urban and rural development programmes and programmes of integration etc which are primarily concerned with the development of individuals, families, groups and communities. ((NAPSWI), 2016) The basic functions of social work can be divided in 3 broad interdependent and interrelated categories, viz; o Restoration of social functioning</p>		<p>socio-economic development activities such as: education, recreational services, urban and rural development programmes and programmes of integration etc which are primarily concerned with the development of individuals, families, groups and communities. The basic functions of social work can be divided in 3 broad interdependent and interrelated categories, viz; 1. Restoration of social functioning 2.</p>		
<p>W https://ddceutkal.ac.in/Syllabus/MSW/PAPER-1.pdf</p>				
39/180	SUBMITTED TEXT	18 WORDS	55% MATCHING TEXT	18 WORDS
<p>Social Work? (ii) What are the objectives of Social Work? (iii) Write about the scope and functions of social work? (</p>				
<p>SA INTRODUCTION - Copy 08.08.21.docx (D111002472)</p>				

40/180	SUBMITTED TEXT	6 WORDS	84% MATCHING TEXT	6 WORDS
<p>of Social Woek : https://www.ifsw.org/what-is-social-work/global-definition-of-social-work/</p> <p>W https://hrcak.srce.hr/file/392606</p>		<p>of social work]. Retrieved from: https://www.ifsw.org/ what-is-social-work/global-definition-of-social-work/ (15.7.2021.) 29.</p>		
41/180	SUBMITTED TEXT	10 WORDS	100% MATCHING TEXT	10 WORDS
<p>Principles are guiding beliefs and statement of do's and</p> <p>W https://www.careervillage.org/questions/281232/what-are-the-7-principles-of-social-workNASW.</p>		<p>Principles are guiding beliefs and statement of do's and</p>		
42/180	SUBMITTED TEXT	100 WORDS	85% MATCHING TEXT	100 WORDS
<p>as he or she is with all his/her limitations. Social work believes that acceptance is the root of all help. Social worker should not feel hostile towards a client because his behavior deviates from the approved one. The principle of acceptance entails that social worker must perceive, acknowledge, receive and establish a relationship with the individual client as he actually is, not as social worker wishes him to be or think he should be. Principle of individualization: The principle of individualization is fundamental to effective social work practice. Social work believes that every individual is unique. Each individual is different from that of every other individual in nature</p> <p>W https://www.careervillage.org/questions/281232/what-are-the-7-principles-of-social-workNASW.</p>		<p>as he or she is with all his/her limitations. Social work believes that acceptance is the crux of all help. Social worker does not condemn or feel hostile towards a client because his behavior differs from the approved one. The principle of acceptance implies that social worker must perceive, acknowledge, receive and establish a relationship with the individual client as he actually is, not as social worker wishes him to be or think he should be. Principle of Individualization: - The principle of individualization is fundamental to effective social work practice. Social work believes in the uniqueness of individual. Each individual is different from that of every other individual nature.</p>		
43/180	SUBMITTED TEXT	31 WORDS	100% MATCHING TEXT	31 WORDS
<p>As we know that individual is unique as his thumb print. The social worker views the problem of each client as specific and helps the client move forward finding the most satisfactory means</p> <p>W https://www.careervillage.org/questions/281232/what-are-the-7-principles-of-social-workNASW.</p>		<p>As we know that individual is unique as his thumb print. The social worker views the problem of each client as specific and helps the client move forward finding the most satisfactory means</p>		

44/180	SUBMITTED TEXT	104 WORDS	100% MATCHING TEXT	104 WORDS
<p>for client to deal with particular problem situation. Principle of Communications: Communication is a two way process most of the problem that give pain are precisely the problem of communication. When the communication is inadequate or insufficient the problems occurs either automatically or because of misunderstanding. The social worker should have enough skills to grasp the communication. The proper communication is crucial in social work relationship because the background of the client and worker may be different, the mental status of the client and the worker may vary. Therefore, the social worker should make all the efforts to see that communication between him and client is proper. The client should be made</p>		<p>for client to deal with particular problem situation. Principle of Communications:- Communication is a two way process most of the problem that give pain are precisely the problem of communication. When the communication is inadequate or insufficient the problems occurs either automatically or because of misunderstanding. The social worker should have enough skills to grasp the communication. The proper communication is crucial in social work relationship because the background of the client and worker may be different, the mental status of the client and the worker may vary. Therefore the social worker should make all the efforts to see that communication between him and client is proper. The client should be made</p>		
<p>W https://www.careervillage.org/questions/281232/what-are-the-7-principles-of-social-workNASW.</p>				

45/180	SUBMITTED TEXT	44 WORDS	51% MATCHING TEXT	44 WORDS
<p>feel comfortable and at ease to express his thoughts feelings and facts. PGSW- I ? NSOU 23 Principle of Confidentiality: Social work believes that during the process of providing professional help to the client, client may have to share personal information about them in relationship with a social agency.</p>		<p>feel comfortable and at ease to express his thoughts feelings and facts. Confidentiality:- Social work believes that during the professional help between the client and social worker, client have the right of personal information about themselves in relationship with a social agency.</p>		
<p>W https://www.careervillage.org/questions/281232/what-are-the-7-principles-of-social-workNASW.</p>				

46/180	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
<p>and other agencies and individual & should be consulted only with the (</p>		<p>and other agencies and individual & should be consulted only with the</p>		
<p>W https://www.careervillage.org/questions/281232/what-are-the-7-principles-of-social-workNASW.</p>				

47/180

SUBMITTED TEXT

222 WORDS

98% MATCHING TEXT

222 WORDS

consent. Principle of Self-Determination: The principle emphasizes client's right to self determination. Every individual client has the right to decide what is appropriate for him and decides the ways and strategies to accomplish it. In other words, social worker should not enforce decisions or solutions on the clients because the client has come to him for help. Therefore, social worker should support and guide the client to develop insight into his social situations in correct perspective and encourage and involve him to like decisions that are good and acceptable to him. Principle of Non-Judgmental Attitude: Principle of non-judgmental attitude presumes that the social worker should begin the professional relationship without any bias. He should not form opinion about the client, good or bad, worthy or unworthy. He has to treat the client as somebody who has come to him for help and he should be willing to help the client without being influenced by the opinions of other about the client or his situation. This enables the worker and the client feel free to develop understanding of each other. Principle of Controlled Emotional Involvement: This principle guides social work professional not to indulge too much personally in the client's difficult situation or being too objective. Therefore, the social worker should maintain a reasonable emotional distance even while sympathizing with the client social worker should indicate the understanding of the difficult situations of the client without showing pity or appearing to be indifference. (

consent. Principle of Self Determination:- The principle emphasizes client's right to self determination. Every individual client has the right to decide what is appropriate for him and decides the ways and means to realize it. In other words, social worker should not force decisions or solutions on the clients because the client has come to him for help. Therefore, social worker should support and guide the client to develop insight into his social situations in correct perspective and encourage and involve him to like decisions that are good and acceptable to him. Principle of Non-judgmental Attitude:- Principle of non-judgmental attitude presumes that the social worker should begin the professional relationship without any bias. He should not form opinion about the client, good or bad, worthy or unworthy. He has to treat the client as somebody who has come to him for help and he should be willing to help the client without being influenced by the opinions of other about the client or his situation. This enables the worker and the client feel free to develop understanding of each other. Principle of Controlled Emotional Involvement:- This principle guides social work professional not to indulge too much personally in the client's difficult situation or being too objective. Therefore the social worker should maintain a reasonable emotional distance even while sympathizing with the client social worker should indicate the understanding of the difficult situations of the client without showing pity or appearing to be indifference.

W <https://www.careervillage.org/questions/281232/what-are-the-7-principles-of-social-workNASW>.

48/180

SUBMITTED TEXT

26 WORDS

74% MATCHING TEXT

26 WORDS

Social work principles are guiding declarations of statement which have evolved from experience and research. The most commonly discussed principles of social work are as follows: Principle of acceptance:

Social work principles are guiding assertions of statement that have come from experiences and research. The most commonly discussed principles of social work are as follows: Principles of Acceptance:

W <https://www.careervillage.org/questions/281232/what-are-the-7-principles-of-social-workNASW>.

Service ? Empowering individuals, families, and communities is a primary goal of all social workers. Service is the value from which all other social work values stem. Social workers regularly elevate the needs of their communities above their own personal interests and use their skills and knowledge (from education and experience) to enhance the wellbeing of others. In addition, social workers often volunteer their time or expertise above and beyond their professional commitments. ? For example, during the COVID-19 pandemic, many social workers coordinated material aid, community meals, and PPE drives. Social Justice ? Social workers advocate on behalf of the oppressed, the marginalized, and anyone who needs their voice amplified. They often focus on issues such as poverty, homelessness, discrimination, harassment, and other forms of injustice. Social workers provide information, help, and other resources to people seeking equality, and they educate people who may not directly experience discrimination about the struggles of others who may not have the same level of privileges in our society. ? Social workers' efforts to address injustices include examining their own biases and encouraging others to do the same. They work to create more equitable support systems and identify structural conditions that contribute to disparities in the health and well-being of individuals and communities. Dignity and Worth of the Person ? Social workers are mindful of individual differences in thinking and

Service Empowering individuals, families, and communities is a primary goal of all social workers. Service is the value from which all other social work values stem. Social workers regularly elevate the needs of their communities above their own personal interests and use their skills and knowledge (from education and experience) to enhance the wellbeing of others. In addition, social workers often volunteer their time or expertise above and beyond their professional commitments. For example, during the COVID-19 pandemic, many social workers coordinated mutual aid, community meals, and PPE drives. 2. Social Justice Social workers advocate on behalf of the oppressed, the marginalized, and anyone who needs their voice amplified. They often focus on issues such as poverty, homelessness, discrimination, harassment, and other forms of injustice. Social workers provide information, help, and other resources to people seeking equality, and they educate people who may not directly experience discrimination about the struggles of others who may not have the same level of privileges in our society. Social workers' efforts to address injustices includes examining their own biases and encouraging others to do the same. They work to create more equitable support systems and identify structural conditions that contribute to disparities in the health and well-being of individuals and communities. 3. Dignity and Worth of the Person Social workers are mindful of individual differences in thinking and

W <https://socialwork.tulane.edu/blog/social-work-values>

as well as cultural and ethnic diversity. Only by treating each person with dignity and respect can social workers promote their clients' capacity and opportunity to address their own needs and improve their personal situations. Social workers must be cognizant of their duties to both individual clients and to society as a whole, and seek solutions for their clients that also support society's broader interests. ? Social workers seek to eliminate factors that threaten the dignity and worth of individuals, but they do so with a decentred approach that respects differences and honors self-determination. Rather than imposing their own values, social workers leverage the values of their clients and the communities they serve.

Importance of Human Relationships ? Social workers connect people who need assistance with organizations and individuals who can provide the appropriate help. Social workers recognize that facilitating human relationships can be a useful vehicle for creating change, and they excel at engaging potential partners who can create, maintain, and enhance the well-being of families, neighbourhoods, and whole communities. ? Challenging social conditions, such as those created by the COVID-19 pandemic, highlight the essential role of human relationships in supporting health and healing. Social workers not only build and maintain strong relationships with individuals and communities, they also help their clients identify relationships that are helpful to them.

Integrity ? To facilitate these relationships and empower others to improve their lives, social workers must act in a way that engenders trust. Each social worker must be continually aware of the profession's mission, values, and ethical principles and standards, and set a good example of these components for their clients. By behaving honestly and demonstrating personal integrity, social workers can promote the organizations with which they are affiliated while also creating the most value for the populations they serve. ? One relevant trend in social work is the profession's use of and interest in social media. A study published by Social Sciences & Humanities Open in 2020 reports that the social work profession seeks to "regard data privacy NSOU ? PGSW- I 26 protection as a human and civil rights issue" and "support inclusion of social media information in social work."

Competence ? Professional social workers often hold undergraduate or graduate degrees in social work, but a fair amount of their knowledge comes from gaining on- the-job experience. As part of the social work values outlined in the NASW Code of Ethics, each social worker must practice within their scope of competence and avoid misrepresenting skills or experience to potential clients. ? Social workers must constantly strive to expand their knowledge base and competence in order to make meaningful contributions to the profession and those they serve. Social work is a lifelong learning commitment, and continuing education can take the form of any activity that expands a social worker' knowledge and skill set, conducting personal study and research, attending webinars and conferences, or pursuing additional licences or degrees. (

as well as cultural and ethnic diversity. Only by treating each person with dignity and respect can social workers promote their clients' capacity and opportunity to address their own needs and improve their personal situations. Social workers must be cognizant of their duties to both individual clients and to society as a whole, and seek solutions for their clients that also support society's broader interests. Social workers seek to eliminate factors that threaten the dignity and worth of individuals, but they do so with a decentered approach that respects differences and honors self-determination. Rather than imposing their own values, social workers leverage the values of their clients and the communities they serve. 4.

Importance of Human Relationships Social workers connect people who need assistance with organizations and individuals who can provide the appropriate help. Social workers recognize that facilitating human relationships can be a useful vehicle for creating change, and they excel at engaging potential partners who can create, maintain, and enhance the well-being of families, neighborhoods, and whole communities. Challenging social conditions, such as those created by the COVID-19 pandemic, highlight the essential role of human relationships in supporting health and healing. Social workers not only build and maintain strong relationships with individuals and communities, they also help their clients identify relationships that are helpful to them and let go of relationships that are not 5.

Integrity To facilitate these relationships and empower others to improve their lives, social workers must act in a way that engenders trust. Each social worker must be continually aware of the profession's mission, values, and ethical principles and standards, set a good example of these components for their clients. By behaving honestly and demonstrating personal integrity, social workers can promote the organizations with which they are affiliated while also creating the most value for the populations they serve. One relevant trend in social work is the profession's use of and interest in social media. A study published by Social Sciences & Humanities Open in 2020 reports that the social work profession seeks to "regard data privacy protection as a human and civil rights issue" and "support inclusion of social media information in social work."

6. Competence Professional social workers often hold undergraduate or graduate degrees in social work, but a fair amount of their knowledge comes from gaining on-the-job experience. As part of the social work values outlined in the NASW Code of Ethics, each social worker must practice within their scope of competence and avoid misrepresenting skills or experience to potential clients. Social workers must constantly strive to expand their knowledge base and competence in order to make meaningful contributions to the profession and those they serve. Social work is a lifelong learning commitment, and continuing education can take the form of any activity that expands a social worker' knowledge and skill set: conducting personal study and research, attending webinars and conferences, or pursuing additional licenses or degrees.

51/180	SUBMITTED TEXT	33 WORDS	60% MATCHING TEXT	33 WORDS
<p>on the basis of characteristics such as ability, age, culture, gender or sex, marital status, PGSW- I ? NSOU 27 socio-economic status, political opinions, skin color, racial or other physical characteristics, sexual orientation, or spiritual beliefs.</p>		<p>on the basis of characteristics such as ability, age, culture, gender or sex, marital status, socio- economic status, political opinions, skin colour, racial or other physical characteristics, sexual orientation, or spiritual beliefs.</p>		
<p>W https://www.diva-portal.org/smash/get/diva2:1358534/FULLTEXT01.pdf</p>				
52/180	SUBMITTED TEXT	14 WORDS	96% MATCHING TEXT	14 WORDS
<p>to promote, restore, maintain and enhance the well-being of individuals, families, social groups and communities (</p>				
<p>SA INTRODUCTION - Copy 08.08.21.docx (D111002472)</p>				
53/180	SUBMITTED TEXT	1 WORDS	100% MATCHING TEXT	1 WORDS
<p>https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English</p>				
<p>SA INTRODUCTION - Copy 08.08.21.docx (D111002472)</p>				
54/180	SUBMITTED TEXT	21 WORDS	71% MATCHING TEXT	21 WORDS
<p>of the original principles. (NASW) 3.3.1 Purpose of the NASW Code of Ethics Professional ethics lies at the core of social work</p>		<p>of the human Purpose of the NASW Code of Ethics Professional ethics are at the core of social work.</p>		
<p>W https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English</p>				
55/180	SUBMITTED TEXT	9 WORDS	100% MATCHING TEXT	9 WORDS
<p>the profession's mission, values, and ethical principles and standards. ?</p>		<p>the profession's mission, values, and ethical principles and standards,</p>		
<p>W https://socialwork.tulane.edu/blog/social-work-values</p>				
56/180	SUBMITTED TEXT	62 WORDS	94% MATCHING TEXT	62 WORDS
<p>the profession in general. The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) Social workers' ethical responsibilities to clients, (2) Social workers' ethical responsibilities to colleagues, (3) Social workers' ethical responsibilities in practice settings, (4) Social workers' ethical responsibilities as professionals (5) Social workers' ethical responsibilities to the social work profession (6) Social workers' ethical responsibilities to the broader society. (</p>		<p>the profession. The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.</p>		
<p>W https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English</p>				

57/180	SUBMITTED TEXT	35 WORDS	87% MATCHING TEXT	35 WORDS
<p>The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve. This specific code of ethics has six purposes</p> <p>SA INTRODUCTION - Copy 08.08.21.docx (D111002472)</p>				
58/180	SUBMITTED TEXT	29 WORDS	95% MATCHING TEXT	29 WORDS
<p>on the basis of characteristics such as ability, age, culture, gender or sex, marital status, socio-economic status, political opinions, skin color, racial or other physical characteristics, sexual orientation, or spiritual beliefs.</p> <p>W https://www.diva-portal.org/smash/get/diva2:1358534/FULLTEXT01.pdf</p>				
59/180	SUBMITTED TEXT	12 WORDS	83% MATCHING TEXT	12 WORDS
<p>ethical standards to which the people can hold the social work profession</p> <p>SA INTRODUCTION - Copy 08.08.21.docx (D111002472)</p>				
60/180	SUBMITTED TEXT	14 WORDS	96% MATCHING TEXT	14 WORDS
<p>to promote, restore, maintain and enhance the well-being of individuals, families, social groups and communities. 3.4.4</p> <p>SA INTRODUCTION - Copy 08.08.21.docx (D111002472)</p>				
61/180	SUBMITTED TEXT	14 WORDS	89% MATCHING TEXT	14 WORDS
<p>Social workers are expected to develop and maintain the required skills and competence to</p> <p>W https://masw.org.mt/wp-content/uploads/2021/06/Social-Work-Code-of-Ethics-2018-SWPB-and-MASW.pdf</p>				
62/180	SUBMITTED TEXT	28 WORDS	85% MATCHING TEXT	28 WORDS
<p>not abusing the relationship of trust with the people using their services, recognizing the boundaries between personal and professional life and not abusing their position for personal benefit or gain. ?</p> <p>W https://www.egyankosh.ac.in/bitstream/123456789/67077/3/Unit-1.pdf</p>				

63/180	SUBMITTED TEXT	14 WORDS	85% MATCHING TEXT	14 WORDS
<p>Social workers should foster and engage in ethical debate with their colleagues and employers</p> <p>W https://masw.org.mt/wp-content/uploads/2021/06/Social-Work-Code-of-Ethics-2018-SWPB-and-MASW.pdf</p>		<p>Social workers should participate, foster and engage in professional debate with their colleagues and employers;</p>		
64/180	SUBMITTED TEXT	23 WORDS	70% MATCHING TEXT	23 WORDS
<p>charge only for hours and services contracted with them. ? Arrange appropriate temporary or substitute service for clients when unavailable or unable to continue practice. ?</p> <p>W https://masw.org.mt/wp-content/uploads/2021/06/Social-Work-Code-of-Ethics-2018-SWPB-and-MASW.pdf</p>		<p>Charge only for hours and services contracted by them; iii. Charge fair and reasonable fees; iv. Arrange appropriate temporary or substitute service for service users when unavailable or unable to continue practice</p>		
65/180	SUBMITTED TEXT	23 WORDS	62% MATCHING TEXT	23 WORDS
<p>Social workers must shoulder responsibility and credit, including authorship credit, only for the work they have actually performed and to which they have contributed.</p> <p>W https://masw.org.mt/wp-content/uploads/2021/06/Social-Work-Code-of-Ethics-2018-SWPB-and-MASW.pdf</p>		<p>Social workers should take responsibility and recognition only for the work they have actually performed and to which they have contributed.</p>		
66/180	SUBMITTED TEXT	24 WORDS	81% MATCHING TEXT	24 WORDS
<p>Social workers should be willing to collaborate with the schools of social work in order to support social work students to get practical training</p> <p>W https://www.egyankosh.ac.in/bitstream/123456789/67077/3/Unit-1.pdf</p>		<p>Social workers should also be willing to collaborate with the schools of social work in order to extend support and supervision to the social work students to get exposed to the practical training</p>		
67/180	SUBMITTED TEXT	2 WORDS	100% MATCHING TEXT	2 WORDS
<p>https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English</p> <p>SA INTRODUCTION - Copy 08.08.21.docx (D111002472)</p>				
68/180	SUBMITTED TEXT	54 WORDS	91% MATCHING TEXT	54 WORDS
<p>Friedlander : "Social Welfare is the organized systems of social services and institutions designed to aid individuals and groups to attain satisfying standards of life and health , and personal and social relationships which permit them to develop their full capacities and to promote their well being in harmony with the needs of their families and the community.</p> <p>W https://ddceutkal.ac.in/Syllabus/MSW/PAPER-1.pdf</p>		<p>Friedlander said, "Social welfare is the organized form of social services and institutions, designed to aid individuals and groups to attain satisfying standards of life and health, and personal and social relationships that permits them to develop their full capacities and to promote their well being in harmony with the needs of their families and the community". 3.</p>		

69/180	SUBMITTED TEXT	26 WORDS	100% MATCHING TEXT	26 WORDS
<p>Social welfare services are given to the needy individuals, groups and communities but it doesn't have any specific method to deal with the problems of the people.</p> <p>W https://ddceutkal.ac.in/Syllabus/MSW/PAPER-1.pdf</p>		<p>social welfare services are given to the needy individuals, groups and communities but it doesn't have any specific method to deal with the problems of the people.</p>		
70/180	SUBMITTED TEXT	22 WORDS	81% MATCHING TEXT	22 WORDS
<p>is a system of laws, programs, benefits and services which strengthens or assures provisions for the wellbeing of the individuals. A social</p> <p>W https://ddceutkal.ac.in/Syllabus/MSW/PAPER-1.pdf</p>		<p>is a system of laws, programmes, benefits and services which strengthens or assures provisions for the well being of the individuals. vii) A social</p>		
71/180	SUBMITTED TEXT	16 WORDS	87% MATCHING TEXT	16 WORDS
<p>Social development is the process of planned institutional change to bring about better adjustment between human</p> <p>W https://ddceutkal.ac.in/Syllabus/MSW/PAPER-1.pdf</p>		<p>Social development is the process of planned institutional change to bring about a better correspondence between human</p>		
72/180	SUBMITTED TEXT	13 WORDS	100% MATCHING TEXT	13 WORDS
<p>on the one hand and social policies and programmes on the other' (</p> <p>W https://ddceutkal.ac.in/Syllabus/MSW/PAPER-1.pdf</p>		<p>on the one hand and social policies and programmes on the other".</p>		
73/180	SUBMITTED TEXT	22 WORDS	43% MATCHING TEXT	22 WORDS
<p>Social Welfare , Social Development, Social Change, Social Assistance, Social Justice, Social Security, Human Rights Structure 4.1 Objective 4.2 Introduction 4.3 Social Service 4.4 Social Welfare 4.5 Social Development 4.6 Social</p> <p>SA INTRODUCTION - Copy 08.08.21.docx (D111002472)</p>				

Change is an ever-present phenomenon. It is the law of nature. Society is not at all a static phenomenon, but it is a dynamic entity. It is an ongoing process. The social structure is subject to incessant changes. Individuals may strive for stability, yet the fact remains that society is an every changing phenomenon; growing, decaying, renewing and accommodating itself to changing conditions. The human composition of societies changes over time, technologies expand, ideologies and values take on new components; institutional functions and structures undergo reshaping. Hence, no society remains complete static. Incessant changeability is very inherent nature of human society. A social structure is a nexus of present relationships. It exists because social beings seek to maintain it. It continues to exist because men demand its continuance. But the existing social structure is influenced by many factors and forces that inevitably cause it to change. Society is thus subject to continuous change. The change of man and society has been the central and quite dominant concern of sociology right from the time when it emerged as branch of learning. The concern for social change is of great importance not only in studying past changes but also in NSOU ? PGSW- I 52 investigating 'future' developments. Change implies all variations in human societies. When changes occur in the modes of living of individuals and social relation gets influenced, such changes are called social changes. Social change refers to the modifications which take place in life pattern of people. It occurs because all societies are in a constant state of disequilibrium. The word 'change' denotes a difference in anything observed over some period of time. Hence, social change would mean observable differences in any social phenomena over any period of time. Social change is the change in society and society is a web of social relationships. Hence, social change is a change in social relationships. Social relationships are social processes, social patterns and social interactions. These include the mutual activities and relations of the various parts of the society. Thus, the term 'social change' is used to describe variations of any aspect of social processes, social patterns, social interaction or social organization. Social change may be defined as changes in the social organization, that is, the structure and functions of the society. Whenever one finds that a large number of persons are engaged in activities that differ from those which their immediate forefathers were engaged in some time before, one finds a social change. Whenever human behaviour is in the process of modification, one finds that social change is occurring. Human society is constituted of human beings. Social change means human change, since men are human beings. Theorists of social change agree that in most concrete sense of the word 'change', every social system is changing all the time. The composition of the population changes through the life cycle and thus the occupation or roles changes; the members of society undergo physiological changes; the continuing interactions among member modify attitudes and expectations; new knowledge is constantly being gained and transmitted.

Change is an ever-present phenomenon. It is the law of nature. Society is not at all a static phenomenon, but it is a dynamic entity. It is an ongoing process. The social structure is subject to incessant changes. Individuals may strive for stability, yet the fact remains that society is an every changing phenomenon; growing, decaying, renewing and accommodating itself to changing conditions. The human composition of societies changes over time, technologies expand, ideologies and values take on new components; institutional functions and structures undergo reshaping. Hence, no society remains complete static. Incessant changeability is very inherent nature of human society. A social structure is a nexus of present relationships. It exists because social beings seek to maintain it. It continues to exist because men demand its continuance. But the existing social structure is influenced by many factors and forces that inevitably cause it to change. Society is thus subject to continuous change. The change of man and society has been the central and quite dominant concern of sociology right from the time when it emerged as branch of learning. The concern for social change is of great importance not only in studying past changes but also in investigating 'future' developments. ADVERTISEMENTS: Meaning of Change: Change implies all variations in human societies. When changes occur in the modes of living of individuals and social relation gets influenced, such changes are called social changes. Social change refers to the modifications which take place in life pattern of people. It occurs because all societies are in a constant state of disequilibrium. The word 'change' denotes a difference in anything observed over some period of time. Hence, social change would mean observable differences in any social phenomena over any period of time. Social change is the change in society and society is a web of social relationships. Hence, social change is a change in social relationships. Social relationships are social processes, social patterns and social interactions. These include the mutual activities and relations of the various parts of the society. Thus, the term 'social change' is used to describe variations of any aspect of social processes, social patterns, social interaction or social organization. Social change may be defined as changes in the social organization, that is, the structure and functions of the society. Whenever one finds that a large number of persons are engaged in activities that differ from those which their immediate forefathers were engaged in some time before, one finds a social change. Whenever human behaviour is in the process of modification, one finds that social change is occurring. Human society is constituted of human beings. Social change means human change, since men are human beings. To change society, as says Davis, is to change man. Theorists of social change agree that in most concrete sense of the word 'change', every social system is changing all the time. The composition of the population changes through the life cycle and thus the occupation or roles changes; the members of society undergo physiological changes; the continuing interactions among member modify attitudes and expectations; new knowledge is constantly being gained and transmitted.

W [https://www.yourarticlelibrary.com/sociology/essay-on-social-change-meaning-characteristics-and-o ...](https://www.yourarticlelibrary.com/sociology/essay-on-social-change-meaning-characteristics-and-o...)

75/180

SUBMITTED TEXT

106 WORDS

100% MATCHING TEXT

106 WORDS

As Kingsley Davis says, "By Social change is meant only such alternations as occur in social organization – that is, the structure and functions of society". According to Maclver and Page, "Social change refers to a process responsive to many types of changes; to changes the man in made condition of life; to changes in the attitudes and beliefs of men, and to the changes that go beyond the human control to the biological and the physical nature of things". Morris Ginsberg defines, "By social change, I understand a change in social structure, e.g., the size of the society, the composition or the balance of its parts or the type of its organization".

As Kingsley Davis says, "By Social change is meant only such alternations as occur in social organization – that is, the structure and functions of society". According to Maclver and Page, "Social change refers to a process responsive to many types of changes; to changes the man in made condition of life; to changes in the attitudes and beliefs of men, and to the changes that go beyond the human control to the biological and the physical nature of things". Morris Ginsberg defines, "By social change, I understand a change in social structure, e.g., the size of the society, the composition or the balance of its parts or the type of its organization".

W <http://www.vkmaheshwari.com/WP/?p=2163>

76/180

SUBMITTED TEXT

82 WORDS

96% MATCHING TEXT

82 WORDS

By analyzing all the definitions mentioned above, we reach at the conclusion that the two type of changes should be treated as two facts of the same social phenomenon. Two type of changes are e.g. (i) changes in the structure of society, (ii) changes in the values and social norms which bind the people together and help to maintain PGSW- I ? NSOU 53 social order. These two type of changes should not, however, be treated separately because a change in one automatically induces changes in the other.

By analyzing all the definitions mentioned above, we reach at the conclusion that the two type of changes should be treated as two facts of the same social phenomenon. Two type of changes are e.g. (i) changes in the structure of society, (ii) changes in the values and social norms which bind the people together and help to maintain social order. These two type of changes should not, however, be treated separately because a change in one automatically induces changes in the other.

W <http://www.vkmaheshwari.com/WP/?p=2163>

77/180

SUBMITTED TEXT

83 WORDS

100% MATCHING TEXT

83 WORDS

When change in social structure, social order, social values, certain customs and traditions, socio- cultural norms, code of conduct, way of conducting oneself in the society, standards, attitudes, customs and traditions of the society and related factors take place, it is said that there is social change. When there is social change, the process of socialization also changes accordingly. The individual who is an active member of the society becomes an agent and target of social change. He brings social changes and also is influenced by such changes. 4.7

When change in social structure, social order, social values, certain customs and traditions, socio- cultural norms, code of conduct, way of conducting oneself in the society, standards, attitudes, customs and traditions of the society and related factors take place, it is said that there is social change. When there is social change, the process of socialization also changes accordingly. The individual who is an active member of the society becomes an agent and target of social change. He brings social changes and also is influenced by such changes.

W [https://www.psychologydiscussion.net/social-psychology-2/social-change/social-change-meaning-type ...](https://www.psychologydiscussion.net/social-psychology-2/social-change/social-change-meaning-type...)

78/180

SUBMITTED TEXT

20 WORDS

100% MATCHING TEXT

20 WORDS

public assistance to its citizens in case of unemployment, old age, sickness and disablement and in other cases of undeserved want

Public assistance to its citizens in case of unemployment, old age, sickness and disablement and in other cases of undeserved want

W <https://ddceutkal.ac.in/Syllabus/MSW/PAPER-1.pdf>

79/180	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
<p>Directive Principles of State Policy enshrined in the Constitution of India</p> <p>SA FYBA HISTORY SEMESTER- II (ENG).pdf (D123457142)</p>				
80/180	SUBMITTED TEXT	14 WORDS	97% MATCHING TEXT	14 WORDS
<p>seek to promote the responsiveness of organizations, communities and social institutions to individuals' needs and social problems.</p> <p>W https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English</p>				
81/180	SUBMITTED TEXT	23 WORDS	100% MATCHING TEXT	23 WORDS
<p>Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.</p> <p>SA INTRODUCTION - Copy 08.08.21.docx (D111002472)</p>				
82/180	SUBMITTED TEXT	17 WORDS	81% MATCHING TEXT	17 WORDS
<p>Social workers act to prevent and eliminate domination of, exploitation of, and discrimination against any person or group on any basis.</p> <p>W https://www.diva-portal.org/smash/get/diva2:1358534/FULLTEXT01.pdf</p>				
83/180	SUBMITTED TEXT	33 WORDS	76% MATCHING TEXT	33 WORDS
<p>and dignity of the human person. Social workers respect the inherent dignity and worth of all individuals. Social workers treat each person in a caring, respectful manner mindful of individual differences and cultural and ethnic diversity. Social workers</p> <p>SA INTRODUCTION - Copy 08.08.21.docx (D111002472)</p>				
84/180	SUBMITTED TEXT	16 WORDS	58% MATCHING TEXT	16 WORDS
<p>Social workers seek to strengthen relationships among people at all levels to promote the well being of</p> <p>SA INTRODUCTION - Copy 08.08.21.docx (D111002472)</p>				

85/180	SUBMITTED TEXT	22 WORDS	100% MATCHING TEXT	22 WORDS
<p>Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process</p> <p>SA INTRODUCTION - Copy 08.08.21.docx (D111002472)</p>				
86/180	SUBMITTED TEXT	34 WORDS	72% MATCHING TEXT	34 WORDS
<p>Social security' we understand a programme of protection provided by society against those contingencies of modern life – sickness, unemployment, old- age, dependency, industrial accidents, and invalidism- against which the individual cannot be expected to protect</p> <p>social security as "a program of protection provided by the society against the contingencies of modern life-sickness, unemployment, old age, dependency, industrial accidents and invalidism against which the individual and his family cannot be expected to protect</p> <p>W https://ddceutkal.ac.in/Syllabus/MSW/PAPER-1.pdf</p>				
87/180	SUBMITTED TEXT	18 WORDS	92% MATCHING TEXT	18 WORDS
<p>Social workers strive to ensure access to needed information, services and resources; equality of opportunity; and meaningful participation for all people.</p> <p>SA INTRODUCTION - Copy 08.08.21.docx (D111002472)</p>				
88/180	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
<p>of small means cannot effectively provide by his own ability or</p> <p>of small means cannot effectively provide by his own ability or</p> <p>W https://ddceutkal.ac.in/Syllabus/MSW/PAPER-1.pdf</p>				
89/180	SUBMITTED TEXT	34 WORDS	86% MATCHING TEXT	34 WORDS
<p>the state shall within the limits of its economics capacity and development make effective provision securing the right to work to, to education and to public assistance in case of unemployment, old age, sickness and disablement</p> <p>the State shall, within the limits of its economic capacity and development make effective provision for securing the right to work, to education and to public assistance in cases of unemployment, old age, sickness and disablement.</p> <p>W https://ddceutkal.ac.in/Syllabus/MSW/PAPER-1.pdf</p>				
90/180	SUBMITTED TEXT	16 WORDS	55% MATCHING TEXT	16 WORDS
<p>moral rights the element of their enforcement lies in the individual's conscience. (iii) They cover legal rights</p> <p>moral rights the elements of their enforcement lies in the faculty of man's conscience. As legal rights,</p> <p>W https://ddceutkal.ac.in/Syllabus/MSW/PAPER-1.pdf</p>				

91/180	SUBMITTED TEXT	20 WORDS	90% MATCHING TEXT	20 WORDS
<p>Social security is the security that society furnishes, through appropriate organization, against certain risks to which its members are exposed.</p> <p>SA MSWS 11 Introduction to Social Work.docx (D117055407)</p>				
92/180	SUBMITTED TEXT	22 WORDS	52% MATCHING TEXT	22 WORDS
<p>social work can be traced in the earnest efforts of society put forward to deal with the problem of poverty and inequality.</p> <p>SA MSWS 11 Introduction to Social Work.docx (D117055407)</p>				
93/180	SUBMITTED TEXT	16 WORDS	61% MATCHING TEXT	16 WORDS
<p>ancient time and the practice of helping the poor has its roots in all major global religions.</p> <p>SA INTRODUCTION - Copy 08.08.21.docx (D111002472)</p>				
94/180	SUBMITTED TEXT	19 WORDS	100% MATCHING TEXT	19 WORDS
<p>efforts (urban missions), attempted to resolve the problems inherent in large cities like poverty, prostitution, disease, and other afflictions.</p> <p>W https://ddceutkal.ac.in/Syllabus/MSW/PAPER-1.pdf</p>				
95/180	SUBMITTED TEXT	21 WORDS	100% MATCHING TEXT	21 WORDS
<p>A new philosophy of "scientific charity" emerged, which stated charity should be "secular, rational and empirical as opposed to sectarian, sentimental, and dogmatic.</p> <p>W https://ddceutkal.ac.in/Syllabus/MSW/PAPER-1.pdf</p>				
96/180	SUBMITTED TEXT	38 WORDS	96% MATCHING TEXT	38 WORDS
<p>Professional social work originated in 19th century England, and had its roots in the social and economic upheaval brought by the Industrial Revolution, in particular the societal struggle to deal with the resultant mass urban-based poverty and its related problems.</p> <p>SA INTRODUCTION - Copy 08.08.21.docx (D111002472)</p>				

97/180	SUBMITTED TEXT	16 WORDS	71% MATCHING TEXT	16 WORDS
<p>and distributed by the parish priest and other clergymen who knew the individuals and their situation. 5.3.2</p> <p>SA INTRODUCTION - Copy 08.08.21.docx (D111002472)</p>				
98/180	SUBMITTED TEXT	13 WORDS	100% MATCHING TEXT	13 WORDS
<p>which encourages charity by saying "May the one who gives shine most". The</p> <p>W https://ddceutkal.ac.in/Syllabus/MSW/PAPER-1.pdf</p>		<p>which encourages charity by saying, "May the one who gives shine most". The</p>		
99/180	SUBMITTED TEXT	64 WORDS	95% MATCHING TEXT	64 WORDS
<p>Social work is a practiced based profession and an academic discipline that promotes social change and development, social cohesion and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledge, social work engages people and structures to address life challenge and enhance wellbeing." (</p> <p>W https://www.ifsw.org/what-is-social-work/global-definition-of-social-work/</p>		<p>Social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledge, social work engages people and structures to address life challenges and enhance wellbeing.</p>		
100/180	SUBMITTED TEXT	15 WORDS	96% MATCHING TEXT	15 WORDS
<p>welfare, rehabilitation of prisoners, rural development, free medical care, regulation of prostitution, provision of public</p> <p>W https://ddceutkal.ac.in/Syllabus/MSW/PAPER-1.pdf</p>		<p>welfare, rehabilitation of prisoners, rural development, free medical care, regulation of prostitution and provision of public</p>		
101/180	SUBMITTED TEXT	21 WORDS	66% MATCHING TEXT	21 WORDS
<p>comprehensive system of poor relief which was of two types: granting relief in cash or kind to every needy person who</p> <p>W https://ddceutkal.ac.in/Syllabus/MSW/PAPER-1.pdf</p>		<p>comprehensive system of poor relief. Under this system poor relief was of two types. The first was granting relief in cash and kind to any and every needy person who</p>		
102/180	SUBMITTED TEXT	17 WORDS	83% MATCHING TEXT	17 WORDS
<p>highlights the duties of the King towards the welfare and happiness of his subjects. During the reign of</p> <p>SA INTRODUCTION - Copy 08.08.21.docx (D111002472)</p>				

103/180	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
<p>the British rules menaced the organization of production. These economic and</p> <p>SA INTRODUCTION - Copy 08.08.21.docx (D111002472)</p>				
104/180	SUBMITTED TEXT	85 WORDS	67% MATCHING TEXT	85 WORDS
<p>The genesis of social reform movement can be traced to the work of Rammohan Roy, who sowed the seeds of religious and social reforms. A number of reformers like Ishwar Chandra Vidyasagar, Jotirao Phule, Sasipada Banerjee, Gopal Krishna Gokhale, Swami Dayanand, Swami Vivekananda, Bal Shastri Jambhekar in different parts of the country for a period of almost a century concentrated their efforts on reforming certain features of Indian society like caste system, child marriage, sati, widowhood, idol worship. The ideals of justice, equality, liberties were underlying principles of these reform movements.</p> <p>W https://ddceutkal.ac.in/Syllabus/MSW/PAPER-1.pdf</p>				
105/180	SUBMITTED TEXT	41 WORDS	54% MATCHING TEXT	41 WORDS
<p>spreading education and propaganda encouraging the governments to pass legislation to eradicate these social practices. Some of the important organizations that played a key role in development of this movement are Brahma Samaj, Arya Samaj, Theosophical Society, Ram Krishna Mission, Indian Social Conference, Servants</p> <p>W https://ddceutkal.ac.in/Syllabus/MSW/PAPER-1.pdf</p>				
106/180	SUBMITTED TEXT	31 WORDS	41% MATCHING TEXT	31 WORDS
<p>several areas of social work under its purview. The establishment of the first school of social work, Sir Dorabji Tata Graduate School of Social Work, Bombay in 1936 marks a watershed in</p> <p>W https://ddceutkal.ac.in/Syllabus/MSW/PAPER-1.pdf</p>				
107/180	SUBMITTED TEXT	25 WORDS	83% MATCHING TEXT	25 WORDS
<p>brought down the economic condition of Indians. All the problems are chiefly related with health, housing, child and woman welfare and labour, recreation, crime and social disorganization.</p> <p>SA INTRODUCTION - Copy 08.08.21.docx (D111002472)</p>				

108/180	SUBMITTED TEXT	14 WORDS	96% MATCHING TEXT	14 WORDS
<p>Diwakar, V.D. (Ed.) (1991), Social Reform Movements in India: A Historical Perspective, Popular Prakashan</p> <p>W https://gfgc.kar.nic.in/krnagara/GenericDocHandler/73-ccd4cc28-48f3-4530-a247-0ca309b61991.pdf</p>		<p>Diwakar, V. D. (Ed.) 1991 Social Reform Movements in India: A Historical Perspective, Bombay: Popular Prakashan. 13.</p>		
109/180	SUBMITTED TEXT	18 WORDS	81% MATCHING TEXT	18 WORDS
<p>social Work Education in India, Wadia, A.R. (Ed.) (1961), History and Philosophy of social Work in India, Allied Publishers,</p> <p>W https://gfgc.kar.nic.in/krnagara/GenericDocHandler/73-ccd4cc28-48f3-4530-a247-0ca309b61991.pdf</p>		<p>Social Work, Chapter.25, In Wadia, A R (Ed.) : History and Philosophy of Social Work in India, Bombay: Allied Publishers. 16.</p>		
110/180	SUBMITTED TEXT	17 WORDS	61% MATCHING TEXT	17 WORDS
<p>Sir Dorabji Tata Graduate School of Social Work which began with a Diploma in Social Service Administration.</p> <p>W https://ddceutkal.ac.in/Syllabus/MSW/PAPER-1.pdf</p>		<p>Sir Dorabji Tata Graduate School of Social Work, Bombay. Initially this school provided Diploma in Social Service Administration,</p>		
111/180	SUBMITTED TEXT	13 WORDS	88% MATCHING TEXT	13 WORDS
<p>Social work profession addresses the barriers, inequities and injustices that exist in society.</p> <p>W https://ddceutkal.ac.in/Syllabus/MSW/PAPER-1.pdf</p>		<p>Social work addresses the barriers, inequities and injustices that exist in society.</p>		
112/180	SUBMITTED TEXT	45 WORDS	94% MATCHING TEXT	45 WORDS
<p>Its mission is to help people to develop their full potential, enrich their lives, and prevent dysfunction. Professional social work is focused on problem solving and change. As such, social workers are change agents in society and in the lives of the individuals, families and communities they serve.</p> <p>W https://ddceutkal.ac.in/Syllabus/MSW/PAPER-1.pdf</p>		<p>Its mission is to enable all people to develop their full potential, enrich their lives, and prevent social dysfunctions. Professional social work is focused on problem solving and change. As such, social workers are change agents in society and in the lives of the individuals, families and communities they serve.</p>		
113/180	SUBMITTED TEXT	16 WORDS	100% MATCHING TEXT	16 WORDS
<p>It responds to crises and emergencies as well as to everyday personal and social problems. Social Work</p> <p>W https://ddceutkal.ac.in/Syllabus/MSW/PAPER-1.pdf</p>		<p>It responds to crises and emergencies as well as to everyday personal and social problems. Social work</p>		

114/180	SUBMITTED TEXT	24 WORDS	65% MATCHING TEXT	24 WORDS
<p>the International Association of Schools of Social Work (IASSW) and the International Federation of Social Workers (IFSW). Education and training in the discipline of social work</p>		<p>the International Association of Schools of Social Work (IASSW) and International Federation of Social Workers (IFSW). The definition of social work</p>		
<p>W https://masw.org.mt/wp-content/uploads/2021/06/Social-Work-Code-of-Ethics-2018-SWPB-and-MASW.pdf</p>				
115/180	SUBMITTED TEXT	20 WORDS	62% MATCHING TEXT	20 WORDS
<p>and training Social Work found its birth in India with the establishment of Sir Dorabji School of social work in</p>		<p>and training of social work started before independence in India. The establishment of Sir Dorabji Tata Graduate School of Social Work in</p>		
<p>W https://ddceutkal.ac.in/Syllabus/MSW/PAPER-1.pdf</p>				
116/180	SUBMITTED TEXT	12 WORDS	95% MATCHING TEXT	12 WORDS
<p>Gore, M.S. (1965), Social Work and Social Work Education, Asia Publishing House,</p>		<p>Gore, M. S. 1965 Social Work and Social Work Education, Bombay, Asia Publishing House. 21.</p>		
<p>W https://gfgc.kar.nic.in/krnagara/GenericDocHandler/73-ccd4cc28-48f3-4530-a247-0ca309b61991.pdf</p>				
117/180	SUBMITTED TEXT	11 WORDS	88% MATCHING TEXT	11 WORDS
<p>social work: an Indian perspective. Bombay: Tata Institute of Social Sciences. Bodhi, S.</p>		<p>Social Work: An Indian Perspective, Bombay, Tata Institute of Social Sciences. 4. Banks, S. 1995</p>		
<p>W https://gfgc.kar.nic.in/krnagara/GenericDocHandler/73-ccd4cc28-48f3-4530-a247-0ca309b61991.pdf</p>				
118/180	SUBMITTED TEXT	26 WORDS	41% MATCHING TEXT	26 WORDS
<p>of Social Work, Tata Institute of Social Sciences. Siddiqui, H.Y (1987). Towards a competency based education for social work. Indian Journal of Social Work , 48(1): 23–32.</p>		<p>of Social Work, Mumbai: Tata Institute of Social Sciences. 2. Banerjee, G. R. 1971 "Some Thoughts on Professional Self in Social Work", Indian Journal of Social Work,</p>		
<p>W https://gfgc.kar.nic.in/krnagara/GenericDocHandler/73-ccd4cc28-48f3-4530-a247-0ca309b61991.pdf</p>				
119/180	SUBMITTED TEXT	97 WORDS	96% MATCHING TEXT	97 WORDS
<p>The urgent need for social and religious reform that began to manifest itself from the early decades of the 19th century India arose in response to the contact with Western culture and education. The weakness and decay of Indian society was evident to educated Indians who started to work systematically for their removal. They were no longer willing to accept the traditions, beliefs and practices of Hindu society simply because they had been observed for centuries. The impact of Western ideas gave birth to new awakening. The change that took place in the Indian social scenario is popularly known as the Renaissance.</p>				
<p>SA Unit I-II Nationalism in India.pdf (D57912217)</p>				

120/180	SUBMITTED TEXT	58 WORDS	86% MATCHING TEXT	58 WORDS
<p>of the country. From the late 18th century, a number of European and Indian scholars began the study of ancient India's philosophy, science, religions and literature. This growing knowledge of India's past gave to the Indian people a sense of pride in their civilization. It also helped the reformers in their work of religious and social reforms. In their struggle against</p>				
<p>SA LIPIKA GHOSH -Complete PDF (1) (1).pdf (D162879069)</p>				

121/180	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
<p>His greatest achievement in the field of religious reform was</p>				
<p>SA LIPIKA GHOSH -Complete PDF (1) (1).pdf (D162879069)</p>				

122/180	SUBMITTED TEXT	33 WORDS	81% MATCHING TEXT	33 WORDS
<p>the Brahma Samaj was the first important organization NSOU ? PGSW- I 106 of religious reforms. It forbade idol-worship and discarded meaningless rites and rituals. The Samaj also forbade its members from attacking any religion.</p>				
<p>SA LIPIKA GHOSH -Complete PDF (1) (1).pdf (D162879069)</p>				

123/180	SUBMITTED TEXT	18 WORDS	97% MATCHING TEXT	18 WORDS
<p>Roy realized that the practice of sati was due to the extremely low position of Hindu women. He</p>				
<p>SA LIPIKA GHOSH -Complete PDF (1) (1).pdf (D162879069)</p>				

124/180	SUBMITTED TEXT	120 WORDS	99% MATCHING TEXT	120 WORDS
<p>The establishment of the Hindu College in 1817 was a major event in the history of Bengal. It played an important role in carrying forward the reformist movement that had already emerged in the province. A radical movement for the reform of Hindu Society, known as the Young Bengal Movement, started in the college. Its leader was Henry Vivian Derozio, a teacher of the Hindu College. Derozio was born in 1809. He was of mixed parentage his father was Portuguese and his mother was Indian. In 1826, at the age of 17, he joined the Hindu College as a teacher and taught there till 1831. Derozio was deeply influenced by the revolutionary ideas of liberty, equality and fraternity. He was a brilliant teacher and within a short period</p>				
<p>SA Unit I-II Nationalism in India.pdf (D57912217)</p>				

125/180**SUBMITTED TEXT**

126 WORDS

98% MATCHING TEXT

126 WORDS

he drew around him a group of intelligent boys in the college. He inspired his students to think rationally and freely, to question authority, to love liberty, equality and freedom and to worship truth. By organising an association for debates and discussions on literature, philosophy, history and science, he spread radical ideas. The movement started by Derozio was called the Young Bengal Movement and his followers were known as the Derozians. They condemned religious rites and the rituals, and pleaded for eradication of social evils, female education and improvement in the condition of women. Derozio was a poet, teacher, reformer and a fiery journalist. He was perhaps the first nationalist poet of modern India. He was removed from the Hindu College because of his radicalism and died soon after at the age of 22. 9.3.4

SA Unit I-II Nationalism in India.pdf (D57912217)**126/180****SUBMITTED TEXT**

112 WORDS

100% MATCHING TEXT

112 WORDS

Sri Ramakrishna Paramhansa was one of the greatest saints of modern India. Ramakrishna was born in a poor Brahmin family of Bengal. He showed a religious bent of mind from his childhood. He had no formal education but his discourses were full of wisdom. He was the chief priest of the Kali temple at Dakshineswar near Calcutta. People from all walks of life visited Dakshineswar to listen to his discourses. Ramakrishna Paramhansa was a man with a liberal outlook. He firmly believed that there was an underlying unity among all religions and that only the methods of worship were different. God could be approached by any form of worship as long as it was done with single- minded devotion.

SA Unit I-II Nationalism in India.pdf (D57912217)

127/180

SUBMITTED TEXT

210 WORDS

98% MATCHING TEXT

210 WORDS

service to God, for man was the embodiment of God on earth. As man was the creation of God, man-made divisions made no sense to him. Ramakrishna Paramhansa was a great teacher who could express complicated philosophical ideas in a simple language for everyone to understand. He believed that religious salvation could be attained through renunciation, meditation and devotion.

9.3.6 Swami Vivekananda Narendra Nath Dutta, better known as Swami Vivekananda, was the most illustrious disciple of Sri Ramakrishna. He was born in Calcutta in January, 1863. He graduated from the Scottish Church College and was well-versed in Western philosophy. Vivekananda was a man of great intellect and possessed a critical and analytical mind. At the age of eighteen, Vivekananda met Sri Ramakrishna. This meeting transformed his life completely. After the death of Sri Ramakrishna, he became a 'sanyasi' and devoted his life to preaching and spreading Ramakrishna's message to the people. His religious message was put in a form that would suit the needs of contemporary Indian society. Vivekananda proclaimed the essential oneness of all religions. He condemned the caste-system, religious rituals, ceremonies and superstitions. He had a deep understanding of Hindu philosophy and travelled far and wide to spread its message. At the Parliament of World Religions in Chicago (1893), Vivekananda spoke about Hindu religion at length. His brilliant speech on Hindu philosophy was well received.

SA Unit I-II Nationalism in India.pdf (D57912217)

128/180

SUBMITTED TEXT

63 WORDS

99% MATCHING TEXT

63 WORDS

In India, Vivekananda's main role was that of a social reformer rather than a religious leader. He propagated Ramakrishna's message of peace and brotherhood and emphasized the need for religious tolerance which would lead to the establishment of peace and harmony in the country. He believed that it was the social responsibility of the better placed people to take care of the downtrodden, or the 'daridra narayan'.

SA Unit I-II Nationalism in India.pdf (D57912217)

129/180

SUBMITTED TEXT

19 WORDS

100% MATCHING TEXT

19 WORDS

In 1896, Vivekananda founded the Ramakrishna Mission to propagate social welfare. It laid emphasis not on personal salvation but

SA Unit I-II Nationalism in India.pdf (D57912217)

130/180**SUBMITTED TEXT**

75 WORDS

100% MATCHING TEXT

75 WORDS

social good and social service. The Ramakrishna Mission stood for religious and social reform based on the ancient culture of India. Emphasis was put on the essential spirit of Hinduism and not on rituals. Rendering social service was the primary aim of the Ramakrishna Mission. It believed that serving a human being was the same as worshipping God. The Mission opened a chain of schools, hospitals, orphanages and libraries throughout the country. It provided relief during famines, earthquakes and epidemics.

SA Unit I-II Nationalism in India.pdf (D57912217)**131/180****SUBMITTED TEXT**

20 WORDS

100% MATCHING TEXT

20 WORDS

math or monastery was established in Belur near Calcutta. The Belur Math took care of the religious developments of the people. 9.3.7

SA Unit I-II Nationalism in India.pdf (D57912217)**132/180****SUBMITTED TEXT**

68 WORDS

100% MATCHING TEXT

68 WORDS

prominent role in bringing about reforms in Maharashtra. He fought for improving the condition of women, the poor and the untouchables. He started a school for the education of girls of the lower castes and founded an association called the Satyasodhak Samaj. People from all castes and religions were allowed to join the association. He was opposed to the domination of the Brahmins and started the practice of conducting marriages without Brahmin priests. 9.3.9

SA Unit I-II Nationalism in India.pdf (D57912217)**133/180****SUBMITTED TEXT**

73 WORDS

88% MATCHING TEXT

73 WORDS

The Prarthana Samaj In 1867, the Prarthana Samaj was started in Maharashtra with the aim of reforming Hinduism and preaching the worship of one God. Mahadev Govind Ranade and R.G. Bhandarkar were the two great leaders of the Samaj. The Prarthana Samaj did in Maharashtra what the Brahmo Samaj did in Bengal. It attacked the caste system and the predominance of the Brahmins, campaigned against child marriage and the purdah system, preached widow remarriage and emphasised female education.

SA Nationalism.pdf (D58639331)

134/180

SUBMITTED TEXT

21 WORDS

100% MATCHING TEXT

21 WORDS

to reform Hinduism, Ranade started the Widow Remarriage Association and the Deccan Education Society. In 1887, Ranade founded the National Social Conference

SA Unit I-II Nationalism in India.pdf (D57912217)

135/180

SUBMITTED TEXT

17 WORDS

100% MATCHING TEXT

17 WORDS

social reforms throughout the country. Ranade was also one of the founders of the Indian National Congress. 9.3.10

SA Unit I-II Nationalism in India.pdf (D57912217)

136/180

SUBMITTED TEXT

152 WORDS

100% MATCHING TEXT

152 WORDS

Many Europeans were attracted towards Hindu philosophy. In 1875, a Russian spiritualist named Madame Blavatsky and an American called Colonel Olcott founded the Theosophical Society in America. The society was greatly influenced by the Indian doctrine of karma. In 1886 they founded the Theosophical Society at Adyar near Madras. Annie Besant, an Irish woman who came to India in 1893, helped the Theosophist movement to gain strength. She propagated Vedic philosophy and urged Indians to take pride in their culture. The Theosophists stood for the revival of the ancient Indian religion and universal brotherhood. The uniqueness of the movement lay in the fact that it was spearheaded by foreigners who glorified Indian religious and philosophical traditions. Annie Besant was the founder of the Central Hindu College in Banaras, which later developed into the Banaras Hindu University. Annie Besant herself made India her permanent home and played a prominent role in Indian politics. In 1917, she was elected President of the Indian National Congress.

SA Unit I-II Nationalism in India.pdf (D57912217)

137/180

SUBMITTED TEXT

26 WORDS

100% MATCHING TEXT

26 WORDS

movements among the Muslims Movements for socio-religious reforms among the Muslims emerged late. Most Muslims feared that Western education would endanger their religion as it was un-Islamic

SA Unit I-II Nationalism in India.pdf (D57912217)

138/180**SUBMITTED TEXT**

50 WORDS

100% MATCHING TEXT

50 WORDS

During the first half of the 19th century only a handful of Muslims had accepted English education. The Muhammedan Literary Society, established by Nawab Abdul Latif in 1863, was one of the earliest institutions that attempted to spread modern education. Abdul Latif also tried to remove social abuses and promote Hindu- Muslim unity. 9.4.1

SA Nationalism.pdf (D58639331)**139/180****SUBMITTED TEXT**

111 WORDS

97% MATCHING TEXT

111 WORDS

The most important socio-religious movement among the Muslims came to be known as the Aligarh Movement. It was organised by Syed Ahmad Khan(1817-1899), a man described as the most outstanding figure among the Muslims. Syed Ahmad Khan was born in 1817 into a Muslim noble family and had joined the service of the Company as a judicial officer. He realised that the Muslims had to adapt themselves to British rule. So Syed Ahmad advised Muslims to embrace Western education and take up government service. In 1862, he founded the Scientific Society to translate English books on science and other subjects into Urdu. He also started an English- Urdu journal through which he spread the ideas of social reform.

SA Unit I-II Nationalism in India.pdf (D57912217)**140/180****SUBMITTED TEXT**

118 WORDS

97% MATCHING TEXT

118 WORDS

established the Mohammedan Oriental College which later developed into the Aligarh Muslim University. It helped to develop a modern outlook among its students. This intellectual movement is called the Aligarh Movement. As a social reformer, Syed Ahmad Khan campaigned against the purdah system, polygamy and the Muslim system of divorce. He emphasized the need for removing irrational social customs while retaining the essence of Islam and encouraging a rational interpretation of the Koran. Syed Ahmad Khan believed that the interest of the Muslims would be best served through cooperation with the British Government. It was only through the guidance of the British that India could mature into a full-fledged nation. So he opposed the participation of the Muslims in the activities of the Indian National Congress. 9.5

SA Unit I-II Nationalism in India.pdf (D57912217)**141/180****SUBMITTED TEXT**

21 WORDS

100% MATCHING TEXT

21 WORDS

movements among the Parsis and the Sikhs The Parsi Religious Reform Association was started in 1851. It campaigned against orthodoxy in religion.

SA Unit I-II Nationalism in India.pdf (D57912217)

142/180	SUBMITTED TEXT	61 WORDS	85% MATCHING TEXT	61 WORDS
<p>Religious and social movements among the Sikhs were undertaken by various gurus who tried to bring about positive changes in the Sikh religion. Baba Dayal Das propagated the nirankar (formless) idea of God. By the end of the 19th century a new reform movement called the Akali Movement was launched to reform the corrupt management of Gurdwaras.</p>				
SA Nationalism.pdf (D58639331)				

143/180	SUBMITTED TEXT	19 WORDS	100% MATCHING TEXT	19 WORDS
<p>The British Government did not take substantial steps to educate women. Still, by the end of the 19th century,</p>				
SA Unit I-II Nationalism in India.pdf (D57912217)				

144/180	SUBMITTED TEXT	19 WORDS	97% MATCHING TEXT	19 WORDS
<p>had become aware of the need for social reform. Pandita Rama bai had been educated in United States and</p>				
SA Unit I-II Nationalism in India.pdf (D57912217)				

145/180	SUBMITTED TEXT	81 WORDS	96% MATCHING TEXT	81 WORDS
<p>England. She wrote about the unequal treatment meted out to the women of India. She founded the Arya Mahila Sabha in Pune and opened the Sarada Sadan for helping destitute widows. Sarojini Naidu was a renowned poet and social worker. She inspired the masses with the spirit of nationalism through her patriotic poems. She stood for voting rights for women, and took an active interest in the political situation in the country. She also helped to set up the All India Women's Conference.</p>				
SA Unit I-II Nationalism in India.pdf (D57912217)				

146/180	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
<p>Literature was used as a powerful weapon for spreading social awareness among</p>				
SA Unit I-II Nationalism in India.pdf (D57912217)				

147/180	SUBMITTED TEXT	82 WORDS	100% MATCHING TEXT	82 WORDS
	<p>people. It was also used for promoting social reforms. The social reformers made valuable contributions to literature. Bharatendu Harish Chandra, Bankim Chandra Chattopadhyay and Rabindranath Tagore spread the ideas of social reform and condemned social injustice in Hindi and Bengali. Poets like Iqbal and Subramania Bharati inspired the masses. Premchand wrote about the sufferings of the poor and thus made the people aware of social injustice. Rabindranath Tagore composed the National Anthem. Bankim Chandra and Iqbal composed two other national songs Bande Mataram and Saare Jahan Se Achchha. 9.8</p>			
	SA	Unit I-II Nationalism in India.pdf (D57912217)		

148/180	SUBMITTED TEXT	18 WORDS	61% MATCHING TEXT	18 WORDS
	<p>India. 9.10 References 1.D. Divekar (ed.). 1991. Social Reformation Movements in India: A Historical Perspective. Bombay: Popular Prakashan.</p>			
	SA	LIPIKA GHOSH -Complete PDF (1) (1).pdf (D162879069)		

149/180	SUBMITTED TEXT	10 WORDS	100% MATCHING TEXT	10 WORDS
	<p>a loosely organized effort by a large group of people</p>		<p>a loosely organized effort by a large group of people</p>	
	W	https://en.wikipedia.org/wiki/Social_movement		

150/180	SUBMITTED TEXT	37 WORDS	100% MATCHING TEXT	37 WORDS
	<p>Mario Diani argues that nearly all definitions share three criteria: "a network of informal interactions between a plurality of individuals, groups and/or organizations, engaged in a political or cultural conflict, on the basis of a shared collective identity" (</p>		<p>Mario Diani argues that nearly all definitions share three criteria: "a network of informal interactions between a plurality of individuals, groups and/or organizations, engaged in a political or cultural conflict, on the basis of a shared collective identity"[12]</p>	
	W	https://en.wikipedia.org/wiki/Social_movement		

151/180	SUBMITTED TEXT	37 WORDS	100% MATCHING TEXT	37 WORDS
	<p>Sociologist Charles Tilly defines social movements as a series of contentious performances, displays and campaigns by which ordinary people make collective claims on others. For Tilly, social movements are a major vehicle for ordinary people's participation in public politics (</p>		<p>Sociologist Charles Tilly defines social movements as a series of contentious performances, displays and campaigns by which ordinary people make collective claims on others.[8] For Tilly, social movements are a major vehicle for ordinary people's participation in public politics.[13]</p>	
	W	https://en.wikipedia.org/wiki/Social_movement		

152/180	SUBMITTED TEXT	34 WORDS	100% MATCHING TEXT	34 WORDS
<p>He argues that there are three major elements to a social movement: 1. Campaigns : a sustained, organized public effort making collective claims of target authorities; 2. Repertoire (repertoire of contention): employment of combinations from among</p>		<p>He argues that there are three major elements to a social movement:[8] • Campaigns: a sustained, organized public effort making collective claims of target authorities; • Repertoire (repertoire of contention): employment of combinations from among</p>		
<p>W https://en.wikipedia.org/wiki/Social_movement</p>				

153/180	SUBMITTED TEXT	124 WORDS	97% MATCHING TEXT	124 WORDS
<p>the following forms of political action: creation of special-purpose associations and coalitions, public meetings, solemn processions, vigils, rallies, demonstrations, petition drives, statements to and in public media, and pamphleteering etc. 3. WUNC displays : participants' concerted public representation of worthiness, unity, numbers, and commitments on the part of themselves and/or their constituencies. Sidney Tarrow defines a social movement as "collective challenges (to elites, authorities, other groups or cultural codes) by people with common purposes and solidarity in sustained interactions with elites, opponents and authorities." He specifically distinguishes social movements from political parties and advocacy groups (Tarrow, 1994). The sociologists John McCarthy and Mayer Zald define a social movement as "a set of opinions and beliefs in a population which represents preferences for changing some elements of the social structure and/or reward distribution of a society" (</p>		<p>the following forms of political action: creation of special-purpose associations and coalitions, public meetings, solemn processions, vigils, rallies, demonstrations, petition drives, statements to and in public media, and pamphleteering; and • WUNC displays: participants' concerted public representation of worthiness, unity, numbers, and commitments on the part of themselves and/or their constituencies. Sidney Tarrow defines a social movement as "collective challenges [to elites, authorities, other groups or cultural codes] by people with common purposes and solidarity in sustained interactions with elites, opponents and authorities." He specifically distinguishes social movements from political parties and advocacy groups.[14] The sociologists John McCarthy and Mayer Zald define as a social movement as "a set of opinions and beliefs in a population which represents preferences for changing some elements of the social structure and/or reward distribution of a society." [15]</p>		
<p>W https://en.wikipedia.org/wiki/Social_movement</p>				

154/180	SUBMITTED TEXT	31 WORDS	43% MATCHING TEXT	31 WORDS
<p>The early growth of social movement can be traced in economic and political changes in England in the mid 18 th Century. It can be stated that first mass social movement emerged around</p>		<p>The early growth of social movements was connected to broad economic and political changes in England in the mid-18th century, including political representation, market capitalization, and proletarianization.[8] The first mass social movement catalyzed around</p>		
<p>W https://en.wikipedia.org/wiki/Social_movement</p>				

155/180	SUBMITTED TEXT	30 WORDS	100% MATCHING TEXT	30 WORDS
<p>vigorously attacked the new administration of Lord Bute and the peace terms that the new government accepted at the 1763 Treaty of Paris at the end of the Seven Years' War (</p>		<p>vigorously attacked the new administration of Lord Bute and the peace terms that the new government accepted at the 1763 Treaty of Paris at the end of the Seven Years' War.</p>		
<p>W https://en.wikipedia.org/wiki/Social_movement</p>				

156/180	SUBMITTED TEXT	23 WORDS	84% MATCHING TEXT	23 WORDS
<p>Wilkes became an Alderman of London and an activist group society for the supporters of the Bill of Rights started promoting his policies</p> <p>W https://en.wikipedia.org/wiki/Social_movement</p>		<p>Wilkes became an Alderman of London in 1769, and an activist group called the Society for the Supporters of the Bill of Rights began aggressively promoting his policies.[20]</p>		
157/180	SUBMITTED TEXT	26 WORDS	48% MATCHING TEXT	26 WORDS
<p>a period of social turmoil characterized by growing numbers of social movements and special interest associations like Chartism was the first social mass movement of growing working class.</p> <p>W https://en.wikipedia.org/wiki/Social_movement</p>		<p>a period of social upheaval characterised by the growing maturity of the use of social movements and special-interest associations. Chartism was the first mass movement of the growing working-class</p>		
158/180	SUBMITTED TEXT	14 WORDS	100% MATCHING TEXT	14 WORDS
<p>Resource Mobilization and Social Movements: A Partial Theory. The American Journal of Sociology. , 1217-1218.</p> <p>W https://en.wikipedia.org/wiki/Social_movement</p>		<p>Resource Mobilization and Social Movements: A Partial Theory". The American Journal of Sociology. 82 (6): 1217–1218.</p>		
159/180	SUBMITTED TEXT	49 WORDS	100% MATCHING TEXT	49 WORDS
<p>Human rights are "commonly understood as inalienable fundamental rights to which a person is inherently entitled simply because she or he is a human being. Human rights are thus conceived as universal (applicable everywhere) and egalitarian (the same for everyone). These rights may exist as natural rights or as legal rights, in</p> <p>W https://ddceutkal.ac.in/Syllabus/MSW/PAPER-1.pdf</p>		<p>Human rights are commonly understood as "inalienable fundamental rights to which a person is inherently entitled simply because she or he is a human being." Human rights are thus conceived as universal (applicable everywhere) and egalitarian (the same for everyone). These rights may exist as natural rights or as legal rights, in</p>		
160/180	SUBMITTED TEXT	41 WORDS	95% MATCHING TEXT	41 WORDS
<p>Social work in its various forms addresses the multiple, complex transactions between people and their environments. Its mission is to enable all people to develop their full potential, enrich their lives, and prevent dysfunction. Professional social work is focused on problem solving and change. 11.3</p> <p>W https://ddceutkal.ac.in/Syllabus/MSW/PAPER-1.pdf</p>		<p>Social work in its various forms addresses the multiple, complex problems between people and their environment. Its mission is to enable all people to develop their full potential, enrich their lives, and prevent social dysfunctions. Professional social work is focused on problem solving and change.</p>		

161/180	SUBMITTED TEXT	55 WORDS	92% MATCHING TEXT	55 WORDS
<p>The social work profession promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance PGSW- I ? NSOU 139 well-being. Utilising theories of human behaviour and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work". (</p> <p>W https://ddceutkal.ac.in/Syllabus/MSW/PAPER-1.pdf</p>		<p>The social work profession promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilizing theories of human behaviour and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work".</p>		
162/180	SUBMITTED TEXT	20 WORDS	97% MATCHING TEXT	20 WORDS
<p>as "organizational structures and strategies that may empower oppressed populations to mount effective challenges and resist more powerful and advantaged elites" (</p> <p>W https://en.wikipedia.org/wiki/Social_movement</p>		<p>as "organizational structures and strategies that may empower oppressed populations to mount effective challenges and resist the more powerful and advantaged elites".[4]</p>		
163/180	SUBMITTED TEXT	16 WORDS	100% MATCHING TEXT	16 WORDS
<p>the right to a standard of living adequate for health and well-being, including food, clothing, housing</p> <p>W https://ddceutkal.ac.in/Syllabus/MSW/PAPER-1.pdf</p>		<p>the right to a standard of living adequate for health and well-being, including food, clothing, housing,</p>		
164/180	SUBMITTED TEXT	15 WORDS	92% MATCHING TEXT	15 WORDS
<p>International Federation of Social Workers. (2014). Global definition of social work. Retrieved from https://www.ifsw.org/what-is-social-work/global-definition-of-social-work/ 6.</p> <p>W https://hrcak.srce.hr/file/392606</p>		<p>International Federation of Social Workers (2014). Globalna definicija socijalnog rada [Global definition of social work]. Retrieved from: https://www.ifsw.org/ what-is-social-work/global-definition-of-social-work/ (15.7.2021.) 29.</p>		
165/180	SUBMITTED TEXT	73 WORDS	75% MATCHING TEXT	73 WORDS
<p>civil society is used in the sense of 1) the aggregate of non-governmental organizations and institutions that manifest PGSW- I ? NSOU 147 interests and will of citizens or 2) individuals and organizations in a society which are independent of the government (What is Civil Society, 2009). Sometimes the word civil society is also used in more general sense of "the elements such as freedom of speech, an independent judiciary, etc, that makes up a democratic society" (Collins English Dictionary).</p> <p>W https://en.wikipedia.org/wiki/Civil_society</p>		<p>civil society is used in the sense of 1) the aggregate of non-governmental organizations and institutions that advance the interests and will of citizens or 2) individuals and organizations in a society which are independent of the government.[2] Sometimes the term civil society is used in the more general sense of "the elements such as freedom of speech, an independent judiciary, etc, that make up a democratic society" (Collins English Dictionary).[3]</p>		

166/180	SUBMITTED TEXT	29 WORDS	90% MATCHING TEXT	29 WORDS
<p>Generally civil society has been referred to as a political association governing social conflict through the imposition of rules that restrain citizens from harming one another'(Edwards 2004). During classical period</p> <p>W https://en.wikipedia.org/wiki/Civil_society</p>		<p>Generally, civil society has been referred to as a political association governing social conflict through the imposition of rules that restrain citizens from harming one another.[54] In the classical period,</p>		
167/180	SUBMITTED TEXT	53 WORDS	97% MATCHING TEXT	53 WORDS
<p>of the state. For Plato, "the ideal state was a just society in which people dedicate themselves to the common good, practice civic virtues of wisdom, courage, moderation and justice and perform the occupational role to which they were best suited. It was the duty of the 'philosopher king' to look after people in civility." Aristotle</p> <p>W https://en.wikipedia.org/wiki/Civil_society</p>		<p>of the people.[55] For Plato, the ideal state was a just society in which people dedicate themselves to the common good, practice civic virtues of wisdom, courage, moderation and justice, and perform the occupational role to which they were best suited. It was the duty of the 'philosopher king' to look after people in civility. Aristotle</p>		
168/180	SUBMITTED TEXT	45 WORDS	40% MATCHING TEXT	45 WORDS
<p>citizens to share in the virtuous task of ruling and being ruled' (Wikipedia). Roman philosopher Cicero brought up the concept of 'societas civilis' . In the classical period, the political scenario highlighted the concept of a good society which eventually ensure peace and order among common people .</p> <p>W https://en.wikipedia.org/wiki/Civil_society</p>		<p>citizens to share in the virtuous task of ruling and being ruled. [54] His koinonia politike as political community. The concept of societas civilis is Roman and was introduced by Cicero. The political discourse in the classical period, places importance on the idea of a 'good society' in ensuring peace and order among the people.</p>		
169/180	SUBMITTED TEXT	29 WORDS	38% MATCHING TEXT	29 WORDS
<p>between the state and society .The philosophers of this era opined that the PGSW- I ? NSOU 149 state represented civil form of society and civility reflected the requirement of</p> <p>W https://en.wikipedia.org/wiki/Civil_society</p>		<p>between the state and society. Rather they held that the state represented the civil form of society and 'civility' represented the requirement of</p>		
170/180	SUBMITTED TEXT	15 WORDS	70% MATCHING TEXT	15 WORDS
<p>classical political thinkers endorsed the origins of civil society in its actual sense. During middle</p> <p>W https://en.wikipedia.org/wiki/Civil_society</p>		<p>classical political thinkers endorsed the genesis of civil society in its original sense. The Middle</p>		
171/180	SUBMITTED TEXT	24 WORDS	86% MATCHING TEXT	24 WORDS
<p>it as a form of non-political society as opposed to institutions of modern nation state. In classical age civil society was synonymous with political society,</p> <p>W https://en.wikipedia.org/wiki/Civil_society</p>		<p>it as a form of non-political society as opposed to institutions of modern nation state.[12] While in classical republicanism civil society where synonymous with political society,</p>		


172/180	SUBMITTED TEXT	31 WORDS	63% MATCHING TEXT	31 WORDS
<p>was followed by Tocqueville's distinction between civil and political societies and associations, repeated by Marx and Töthnnies. Hegel represented civil society as a system of needs which intervene between family and the state.</p> <p>W https://en.wikipedia.org/wiki/Civil_society</p>		<p>was followed by Tocqueville's distinction between civil and political societies and associations,[12] repeated by Marx and Tönnies. Unlike his predecessors, Hegel considered civil society (German: bürgerliche Gesellschaft) as a separate realm, a "system of needs", that is the, "[stage of] difference which intervenes between the family and the state".[60]</p>		
173/180	SUBMITTED TEXT	17 WORDS	83% MATCHING TEXT	17 WORDS
<p>modern state created a space for civil society that reduced society to private interests competing against each other (</p> <p>W https://en.wikipedia.org/wiki/Civil_society</p>		<p>modern state created a realm of civil society that reduced society to private interests competing against each other.</p>		
174/180	SUBMITTED TEXT	19 WORDS	52% MATCHING TEXT	19 WORDS
<p>The post modern concept of civil society has believed to emerge in the former Soviet bloc East European countries</p> <p>W https://en.wikipedia.org/wiki/Civil_society</p>		<p>the post-modern way of understanding civil society was first developed by political opposition in the former Soviet bloc East European countries</p>		
175/180	SUBMITTED TEXT	36 WORDS	46% MATCHING TEXT	36 WORDS
<p>According to theory of restructurization of welfare systems, concept of civil society became an ideology and it has legitimized development of the third sector as an alternative for the welfare state. As a consequence concept of third sector</p> <p>W https://en.wikipedia.org/wiki/Civil_society</p>		<p>According to theory of restructurization of welfare systems, a new way of using the concept of civil society became a neoliberal ideology legitimizing development of the third sector as a substitute for the welfare state. The recent development of the third sector</p>		
176/180	SUBMITTED TEXT	21 WORDS	70% MATCHING TEXT	21 WORDS
<p>postmodern usage of the concept of civil society has been divided into two main streams –as political society and the third sector.</p> <p>W https://en.wikipedia.org/wiki/Civil_society</p>		<p>postmodern usage of the idea of civil society became divided into two main ones: as political society and as the third sector –</p>		

177/180	SUBMITTED TEXT	62 WORDS	48% MATCHING TEXT	62 WORDS
<p>to legitimize its democratic credentials. This led to the creation by the UN of a high level panel on civil society. In this era, with emergence of non-governmental organization and the new social movements on a large scale , civil society also has came out as a third sector which is now become a strategic action to build up an alternative social and world order. 12.2.4</p> <p>W https://en.wikipedia.org/wiki/Civil_society</p>		<p>to justify its legitimacy and democratic credentials. This led to the creation by the UN of a high level panel on civil society. [68] However, in the 1990s with the emergence of the nongovernmental organizations and the new social movements (NSMs) on a global scale, civil society as a third sector became treated as a key terrain of strategic action to construct 'an alternative social and world order.'</p>		
178/180	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
<p>The Political Paul: Democracy and Kingship in Paul's Thought. Sheffield Academic Press.</p> <p>W https://en.wikipedia.org/wiki/Civil_society</p>		<p>The Political Paul: Democracy and Kingship in Paul's Thought, Sheffield Academic Press, 2001</p>		
179/180	SUBMITTED TEXT	15 WORDS	84% MATCHING TEXT	15 WORDS
<p>W. (2007). The Politics of Civil Society: Neoliberalism Or Social Left? Bristol: Policy Press .</p> <p>W https://en.wikipedia.org/wiki/Civil_society</p>		<p>W. Powell, The Politics of Civil Society: Neoliberalism Or Social Left?, Policy Press, 2007.</p>		
180/180	SUBMITTED TEXT	82 WORDS	87% MATCHING TEXT	82 WORDS
<p>was used by many Roman writers like Cicero, where it reflected the ancient notion of a republic (Blumenfeld, 2004). "It re-entered into Western political discourse following one of the late medieval translations of Aristotle's Politics into Latin by Leonardo Bruni who first translated koinōnía politik into societas civilis . With the rise of a distinction between monarchical autonomy and public law, the term then gained currency to denote the corporate estates (Ständestaat) of feudal elite of land-holders as opposed to the powers exercised by the prince" (</p> <p>W https://en.wikipedia.org/wiki/Civil_society</p>		<p>was used by Roman writers, such as Cicero, where it referred to the ancient notion of a republic (res publica). It re-entered into Western political discourse following one of the late medieval translations of Aristotle's Politics into Latin by Leonardo Bruni who as a first translated koinōnía politiké into societas civilis. With the rise of a distinction between monarchical autonomy and public law, the term then gained currency to denote the corporate estates (Ständestaat) of a feudal elite of land-holders as opposed to the powers exercised by the prince.[9]</p>		

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98% **MATCHING BLOCK 1/1** **W**

1 «*iòdòçæ væçieà ¼ãÛi» äâk èùxHeùóÖiÛiúé t-%içìòì+è vx*eÈÈ äæÖ vö-øiÒ¹â «*ùèçPç ðíúíx çie ÛáÉéú ¾ûèD,%Ö ðÛ «*èçèà èÐáìÇéþið çþie øx `óâìçì vðieæß èù»íú ÁE--èÐáì tÇèðíÈÈ ¼ãíðìù ðie vóßúì Í-váír úÒèkùçÛiú çþiíðè tÇèðíÈ äâçì Ìiú vÇíðÈ Ìæãâiæ ðie æi èæíú èæúç äiÛÖiúíæè äÓÖ èóíú v¼ãi èèè ðèÈ öâèkôâk v¼È Ìæãòíúé ÍòieÒò èù»íú øiÒ-ÁððèÈ èè-ç ðíúíx ß ðíEx_òie äiÛ ðiÒiíâi èèèèð-ç ðíúíx Íðèà ¼ãèè-è-Q?ç øiÒ¹iæ èÛè+íç v¼È ¼iá öâk ðíúíx ÍÓèçÛÖ èù»íú æçhæ çÇÖ• äææ ß èùíxX»íÈÈ ¼ãíúÛÐ òie-¼~ièè èÐáìííæè t-Héð-ç øºøèç Ìæã¼èÈ ðieÈ ÍÈ¼ú øiÒ-ÁððèÈ vÛÖie ðiá ÷Ûíx èùèÛ% èù»íúè ÌèÛÛ øè,çâ,Ûèè ¼iðioÖ Í-ðíá Ìèèèðioß Íúð øþiíðè èæèÛ¼ øèèx*íá vÛÖi ¼@øiðæi çÇi èùæÖi¼ðâP ¼ã¼@ø`% ðíEx çþieì ¼øiÛÈ ÓæÖiííðè øir Ìi¼iÛ• Íþèi ¼øiÛÈ ÌÛiáÓ vÇíð ðie-¼~ièè èÐáìííæè ðioßíá ÌðÐ èæíExæ/ öÓæÈ vðieæß èÐáìÇéþ ÍÈ øiÒÖù-t-;èæ-íúè ¼iðioÖ væiúæ çÓæÈ èçèæ ðioßç ÍðieÓð èÐáðâ,Ûèè øieíá ÍÓÖiðæie çìúÁ ¼ãèùÓi vøiú øiExæ ÍÈ¼ú øiÒ-ÁððèÈÈ --þi ß ÌæãÐéÛiæ öçâi áíæieæiúÐ øèiúæ vðieæß èÐáìÇéþ èù»íúè ÛÛieíè øißúì çþie øiá çÇÈ ¼ãð ðíú èù»úù-t-; øiíç èæiæè v-,%iú ÌèÓùç ðÛ• øiÒ-ÁððèÈÈ Ûi»i ß Áððioðæi çie Áðioúie øèie èóíð ¼ãùP-t-?ie ææè èiÒi ðíúíx çie ßøè «*èç øðþiíúè vÐí» «*ó+ ÌæãÐéÛiæè ß Ìèçèèk Ûiæ Ìâþiæè ææÖ tÇèP-èæiðÐ èÐáìÇéþè tÇèðíÈäâçì ß è-÷-Q?iÐéÛçì úèèºøè ¼ãðíúð ðíú ÍÈ ÌèÛæù Ìiúíâiæè vùÐ èðxã «*úí¼È ÍÓæß øèèâiáÛÖ_Ìiæð váír Ííòúie «*Çâ øóíáð t-HÛiúçÈ rgèâ-èù-hÒèç èðxã èðxã Çiðíç øieè ði ÌùÐÖÈ ¼ãíðioðæ ß øèèâiâþæie Ìðâi èiíÓ ¼iðieÈÛiú Ìðì ðèi ðiú• ùiðøðçè ùÖùðieèè äÓÖ èóíú øiÒ-ÁððèÈÈÛ ¼ãùP ¼ãiòúç ðíú`

Ò...±-Ûfl- Ì-ó q^- Ç-í, ,í, fl-±í, Áðè-ìöP
2 òçü çðìèù%òì ≠ ~!≤Áñ 2022 !ÖÝ!Óðfy^Í* üO%!Ó* Û, !üç^ÍöÓ* ð)Ó*!ç«çy Ó%F^ÍÓ*yÓ* !Ó!ð xø%yl^ # Ä xì=yö%Û) ^Í^f ü%!oí, -

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3
øèèè-èç èù»ú ½ ¼ãiððâP t-%içìòì+è t-7è øiÒ¹â ½ M. S. W. : 9 è-æi ¼@øiðæi Íðð 1, 2, 5 ÍÓÖiðð ™
qÐèÛ ù¼ã ÍÓÖiðð Ìèäç øhâie øèç Íðð 3, 4, 8 ÍÓÖiðð Ìè¼ç øhâie ù¼ã Íðð 6, 7, 9, 10 ÍÓÖiðð Ûè,ííú ÌèÓðieèè øð:±-ÛÛ ÍÈ øiÒ ¼ãðÛiæè ¼ãâóú t-Hß væçieà ¼ãÛi» äâk èùxHeùóÖiÛiúé Þèi ¼ãèèäç èùxHeùóÖiÛú öçÛþiðæ èÛèÒç Ìæãæèç xíßi Íè vðie ÌðíÐè øæãâþèÈ ùi vðieæiÛiú Áºøèç ¼ãøiÈP èæè»ºø !
Û, ^íçyÓ ^Íö=Æ èæúaoð

væçieä ¼4äÙi» äãk èúxHeùóÖiÙú M.S.W. - 9 't-%içíðì+è øiÒ¹á' Íòð 1 □ ¼4àiäöÜÖiÈ ß ¼4àiäöÜÖiÈ ùÖùðìøæi_ ÖiÈÈi•
vöièkòçì• æéèç ß øèèèÖ 7 Íòð 2 □ «*Ði¼4èæð «*è¹úì ß çìè Àðìóìæ¼4àið 13 Íòð 3 □ çóìèèð• Öièiùèèðð èæèCøÈ ß äiÜÖiúæ
½ ÖiÈÈi• æéèç• ¼4äÙi• Àðìóìæ• òìðß ß ø°øèç ùì vòíÐÜ 19 Íòð 4 □ «*èçViiæè ÖiÈÈi ß læçø• «*ièçViiæèð ùÖùðìè•
ÁPã°oðèÈ• óÚ ùì vùìVé ùÖæ• væç•ø• è¼4°òì-Q? †CEðÈ ß vùìVéè ùèçâúçì 28 Íòð 5 □ ¼4àiäöÜÖiÈ ß ùÖùðìøæiè øèèi«*èáíç
òâPé ¼4ä¹ì-Q? æéèç• àìæù ¼4øðð øèèðGFæi ß Á¹%úæ• òâPé Á¹%úæ• «*èÐáÈ ß òâèPíóè øèiäÐPóìæ 41 Íòð 6 □
¼4àiäöÜÖiÈ øèè-iÜæ_vðlèú ñ-t-?iè 49 Íòð 7 □ èiäÖ-t-?iè ¼4àiäöÜÖiÈ øèè-iÜæ 60
6 Íòð 8 □ ¼4àiäöÜÖiÈ ß Á¹%úæ òiä vù¼4èðìèè ùì vt-HEXií¼4úè «*èçViiæè Üièäðì• èæúâ-æéèç• vù¼4èðìèè «*óíGF ÍçP
¼4ðìíöÖè ùì ¼4ðìúð læäóíiæè èùèÜ¹% ÐçP• èúxHi¼4íòìüÖçì ß t-HEXçì 73 Íòð 9 □ «*ðGF «*-t-?iù ùÖæ_+ièðòì èæèCøÈ•
øÇèæíóPèÐðì Íú«*íúìùíðìÐÜ 80 Íòð 10 □ «*ðGF øèè-iÜæ_Àðìóìæ• óáç¼4àið• vòíÐÜ• ø°øèç 93
7 Íòð 1 □ ¼4àiäöÜÖiÈ ß ¼4àiäöÜÖiÈ ùÖùðìøæi_ÖiÈÈi• vöièkòçì æéèç ß øèèèÖ (Concept, Importance, Principles and Areas
of Social Welfare and Social Welfare Administration) ùÖæ 1ç1 ÖiÈÈi (Concept) o1ç2 vöièkòçì (Importance) 1ç3 æéèç
(Principles) 1ç4 ¼4àiäöÜÖiÈÈè øèèèÖ (Areas of Social Welfare) 1ç5 ¼4àiäöÜÖiÈ ùÖùðìøæi (Social Welfare Administration)
1ç6 †CEPøJé (Bibliography) 1ç7 læäÐéÜæè (Exercise) 1ç1 ÖiÈÈi (Concept) "¼4àiäöÜÖiÈ" Ðjèæè ÍçP ùÖiøð Íú«*íúì
òìäðâP Íè øèè¼4èáìUñk ¼4iàè†CEðÜiú ¼4àiíæè læ†CE¼4è vx*èÈÈ Á¹%èçè äæÖ òâP¼4iè-¼4àiðìð ¼4àiäöÜÖiÈ òâP¼4iè- ùì
ðù ¼4äóíè Íçéíç ¼4àiäöÜÖiÈ Óäù ¼4øðèÈP líçP ùÖù ç çç ÐièèèèðÜiú láâ ¼4äçP• àìæè¼4ø vèiùè ÈçÖièð vx*èÈÈ
àiæä»íóè äæÖ èðxã vt-HEXií¼4úì ß òÜÖiÈäiÜð òiä òèi_láìÈ èxÜ ¼4àiäöÜÖiÈ òiÜ¹iá ÍÈ ÖiÈÈiè øèèúçPæ Üiá Íú«*íúì
øèèèÖ ùÖiøç ðù «*içèäð ñ-t-?iè ¼4àiäöÜÖiÈäiÜð òiíæè áíÓÖ óúìäiÜð áíæiÜiù èxÜ Íiæið ÍÈ òiíæè áíÓÖ øäÈÖÜiÜ ðù
úíÜß áíæ òèíçæ v¼4È ¼4áiù ¼4áiíä ¼4ú»âÖið Óäù t-HiÜièùð ùìÜ Üiù ðç ¼4iàièäð ñ-t-?èèùæÖií¼4è Ðéí»P òpièi Íúðìæ
ðèíçæ• líçP¼4iàièäðÜiú æéi-è çÜiè àìæä»íóè äæÖ áíÁáíÓÖ òÜÖiÈäiÜð òiäðâP òèíçæ líè líKç-è: læäÜù òèíçæ ¼4äçèi«
¼4àiäöÜÖiÈäiÜð òiíæè Öièi èxÜ ÍçÖ-Q? lææúèäç øèúçPéðìiÜ è-+Q?iÜiúæiè váir ùÖiøð øèèúçPæ Üiá ¼4àiäöÜÖiÈäiÜð
òìíæè Íòèà Öièiùèèðçì øèèÜèáç ðù ¼4iæèçð ÖiÈÈi ðÜ_Ðièèèèð• ¼4iàièäð äæ-ñ-t-?iè+Uð• líiùù ß èiäÈæèçðÜiú ¼4äçP
¼4æóíúUñk àìæä» òièi ¼4iàièäð øèèi»ùì• vòâæ_èÐáì• t-HiðÖ• èúíæiðæ• ùüð ß òâP¼4øðìæè ¼4áiòìù-¼4äèùÖi Üiü
8 ùè ç Íú«*íúì ðèíçæ ÍÈ ¼4ä-ñ-t-? øèèi»ùìäiÜð òiäðâPìð ¼4àiäöÜÖiÈ ùìÜ òiù læÖÜiú ùìÜ òiù vø òèè°• Ðièèèèð «*èçúaoé
ççìðèçç èæ@-%ùùPéú ¼4æóíúè èiäÈæèçð• ¼4iàièäð• ÍçPÈæèçð Á¹%úíæ ¼4iðìÖ òìæ ß ¼4iàièè äiÜí†CEiíç çííóè ÐièäÜ
òèiÈ ðÜ ¼4àiäöÜÖiÈ (Social welfare refers to those set of services which are provided to such segments of population,
who virtue of certain handicaps Physical, Psychological, emotional and political are unable to take advantage of social
services such as education, health, recreation, housing, employment etc. or are traditionally denied the use of these
services because of certain Social or Political abilities thus, Welfaresim means helping poor, handicapped, dountrodden
to raise their Political, Social, Economic and emotional levels to bring into the main stream of the society–Dr. D. Paul
Chowdhury.) o1ç2 vöièkòçì (Importance) óóäðÐì†CE-ñ-t-? ß òèè° àìæä»íóè «*íúíæiæ ¼4iðìÖ òèi Ði¼4æðçPì ùì ¼4iàièè
¼4ø¼4Öièè òçPùÖ èxÜ ¼4iä-ñ-t-?çìèQYð òäiùß ¼4ðìðìùèíóè øiíð òpiíiæi• òìæðìíðß lí†CEð Íú«*íúì çç-øíúíÖ èxÜ ÍçPèùðÖi•
Íúúóìæ• øèèèÈçç»çì ÈçÖièð òìíæè èùèÜ¹% èCøið vùìÄìç vòíæiÜÖè áíç• òèè°• ùù†- ß læiçíóè òìèúøÜiè Ði¼4ðíóè ðiíçÈ
Çìðì Àè-ç ¼4@-CEiä líÐìð ¼4iÖiÈÈ àìæäi»è òÜÖiÈÈè äæÖ ùTèúÖ òiä òièèxíÜæ líèß líiù I:òäiù Ðièèèèð «*èçúaoéíóè äæÖ
«*èÐáÈÈè ùÖùðì èxÜ èùèÜ¹% ÓâP¼4æóíúè æéèç ß òiíæè vòlèù `òäÈ ðÜ ¼4àiäöÜÖiÈ èð `óáÓíâP òìæðìíðPè ßøè Íçéú
lèçø vóßùì ðù_âè `òè• áÖ ß ÓâPÐìÜi ùÖiøðÜiú ¼4iàièèð øèèi»ùìè òiä òiè Çiíð ÍÈ ¼4øÜæèlèÜ èúíÐç «*ið-èçð èùøðPíú
¼4iÖiÈÈ àìæä»íóè «*Ü-ç ¼4iðìÖ òiè Çiíð ¼4Pì-èè vùí°o-ñ-t-?iíðß ùT òìæ «*ó+ðìèèè æiä vÖiðìÈ òèi líix Íxíi vùí°óíâP
"èæùPìÈ" ÜiüÈè äæÖ àìæäi»è áíÓÖ òÜÖiÈäiÜð òiíæè ÁíGXÓ vóÖi òiù ríúìðÐ ß -çhóPÐ Ðçjéíç ää¼4Üàiæ Ði¼4íæß
¼4àiäöÜÖièè òiäðíâPè èæóÐPæ vóÖiç øißùì òiù v¼4 òäiùß t-ä»Ü• ði¼4øçìÜ òìøæ ùì óäYðíóè «*íúíæiæ ¼4iðìÖÓíæ ÈçÖièð
èxÜ ÈPíèä Ði¼4æðìÜi ß èÖséú èäÐæièèèi èùèÜ¹% Óèiæè ¼4àiäöÜÖiÈäiÜð òiäðâP Tèg òiè øèúçPéðìiÜ ùT ¼4iài-
¼4ä†-»ièð• vòâæ_èiäi èiáíàiðæ èiú• ÉxHè- \ èúóÖi¼4iùè• òìðìÜiÈ væièæè• ùèWá- \ -íðìÓÖiú• äðìíóù vùìèù `ó èiÈiíð•
áóæiáìðæ àiÜüÖ• t-Hiáè èùíúðìæ `ó• ÜiÜi ÜiäøÁ èiú• vùìøiÜð-Á vùìÓiÜ• vâiðæóí¼4 òèä-þìð ùìèao ß Üèä èiß «*ääÖ
líçP¼4iàièèð èóð vÇið læä¹%ç vx*èÈÈ àìæäi»è Á¹%úíæè äæÖ èæè-Q?è «*íúí¼4 ùuçè èxíÜæ èùèÜ¹% ùÖèkíøè
øiÐìøèÐ ùT vùìVéß ¼4àiäöÜÖiÈÈè òiíä òäK ÍÈ ¼4ä-ñ-t-? ùÖèk ß vùìVéíóè ¼4iàè†CEðÜiú èçæèä èùÜiù èùÜk òèi vöiç øiíè ½_
'ò' òÜÖiÈèiæè vùìVé (Philanthropic Group)

9 'Ó' 1/4μτ→iëôiáé vùivé (Reformist Group) - 'ù' 3/4ú«Xèúò vùivé (Revolutionary Group) - òÛÖiÈôiáé vùivé èúxHí1/4 òië vö• 1/4iàièäò 1/4μùÒæ ß òiÓiíàiè ðèèùçPæ æi-òíè 1/4èi1/4èè àiæùçìè ÁíóÖiíú àiæáí»è lùòìè 1/4μτ→iè1/4iÓæ òèi 1/4@-cú• vöâæ_t→äÛ• ði1/4øçìÛ òìðæ ÈçÖièó- ææ Ûòd• vùpià «*ããÖ ÍÈ vùivéè «*úki- 1/4μτ→iëôiáé vùivéè áic 1/4μτ→iëáiÛò òià ðÛ 1/4iàièäò òiÓiíài ß çìè «*èçViæleÛè ùi 1/4μùÒæleÛè 1/4μτ→iè1/4iÓiæè àiÓÖiá t-HiòÖòè òâPÓièi lùÖiðç èiÓi- çpièi áíæ òièæ• 1/4μτ→iè1/4iÓæ ðiÛÈ 1/4iàètÇèÓiíú àiæáí»è æéúæòiriè lÈùç ðèèùçPæ ÛáiÛ- Ípei 1/4iàièäò òiÓiíài ß çìè «*èçViæleÛè lùÛæè:òèiÈ èúxHí1/4 òièæ æi- TMÓãair çìíóè 1/4μτ→iè1/4iÓiæè lèÛàç vøi»È òièæ- ïiÛ1/4P Øheéiúè• væriúÛ úíúØ «*ããÖ è÷-Q?ièùòèi ÍÈ vùivéUhk- 3/4ú«Xèúò vùivéè 1/4ó1/4Öèi áíæ òièæ• òièè• lÛçì 1/4iμτ→ü»èçð øfiÁðòùèçPçì àiÛç 1/4iàièäò òiÓiíài ß çìè «*èçViæleÛè áíóÖÈ èæèðç- çìíóè èúxHí1/4 ùÖèkùç òiæ• 1/4iðìöÖ ß «*ièçVièæò 1/4μτ→iè vòìæièòxãÈ àiæã»iò çìè ïèðòì• vèiù• èæèáèçì vçíó àãk òèiç øíiè æi- çìèi óúÆ«*èçÛ vö• 1/4iàièäò òÛÖiíÈè àiíÛ lÍx 1/4iàièäò òiÓiíài ß çìè «*èçViæleÛ- 1/4ãçèiμ 1/4iàièäò òiÓiíài ðèèùçPíæè PièiÈ 1/4â1/4ÖiùèÛè òièéòèÈ 1/4@-cú- òiÛP àiòP1/4d «*ããÖ 1/4iàièèÛiæéèi ÍÈ vùivéiç øiæÛ- Ûièçùç»P 1/4iúPióú• Û-òíæ• tÇiàòíæ ÈçÖièò lÍi òiÛiæè àiÓÖiá òÛÖiÈáiÛò òâP1/4iè÷è vøièkòçì òiæi úiíÓ- òiè ØiÛ òÛÖiÈããÖè èií,%³è (Welfare State) ÓièÈi ùèòç ðÛ- ÛièçùçP òÛÖiÈããÖè èi,%³ èð1/4iíú ÓièÈi lèÛèðç ðÛ- 1/4ãçèiμ 1/4iàiòÛÖiÈòè òâP1/4iè÷è vøièkòçì lIèß òíÆ èÛè+Û-èàè ßðè «*èçèVç ðÛ- 1ç3 æéèç (Principles) 1/4iàiòÛÖiÈáiÛò òiàòâP èúíÐ»Ûiíú læãÓiúæ òèiÛ vóÖi òiù• lIèÛ òèçøú èúíÐ» æéèçè ßðè èÛè+ òiè èCøièùç ðiíú Çiíó- 1/4iàètÇèÓiíú lIèÛið èçæèä Ûiíú èúÛk òèi vøiç øièè_ùÖèkùç• ÓâPéú ß 1/4iàièäò- ùÖèkùç váir òçòlèÛ èú»ú òià òiè• vöâæ_ðèèèùièèò NèçðÖ• àièçùç òÛÖiÈ• øìðòìòP ,iÛæ• ùÈÖàìæÖ ùÖèkíøè 1/4ià ÛèæVçì• lIúðè ùpi-íiæi• òiÁíó ÖãèÐ òèi ùi lIk«*-iè- ÓâPéú váir t-HùPiíèiðÈ ùi vàiáÛiÛ lÇùì ÓâPéú èæiòPíÐ lIúúè lóèà èæèòP,% lμÐ 1/4iàiòÛÖiÈÈ ÁiíÐÖ ùÓù ÈçÖièò èú»ú èúíúè÷ç ðÛ- 1/4iàièäò æéèçè váir vóÖi òiù vö• vòìæß èúíÐ» òiíi lèàèòèùòçì• t-H-íá òièß òãèùòì vóÖi lÇùì vòìæi 1/4μùÒæ ùi ùÖèkè ÛiíÛ òiíæè 1/4ãøÛ læáÛù òèi-

10 1ç4 1/4iàiòÛÖiÈÈ ðèèèÓ (Areas of Social Welfare) "1/4iàiòÛÖiÈÈ" lóèà ùèçÐéÛ ùi ïèÛãð øòèèç- lè ùÖiè: èi,%³iÛiò 1/4âiíiÛiò 1/4çç ðèèùçPæÐéÛ- 1/4iàiòÛÖiÈÈ vòìæiÛiíúè òçòlÛiÛ 1/4μτ→ièáiÛò ùÖiùòì æú• ùèμ òçòlÛiÛ «*èçòìèáiÛò ß «*èççì»Óò ùÖiùòì1/4iàièÈ lè lIßçìÛhk- lIæò 1/4âù 1/4iàièäò 1/4μùÒæleÛè òiçìðòãk 1/4âè,% ðèèi»ùìè ðèèòìÓiíài 3/4çèè òiè 1/4iàièäò 1/4μùÒæleÛè áíóÖ ðèèùçPæ èæiíú lIi1/4- lIiúè læÖiíú ùÛi òiù vö• èÐTM• àèðÛi• ùùòo ß «*èçùaoé àiæã»iòè àæÖ 1/4ã1/4μðç ðèèi»ùìè ßðè lègø lIièið òèiÈ ðÛ 1/4iàiòÛÖiÈÈ òià- èò-Q; Ûièùí»Pè áicì Á- %úæÐéÛ vóÐlèÛè øiá 1/4iùè àæÖ ÍÈ Óéiæè ùÖiùòìèò ùÖiùòìèò tÇèðÈ òèi 1/4@-cúðè ðÛ æi• vöÓiíæ Á- %çç vóÐlèÛ t-HiÛièùòÛiíú 1/4iàièäò èæèiò+iè vàiíið ÍÈ Óéiæè ùÖiùòìèò 1/4ðíàÈ tÇèðÈ òèiç øièè- 1/4iàètÇèÓiíú 1/4iàiòÛÖiÈÈ òãÈÛiíú Ûiù òèi vøiç øièè• 1/4iàièäò 1/4â1/4Öi lúμ 1/4iàià ÍÈ 1/4â1/4ÖièÛiò òéÛiíú vóiÓ çìè ßðè- «*içèâòÛiíú ÍÈ 1/4â1/4ÖiùèÛ ùÖèkèùíÐ»iò tøÐP òèiÛß 1/4iàètÇèÓiíú vùìà 1/4iàiò «*Ûièùç òiè- vòìæi ùÖèkàiæáí»è 1/4â1/4Öi vçíó ÍÈ 1/4â1/4ÖièÛè Ælc-ç ðiÛß 1/4iàièè læÖiæÖ 1/4ó1/4Öiíóè váirß lIèÛ 1/4âÛiíú «*iòìäö- vö-vòìæi 1/4â1/4ÖiÈ 1/4i÷æiú ùÖèk èæiíú ùi çìè ðèèùìè vàiíiæiè v-,%i òiè èò-Q; òÓæ v1/4lèÛ çìíóè áàçìè ùièiè ïiÛ òiù çÓæ 1/4iàià lèùíú lIi1/4 v1/4È 1/4â1/4Öi1/4iàièðè «*èçòìè1/4iÓiæ- ÍÈ 1/4iàièäò 1/4â1/4ÖièÛè ðÛ òièè•Ö• ùi1/4òíæ• òâP1/4μòíæ• 1/4iÓiÈÈ lðèiÓ• vòìæ lðèiÓ• ùùt→iòè lóìòèø ß èÐTMíóè lúíðÛi ÈçÖièò- 1/4iàià 1/4â1/4ÖièÛè òièéÛ-çðèiÈ 1/4iàièäò æéèç (Social Policy)• 1/4iàièäò lIèæ è÷æi òiè lúμ 1/4èòìèè Ði1/4æòQY ß ùÖiùòìèòæiè àiÓÖiá lIèÛ «*Ðáíæ 1/4i÷,% ðÛ- 1/4iàiòÛÖiÈÈ lIßçìú vòìæð vòìæð ðèèi1/4iù òãk ðiíú_ l ùÖiùòìè æiæièùÓ àçìàç vóÖi òiù- l «*1/4ià èðç èÛç òhÛòìÈPèè ùkúÖ «*èÈÓiæiòìùÖ- èçèæ ùiÛixæ• ""1/4iàièäò ðèèi»ùì 'Social Service) ß 1/4iàiòÛÖiÈÈ (Social Welfare) «*iúÐÈ lóèè lIçP ùÖiù- ç ðÛ- àiÛç¥ 1/4iàièäò ðèèi1/4iùè ðèèèÓ ùÖiùòì lúμ 1/4iàièè 1/4â-t-t- vx*èÈè àiæáí»è àæÖÈ «*iúíæ- lIèÛ àiæáí»è æéúæòiriè lÈùç àiíæi- %úíæè àæÖ- 1/4iàiòÛÖiÈÈ ðèèi1/4iù 1/4iàièè læã- %ç vx*èÈ èièi «*èçùaoé ß «*çìùçÛiíú 1/4iàiòìù-1/4iàiòìù vçíó ùè- ç-"" 1/4iàièèÛiæéè ð¥ l1/4ç è1/4ç òhiúè áic• èæi@-%òk òiòPìÛÈ 1/4iàiòÛÖiÈÈÈ l-Q?UhpK_ 'ò' àæ1/4âè,%è èúíæiòæ ùÖiùòì- 'Ó' x*gèç-íáh 1/4ðìèùòì (Andronisnal aids) èæiòPÐòíæ ß èúíæiòæ- 'ù' vÖiÛiÓáÛi- 'Û' tÇiáíáÛi 1/4μùÒæ ùÖiùòì- 'Á' 1/4âiúù ùÒæ ß t-HèæÛPèçìè ÛiáÖ ùÖiùòìèò tÇèðÈ- lÓÖiðò èiíxHè «*1/4iò lóèà èæúiao ÁíGXÖ òièiçæ òÛÖiÈáiÛò ðèèi1/4iùè l-Q?UhpK èú»ú1/4iàið- 'ò' 1/4iàièäò ß «*èççìèiÓáiÛò òâP1/4iè÷-

11 'Ó' ¼áìàèàò ß ¼æèçò ðèèEx^%çì 'ù' çðèÐèÙ àìèç ß Àðàìèçíóè äæÖ ðèèí¼áì 'Ù' ðèèùìè òÙÖÖÈ 'ðèìàÐÞóìæ ß ðèèòGFæì' 'Á' ùì-t-;=hÖçíóè ðææùÞì¼æ '÷' àèðÙì ß èÐTMíóè äæÖ ðèèí¼áì 'ðèìàÐÞóìæ' èùìæìóæ «*èÐáÈ ß ¼áìàèèÐáì ÈçÖìèò' 'x' òäùòÙÖÈ ðèèí¼áì 'ðèìàÐÞóìæ' ¼áì¼áìðç èùìæìóæ òâÞ¼áìðòæ ß æìùèèòð «*èÐáÈ ÈçÖìèò' 'á' ¼áììæ òäùÞÙç vx*èÈè äæÖ ðèèí¼áì 'ù' ðò ¼áìàèàò ß Ðìèèèèò «*èçùáóè' 'Á' †ÇÈáèÈ òÙÖÈÈ 'f' x*áàèùè òÙÖÈÈ 'àìçéú Á^%úíæè ìèùìExó ÌðÐ èð¼áìíù. Ùìèçéú ¼áìèùÓìíæ ¼áìàòÙÖÈÈÈ Ì-Q?Ù-èkòèÈ ¼áìèùÓìæÈ òÙÖÈÈáìÙò «*í÷,%ìè èòò èæìóÞÐ òìè ùùð÷è váì ¼áìèùÓìíæè èùèÙ^% Óìèì ùì-t-;?ùìèúçðèìÈ Ìùá æìùèèòíóè ¼áìàèàò ß ÌçÞÈæèçò æÖìÙ «*èçVìè àìÓÖìá àìçéú ÙìáÖ ðÞÞìíæìè ÁííÐÖ Ìòèà ÌçÞÈæèçò ß ¼áìàèàò ¼áè÷-è-Q?ç ðèèòGFæì 1951 ¼áìÙ TMèg ðù ðèùçÞè ðòÞìù ð ãùìè»Þòè ðèèòGFæì ¼áììì È Óèìæè òâÞ¼áìè÷-è ßðè òìçS ìègθ «*óìæ òèì ðù ¼áìàòÙÖÈÈáìÙò ðèèí¼áì ðèèèÖ áìÙç èæÙÞè òìè èùèÙ^% ¼áìàèàò èù» ß v¼áìèÙì èæúQÝìÈè áàçì ¼áìèðìÞ àìçéú òùè,%Ùèàè ßðè òèò ¼áìàòÙÖÈÈÈ ÌçÞ ðææùÞì¼æ ß «*èçòìèáìÙò ùÖùòìèò †ÇÈÈÈ ðù. çìðìÙ ðèèí¼áì-†ÇÈÈèòìèèè ¼áìÖÖì Óäù vùèÐ ðìù æì èò-Q; ÙáÖ èèò ðù ðææùÞì¼æ ùÖùòìè ¼áì ¼áì «*èçìèìÓáìÙò ùÖùòìèò †ÇÈÈÈ. çìðìÙ ¼áìàòÙÖÈÈÈ òìíæè ðèèèÖ ðìù èæ¼áì òìð ìèß ùÖìòð ¼áìçèì ¼áìàòÙÖÈÈ Ìòèà ùèçÐèÙ ÓìèÈì ß ¼áìçç ùÖìùç «*è¹ùì ùì-t-;?ùìáì ¼áìàòÙÖÈÈÈ Ìòèà ðèèèòGFç òâÞ¼áì÷-è èð¼áìíù Ùìùì Áè÷ç òì ðèèùìè. vùìVè Ìùá äæ¼áèè,%ìò ðèèùèçÞç ¼áìàèàò Ìùòì vçíó Álc—ç ¼áìàèàò ¼áì¼áìÙìèÙìò vâìòìèùÙì òèìç ¼áìðìòÖ òèìù «XÖìèæð èàèÐìæè ðìùÞçæ ¼áìðç*Óìæ ¼áìàòÙÖÈÈÈ ¼áìàòÙÖÈÈÈ ùèçããÖ ðèèùçÞæìò ÌÈÙìù èùìxX»È òìèìxæ_ 'ò' ¼áìàèàò òìèÈè ðèèùìçÞ òèè° ß «*èçùáóè àìæã»ìò ðìÈÞ ðææùÞì¼æ «*è¹ùì èæìù ìì¼áì 'Ó' «*èçòìèáìÙò ùÖùòì vçíó «*èçì»ÓáìÙò ðèèí¼áì 'ù' òèçðù «*èçùáóè àìæãì»è ðèè÷-òÞì vçíó ùT òáçò àìæãì»è èÐáì «*èÐáÈ ÈçÖìèòè ðèèí¼áì òìè «*ìùìæ àìæ òìè çìíóèìò ðèèí¼áì vòßùì 'Ù' èùèÙ^% «*èçùáóè àìæãì»ìò «*ìèçVìèæò ¼áèèùÓìíæè ðèèùçÞ èùìÐ» vx*èÈè «*èçùáóèìèò ÷ìèðòì Ìæèòìùè èæèòÞ,%ðææùÞì¼æ ùÖùòì 1ç5 ¼áìàòÙÖÈÈ ùÖùòìòæì (Social Welfare Administration) "¼áìàòÙÖÈÈ ùÖùòìòæì ðù ¼áìàòÙÖÈÈ òâÞ¼áìè÷-è ùÖùòìòæì" ÌÓÖìòð èòç èÙç òhÙòìÈÞè ìèß ùìÙìxæ vò. "¼áìàèàò ðèèí¼áì (Social Services) Ìùá ¼áìàòÙÖÈÈ ðèèí¼áì (Social Welfare 12 Service) ¼áìàèàò ùÖùòìòæì ìàèÙhç ¼áìçèì ¼áìàèàò ðèèí¼áì ðù "¼áìàòÙÖÈÈÈ èæèà+ òäçÙò òâÞììè,è Á^%úæ Ìòèà vÙìùèèÙò ðèè¼èáìè Ì-Q?èòç ¼áì¼áìè è÷-èççðèÈ ß çìè ðèèìhàòèÈ" ¼áìàòÙÖÈÈÈ ¼áìÙçì èæÙÞè òìè ¼áìèxX,% èìì,%³è ùÖùòìòæì ¼áì¹ì-Q? òìçìòðàk ùÖùòìòè ß ¼áìVh ùÖùòìòæìè ßðè èìì,%³è ¼áìàèàò æèèç (Social Policy) èùèÙ^% ¼áìàèàò «*í÷,%ìè (Social action) àìÓÖìá òìè)áç ðèèùçÞæ ìæì ¼áìç-cù ¼áìàèàò æèèçè èCòìùìÈÈ Þìè ¼áìàèàò «*í÷,%ì ìæùìæè ðìèçùìè ðù ¼áìàèàò ùÖùòìòæì ¼áìàèàò æèèç_v¼áì èìðè ìçÞ¼áìàèàò Ìùòìè v«*èáìç «*Èùæ òèì «*ìùìæ Ìùá v¼èà èæùç ðèèùçÞæÐèÙ ¼áìàèàò ùÖùòìòæì ÌÈ ìçÞ äæ¼áèè,%è Á^%úíæè Ìòèà «*è¹ùì vòèà ¼áìàèàò ðèèùçÞæ ß ¼áìàèàò æèèç è¼áìòì-Q? èCòìùìÈÈ àìÓÖìá ¼áì†ÇÈ äæ¼áèè,%è Á^%úíæè Ùáìù ¼áìàèàò Á^%úíæè æèèç ÌçÞÈæèçò ß èì,%³Èæèçò Á^%úíæè æèèçè ðèèòìèò Ìùá ÙáÖ ðù ùÖèk. ðèèùìè vùìVèè èæàt-H ß ¼áìàèàò Á^%úíæè ¼áììòìùè ùÖùòì òìè vòßùì «*èçèà èìì,%³è ÙáÖ çìè æìùèèòíóè t-HìExì óÖè ùÖùòì òèì ÷ì¼áì òìÞ òçìçÞÈ ùìÙìxæ "ùÖùòìòæì ùÖçèç ìæÖ vòìæì èù» ù ìègθðìÈÞ æù. ¼áìÙ ¼áìèòìèè Ìæèò ìèà àìæ òèè ¼áìÙçìè Ùèù»ÓÁ èæÙÞè òìè Ìòèà èùÙìæ. òÐÞæ Ìùá Ìòèà ùÖùòìòæì ùÖæ òèì ìàìíóè òáçìè ßðè. vòèà ¼áìÙ ¼áìììè òìÞìùÈÈ ¼áìèòìè òèìè áàçì¼áìè^% (There is no subject more impatant than this subject of administration the future of civilised Govt. and even I think of civilisation itself rests upon our ability to develop a science and a Philosophy θ a practice of administration competent to discharge the turchons of civilised Society.) ¼áìàòÙÖÈÈ ùÖùòìòæìè vâèà ÓäùÈ òèÒæ Ìùá Á^%úíæè áìÙ ÁìíÐÖ ðù ¼áìèòìè òìçìòðàk ùÖùòìèè àìÓÖìá èæ@-%èù÷íóè àèùæòìèÈ ÌÈç àìíæì^%úæ òèì Ìùá òìèè¼èáìè ßðìè çìíÙ ìæì ¼áìçèì ¼áìàòÙÖÈÈ ùÖùòìòæìè òìÞìáìè ðèèèÖ Á^%úíæè ùÖùòìòæìè ¼áì-t-? èòòìèÙìò èæìùÈ ÙìèçéúÞ ¼áìàòÙÖÈÈ ùÖùòìòæì ðèè÷-ìèÙç ðù ¼áìùÓìæè àìÓÖìá «*çìùç (formal) Ì-«*çìùç (informal), ¼áìèòìèè. vù¼áìèòìèè «*Ù-èç 1ç6 †ÇÞðJè (Bibliography) i) Social Welfare Administration : S. L. Goel θ R. K. Jain ii) Social Welfare Administration : D. Paul Choudhury 1ç7 ÌæãÐèÙæè (Exercise) i) ¼áìàòÙÖÈÈ ß ¼áìàòÙÖÈÈ ùÖùòìòæìè ÌçÞ èòÀ ii) ¼áìà òÙÖÈÈÈ ðèèèÖ ùÖìÓÖì òè

13 Ìòò 2 □ «*Ðì¼èæò «*è¹ùì ß çìè Áðìòìæ¼áìì ùÖæ 2ç1 ÓìèÈì (Concept) 2ç2 ðèèòGFæì 2ç3 ðèèòGFæìè 1à 2ç4 ¼áìùèÒçòèÈÈ (Organising) 2ç5 òìÞÞèèè ¼áìùèÒçòèÈÈÈ ÐçÞìùÙè 2ç6 òâÞèèù»ùò (Staffing) 2ç7 ¼áì^Hú (Coordination) 2ç8 ¼áìèòìè ùÖùòìèè (Resource Mobilisation) 2ç9 ùìíàà (Budgeting) 2ç10 †ÇÞðJè (Bibliography) 2ç11 ÌæãÐèÙæè (Exercise) 2ç1 ÓìèÈì ðèèòGFæì. ¼áìùèÒçòèÈ. òâÞè ùÖùòì. ðèè÷-ìèÙæì. èæìóÞÐæì. ¼áì^Hú ¼áìèò ì¼áì†ÇÈ ß çìè ùÖùòìèè. ììùì èð¼áì 'ùìíàà' Administrative process and its components : Planning, Organising, Staffing, Directing, coordinating Resource Mobilisation and Budgeting. «*Ðì¼èæò «*è¹ùì ðù ùÖùòìòæìè Ìòèà ìègθðìÈÞ èù» ù ðèèòÞ,% ÁìíÐÖè¼èòè äæÖ àìæù ¼áìèò ß «*òàèkè ¼áì^Hú ¼áìÓæ Ìùá ¼áìòàèkòèÈ ðù ùÖùòìòæì òhæàà ðèèòGFæì. ¼áìùèÒçòèÈ. òâÞèùÖùòì. ðèè÷-ìèÙæ. èæìóÞÐæì ¼áì^Hú ß èæúQÝìÈ ùÖùòìòæìè òìÞìùèÙ ùìÙ ÁìGÖ òìèìxæ 2ç2 ðèèòGFæì ðèèòGFæìò èùèÙ^% èòò ðìç ùÖìÓÖì òèì òìù ùÖùòìòæì ðèèòGFæìò Èèòèç ÙáÖðìèÈÈ äæÖ ¼áì÷çæ «*í÷,%ì (conscious effort to achieve desired ends) ùìÙ ÁìGÖ òèì ðìùìx ììùè ðèèòGFæìò Ìòèà èæèòÞ,% ÙìáÖ ðÞÞìíæìè äæÖ ¼áìèòìè òàèk¼áìèç ùÖùòìè-òòèç (rational method of application of resources for the fulfilment of specified objectives) ðèèòGFæìè ¼áìÙì

14 ÍÉÚíú vóβúí vóις ωίε vò_øèèòGFæi ðÛ vóíæi Íòèà ¼µùÒíæè Áí!ÐÖøíéíÈè ææÖ è¼ºoi-Q?†CEðÈ• vøèà òâP«*ÈíèÛè èæÓPíèÈ ß ¼â ˆ Hú¼íÓíæíò Ì-Q?ÙhPk óíè (Planning is decision making and involves selecting and integrating the courses of action that an organisation will follow to attain its objectives) ˆ ÍÓÒíøð èä¿ ÍÛ èíú Ìíèß øèè†hà óíè úíÚíxæ vø_ øèèòGFæi ðÛ Íòèà è¼ºoi-Q?†CEðÈ «*è¹úí• vóÓíæè ùçPâíæ Ìùòì ß ¼â¼¼ÓíùèÛè öæèkèæV èúíxX»È• ¼â¼¼ÓíèÛè ¼¼âíÓíæ Íµ òÇíÇP øèèùçPò (alternative) èæùPí÷íæè ææÖ èùèÛ% øèèùçPíøè àíÛÓíúæ ˆ ùÒèk ß ææ¼¼âè,% È ˆ %_úíæè Áí!ÐÖ ¼¼èòíèè vù¼¼èòíèè ¼¼âíùèúò ÁíóÓíúè àíÓÓíà ðíæú ÷íèðòì ß ¼¼æðíóè ßøè èÛè+ óíè òÇíÇP Ìègíøè ˆ à èæÓPíèÈ ˆ «*Ðì¼èæò «*è¹úíè ¼¼â-t-? èù»úìèÛè àíÓÓ øèèòGFæi ðÛ ¼¼Pííøáì ÌègíøèÈP èù»ú ˆ vóÚí¼ ß ðíæP (Kelsey & Herne) øèèòGFæi «*Èúíæè t-Høíá òçòìèÛ öæèk vøèÓíúíxæ ˆ v¼ìèÛ ðÛ ÍÈèòâ_ 'ò' òè Íµ vøæ òèì ðíú v¼ ¼¼æðíòP è¼ºoi-Q?è ¼¼æèæèFÁðèÈ ¼¼@-cú ˆ 'Ó' æçhæ «*-t-?íúíæè vóíæi èù»ú¼âíð èúí÷æì òèì «*íúíæè vó ùÓíúíè Íòèà èæíòPèÐòì ¼¼çèè òèì òíú ˆ 'ù' vóíæð «*ùèçìèÛè øèèàìð ß àíÛÓíúæ òèì ðíú_¼¼È ¼¼æðíòP Áí!ÐÖ¼¼âíð èæèCøÈ òèì òíú ˆ 'Ù' Áòíú¼¼âíð èòè òèì_âhº ß òâ ÌègíøèÈP ¼¼â¼¼ÓíèÛè àíÓÓ ùÙèè ¼¼â¼¼ÓíèÛè Íµ ¼¼âèúò øèèùçPæìèÛè àíÓÓ òíúè ¼¼â¼¼Óíè è÷èÿçòèÈ ¼¼@-cú ˆ 'Á' èùèÛ% òìòPèæùPíèÈ Íµ ¼¼µùÒæìèÛè Áòíú ß ØÚíØÚ ¼¼æðíòP Íòèà ¼¼Pâæet-Hèò-ç vùíÁòßì ùíß vçíÛì òíú ˆ '÷' òâPè øèèùçPíæè ¼¼âíú Óíèíúèèðòçì Ìâh# èíÓì ¼¼@-cú ˆ 'x' væç-ø èùòíð ¼¼ðíúçì òèì òíú ˆ 'ä' ¼¼âú ß ÌíÇPè Ìø÷ú vèíÓ òèì Íµ ¼¼íÓíèÈ ¼¼æðèÈÓíò øèèè Hç òèèè Áòíúè ùÙòì òèì òíú ˆ 'Á' ùÓíúè òìÇíÇPò èæèCøÈ ß ÌÇP vóíúíæíò ¼¼æèæèFÁ òèì ÈçÓíèò ¼¼@-cú ˆ 2¿ø øèèòGFæi è ˆ «*èçèà ¼¼ØÚ øèèòGFæi «*è¹úíè òçòìèÛ Óíø Çíò• v¼ìèÛÓíò ˆ àíæà¼¼íè ÍÉÚíú vóÓíæi vóις øíèè ˆ 'ò' çÇÖ ¼¼†CEð ½ Ìèà øèèòGFæi «*è¹úíè ¼¼PíèÓò ÌègíøèÈP èù»ú ˆ çÇÖ ¼¼†CEíðè ÁÁ¼ òæèà_«*íçèàò ß Ì«*Óíæ ÁÁ¼ (Primary & Secondary) ˆ çÇÖ ¼¼†CEíðè Áí!ÐÖ xò ùì «*x%_âíÛì

15 ¼¼çèè òèì ðÛ ˆ ¼¼èxX,% Úíúíè vÚíúíèÛè ß àíæà»ææ-¼¼æðèòPç èùèÛ% çÇÖ• ¼¼âíòíú-¼¼æèúÓì-Ì-Q?èíú¼¼âíð• ¼¼æðò Íµ ¼¼íúPíèè ¼¼â¼¼ÓíèÛè «*Û-èç èù»úíú «*íúíæèú çÇÖíúèÛ ¼¼†CEð òèì ðÛ ˆ 'Ó' ùçPâíæ Ìùòì èúíxX»È ½ ¼¼µùðèç çíÇÖè ÌíÚíúíò ùçPâíæ Ìùòì ¼¼âè†CEò èúíxX»È òèì ðÛ ˆ ùçPâíæ Ìùòì ¼¼æðíòP ¼¼âø,% ÓíèÈì• ¼¼â¼¼Óíè èæÓPíèÈ Íµ ¼¼èÒò È ˆ %_úíæ èâP¼¼è÷ èæÓPíèÈ ¼¼ðíúçì óíèè ˆ 'ù' ÚáÓâíí èæÓPíèÈ ½ Ìùòì èúíxX»íÈ àíÓÓíà èùèÛ% ¼¼â¼¼Óíè è÷èÿçòèÈ ¼¼@-cú ðÛ ˆ ¼¼â¼¼Óíè è÷èÿçòèÈè øè Ì†CEíèÓòíèè ˆ à òèì Íµ øèèùçPè øòPíúú ááçíæà¼¼íè ÚáÓâíí èòèèò-ç ðÛ ˆ 'Ù' òâP¼¼è÷ èèèòGFæi «*Èúæ ½ Èèøç ÚíáÓ vòPíxíæíè ææÖ ¼¼âø,% òâP¼¼è÷ èèèòGFæi «*Èúæ Íòì-Q? «*íúíæè ˆ àãÓò òâP¼¼è÷è ¼¼íà ¼¼èxX,% èòxà Ì«*Óíæ òâP¼¼è÷è Çíò• v¼ìèÛè àíÓÓ ¼¼â¼¼â ˆ Híúè è÷-Q?íúíúæi «*íúíæè ˆ Ííßì òâP¼¼è÷ èèèòGFæi ù èæèòP,% ¼¼âú¼¼èâì «*íò-èçò ùì ÌÇP ¼¼æðò• àíæù ¼¼æðò• òíèùøÚíè ÌøPÈ «*Û-èç èù»ú¼¼âíðè èùÐò øòPííÛ÷æì Ìçéú àègèè ˆ 'Á' çóíèèòèÈ ½ vóíæi Íòèà òâP¼¼è÷è èCòíúÈ òíà ˆ Mèg ðíÚÈ vó v¼èà øèèòGFæi àíèØò èCòíèùç ðíú Ìæè vóíæi èæfúçì væÈ/ v¼ææÖ v¼èà òíç ¼¼â÷íègèCíø ¼¼æðíèòç ðÛ çíè ææÖ ¼¼æèèèòP,% øPíú çóíèèòèÈ «*íúíæè ˆ ˆ MÓâàí-øèèâíÈùç æú ÍÈùÇ ÁÁò»Pçíè ÚáÓâíí øíèÈÈ ðÛ ¼¼âøèèòGFæi ¼¼ØÚçì ˆ '÷' àíÛÓíúæ ½ «*èçèà òâP¼¼è÷è Ìèà èæèòP,% ¼¼âú¼¼èâì Çíò ˆ v¼È ¼¼âú¼¼èâì vÐí» çíè Íòâì øòPííÛ÷æì òèì ðÛ ˆ ÍÈ øòPííÛ÷æì ÚáÓ ðÛ øèèòGFæi -t-?íè vóÚíú òâP¼¼è÷è èè èCòíúíÈè òçì Úíúí ðíúèxÛ çíè ¼¼íà ùì-t-?èùò vâíí vóíæi ¼¼øèèçÖ ÚíæèxÛ èòæíÁ çíè àíí èòâ ¼¼íúPíèè àíÛÓíúæ ¼¼èxX,% çÇÖ øææèù øèèòGFæi «*Èúæ òìòPòèÈ Û—èàòì †CEðÈ óíè ˆ 2¿4 ¼¼µèèÒçòèÈ (Organising) ¼¼µèèÒçòèÈ ¼¼æðíòP ðhæðà ß ÌæÓíæÖèì ùíÚíxæ «"Organising is establishing an intertional Structure of roles for people in an enterprise to fill¿" ¼¼µèèÒçòèÈ ðÛ Íòèà òâP«*í÷, ùì àíÓÓíú àíæàí»è Û—èàòíè Íòèà ¼¼æðèGFç òìÓíáíò «*èçVí òèì' vó èù»úìèÛ Ìèà Ì-Q?ÙhPk óíè v¼íúíú ðÛ_ˆ 'ò' ÚáÓøíèíÈè ææÖ òâP¼¼è÷è è òùÆçì • 'Ó' ÍÈ ¼¼â-t-? òâP¼¼è÷è èùÚíèàçòèÈ ˆ 'ù' Íòæè ç+UíúÓíúóíò ÍÈ èùÚíèäç òâP¼¼è÷è-¼¼âíðè òíèùøÚíè ÌøPÈ • 'Ù' ¼¼µùÒæ òìÓíáíú òâP¼¼è÷è • òç-Pø Íµ çíÇÖè ÌæàÛ—èàò ß ÁÙè@-Hç (horizontal and vertical) Úíúí ¼¼â ˆ Hú¼íÓíæè ùÙòì ˆ 2¿5 òìòPòèè ¼¼µèèÒçòèÈÈ ÈçPíúÚè 'ò' Íòèà ¼¼â»â ¼¼íµùÒèæò òìÓíáí

16 'Ó' Íòèà ¼¼íúPíè÷ èæúQYÈ ùÙòì_Íòæè èæúíàò òìòPòèèÚíú ççæè àíæàí»è òíàòâP vÓÓíÐíæì òèíç øíèæè ˆ 'ù' ¼¼íúPíè÷ -t-?è vÇíò ÍÓ-t-?æ -t-?è ÌùèÓ Íòèà øèè,-íè òç-Pø vèÓì (line of authority) ˆ 'Ù' òíÇìøðâk òç-Pø ÌøPÈ ˆ 'Á' ÌèòPç òç-Pø ß òíèùø øèèøíèíÈè àíÓÓ ¼¼âãòÓ '÷' òííæ èúíÐ»íúíÈ èùè+íç x*æèùÚíú ˆ 'x' øòPì: ¼¼â ˆ Hú ˆ 2¿6 òâPèèù»úò (Staffing) ¼¼µùÒíæè ÁíóÓíú èùèÛ% àíúíú ¼¼èÒò àíæàí»íò òâk òèíÈ Ìè ÚáÓ ˆ òâPè èù»úíú ˆ MÓâàí èæöæèkòèÈÈ æú• çíè èæùPí÷æ «*èÐáÈ • òíÇìøðâk àíúíú èæöæèkòèÈ • àèçòèÈ • Á+èÈ ÌÇúì Ìúæææ Íµ Ìú¼è ¼¼â-t-? èù»úÈ Ìè ÌíçìÚhK «*èçèà ¼¼µùÒíæ òç-Pø (authority) òìòPòèè vèÓì ß òâPè (Line & Staff) òííæ àíÓÓíà ˆ Ìè PíèÈ vùíÁì òíú• ¼¼µùÒíæ òç-Píøè ùßæèà èèèCØÀ vèÓì òíà ðÛ òíè àíÓÓíà ÍÓPçæ òç-Pðá çíè ÍÓèæ-ò òâPèíòè ßøè òç-Pø «*èçèVç òíè ˆ ÌæÒèòíò òâPè òíà ðÛ ÌºPçæ òç-Pøðáíò ¼¼ðíúçì òèì ˆ òâPèèì àíÛç èçæ Óèíæè ½ «*öæèkèúò (technical) òèì «*öæèkùç èù»ú vóÓíÐíæì òíè • ÌèÓòíèèò (officer) òèì ¼¼íÓíèÈ ùÙòìòæíè òíà vòæè òâPè-¼¼Pí-Q? ˆ ÌÇP èð¼íú ß èæèæ¼øP ˆ Ú ÈçÓíèò Íµ ¼¼íÓíèÈ òâPè òíè ¼¼èí¼èè òâP¼¼è÷ èCòíúíÈ òâk ˆ òìòPòíèè òâPè-èù»úò ùÙòì òçòìèÛ èù»úíú ßøè èæÚPè òíè • v¼ìèÛ ðÛ ½ 'ò' ¼¼µùÒæ Û—èàòíè t-HEX ¼¼PÚì ˆ 'Ó' ¼¼æèÐèáç òâPè èæùPí÷æ è èæöæèkòèÈ òèì vóíúò ß Ì†CEðÈ ˆ 'ù' ÌÇP ß òíÇìøðâk òííæ øèèíúÐ ¼¼ùè,% ˆ 'Ù' ¼¼æð% òííæ àíÛÓíúíæè (performance appraisal) Íòèà èæèòP,% øºèèç Ìæà¼èÈ ˆ 'Á' èæèòP,% ¼¼âú Ì-Q?è òâPèè òííæ àíÛÓíúæ • òíè øºèèç ¼¼æðíòP òâPèè Ìíúíà Ìùèç ˆ '÷' èæùç «*èÐáÈ òâPèè Á+èíÈè ùÙòì ˆ 2¿7 ¼¼â ˆ Hú (Coordination) ¼¼â ˆ Híúè ÌÇP ðÛ ¼¼µùÒíæè Áí!ÐÖ ¼¼æðíèÈÈ ææÖ ùÙèk ß vùíVè ÁíóÓíúè àíÓÓ ¼¼Pðèçòìòíæè ùÙòì †CEðÈ ˆ ¼¼µùÒíæè Áí!ÐÖè ¼¼íà ¼¼âãòÓ vèíÓ ¼¼â ˆ Hú¼íÓíæè ùÙòì «*íúíæè ˆ ¼¼µùÒíæè òííæ ùÙèè:è ¼¼íà ¼¼íà ¼¼â ˆ Híúè «*¼¼èçíú ß ùèèº òíú ˆ ¼¼âíàòÚÓíÈ ùÙòìòæíè àíÛ ÚáÓ ðÛ ¼¼íàèàò òííæ (Social Action) øíÈP ùÙòìè ˆ ¼¼âçèìP ¼¼âè†CEò èù»ú¼¼âíðè ¼¼â ˆ Hú¼íÓíæè ðíÚÈ øíÈP ùÙòìè ¼¼@-cú

17 ¼á ˆ Hú vóiræi ðiriæ ðææeiúüè+íó veiÓ óíé Íµ ðiè ØÍÜ ðâþé¼@ðó• ÍÇP¼@ðó ß ìèÜÜçì ìð=ú ùì ìðüÜüðìè veiÓ óíé ¼áìäðÜÖiÈ ùÜüðìðæiè ðiÈP ¼óðüÜüðìè óíé ¼èÒðÜüü ùÜü ðiü vö• ¼á ˆ Hú ÚiáÖ vðþixiæiè Áðüü Ìèà èæiäÈ ÚáÖ æü ˆ ÁÈèÜüiä ÌÈ÷ èæÁáÖiæ ùiÜixæ vö• ¼á ˆ Hú Ìæè Ìðèà ðiä vöÖiæ ¼á-t-? ðâþéiöè ðiäðâþ ÑðÜüº Íµ vóíÇ Áí!ÐÖ¼iÖiæè ææÖ ¼á¼¼µºº ˆ ÍÓÖið Ì¼¼ ÌÜç vüüüÜ ùiÜixæ• “¼á ˆ Húíð ðiðPðèè ß Áí!ÐÖiÈP ðèiç vüüÜ ÷ìèà èù»íü Üüü «*íüiäæ” ˆ v¼¼ìèÜ ðÜ ½ ‘ó’ Ìèà Ìðèà ÷Üiæ «*è¹üí ˆ ‘Ö’ ¼¼èxX,% ùÖèkióè áíÖÖ Ìðèà ¼¼èi¼èè «*è¹üí ˆ ‘ü’ Ìèà ðiðþièiç-cè ¼á¼ vÇiðÈ ˆMèg ðü ˆ ‘Ü’ Ìèà Ìðèà ìüðìè ¼á-t-? èù»íüèÜè ¼¼à ÌÇPðÜüüü ¼¼@ðük ˆ 2¼8 ¼¼@ðióè ùÜüðìè (Resource Mobilisation) ¼áìäðÜÖiÈ ðâþ¼iè÷ èCðüíÈÈ ææÖ ¼¼@ðióè vüüiæ ß çìè ùÜüðìè ÌçÖ-Q? ÌègðþiÈP ˆ ¼¼èxX,% ¼¼µÜæ çìè ðâþ¼iè÷ èCðüíÈið èæèç ðèiè ææÖ «*íüiäæü ÌèÇPð ¼¼ðüiæè ùÜüðì óíé ˆ ðèèðGFæi «*Èüæ -t-?íè ¼¼@ðó ¼¼µÇièè ùÜüðìèèið èùið»Üüü Ìègð vóþüü ðü• æi÷Á ðâþ¼iè÷ ùi ¼¼µÜæè ÚáÖ ß Áí!ÐÖ ðèèðèèèç ðü æi ˆ ¼¼è ß ðiÇìðèèè è¼ºoi-Q? †ÇÈÈið èèè ˆ HçðèiÈÈ ææÖ ðâþ¼iè÷ è ÇÇPÈæèèç Ìüðì• ØÜ«*¼içì• ðiðPðèèèçì• ¼¼@ðó ¼¼µÇÈ ß çìè ùÜüðìè Ìçéü «*íüiäæ ˆ ¼áìäðÜÖiÈÈ váir ÌèÇPð ¼¼@ðióè ÁÁ¼ ùTeÜÓ ðiç ðiè ˆ ¼¼èðìèè ¼áìäðÜÖiÈ ðâþ¼iè÷ è váir ÁÁ¼ ¼¼èðìèè üèi! ÍÇP áíÜç vð ß èiäÖ ¼¼èðìèè ¼áìäðÜÖiÈ ó:è¼ð ÌæÖiæÖ èùèÜ ˆ%º. ó:íèè ¼áìäðÜÖiÈ ðâþ¼iè÷ è ææÖ üèi!oð-ç ÌèÇPð ¼¼ðüiæ ˆ èð-Q; vt-HEXi¼¼è ¼¼µÜæèèÜ ¼¼èðìèè ðâþ¼iè÷ «*ðíGFè ææÖ èæèðP,% ÍÇP ß çìíóè èæät-H ðâþ¼iè÷ èCðüíÈÈ ææÖ ÁðüÜikióè ðix vÇið ÍÇP ¼¼µÇÈ ðiè Íµ ðiæ ¼¼µÇÈèè àiÖÖiâß ÍÇP ¼¼µüðèç ðü ˆ ÍÇP¼@ðó ùÜüðìèèè váir ðèèðGFæi Ìæäüüè ¼áèèè÷Üæ ùÜüðìè àiÖÖiä ùÜèüç ðü ˆ ÍÇP¼@ðó ùÜçéç àiæü ¼¼@ðó ß «*ið-èçð ¼¼@ðó ¼¼µÇÈ Ìµ çìè ùÜüðìèèè ßðèè vt-HEXi¼¼è ¼¼µÜæ Ìègð èóíü Çið ˆ 2¼9 üiäá (Budgeting) ˆ“ÍÓÖið èäç ÌÜ èiü ùiÜixæ• üiäá ðÜ ¼¼µÖi ß ÌèÇPð èóð vÇið Áí!ÐÖið àiæiæi (Budgeting means stating the objectives in numerical and financial terms) üiäiæ ÚáÖ ðÜ «*ðGF èCðüíÈÈ ææÖ Ìðèà æiÖæçà Öè÷ ß Ìçéü ðiðPðèèè Ìðèà æäææi (model) ðèæ èèi ˆ Ìèà «*ðíGFè èùèÜ ˆ%º váir ÍÇPüèièè ùÜüðì óíé ˆ

18 ìüüè ÌÓÖið Ì¼¼ ÌÜç vüüüÜ ùiÜixæ• “üiäá Ìðèà ÌèÇPð ùÜüðì vèà Ìðèà èæèðP,% ÌÇP¼iäèèð ß èiäÈæèèç ðiÖiäiè áíÖÖ Üiè¼iäÖ èáiðèè ÷¹ èð¼üüü ðiä óíé” (Budget Serves as the balancing wheel of the financial system operating within the framework of a given socio-economic and political system) ˆ ìüüè vöÁ vöÁ üiäáíó “Áí!ÐÖ¼áíðè †ÇÈÈèèÈ ß ðâþ¼iè÷ ¼áíðè ¼á¼¼µººèèÈ «*è¹üiè Ìðèà óèÜÜ” üü ÁíGXÖ ðièixæ ˆ üiäá vâièÜð ÍÇP øxí ˆ ðè ðiÖiäiè Áðüü ß ØÜiØÜ ¼¼µÜæè ðÜÖiÈèiÜð ðâþ¼iè÷ è ÷èèèið ðèèi!hà óiè Íµ Ìèà ðâþ¼iè÷ è àiÜÖüüið ß óÐPæ ˆ 2¼10 †ÇÈPðJé (Bibliography) i) Organisation of Social Welfare : A. S. Kohli & S. R. Sharma ii) Encyclopaedia of Social Welfare Administration : A. S. Kohli & S. R. Sharma 2¼11 ÌæðÈÈÜæé (Exercise) i) ðèèðGFæi èðÀ Ìè èùèÜ ˆ%º. ¼áèÜ èðÀ ii) ¼á ˆ Hú Ðèèèè ÍÇP ùÜiÖÖi ðè Ìµ èð Üüü çìð ðiðPðèèè èèi ðiü çì ùÜiÖÖi ðè ˆ _____

19 Ìðð 3 □ çóìèèð• Öièüèèèð èæèCðÈ ß àiÜÖiüæ ½ ÖièÈi• æèèç• ¼¼µÜi• Áðüiæ• ðiðP ß ðºèèç ùì vóíÐÜ (Supervision, Monitoring and Evaluation—Concept, Principle, definition, components, functions & technique or Methods) ½ ùÜæ 3¼1 çóìèèð• ÖièÈi• æèèç ß ¼¼µÜi 3¼2 çóìèèðè Áðüiæ¼áíð (Elements) 3¼3 çóìèèð ðiä (Function) 3¼4 çóìèèð ðºèèç ùì vóíÐÜ (Methods or techniques) 3¼5 Öièüèèèð èæèCðÈ (Monitoring) 3¼6 àiÜÖiüæ (Evaluation) 3¼7 ææ¼µiðü (Public Relations) 3¼8 †ÇÈPðJé (Bibliography) 3¼9 ÌæðÈÈÜæé (Exercise) 3¼1 çóìèèð ÖièÈi• æèèç ß ¼¼µÜi çóìèèð ¼áìäðÜÖiÈ Ði¼æðiäè ¼áíÇ (Social Welfare administration) ÌàèèÜüü ðâk ˆ çóìèèðè ÌèÜÜièèð ÍÇP ðâþéiöè ðiäè ç+ÜiüÖiæ ùi vóÜÜiÜ ðèi• ðiç çìèi ¼¼èÒð ðºèèç Ìæä¼èÈ ðiè èæèðP,% ¼áíü ÌÈüç ß ðèèèÈÈüç àiæ ß ÁÁð»P üäü veiÖ ¼¼èÒðÜüü ðiäèèè ÁíÖÖÐ ðièÈ èèiç ðiè ˆ Ìàèèè ÌíÇP çóìèèð ùi ç+ÜiüÖiæ ùÜiç vüüü ðiü vóiræi ðiä ÷ÜiðÜèæ v¼èáíð èæèèèÈ ùi «*çÖá ðèi• ðiç ßÈ ðiäè ¼áèèèà ÜhÜrgèálíÜüü Ìèçüü ùi ˆMÓiè òÇi¼áíü èæèðP,% ðiäèà ¼¼èÒðÜüü vÐ» èèi ¼¼@-cü ðü ˆ çóìèèðè ØiÜ ßÈðiäèèè ðèèðGFæi ß ðèèðGFæiè àiæè èðxã vðèiØè ðiç ðiè• ði Ìè ÁíÖÖiÐèè èèèðè æü ˆ ðiðPðèèè çóìèèð ¼áìäðÜÖiÈ Ði¼æðüÜüè ÌçÖ-Q? ÌègðþiÈP Ìðèà èù»ü• ðiè ßèè ¼áìäðÜÖiÈ ðiäè Ìæðàì ¼áØÜÖÈ èæÜPè ðiè ˆ ÌæðèèÜ Ðj Ìix• vóirÜi çóìèèð ùi ç+ÜiüÖiæ «*¼iä ùÜü ç ðü• vöææ_Áðüið (advice), ðèèðÐPæ (inspection), ðèiäÐPóæ (counselling)• ØÇèæiðPÐ (guidance), ¼áðüçì (help), èCðüèüç ðiäè èð¼üü (performance audit) ß Ìæä¼æiæ (investigation) ˆ èèð ß ÐjèÜ Ìæðàì ¼áÇPð èð-Q; ÌüÜiè vóiræiäiÈ çóìèèðè ¼¼@ðÈP ÍÇP «*ðìÐ ðèiç ðiè æi/ vóüÜ ÌæèÐð ÍÇP «*ðìÐ ðiè ˆ çìÈ çóìèèð ùÜiç ÌüÜiè vóiræiäiÈ ùÜü ç ðü æi ˆ

22 'Ó' oíiäe äiæ ß Öæe (Service standards) : oíiäe Öæe ß äiæ eÖö ðei´ Íoíä Öáú ¼ðä æú´ IËùç äiæ• øeëàiË ß ÚáÖàiri øiëË Íúþ vöÚiú v¼äi øiëË ðíÚ´ óáiúe áíÓÖ ¼äiä¼Ö ß ¼äçì eiÖi äegèe´ 'ú' úÓíúe ¼éäiúºoçì (Budgetary limitations) : «*óíGFè èúèÚ´% ñ¬?íe ß èúÚiúe oíiä èæÓÞieèç úi eðeèö-ç úÓúúeiöÖ òi líix v¼äÉäíç Öe- ðei´ v¼äÉ læäøiç «*èçéoiæe èð¼äiú• «*èçéoiæe ¼çèè ðei ß Öèçíú vóÖi vóíiæi líèçÞó Ì¼äµùèç úi lææúä ðíúix eðæi´ 'Ú' ðâÞe ææíúíúe ¼äçèç (Approval of personnel) : «*èçVíæe Åðöäk øóieÖðieèiöe ¼äçèç ¼äíøíä «*íöiäæúú ðâÞe ææíúíúe líèÖðie´ líç ðâÞeíóe ßøe çóieíöe èæúQYË Çíiö ß ðiäèä ÚiíÚi ðÚ´ 'Á' èÚèÖç èúúùèç «*óíFðe úÓúòì (Reporting system) : «*èçéoiæe oíiäe äiÚÖiúíæe èÚèÖç èúúèË «*òíÐ íöèä læç læçøÞeË èúú»´ líç ðiä ðeiè ¼äú vóíçíú eð Óéiæe ÚhÚ´ ¼hèä ðíEx v¼äi Óéiç øièi öiú´ IË èúúèË vÚÖie úÓúòì Öieíúieðð èæèCøíËe váir èúíÐ» Ú—èäòì øiÚæe óie´ '±' øeèöÐÞæ (Inspection) : çóieèöe váir øeèöÐÞæ íöèä læç ðiòÞðeè úÓúòì´ çóieèö èðæe óieæ èçèæ ÚáÖ eiíÓæ øeèöÐÞæ vöæ ¼äúäiçì• ØÚòieú• äiæúèðËç»é Íúþ ¼ä¼äÖi ¼äiÓíæe líçËðe ðÚ´ øeèöÐÞæ èðæe óieæ çie ¼äíç çie ðâÞeíóe íöèä äiæúóeóe ¼äçøíðe v¼äçh lí èáíÓíä ¼çèè ðÚ´ Íúþ líç líòie)äç ðiäèä ¼äðíä ¼äçøíË ðíç ¼äíðieÖ ðie´ øeèöÐÞæ ðâÞeíóe vöææ èæíóÞ ß ¼äðieúèçì vóú vçææe ðâÞeè óaçì úííçÞ ß ¼äíðieÖ ðie´ oíiäe øeèöGFæi ¼çèè• èÚèÖç øºoèç «*èË ¼çèè• èúèÚ´% èæíóÞ ðâÞeíóe èæíú ¼äÚi ÈçÖieò øeèöÐÞ «*óíGFè t¬HíçÞ ðie Çíiöæ´ 3½ Öieíúieðð èæèCøË (Monitoring) 1½ Öieíúieðð èæèCøË æeèç• ÖieËi ß ¼äµÚi ½ úÓúúeiöÖ ß èæèóÞ% ¼äú¼äéàiè áíÓÖ «*óíGFè ðiäiö ¼äèÖöÚiú èCøíúíæe äæÖ Öieíúieðð úi ¼äiúç èæèCøË (Monitoring) læçÖ¬Q? læçøÞeË íöèä öQY´ (instrument) úi vóíÐÚ´ IË Öieíúieðð èæèCøË TMöäair ðiäe IËùç äiæ öi¬è ðie æi• Í ðiäe ÚáÖàiri (target) úi øeëàiËß vóíÖ ðiäe ÁíóÖíÐÖe ¼äíç èæèÚiú´ «*óíGFè ðiä èCøíúíËe váir ðiäe óe Íúòì• úçÞáíæ vóíçíú v¼äi ðÞieíú´ Íäi äiæie íöèä ¼äðä øºoèç ðÚ´ IË´ Hú úi læùèç Öieíúieðð èæèCøË´ äiÚÖiúíæe (Evolution) ¼äíç Öieíúieðð èæèCøíËe (Monitoring) çØíç ðÚ´ «*Çæè èæèóÞ% ¼äú Ì¬Q?è ðei´ ðÚ´ Íúþ èÞçéúèä´ ¼äiúç úi ÖieíúieððÚiú ðei´ ðÚ´ "Monitoring is a continuous assessment both of the functioning of the project activities in the context of implementation schedules and in the context of design expectations"´ Öieíúieðð èæèCøË

23 íöèä øºoèç• ði ¼äíðieÖ ðie ðiäe rgèäYØiäÚiíúíú ¼äæik ðeíç• ¼äèÖð è¼äºoi¬Q? èæíç Íúþ ¼äèÖð èæíóÞ èóíú ðiäèáíö øieè´ Hç ðeíç´ Öieíúieðð èæèCøË ¼äíðieËç úÓú´ ç ðÚ´ ðâÞ¼äie¬ èCøíúíËe èÚçè èóíú Álc¬ç çÇÓíö ðiäe rgèä ¼äíðieÓíæe ðiäi úÓúðie ðie ðiäèáíö ¼ää¼äçø´% ðeíç´ Íxiíi "äèææèè" «*óíGFè ðiäiö ¼äie¼äeè èæúQYË ðie Íúþ Úèú»ÖÁ øeèöGFæiç ¼äíðieÖ ðie• Öieíúieðð èæèCøË íöèä úÓúòì úi øºoèç• ði óáÚiúú ðixHP úi Úç¬H Úeiúè (horizontally & vertically) çÇÖ ¼äèúèð ðie è¼äºoi¬Q? tËðË ß öç¼äíú ðiäèä ¼äçø´% ðeíç ¼äíðieÖ ðie´ 2½ Öieíúieðð èæèCøíËe Åðoiæe ½ ðç «*óGF ß ðâÞ¼äie¬è ÁíÐÖ´ Öç ðiäe äiæ ß Íúòì´ IËùç ß øeëàiËùç´ ùç ÅðíÚikióeYvúèæèØ¼äieèíóe ßøe «*óíGFè «*Úiú´ Úç ðâÞ¼äie¬è èCøíúíËe ¼äíú ØiäÚ úi rgèäÚiíúíú Íúþ ¼äçÞð ðekíö (Positive force) ¼äæik- ðeË´ Åç ðâÞeíóe ðix´ ¼äi´ Híú «*íúíææú èæíóÞ ðiÓíæi´ ÷ç «*óíGFè ðiä èæúQYË ðei´ xç «*èçVíæe «*óGF ß ÅðíÚikiè áíÓÖ Íúþ «*¼äíÐæ• øeè¬Úiúæ ß ÅðíÚikióe ßøe íe «*Úiú Íúþ íóe ¼äá´ Hú¼äíÓíæ´ äç Úèú»ÖÁ øeèöGFæiú ¼äíðieÖ´ 3½ Öieíúieðð èæèCøíËe øºoèç úi vóíÐÚ´ ½ ðç líÖäææð çÇÖ¬«*öæèè ¼äðíúçì (Use of information) : líÖäææð çÇÖ¬«*öæèè úÓúðie ðie çÇÖ èúíxX»Ë ß çÇÖ èúæÖi¼ä ðei´ líç óeÚÞ ¼äíúie øeèúíçÞ læç lGF ¼äíú ðiäèä èÖðáíç ðei´ Öç ¼äçøieóç ðiäe èð¼äiúíú úÓúðie (Use performance budgeting) : øeèöGFæi lææ¼äíie èæèóÞ% ðiäe èð¼äiúäiç èæúèäç èð¼äiú væßúí ß çì vçíö læÚÚçì èæíú øeúçÞe ðiäíö ¼äíðieÓíæ ðei ß vÐ» ðei´ ùç èøç Èç líèç èäY è¼äç èøç Íäç vóíÐÚ´ (Network technique) : IË vóíÐÚèä «*óGF øeè¬Úiúæi• øeèöGFæi• ¼äú èæèCøË ß èæúQYíËe äæÖ úÓú´ ç ðÚ´ æúè øeèöGFæi• úieíß úiæiæi ÈçÖieò «*óíGFè ðiäe IË vóíÐÚ´ vúèð úÓú´ ç ðÚ´ Úç ßúíðÞ sièð (Work study) : ßúíðÞ sièðe ÚáÖ ðÚ´ ðiäe íóaçíó líÚiòì ðie è¬èýç ðei/ øeè¬Úiúæi ß «*ðí¼äæ vö¬vóíæi ðiäe vÚçè vçíö ¼äèÖð ¼äçðó ¼äóðúÓúðieè Þieí_äiæä»• äiò ß ú¬¬¼äçðó´

24 Íäi læçÖQ? «*¬èÚç èúíxX»ËÖâÞe vóíÐÚ´ ði ðâÞ øeè¬Úiúæiú øeèöè ðÚ´ Íäi íöèä Åðíú ðiòÞðieè ÁÁö»Þçì úíííæie äæÖ vóíæ «*èçVíæe´ Åç «*lèçVíæè èúíxX»Ë (Organizational analysis) : læä íöèä øºoèç ði èæèçç ðie «*èçVíæe læÖð ¼äÚÜçì lGF Öei¬ äiæä»ß ú¬¬¼äçðó úÓúðie ðie´ IË vóíÐÚèe ÁíóÖðÖ ðâÞeíóe áíÓÖ íöèä áÖæe ¼äçðóÞ ¼çèè ðie ÚáÖøieíË ðâÞeíóe ÅooooPhºo ðei´ ÷ç ¼äiäieäð ÚiÚ ß äèçè èð¼äiú (Social cost benefit analysis) : ¼äiäieäð Öe¬ ß ¼äiäieäð ÚiÚè èð¼äiúèe áíÓÖiä «*óGF èÖð ðei ß çie ðiäíö ¼ää¼äçð ðei´ ¼äiäieäðÚiú ¼äçÞð ß ÚiÚææð æi¬ðíú çì èCøíúË ðei èÖð æú´ äèçðieò «*Úiú ¼äiíæe váir ¼äiäieäð Öe¬ líe ¼äçÞðYÁðøieè «*Úiú ¼äiíæe váir ¼äiäieäð vúèæèðä úi ¼äiäieäð ÚiÚ´ xç vóíúæe úÓúòì (Supply system) : vóíúæe ß ú¬æe úÓúòì èúíxX»Ëe áíÓÖiä «*óíGFè ðiäe ¬hÚi¬èi èú¬ie èúíxX»Ë ß çì vçíö è¼äºoi¬Q? ðei´ Íúþ v¼äÉ èðäi ß læÚÚçíó ðiä Úieíúú ðiäèáíö ¼äèÖð ðíç ¬Úiúæe ðei´ IË vóíÐÚèe äiÚ ÚáÖ´ äç øºoèç èúíxX»Ë ß «*íúíú úíú»Ëi (System analysis & Operation Research) : íöèä öæèkúíóe• ¼äçÖÖçç+U Úiæ ß læÚÚçìÚBo vóíÐÚ´ 3½ äiÚÖiúæe (Evaluation) ½ 1½ äiÚÖiúæe ÖieËi• æeèç ß ¼äµÚi ½ øeèöGFæi øºoèçè (Planning process) èçæèä èóðð ½ 1½ øeèöèGFçÚiúíú ¼çèè (Plan formulation)´ 2½ øeèöèGFç «*ðí¼äæ (Plan administration)´ 3½ øeèöèGFçÚiúú ¼çèè (Plan Evaluation)´ äiÚÖiúæe ðeÀ´ læ Áííðe ¼äíç öäk (relate to objective)´ vöæe ðie äiÚÖiúæe_øºoèçYvóíÐÚ´ (Methodology)´ ðe äiÚÖiúæe_«*óíGFè ðiä» «*óíGFè «*Úiú ÈçÖieò (Project activities impact etc.) øeèöèGFçÚiúú ¼äiíä øeèúçÞæ líæie äæÖ øeèöèGFç ðâÞ¼äie¬ èæíú ¼äiäieðÚÖie ðiä ¼äóÚ ¼äèieè ß v¼äèieèe ÁíÓÖiú TMèç ðíúix´ IË ðiä èÖðáíç ðíEx èðæe v¼äi äiæie äiæe äiÚÖiúæe íöèä äegèè ðiä• ði «*óíGFè ðiäe Ì¬Q?ÚhÞk úi µÐ´ ðiíö úiÚ´ IË äiÚÖiúæe (Evaluation)Ä äiÚÖiúæe ðÚ´ èæúèäç úÓúÓíæe íöèä èæèCøË øºoèç_«*óíGFè «*¼äèäðçì• ðiòÞ ¼äçøíæe• óaçì ß «*óíGFè «*Úiú íe èæèCøË øiÚÞææÓÞieèç ÁíÓÖíÐÖe øeèiøeáíç (Evaluation is a periodic assessment of the relevance, performance, efficiency and impact of the project in the context of its stated objectives.) vö¬vóíæi ¼äiäieðÚÖieäiÚö ðiäe vâegó, ðíEx IË äiÚÖiúæe• ði

25 ¼áþóí ò-¼ðóíé òèì ìçÖQ? äègèē It is critically reexamine, in the light of subsequent developments. Áíó!íðÖē èæèèíÖ ð°òèçàìèØð (systematic) ß ¼áâ Híúè ¼áíç áíÜÖíúæ òìà æí ðíÜ áíÜÖíúæ èÖð ðú æí ēùèÜ % ¼áÜÚíæð• ðèèðGFæìèÜò áíÜÖíúæíð èæà èæà òùè,%íðíē vçíð ùÖíÖÖí òíéíxæ Ḷíæíð Ííð vóíÖíxæ Íðèà ð°òèç èð¼áííÜ• òìè Þíèí vóíæí ùÖèk ùí ù-t-,ē áíÜÖ (value) èðè òèì ðú Ḷìè èðxā ¼áÜÚíæð Ííð Íðèà èúíxX»Éē (analysis) «*è¹úì èð¼áííÜ ÌèÜèðç òíéíxæ• òìè Þíèí vóíæí ùÖèkè çĤÜæíáíÜò vóí» ß ÍÉ vùíÀì òìÜ• «*òíGFè òííæè Ìùðì• ð°òèç ÈçÖìèð vùíÀì òìÜ ḶíæíðÉ àìæáí»è vóí»• ÍÉ• òáçì èÜ-ìè òèìè áìæÖ ÍÉ áíÜÖíúæíð ùÖùðìè òíéæèæ Ḷìúìè èðxā ¼áÜÚíæð áíÜÖíúæíð ÌçÖ-Q? ÌèçĤŵÍÉ Þðèà “èð¼áííÜ ÌáÞíæè” (achievement audit) ð°òèç ùíÜ áìæ òíéíxæ ḶòÖíæí òÖíæí Ííð “¼áìèèèð èð¼áííÜ” (Social audit)-ß ùÜì ðíúíx ḶíÜÖíúæ vóíæí «*òíGFè òííæè ÌçÈùèç-Ìóŷùèç• òĤØÜ-¼áāØÜ• òĤ«*ÚìÜ-¼áā«*ÚìÜ ÈçÖìèð áìæìè äæÖ èæúèàç ùÖùÖíæ ùÖù´ ç Íðèà ð°òèç Ḷèà ðèèðGFæì òíQŷè (instrument) Íðèà ÌèùíExòÓ ÌĤÐ òì «*òíGFè váír è¼á°òì-Q?†çÈðíÉ• æèèçèæèÓÞíèíÉ ß çìè+Uò Úíæ ÌáÞíæ èúíÐ» «*íúíææ 2ç áíÜÖíúæè ÁíóÖÐÖ• ÁÍ!ÐÖ ß ¼áííòì ½ òç ¼áìèèèð ðèèúçÞæ• èúòìÐ ß ¼áìèèèð ÌçÈùèçíð èðè òèìè äæÖ (To determine social change, growth & social progress.) Ḷç «*òíGFè ù-t-, ¼áðÜ ß ÌèçÞð «*íúíææúçì èðè òèì ðú èæèðÞ.% ¼áííúè ðèèèèèèç ÍúĤ òííæè ÁíóÖíðÖè ðèèèèèèç ÚáÖŵíèíÉ èæÖ Ḷç ùĤĤ ùí rgèáíÜííð áìæìè äæÖ ÍúĤ çìè òíèÉÍÜííð áìæìè äæÖ Ḷç èóð èæíðÞ ß ðèìàÞÞ vòßúìè äæÖ -Üèç òííæè ÍúĤ ðèèúçÞè òìÞ «*íúííúè váír Ḷç ¼á-Q;è,%ÜííÜè äæÖ òìà òíé´ ÷ç «*òíGFè «*èçè¹úì ß «*ÚìÜ áìæí 3ç áíÜÖíúæ-vóíÐÜ ½ òç «*çèàð ççÖ (Primary data) ß Ì«*Óíæ ççÖ (Secondary data) ¼Ĥ†çÈ Ḷç «*òGF Ṽègè Ììúìè Ìùðì ß ðèèúçÞè áíÜÖíúæè ¼áííúè Ìùðì ÍúĤ Ìè çìèçáÖ áìæí Ḷç rgèà ùí ¼áØÜçì è-èççòèÉ ß çìè òíèÉ áìæí Ḷç ¼ááú• Óíèíúìèððçì ¼áâ Hú ÍúĤ ð°òèçàìèØð òìà ðíúíx èðæí vóÖí æí ðíÜ òíèÉ Ìí H»É òèì Ḷç ÚáÖŵíèíÉ ¼áçÞ èðæì• òçàì ¼áçÞ• ¼áØÜçì Ììðìè)çç ÁÈ-çìú vòÞíxíæí ¼áç-cú èðæì çì áìæí ß è¼á°òì-Q? Ìì¼áí ÷ç ðèèèúçÞæ è-èççòèÉ ß òíèÉ Ìí H»É Ḷç «*ÚìÜ è-èçç òèÉ ß èúíxX»É

26 äç «*òíGFè «*èçè¹úì ÚáÖ òèì ß èúíxX»É òèì Ḷç ÁðíÜíkiíóè àçíàç ß «*íúíææ èúíú-æì òèì 3ç7 äæ¼áííòì (Public Relations) ¼áìèèèÜÖíÉ «*ðí¼áííðè Ìðèà ÌèçĤŵÍÉ Þðèà ðÜ äæ¼áííòì ¼ççèè òèì ùí ¼áííèÉ ÁðíÜíkiíóè ¼áíç Íðèà Ìì-Q?èèð• èæèíðá ÍúĤ ¼áâÖáè ¼áçððÞ ùíŷ vçìÜì• òì ¼áèèèèç òèíÜ ÁðíÜíkiíóè ÌĤ†çÈðÉ ß òÜÖíÉðè òìèèèè ¼áçðìæ Ḷæ¼áííòì Ìì¼áííÜ Íðèà vùíÀìŵí ùí áìæíúíÀì èðĤúì Ìáì Íðèà áìÖÖá-Ìðèà vùíÀìŵí ùí áìæíúíÀìè ðèèíÜÐ ¼ççèèè äæÖ òíèÉ Ìè áìÖÖíá Íðèà ¼áèèèÜÖíæð ðèèíÜÐ ¼ççèè ðú ÌìÜìŵ-ÌìÜì-æìè ¼áāçèĤ äæ¼áííòìè ÁÍ!ÐÖ vòúÜ ṼÓá ççÖ ðèèíÜÐæ Ìáæ æú• Ìè ÁÍ!ÐÖ ¼áìè èÜÚíæè ¼áìèèèðÞè «*èçVíæè ÌèÖòìèèèòè ¼áíç ÁðíÜíkiíóè Íðèà ¼áâÖáè vùíÀìŵí ß ¼áðíòìèúçìè ¼áçððÞ ¼ççèè òèíç ÁÁ¼áíèðç òèì vóíæí äæ«*èçVíæè (Public Organisation) vòúÜ Íðèæ óá “áìÖÖá èúíÐ»ÚÉ” (Media specialist) v¼É «*èçVíæè äæ¼áííòìè òìèèè òíè çìíðæ vçáæ æú• ùèĤ ÌæÖíæÖ òáÞèèèß Í òìèèèè çèìè Hç òíè çìíðæ ¼áçðìè èÜçè ß ùíèíè ¼áçðìè Íðèà “¼áðíòìèúçìè ÚíúáìèçÞ” ¼ççèè òíè ¼áìèèèÜÖíÉ òáÞ¼áíè- vçáæ Ììðìè)çç «*÷ìè òìú æì “äæ«*èçVíæè” Ìè òíèÉ äæ¼áííòìèÉ ß äæáìÖÖáìèÜè Í ùÖíðìè Ìæèðì çì æú• Ìì¼áííÜ äæ¼áííòìèÉ ß äæáìÖÖáìèÜè ¼áíç Ííðè vçáæ vòìííòì ùí ¼á¼áçððÞ ¼ççèè ðú æì/ èðĤúì çìíðè òíç.% ççÖ ¼èúèíð òèì ðú æì ùí v¼É Óéíæè vóíæí ð°òèçè ùÖùðì çìíð æì «*÷ìè ÌçÖ-Q? Áðòìèè ùí «*íúíææú çìèÉ vòúÜ òáÞ¼áíè-íð çĤíÜ Óèì ùí òáÞ¼áíè-è ÚáÖŵíèíÉ èæÖè æú ùèĤ Ìíæð áìæà»íð Ìó¼áíç òáÞ¼áíè-è Ìì-Q? ùĤĤ òèì òìÜ• çìíðè ÈÈxì Ììðì)áìè «*èçè¹úì áìæí òìú ÍúĤ ¼áìèèèÜÖíÉ òìèèè èCòìúíèÈ èæÖ çìíðè ¼áðíòìèúçìè òìßúì òìÜ Ḷáì vóÖí vùíx vò• Ííæð ṼÜ ÈÈxì ß ÚííÜì òáÞ¼áíè-ß èðĤúì òìèèèè èóð èóú ççìçÞ Íðèà ¼áìèèèÜÖíÉ òáÞ¼áíè-ß äæ¼áííòìèÉÈ ÌĤ†çÈðÉ ß ¼áííèÈ áìæáí»è †çÈðÉ æì-òèìè òíèíè òÜÖíÉ «*òGFèà ðçìðìú ðòÞùè¼ç ðíúíx Ḷè òíèÉ Ììè èðxāè æú• äæ¼áííòìèè ÌÜííÜÈ Ìáæèà Úíáíx ḶáÞ¼áíè-èáìð òìÞðèèèÜíú äæ¼áííòìè ùí ÁðíÜíkiíóè ¼áíç òáç òèì ðúèæ ùí ðíç òíèèèèè• ðíÜ Óáú ¼áìèèèÖè òáÞ¼áíè-èà çìíðè æèè òíŷç vòíéíx ùí ¼áçÞæ vòíúíx ḶíÜÖíðìè vòìèÜ ÌúÐÖ òèì Àè-ç v¼áìèÜ ðÜ_ ‘1’ ¼áìèèèÜÖíÉ òííæè «*÷ìè òèèèè ùÖæ ‘2’ òìæúú ¼áçðì ¼áçðì ß ÌæÖíæÖ “áìÖÖíáè” ¼áíç ùÖèkúç vòìííòìè èáì òíè ÷Üì ÍúĤ ççÖ ¼áèúèíð òèì ‘3’ òìæúú áìæáí»è ¼áíç ¼áðíòìèúçìèÈ ¼áçððÞ ùíŷ vçìÜì Ḷáìèèèòè ¼áíç vòìííòìè• ÌìÜìŵ- ÌìÜì-æìè• èèèèæ ÞæÜæ ¼áçðèÖç òèì Ì¼áííÜìÈ äæ¼áííòìè òííæè ÌĤ

27 äæ¼áííòìè òííæè Ììè Íðèà èóð ðÜ ¼áìèèèÜÖíÉ òííæè “àQŸÈì” ùí “ðèìàÞÞ” (Counselling) vòßúì äæ¼áííòìèèèè ÈÈ ðèìàÞÞ ¼áííòìèÈ áìæà ß òáÞ¼áíè- òìè èCòìúíÈ òèíúæ çìíðè vóíúæ Ḷæ¼áííòìèèèèè ðèìàÞÞè «*çèàð ÁÍ!ÐÖ ðíú äæ¼áííòìèÈíð vùíÀìæí vò• «*ççÖð “Íðð” ùÖèk ¼áìèèèè Ìð Ìð äæ áíÜÖíúæ• ÁÁðíóæðÉÜ ÍúĤ ¼áìèèè ¼áíç ¼áèÖðÚííú ÒìØòìßúíæìè ¼áìèèèè Ìð Ìð äæ ÌèçĤŵÍÉ Þð¼áçÖ ÍúĤ ÌÈ ðèìàÞÞ èóç vùíÜ ¼áÞ¼áííòìèÈ ¼áíç çìèÍðèà áÖáè ¼áçððÞ xíŷ ðèìàÞÞ vòßúì ¼áç-cú æú Ḷì¼áííÜ àQŸÈì ùí ðèìàÞÞ áìæà»íð çìè èúðìú ùí çìè Ì-t-ĤíÜèèèð Ìùðì vçíð t-ĤíÜèèèð Ìùðì èðèèíú Ìæìè ðèìàÞÞ òíæ òíè Ḷíðèà ççÓæÈ òèì ¼áç-cú òÖæ ÁðíÜíkiíè ¼áíç äæ¼áííòìèèèèè Ìðèà ¼á¼áçððÞ ¼ççèè ðú ¼áìèèèÜÖíÉ «*ðí¼áííðè äæ¼áííòìè òìèèè Ìèç ÌèçĤŵÍÉ ÌæÖíæÖ òííæè áìÖÖ Íðèà Ḷèà ÌçÈ ÌèçĤŵÍÉ vò• Ìè ÌÜííú ¼áìèèèÜÖíÉ òìèèè Ìè-ìèÈ ùÖçÞ ðíç òíè ¼áāçèĤ Í èú»ùèà Ììáìòè †èíÉ èìÖì èðèèè 3ç8 †çÈðÞè (Bibliography) 1ç Social Welfare Administration-S. L. Goel & R. K. Jain. 2ç Modern Managements Technique-S. L. Goel. 3ç Problem of Administration in Social work-Liece Atwoter. 3ç9 ÌæãðÉÜæè (Exercise) 1ç çòìèèð ùÜíç èð vùíÀÀ çòìèèèè ÁðíòìèèÜ èð èðÀ 2ç Óíèíúìèðð èæèCØÈ «*è¹úìèè ùÖíÖÖí òè ____

28 Íôð 4 □ «*èçVíaæ ÒièËi ß lægþ• «*ièçVièæð úÔúðlè• Áóðúã°oðèË• óÚ ùi vùivé ùÒæ• væç•þ• è¼°oi-Q? †ÆðË ß ùèçÐéÚ ùi è¹úíÐéÚ vùivé ùi óÚ (Concept & Importance of Organisation, Organisational behaviour, Motivation, Team building, leadership, Decision making & Group dynamics) ½ ùÒæ 4¿1 «*èçVíaæ ÒièËi ß lægþ 4¿2 «*ièçVièæð úÔúðlè 4¿3 ÁPã°oðèË 4¿4 vùivé ùi óÚ ùÒæ 4¿5 væç•þ 4¿6 è¼°oi-Q? †ÆðË 4¿7 ùèçÐéÚ ùi è¹úíÐéÚ vùivé 4¿8 †ÆpøèJ 4¿9 læãÐéÚæè 4¿1 «*èçVíaæ ÒièËi ß lægþ èDGFiúæ ß øiè æùèiúË Íúþ líÓæèæðéðèË-Íè òièiË Úièçúí»þ «*Çà ¼áìäðÚÒiË òiä Tæg ðú àiæãí»è òçòlèÚ «*íúíæ væiíæiè ææÖ èúíÐ» Áí!ÐÖ èæiú Íè líiú ¼áìäðÚÒiË òiä èxÚ áËòíúé• èùèEx^% ß óÒiæi• ¼Óiæi "èèèÚØ òiä" Óèiæè Í vòài òèiè áíæÖ ¼áùèÒç vòíæi «*ièçVièæð òiÒiíài (Structure) èxÚ æi ÇÒæ Íææ òiä òiòpðèè ðíúíx èùèÓùèðÚp-ç ¼áìæùó• ¼éÚ vòíÐíÚè àiÓÓiá ¼áè,% (Community) ùi ÁøíÚiki (Beneficiaries)-vòè -t-?iè• çíiòè Pièi ÍÈ Óèiæè «*èçVíaèlèÚið èùèÓùèðÚp-ç «*èçVíaè úÚi ðç Íèi vt-HEXíí¼úè «*èçVíaè• vòíæi ¼éðòèè «*èçVíaè ùi ó:è æú Íøèøiá• òÒæ èùèÓ¼áçÚÚiú Úiúæiè÷-Q?i òiè øèèòGFæi• æòÐi ÈçÒièò úièæiú vòíÚ òçPiúÒèkióè Pièi òçÒiçÚiú t-Héò-èçè àiÓÓiá «*èçVíaè øèèÈèç vøç• ÇÒæ çíið èùèÓ¼áçç «*èçVíaè ÚÚi ðç (Formal organisation), vòææ_¼éðòèè «*èçVíaè ùi èúÚiú ÍÓiíæ «*ièçVièæð ùÒæ læã¼áíè «*èçVíaèè Íðèà çìèÚòì ùi ¼áíè†Æp (manual) Çiðç èúÚiúéú èúÚiææ• çìè òiä• òâp÷ièè• çíiòè

29 òièúþ• væièÚð èæúáæèèè ÈçÒièò vÚÒi èòxã lægþøiËP òiä òèiè áíæÖ àiæãí»èi áíæ òèç æçþæ «*èçVíaè óèòèè ÇÒæ æçþæ «*èçVíaè úíÿ ÁÒç èòxã Áí!ÐÖið ¼ØÚ òèiè áíæÖ çíi ¼á-t-? æçþæ «*íúíæiæ ùi òiíä æçþæ «*èçVíaè úíÿ ÁÒiÚ_çìè vòíæi áíæ væÈ «*èçVíaè úíÿ vçíÚiè vò-vòíæi v÷,%i çì ¼é èùèÓ ¼áçç ùi èùèÓáãk òiÈ vðìð æi vòæ• çìè «*ièçVièæð vòíÐíÚè Óèæ èxÚ ¼áìäðÚÒiËáíÚð òiä• òi ¼áùÚòùèòç (Systematic) Úiú líæð úÒèkè òiáíò ¼áíiòèèè òèç Íúþ ¼áí÷çæ ùi Í¼áí÷çæ Úiúú• t-HEX ùi Ít-HEXÚiú èæiðPèÐç ðç èòxã ç+Uúç æòÐi (model) læãðèiËè áíæÖ• òi ÁøíÚikiíóè «*íúíææú òÚÒiËiò væiíç øièç «*Ði¼æ (administration) «*èçVíaèè òâPèiòè ¼áðíòèùçíið (Cooperation) àiÚÓæ òiè «*èçVíaèè Áí!ÐÖ øièÈ òèiè ÚiáÖ òiä òiè ÍÈ òiíä çìè óèòèè ðú Íðèà òâpøèèòGFæiè Íið «*èçVíaè úÚi «*Ði¼æè líiú ðÚ «*èçVíaè "«*èçVíaè" Ðjèà úÒú' ç ðú èçæèà èÚ^% øèèèòèçç_ 'ò' «*Ði¼æèð ùÒæ-òìÒiíài æòÐi «*-t-;ç òèiç 'Ò' ùÒæ-òìÒiíài úíÿç vòææ «*èçVíaèè Áðòãk òâp÷ièèúú' òiò òiáP èæòãk òèiç 'ú' èæiäË «*Ði¼æèð ùÒæ-òìÒiíài èð¼áíú øèèÈç ðiç ÚãÇiè lèÚð (Luther Gullick)-Íè áíç "" «*èçVíaè ðÚ òç-Píþè èùèÓ¼áçç ùÒæ-òìÒiíài òiè• Pièi òiíæ èúÚiææ• ù-áæ• òièúþ ùÒiÓÒi ß ¼áíiòíæiè àiÓÓiá úèËPç Áí!ÐÖ ¼áíÓæ òèi ðú "" àèææ (Mooney) úíÚiææ• "«*èçVíaè ðÚ Íðèà Óèæ ùi líòèè ¼á-t-? àiæú ¼áíÚè ¼áúPææèæ Áí!ÐÖ vøpíxíÚiè áíæÖ (organisation is the form of evry human association for the attainment of a common purpose) èòàòð ß èòâ¼d (Dimock & Dimock) «*èçVíaè úÚiç úíÚiææ• "" «*èçVíaè ðÚ Íðèà øiËPíà ÑòÖ ùÒiæè ææÖ líò líòèè ßøè èæÚPèÐéÚ ÍÐið ¼áùÚòùèòçÚiú Íðèç òèi• òiè Pièi òçP•þ• ¼á^ Hou Íúþ èæúQÿË ¼áç-cú ðú vòíæi Áí!ÐÖ øièiËè ææÖ ÁÈèÚiú àhíÚà (William Schulze) úíÚiææ• «*èçVíaè ðÚ «*íúíææú àiæã»• ù-t-;• væèÐæ• òQÿøièç ¼áí¼éJiä• òiíæ àiúú ÈçÒièòè Íðèç Íðèà ¼éàçÚæ• òi ¼áùÚòùèòç Úiú Íróèið Íðèç òiè• ¼áíiòíæ ùi ¼á^ Hú Úàiú ¼áíPíøèè líòè)áç Áí!ÐÖ øièiËè òiä òiè èàÚßúic (Milward)-Íè áíç «*èçVíaè èæiä èòxã òiè æi• òâp÷ièè èæòãk òiè• òièi òiä òiè "" «*èçVíaè Íðèà óéÚPòíúé òiÒiíài ùi Íðèà øÞó• vòài vòíæi èúíÐ» Áí!ÐÖ ùèÒç ðíúíx òièi «*èçVíaè ÷iÚiæ ß líò èæúQÿË òièæ• çìè líÚÒ-Q?èèË æiæi ùPíÒi òièáíú Áí!ÐÖ øièiËè ææÖ òiä òiè òiæ Íúþ òâPèiòè ¼áÈ òiíä òãk òièæ Íàèàßèæ (Etzioni) «*èçVíaèè òçòlèÚ ¼áùèÐi,%Öè òçÒi ÁíGXÓ òièiææ ½ '1' òâp èúÚiææ Çiðíú• áàçìè úÒiøiè Çiðíú• vòíúíiòíúè Pièúþ Çiðíú_Í¼ú òiä è÷-Q?iÚiúæi òiè øèèòGFæi òiè èæèòp, ÚáÖøièiËè ææÖ òèi ðú '2' áàçìè vòíè (Power Centre) Áøèòèç Çiðíú• òi èæúQÿË òèiú «*èçVíaèè ¼éàçèÚç òâp «*í÷,%ið Íúþ «*èçèæúç ¼áçøièòç òiíæ èú÷iè òèiú Íúþ «*íúíæè ðíÚ çíið ¼áíÐiÓæ òèiú• òiç òiíæè óáçì ß ÍÈuçàiæ Á^%úæ úèè°ò øiú

30 '3' 1/4i-Q?i»ææð ðiä vðiiæi ðâPéé ðix vçíó æi-vðíU çie èúôGF ðâPéíó èæiúíu ðéíU '4' ðâP=iééíóé ðíóí^%èç ß úóèUè ùÔúð ÇíóíU «*èçVíæ óã-Óéíæé ðíç ðíé_1' ðièQYð ß '2' àiæèúð_1' ðièQYð 'vâðòìèæ,%òd' 1/2 Íáír «*èçVíæíó ðíQYè 1/4iç çhUæi ðèi ðú_ «*èçVíæ ðíQYè áç ðiä ðíé ß v1/4Uííú ùíç ßíÓ Íúð áíU èæúQYíóè Ù—èàðì væú_ ÍÓíæ ðíQYè èúèU^% ÍðDíó ðâP=iééíóé 1/4iç çhUæi ðèi ðú_ ðíQYè èúèU^%. ÍðD 1/4ã1/4ã^ Híúé 1/4iç ðiä ðéíU òQYèá vðâæ èÓðáíçì ðiä ðíé• vçâèæ 1/4ðòìè ðâPééí 1/4èÓðUííú 1/4ã1/4ã^ Híúé àíÓÓíä ðiä ðéíU «*èçVíæèâß èÓðáíçì ÷íU_ '2' àiæèúð 'èðÁâÓìèæè,%ò' 1/2 ÍÓíæ àiæãí»è àiæèúð èóðèáíð ÙÔúðíè ðíé 1/4ðòìè Áí!ÐÓ ðíéíÈ èíæÓ ðiä ðéíè v+,%ì ðèi ðú_ Íé àiæÓ ðâP=iééíóé «*èðÁÈ ðéðìè ðíU çie ùÔúðìß ðèi ðú_ Ííæð váír «*èçVíæ ùíç ßíÓ TÓã «*íúíäíæè ðçì àiçíú vèíÓ àiæãí»è àiæèúð èóðèæè ðçì æi vUíU_ ÍÓíæ àiæèúð èóðèáíð ðíä Ùíèúíú ðâP=iééíóéíð 1/4ãUòùèòçUííú Íúð çííóè ðiäíð 1/4íóíäíæè Píè Áí!ÐÓ ðíéíÈ ÍtçE1/4è Úáííæi ðú_ «*èçVíæè ðíäè èú»íú læççðíÈP èóðìèU ðU_1' ðçP-ç ß ðièúç• '2' ðííæ ù—âæ ß èúíð\éðèÈ• '3' äæ1/4íóíú• '4' vòíúííóíú• '5' 1/4íóíäè ùi 1/4â^ Hú ß '6' èæèèáÈ ß àíUÓíúæ_ 4ç2 «*èçVíæèð ÙÔúðíè 1/2 àiæã» vð 1/4áíä ùi1/4 ðíéç 1/4È 1/4áíäè èèèçæèèç• Ìi=iè ùi èæúâðìæãæ çííð váíæ ÷Uíç ðú_ çie ùÔúðíèß ßÈ èèèçæèèç• Ìi=iè ß èæúâðìæãæ váíæÈ v1/4Èáíçì «*ðìD ðíU_ Íé èúèçòì÷èÈ ðéíU çííð 1/4íäíèèð ÙÔèk ùi vUíðèèè ÙÔúðíè Óìèð ùíU è÷èçç ðèi ðú_ vçâèæ vðiiæi ùÔèk vðiiæi «*èçVíæè 1/4iç ðâPé èð1/4ííú òâk ðíU ùi v1/4Óìæðìè ðâP=iéé ðíU• v1/4È «*èçVíæè èèèçæèèç• èæúâðìæãæ çííð váíæ ÷Uíç ðú Íúð v1/4È læã1/4ííè çie «*èçVíæèð ÙÔúðíèß «*ðìD ðíU_ vðiiæi «*èçVíæè ðâPé v1/4È «*èçVíæè 1/4íäíèèð Ìúòìæ• àðPíòì• 1/4íäíèèð ðó• 1/4íäíèèð àíUÓ• «*èçVíæèð læãDí1/4æ• èæúQYÈ• èæúâðìæãæ ÈçÓìèó váíæ èæíäè ÙÔúðíèíð v1/4Uííú «*ðìD ðíé ùi èæíä v1/4Èáíçì ÙÔúðíè ðéíU çÓæ çííð «*èçVíæèð ÙÔúðíè ùíU_ «*èçVíæèð ÙÔúðíè «*èçVíæè ðèèíUð• «*èçVíæè æiä• ÓÓìèç ÈçÓìèóè 1/4iç ùUèèUííú òâk_ «*èçVíæè 1/4òU ðâPéíóè ÙÔúðíè vð ÍóÈ èðâ ðíU vçâæ æú_ 1/4òU ðâPéíóè àíÓÓ çííóè ðóâðPíòì• áâçì• ðiä• ðííæè òáçì ß ææðæÈçì læã1/4ííè «*èçVíæ çííóè èúèU^%.äíæè èúèU^% ðíæ Ìúòìæ (hierarchical level) Íúð ÍÈ èúèU^%çie ðíéíÈ çííóè «*èçVíæèð ÙÔúðíèß èúèU^%_ vð ðíéíÈ ðâPéíóè 'ÁÈ÷-í-?è vçíó èæ@-%-í-?è ððP-Q?' Ìi÷èíÈè ùi ÙÔúðíèèè çieçâÓ ðú çì ðU 1/2 'ò' ðâPéíóè àíÓÓ x*â-èúUíäæ• ðííæ «*ò-èç• ÓÈÈ èú»íú èúèU^%çì (division of labour)_ 'Ó' áâçie èúUíäæ (Power)_

31 'ú' ðièúíçè çieçâÓ (Responsibility)_ 'U' áâçì-vòíè 1/4ó1/4Ó ùi vð-íéú áâçíú ÍðDíçÈÈ (Power-Centre)_ 'Á' òáçì• èúçHí1/4íóíúÓçì ß ðâPèÈðæçèçie çieçâÓ_ «*èçVíæè 1/4ièùðò í-HííçPè «*íç% ùèðâPíúçè àiæãí»è ðíç «*èçVíæè 1/4òU ðâPéè Íæèèð ò+PíUÓèkíóèß «*èçVíæèð ÙÔúðíè ÍóÈ èðâ_ çÓæ ÍÈ ÙÔúðíèèè 1/4iç «*èçVíæèß èæíäè 1/4æíä• 1/4ãÓÓìèç ß 1/4@çíæ æèçç ðú_ «*èçVíæè ÓÓìèç ß 1/4@çíæè 1/4iç 1/4iç v1/4 èæíä Íðæ ßÈ 1/4@çíæè ÍðDèòìè ðú_ «*èçVíæè Áí!ÐÓ_ çie àíUÓíúíÓ_ àiæèúð 3/4úèD,%Ó_ ðâPèæðæççì• 1/4ççì ÈçÓìèó Íðèà «*èçVíæè «*èçVíæèð ÙÔúðíè vðâæ ðíU çì èæèçèÈ ðíé_ vðâæ_ ðèò vðiiæi «*èçVíæè Áí!ÐÓ ðú TÓã äæãìðì ðèi_ àíUÓíúíÓ ùíU èòxã væÈ_ àiæèúð 3/4úèDí,%Óè òíç.% ÍUíú_ 1/4ççìß væÈ/ çíú ðâPèæðæÈçì Ìíç_ ÍÈ Óéíæè «*èçVíæè «*èçVíæèð ÙÔúðíè Ìiè vð «*èçVíæè Áí!ÐÓ vóíDè Á^%úæ_ 1/4Á àíUÓíúíÓ1/4@ð_%_ ðííä àiæèúð èóðèáíð Áíðáí ðíé æi_ 1/4ççie 1/4iç ðiä ðíé çie «*èçVíæèð ÙÔúðíè Íó æú_ «*èçVíæèð ÙÔúðíè 1/4íóíèÈç «*èçVíæè ðâPéèi Ìiú+ ðíé «*èçVíæè ðèèíUð 'ðííæ ß ðííæè í-HEXçì ß æÓííúè_ ÁÈ÷ðòð ðçPíUÓèk_ ÍÓPòçæ ðâPé_ ç+UíUÓíúó Ííóè ðix vçíó 3/4óæè` òæ ðièðèèð vóÓí1/4íáíçè àíÓÓíä/ Ííçìß «*èçVíæè èòxã èæúá èæúâðìæãæ «*èçVíæè ðâPéíóè ðíÓìèUííú ðíUæ ðéíç ðú_ vðÓíæ çieí 1/4èí1/4èè «*èçVíæèð ÙÔúðíè èú»íú Ííæð èòxã Ìúúç ðú_ vðiiæi ÙÔèk v1/4È «*èçVíæè àíUÓíúíÓ_ èæúâæèèç Áí!ÐÓè 1/4iç èæíäíð Óìð Óíßúíç æi- ðíéíU ùi ÍÈ èæúâæèèçè èúèçòì÷èÈ ðéíU ùi ðííæè Íóáçie ðíéíÈ çie ðèèúíçP èúôGF ÙÔèkíð èæòâk ðèi ðíU Çííð_ 1/4ãçèíç 1/4òU ðâPéè ðíç «*èçVíæèð ÙÔúðíè Íðèà Ìèç læççðíÈP èú»ú_ «*èçVíæèð ÙÔúðíèèè PíèíÈ ðâPé ß çie «*èçVíæ 1/4@ðíðP læÓ àiæãí»è ÙíUí ùi á^ó «*èçè^1úí ùíç ßíÓ Íúð ÍÈ ÙÔúðíè læã1/4ííèÈ «*èçVíæèà ÙíUí ùi á^ó ùíU «*÷íèèç ðú_ 1/4áíäòUÓìÈ «*èçVíæ «*çíúç ÙÔúðíèíð Ííæð vùèD «*ÓíæÓ vóßúí ðú_ «*èçVíæè ùÓæ ß ðâP-3/4úèD,%Ó læã1/4ííè ÙÔúðíèß èúèU^%. Íúð çì ðâPèUííäíæè ß ðièúíçè 1/4iç 1/4@ðòPòâk_ '1' «*èçVíæè ðU 1/4@ðíðPè èúèÓ1/4@çç ÙÓæ-òíÓíáí• ði vòíúííóíú «*ÈíUèè læãíáíèóç ðâPáíUè læãèCð_ '2' ùÓæ-ðíÓíáíèà ßðè vçíó æé÷ ððP-Q? vx*èÈèúæÓ-í-? «*ò-èçè ùi ðç-Píçè ß ðièúíçè vx*èÈèúæÓíí1/4 (hierarchy) 3/4úèD,%ÓðíÈP_ '3' ðâPéíóè ÙÔúðíè Íáæ òì ÍÈ ùÓæ-ðíÓíáíè àíU Áí!ÐÓ ÍçPíÁ 1/4òU «*èçVíæèð è1/4òíí-Q?è 1/4â^ Húíó 1/4ãèæèçç ðíé_ '4' «*èçVíæè 1/4â-í-? ðíðP 1/4@ðíðèèè ðièúíç ß ðç-Pç ùÓæ-ðíÓíáíè «*Óíæ Íé ßðè_ '5' ðçP-ç ß ðièúíç ù—âæ ðèi ßðè vçíó æé÷ í-í-?è ððP-Q? vx*èÈèúæÓí1/4 læã1/4ííè_ «*Dí1/4èæð ù—âæ Íé ùíÈíè æú_

35 ðið væç·þ úiÚÀ "væç·þ" Íòèà àiæèùð líÉè èóð· ði ÍóóÚ àiæã»íð Íòr ß Áóðúãº ðiè èæèðP.% ÚáÖðieiÉè äæȪ væç·þíð ùÖiÖÖi ðeiÚ Íææ ópiñiú vð· Íèà Íòèà óáçì (ability) ði læÖiðeið «*íeiè=ç ðiè vðieiæi ùèÈPç Áí!ÐÖið ÁExÚií¼è ¼iç læPæ ðeiç (The ability to persuade others to seek defined objectives enthusiastically.) ¼äçèiP væç·þ Íòèà øºøç· ði v¼É èèèèðèçì vðieiæi ùÖèk ùi vùivèè ùÖùðiei ùi ðiðPíð «*Úièùç ðiè øiúP èðèéð·ç ÚáÖ læPíæ læiúú ðiú̄ væç·þè èçæèà èú»ú Óäú læçðPíÈP ½ 'ð' væçì (leader) • 'Ö' læãúiiæ (follower) ÍúP 'ú' læÖ èùèÚ̄%çì (other variable) ¼äçèiP væç·þè ¼PÚiIèÚè èúix»È vçìð ÍÖiæ væç·þè ðçòIèÚ ¼4ùèÐ,% øèè,→iè ðiú ßið ½ 'ð' væç·þ «*ÍçèàðÚiú Íòèà ùÖèkùç ÍÈ̄ væçìè ÍÈ ÍÈ ùÖèkið Áóðúãº ðiè væçìð læã¼èÈ ðeiç̄ 'Ö' Íòæ væçìè væç·þ v=,% ðiè çìè ÷ièðIðÈ ùÖèkið «*Úièùç ðiè ùèÈPç Áí!ÐÖið ¼PÚ ðeiç̄ 'ú' Íó¼iç vçìð ÍÈ Áí!ÐÖ ðià ðeiè äæÖ væçìè ¼iç væçìè læãúiiæiðè Íòèà ¼PððP ¼çèè ðú̄ 'Ú' væç·þ Íòèà ùèçÐéÚ øºøç· ùÖèkè ùÖùðieið (behaviour) «*Úièùç ðeiè̄ væçì 'èÚðiei' ½ èðèæ væç·þ vóæ· èçèæ væçì̄ væçì ÍæÖè ðièùþ èæiæè ðpið èæiú· v¼É vùii ùðæ ðièæ· èð-Q; vðieiæi ¼PðèÈP äæ èæiú èðPÚi ðièèx*èáíðè èùèæiú ùi ùÖèkùç ÚiiÚè äæÖ æú̄ t-Hiæèèà úiÚixæ· v¼É v¼úð ùi væçì vð óÐáíæè äiæÖ Íòæè ðú̄ óÐáíæè ßðiei Íòææ æi ðiú· óÐáíæè äiæÖ Íòæè ðúiiÈ væçì ùi v¼úð ðúiī Íòæè ùÖèk væçì ðiú ßiðæ vð-vðieiæi ¼iáiièðð øèèèðèçì ðÖæ èçèæ çìè Úiúæi ß ðiíæè Píèi læÖiðè è=Q? ß ùÖùðieið «*Úièùç ðièǣ væçìè ÍÈ ½ 'ð' væçìè øèèðGFæi ðeiè ááçì Çiðíú̄ 'Ö' óæèóùè,%¼Pðø̂% ðiúǣ 'ú' ¼èÖð è¼ºoi-Q? væßúiiè ááçì Çiðíú̄ 'Ú' ÚiiÚi ¼Píðiið ùi vðiiúiiðiiðiei ðiúǣ 'Á' ¼PðP ß ÍÓÜ¼iú Çiðíú̄ '÷' è=Q?ÍðÉÚ· ùæºoiæ ß Úiæè ðiúǣ 'x' ¼PÁ ß ¼ið¼è ðiúǣ 'ä' Ähèð væßúiiè ááçì Çiðíú̄ 'Á' ¼PíÚè äçìàç èæiú èæiæè äçìäçè èæèèiÖ ÷-ñi-Q? è¼ºoi-Q? væǣ

36 væç·þè læçþ ùi «*íúiiæ ½ vðieiæi «*èçViæè ¼PÚçì ÚiiÚè váir væç·þ Íòèà læçðPíÈP èú»ú̄ ÚiÚ væçì xiñi vðieiæi «*èçViæÈ ðiðPðieiè Úiiú ß óáçì ¼iç ðià ðeiç ðieiæ æī àiæã» è=Q?Úiúæi ðiè «*èçViæ ùñi vçiiÚ vðieiæi èúíÐ» Áí!ÐÖið øieiÈ ðeiè ÚiáȪ v¼Öiæ «*èçViæè ðâPéiðè Íòèà èæóú,% ðiç ðià ðiè ÷Úç ðú̄ v¼É ÚáÖ øieiÉè äæÖ· væç·þ çiið Áóðúãº ðiè v¼É ðiç ðià ðeiç ÍúP væçì çiið v¼É ðç vðÚiú̄ væç·þ læçþ ½ 'ð' ùÖèkið Áóðúãº ðeiç ½ Íòææ «*ð·ç væçì çìè væç·þè Píèi àiæã»íð Áóðúãº ðièæ ÍúP çìè ðiíæè ÁÁð»çìß ùiñiǣ vð-vðieiæi «*èçViæè ÍÈ ðiðPðhÐÚçì ÍçÖ-Q? äègèè̄ 'Ö' líkèúxHi¼ ¼çèè ðeiç ½ væçì çìè væç·þè Píèi ðâPéiðè ùi læãúiiæiðè áiÖÖ líkèúxHi¼ ùiñiç ¼iðiið ðièǣ «*èçViæ «*Ði¼æè ðâPéiðè áiÖÖ væçìè ÍÈ líkèúxHi¼ líðð ðiè̄ 'ú' ¼æèèçðçì ¼çèè ðeiç ½ ðâPè ùi læãúiiæiðè áiÖÖ væçìè væç·þè Píèi ¼æèèçðçì ¼çèè ðú̄ òùè,%- Úèèè èèèçPæ Úiá̄ «*èçViæ ß «*Ði¼æè ¼iç ¼Pðiièùçìè ¼PððP ¼çèè ðú̄ Íxiñi ÁÈ÷ ¼æèèçðçì læÖð ¼PÚçì ÚiiÚè ðieiÈ «*èçViæè váir̄ 'Ú' ¼Pðð ¼PçÈð ðeiç ½ ¼Pðð ¼PçÈð (mobilization of resources) Á̂%úæ ðiíæè Íòèà læç læçðPíÈP èú»ú̄ væçì çìè væç·þè Píèi ÍÈ ¼Pðð ¼èÖðÚiú ÍúP «*íúiiæ læã¼iè ¼PçÈð ðeiç ðieī 'Á' ¼Píðèè àiæã»íð èÐçÈèÈið ¼Pðèæèç ðeiç ½ væçìè væç·þ àiæã»è ðâP¼iè=íç èÐçÈèÈið ¼Pðèæèç ðieī àiæã»è èÐçÈèÈ Á̂%úæ ðiíæè ÍçÖ-Q? læçðPíÈP̄ ÍÈ ðià væçìè ¼èÖð væç·þè PíèiÈ ¼Pç-cú̄ væçìè Öèæ ½ ¼PíðèÈç èçæ Öèiæè væçì vðÚi ðiú ½ 'ð' líáiièèðð væç·þ (Autocratic) 'Ö' ðièèèèÐiðèàÚ væç·þ (Participative) 'ú' èÐç-vèæð væç·þ (Free-rein) líáiièèðð væç·þíð Íçèèèèèúæ væç·þß ÚiÚ ðú̄ Íiáir «*èçViæè «*Óiæ ¼Pá-t-? è¼ºoi-Q? è ááçì èæiæè ðiix èiúÖǣ ðièèèèÐiðèàÚ væç·þ ùÈçìèYð ÍúP Íiáir líiÚi÷æiè áiÖÖiá ¼Pùèðxã ðeið ðú̄ ÍÓiæ è¼ºoi-Q? çÈÈÈ øºøçè èúíðVèðèÈ ðeið ðú̄ èæiá Íði è¼ºoi-Q? væßúiiè øèèúíçP «*èçViæè «*Óiæ ðâP÷ièiðè ¼iç líiÚi÷æi ðiè· çiiðè èÐçÈèÈ áiÖÖiá è¼ºoi-Q?Íð ùÈçìèYð ðièǣ

37 èÐç-vèæ væç·þ ðáieiðæèè t-HiÓéæçì vóú ðâPéiðè äç «*ðiiðè· ÍÖiæ «*Óiæ ¼Pú èÖð ðiè «*ðGF· øèèðGFæi ÈçÖièð' ðâP÷ièiðèè ðiix ðièÓiú vóæ çiiðè vðÚiè äæÖ ùi çiiðè è¼ºoi-Q? àiæiæiè äæȪ Íiáir ÍÓç-t-?æ ðâPéiðè læóiièÐ óá ß t-HèæÚPè̄ 4ç6 □ è¼ºoi-Q? çÈÈÈ «*èçViæið ùèçÐéÚ èiÓç vð-vðieiæi «*èçViæè Íòèà læçðPíÈP ùÖiðiei ðÚ è¼ºoi-Q? çÈÈÈ· ði «*íúiiæè ðú̄ ¼Pú¼Pú ¼Pú -t-?íèÈ̄ ðè Öèiæè è¼ºoi-Q? væßúiiè ðiEx çìè ßðè ÍæèðáIÈ èæÚPè ðiè vðieiæi «*èçViæè ¼PÚçì ùi èÚPÚçì̄ ¼PáiiðÖÖiÈ «*èçViæè è¼ºoi-Q? çÈÈÈ Íòèà læç ¼ið¼è ß Àhpèðè ðià· ðieiÈ ÍÖiæ àiæã»è ðÜÖiÈ èú»ú̄ ðià ðeið ðú̄ v¼èà ÍçÖQ? ¼PíúðæèÐéÚ ß Áóðúiié (Volatile)̄ «*èçViæè ¼Pá-t-? -t-?íè ¼Pá-t-? ðiíæè ÍòÈ Öèiæè ùi ÍòÈ àiæèè è¼ºoi-Q? væßúiiè ¼Pç-cú̄ æú· ðieiÈ è¼ºoi-Q? çÈÈÈ ¼Páiièèðð øèèiúíðè ¼iç læúExóÖÚiú òäç̄ vðææ vðæð Í̄iú ðè ðià ðeiÚ àèðÚiðèè ðÜÖiÈ ðiú̄_v¼ ùÖiðieiè líiú vçìð è¼ºoi-Q? ðeiÚ ÚhÚ ðiú· ðieiÈ Í ùÖiðieiè ßÈ àèðÚièÈ ÚiiÚi ùÚç ðieiúæðè ðiú çiiðè ðÜÖiÈ ðiú̄ ¼äçèiP çiiðè ¼iç ðçì ùiÚè è¼ºoi-Q? èæiç ðiú· øiúP læÚÚçì vçìð æú̄ è¼ºoi-Q?çÈÈÈ Íòèà læç èÚÚiæ¼Pç èÐGF (Scientific Art)· ði ùÚèè èú÷ièèúix»Èè áiÖÖiá °ç çÈÈÈ ðeið ðú̄ Í ùÖiðieiè ¼PáiiðâPéiðè «*èÐáÈ ß læÚÚçì «*íúiiǣ ßiúúñièè (Webster's) læÚÚiæ "è¼ºoi-Q? çÈÈÈ"-Íè ÍçP ðÚ· "vðieiæi Íòèà äçìàç ùi ðiáPè ßðè èæiæè áiæ èðèéð·ç vðíÐÚ ùi èÐGF" (The art determining in one's own mind upon an opinion or course of action). ðä ß äæ¼æ_ (Hodge & Johnson) úiÚixæ· è¼ºoi-Q? çÈÈÈ ðÚ̄ "vð-vðieiæi ùiÓiei ¼Páiiæ· ði è¼ºoi-Q?ðieiè ß «*èçViæè ðiíæè áiÖÖ æið ùÚiÚ 'Àðèðç ðú̄"̄ Íèà Íòèà ¼P÷çæ àiæèùð øºøç· ðiei ¼iç ùæºo ß Úiæ èäç Çiið ÍúP Íòèà ¼Páiiæ ¼iir «*ðiið ðiè̄ ÈxHè ðiiÚ_ (Ishwar dayal) úiÚixæ· è¼ºoi-Q? ðÚ̄ è¼ºoi-Q?ðieièèè ðià ðeiè læèðiei ÍçPíÁ ÍÈ læèðieiè áÖÖ èóiiú «*èçViæè ðâPè· ù-t-;¼ðÚ (material) ß líèçPð ¼Pðóíð ðiíæè ÚáÖááÖè ðeī è¼ºoi-Q? çÈÈÈèè äæÖ ðçìèÚ «*íúiiæèú èú»ú̄ ½ 'ð' è¼ºoi-Q?ðieièèè è¼ºoi-Q? çÈÈÈèè ðiç,% vðiiÚçì ß óáçì Çiðì «*íúiiǣ 'Ö' è¼ºoi-Q? Íòèà àèàÚ øºøç· ÍÖiæ ùTíáirè (Multidisciplinary) Úiæ ùi læÚÚçìð ùÖùðieiè ðei «*íúiiǣ èùèÚ̄% váirè óá àiæã»íð è¼ºoi-Q?è váir òäç ðei ùi ùÖùðieiè ðei «*íúiiǣ ¼äçèiP «*èçViæè ùTèú»ÚYÚTíáirè óá ùÖèkið èæiú óÚ ùi vùivè ÚÖæ ¼PáiiðÖÖiÈ ðiíæè váir læçðPíÈP 'ú' è¼ºoi-Q? çÈÈÈèè líiú ÀðÚik̄ ùi àñÚiðèè líðiiá ùi ÁExiðiiá èú»ú̄ ðèèè÷ç ðúii äègèè̄ è¼ºoi-Q? ðiEx Àðii_Íèà vÐ» ðçì æú̄ è¼ºoi-Q? «*çÓá ùi ðieiáÚiú àiæã»è èèúæið

38 'ai}U' «*Uieuc oie 1/4aqei v1/4E aiaa»ioe 1/4iC ciroe litCEdY«*iuiiae eu»iu oCi uiU oie e1/4oi-Q? vaebu uiui 'U' 1/4iaiEao oeeiuD_eiaEaeec0 ICPEaeec0 1/4ai-1/4it-u»ec0 eu»iu OieEi Ci oi e1/4oi-Q?oieeE aiae IC0-Q? aegee oieE 1/4u oiaae 1/4iaiEao oeeiuD loeoa au oiaeiUio oeeiuD euU^%. 1/4aqei e1/4oi-Q? vaebuie liu oeeiuD Uiae IC0-Q? aegee 'A' e1/4oi-Q?oieeio uOekuc B «*ieCViae o «*iuiiae eioi 1/4ai oue,% veiO aeaiio oieeuEe ui vaOdeaeoiU Uiae labae oieic diu luma cie 1/4iC vae:ife IE 1/4a0^%. dic diu 1/4iEae (Simon) uiUix• e1/4oi-Q? tCEdE ecaeE aeEob,% Oio dui(i) uaeeo oap ui EaeiaeUia`a loioeaeUea• (ii) aodi oap ui eoiEae loioeaeUea• (iii) ox` o dia ui =iua loioeaeUea` ICPIA uaeeo• aehae uOaeaiUo dia B ox` o1/4E OieEi` +` oee=iUae vodiUe Uiae (Knowledge of Management technique) °gc B 1/4eO e1/4oi-Q? vaebuie aae e1/4oi-Q?oieeio oee=iUae vodiUe ui aOiaEaia`a vaOaeioe 1/4iOo «*iuiiae 1/4ai oapioe IE vaOaeo eD0ic du luma v1/4E laa1/4ie e1/4oi-Q? aeaiU• e1/4oi-Q? laeoaie 1/4eO du e1/4oi-Q? tCEdEe oiaoe 1/2 1/4eO e1/4oi-Q? tCEdEe 1/4au laei liuu B aeaiioe OieEi ui laaiaioe uOudi oie e1/4oi-Q? aeaiU Cieo• eD-Q; lai eOo au oaeek• c0P• oeeaei o e1/4oi-Q? lae vUeD oioPoe B 1/4eO du 1/4aiadUOie oapioe aaOoc 5ea oiaioe aOo eoiu e1/4oi-Q? vaebu Ae+c• voaa 1/4a1/4Oie 1/4aiOiae e1/4oi-Q? o 1/4a1/4Oie 1/4aikoeE 1/4a1/4Oie ucPaiae O 1/4a1/4Oie euix»E 1/4a1/4Oie oe• voae• oOae• vodiUe voaa oie• eoe oei` u 1/4a-ciuO euoGF eoxa eoe oCi euU^%. 1/4aioe uOudi 1/4a1/4Oie 1/4aiOiae U 1/4eGF uiuae «*Uiu aiUOiuae euoGFio euU^%. eoo vCio aiUOiuae. Ie oe «*Uiu aiae aeO e1/4oi-Q? eoe oei euoGF aeupi=ae A 1/4e1/4oi-Q? eCoiUe Uao labiae oioPoe U—eadi uiUae 1/4aqei 1/4a1/4Oie 1/4aikoeE 1/4a1/4Oie euix»E 1/4a-ciuO euoGF eoe oei• euoGF aiUOiuae luma cie oie e1/4oi-Q? vaebu luma oie e1/4oi-Q? eCoiUE IE ope=ea oiaioe e1/4oi-Q? oie liu vaebu «*iuiiae`

39 4z7 uecDeU ui e1/4iDeU vuiVe vuiVe du 1/4iaetCEoUiu loea uecDeU ui e1/4iDeU «*e1/4i• oi oeeucPae (change) B uueoe (growth) aae oioPoe vuiVe ueoc du eoxa uOek B uOek1/4a0^%. aiaaie» Pie_cioe «*iuiiae EExi• liO)ai• 1/4a1/4Oie 1/4ioieuc• euioae EcOieo vaiaie aaeO` «*icO uOekE eoxa 3/4ueD,% aeaiU lii1/4 vuiVeic voai TMOair cie aeiae voaa• cie litCE• cie oaci• cie EExi ui liO)ai• cie 1/4a1/4Oie• dicDi B cie OioOiuiaie aaci• laeOiuu uiU liae oio cie uOek uiUic oiee` uOekife IE leUuOek• liUie du Dek ui vO1/4P (force)• oi uecDeU ui e1/4iDeU vuiVe ui ou uOae oie` IE Dek ui vO1/4P 1/4iC lieB eoxa Dek ui vO1/4P oak du• voai 3/4ceE du vuiVe lo uOek 1/4iC lie lo uOek oetoeE e1/4iu (inter action) 1/4iatCEoUiu IE DekleUE du vuiVe Aioiae ui 1/4a0 (Property) lieUe 1/4ae,% NoO ui lo_c i luma «*t-?iuae du vuiVe lUO-Q?eeE uecauci ui e1/4iDeU oieE` liue eoxa uieie Dek `ui vO1/4P` vuiVe oiaio «*Uieuc oie• voaa 1/4ae,% aiUoiuio (community values), 1/4ae,% «*cOidi (community expectation), «*ieCViae aiUoiuio (institutional values), aiU «*ecViae laaiaioe B aeuyE. lo vuiVe 1/4iC lae vuiVe «*ecioeuc (intergroup competition), «*icO vuiVe aopi oi luoiae (prestige & status), 1/4o1/4Oie APaoeE• oiae Uao B Aoiu luma =uec dia` lie IE1/4u uieie Dek (external force) ui uec vO1/4P vuiVe 1/4o1/4Oie euXHi1/4 laeU—ec B oiae aiOia «*ecOeuc diu Cio` vuiVe uecDeU 3/4ueD,% 1/4oU 1/2 `o` laaaec vuu 1/4o1/4Oie aiOo oic,% oietoeE e1/4i B oietoeE v«*eie` O` oieuc vuu B 1/4oU 1/4o1/4Oie iDCEdE oeiu` `u` oaci• vuiuOci• leUuio oia Uiuiaie du B cie aiUo vuu du` `U` 1/4o1/4Oie eD0ic B Uiuic uiO oie vuiVe 1/4aioae aopi oi 1/4iaiEao luoiae` luma v1/4iu 3/4ceE oieic 1/4iO oie 1/4o1/4Oie` `A` lae oeeoeE 1/4ue,% oie• oi vCio vae: & vueeu lii1/4` +` 1/4a-t-? 1/4o1/4Oie cioe oue,%Ueae eu-t-?ie Uaiu• Iio laeOio aiae B vuiA (understanding) cioe uiuae e-Q?io tjaio oeeE oie (crystallize) `x` Ie Pie 1/4o1/4Oie AA1/4ieD du Tmaic• «*ecOeuc oieic• iDCEdE oieic B cioe ukU ui cioe iD (contribution) vD oieic` `a` oietoeE 1/4ioieuc aiOia 1/4a1/4Oie ui euU^%. E1/4a ui 1/4oU eu»u 1/4aiOiae oie` `A` liUO-Q?eeE B uecDe Dek ui vO1/4PleUe 1/4e1/4u «*Uiu uecDeU ui e1/4iDeU vuiVe e1/4iu «*oie du` 40 vuiVeio uecDeU oieic oioe U—eadi AIGXOiuO cie)• du 1/2 `o` oeeiuD (Atmosphere) `O` 1/4ioie ooe ui vuiuioe ooe (Communication pattern) `u` iDCEdE (Participation) `U` vuiVe t-?e ui Oio (Group standards) `A` 1/4iaiEao aeuyE (Social control) `+` e+eycoeE ui ""laei vuiO"" (Identity or we-feeling) `x` vuiVe =io (Group pressure) `a` «*Uiu (Influence) `A` Iio loie aeUpedeUci (Interdependence) `f` aaci (Power) uiOoie (Coercion) `a` lo1/4a vuiu Cio (Cohesion) 4z8 tEpeEJ (Bibliography) '1' Extension and Rural Development—Desai. '2' Social Welfare and Administration —Goel. '3' Methods & Fields of Social work in India—Murthi. '4' Introduction to Sociology—Sachdave. '5' Social Welfare & Administration—M.C. Jain. '6' Modern Organisations—Amitai Etzioni. 4z9 laeideUae (Exercise) '1' «*ecViae uiUic oe vuiA «*ieCViae uOudi voaa dui Ae+cA 1/4aioP eu-t-?ieec vUioi` '2' vuiVe uOae B vae:ife «*iuiiae voae euD liui=ae oie` '3' AduduoeE B e1/4oi-Q? tCEdE oio uiUA Iioe leg & oe B voae euD liui=ae oie` '4' e1/4iDeU vuiVe 3/4ueD,%OieU oe vUioi`

41 Íóô 5 □ ¼âiâiôÜÖiË ùÖÜòìøæië øèië«*éáíç ðâPé¼¼¼¼-Q? æéèç• àiæù ¼¼¼ø ðèèøGFæi ß Á^%úæ• àiæù áâçì øèèøGFæi• ðâPé Á^%úæ ß «*èÐáË (Personnel Policies, Human Resource Planning and Development Manpower Planning in the context of Social Welfare Administration, Staff Development, Training, Employee Councelling) ùÖæ 5¼1 ðâPé¼¼¼¼-Q? æéèç (Personnel Policy) 5¼2 àiæù ¼¼¼ø ðèèøGFæi ß Á^%úæ (Human Resource Planning & Development) 5¼3 àiæù ¼¼¼ø Á^%úæ (Human Resource Development) 5¼4 àiæùáâçì øèèøGFæi (Manpower Planning) 5¼5 «*èÐáË (Training) 5¼6 øèiâÐPóiaë (Councelling) 5¼7 tÆPøJé (Bibliography) 5¼8 læãÐéÜæé 5¼1 ðâPé¼¼¼¼-Q? æéèç (Personnel Policy) ¼¼èðìèè• vù¼¼èðìèè• vt-HEXii¼¼úé ¼¼¼¼¼¼æè ðiâðâP øèè-ùÜæi ß èCøiùíËè äæÖ «*íúíäæ ðâPéè ùÖÜòìøæiù ðâPé¼¼¼¼-Q? èù»ùlèÜ ðâPé ùÖÜòìøæië (Personnel Management) lißçìÓéæ ðâPé¼¼¼¼-Q? ðiälèÜè øèèèÖ ¼¼¼øðìP ÍðÁËæ èù• èØYí«Fl íúíÜíæ• "ðâPé¼¼¼¼-Q? ðiälèÜ ðÜ ¼¼¼èèX,% ¼¼¼¼¼¼æè lægøøiËP ÚáÖ ß ÁiÍÐÖ ¼¼¼øøièËè äæÖ èæiùíèäç v¼¼Ë ¼¼¼¼¼¼æè ðâPéíøé èæiùù Á^%úæ• àèçøièË• ¼¼¼¼øðèË ß èáËííúáË ¼¼¼¼-Q?èù»ù¼¼âið" ("The Personnel function is concerned with the procurement development, compensation, integration and maintenance of the personnel of an organisation for the purpose of contribution toward the accomplishment of that organisation's major goals or objective"—Edwin B. Flippo, Principles of Personnel Management) ðâPé¼¼¼¼-Q? øèèøGFæi Çiíð v¼¼Ë øèèøGFæiè lægøøiËP Íð ðâPé¼¼¼¼-Q? æéèç ¼¼¼ø,% ðâPé¼¼¼¼-Q? æéèç ¼¼¼¼¼¼æè ðiòðìùÜèè ¼¼¼Vh ¼¼¼øðìóiaë ÍúP ðâPéíøé ¼¼¼èèè-ùÜæiè váir lægøøiËP Ù—èâðì tÆÐË òíè ðâPé¼¼¼¼-Q? æéèç lióÐP ùÖÜòìøæiè èÜè+ Íòèà vùíÀiøøiè ðiÒiíài (body of understanding) ðÜ æéèç ÍúP Íèà è¼¼øi-Q?tÆÐË è- -Q?iùíæi ÍúP ðiâðâPíð èæiòèÐPç òíè ÍÉ 42 æéèçË çÇÖ vòìùù ß ¼¼¼-çìùÖ è¼¼øi-Q?íð øèèèæç òíè vòlèÜ «*ùíÐË ¼¼¼¼¼¼æè èùèÜ % váir ¼¼¼Üèäç ðù ðâPéèi ß ùãÁíç øièæ ðâPé¼¼¼¼-Q? æéèç ¼¼¼øðPéç Úâæiè váir òé Öéiæè ùÖÜòì tÆÐË ðéiç ðiù æéèç èð-Q; liËæ ùi èæèóP,% èæùâðìæäæ æù• lææÖË æéèç «*íúíüè váir æâæéúçì vóÖi òiù ÍÖÖiðð ø¥ èøç è¼¼ç èøiÖé ðâPé¼¼¼¼-Q? æéèçøè øèèèÖ ¼¼¼øðìP læÜâç «*òíÐ òíèíæ vò èæè- %èÜèÖç èù»ùlèÜ ðâPé ¼¼¼¼-Q? æéèç lißçìÓéæ 'ò' ðâPé èæùPì+æ ß øèèái 'Ö' ðâPéíøé àèçøièË 'ù' ðâPéíøé ¼¼¼iðìù-¼¼¼èùÖi ß ¼¼¼èèçðçì 'Ü' ðâPé-¼¼¼¼¼¼æè ¼¼¼ ¼¼¼øðP 'Á' äæ¼¼¼øiù Ìòèà ¼¼¼ø,% ðâPé¼¼¼¼-Q? æéèç vò-vòíæi è¼¼øi-Q?tÆÐË ¼¼¼iðìÖ òíè ðâPé¼¼¼èèX,% vò-vòíæi Öéiæè Úâæiè váir ùÖÜòìøæiù òièi Çiíðæ çPìèi læiòÖ. ÍËæèçð è¼¼øi-Q? èæiç øièæ æi/ ¼¼¼iðìøèè ¼¼¼è è¼¼øi-Q? væßùì òiù liùíè læÖÜiùú vóÖíç vùíÜ ðâPé¼¼¼¼-Q? æéèç ðâPéíøé èæùQYíË Íòèà ðiòPðéè Ù—èâðì tÆÐË òíè ¼¼¼ø,% æéèç ¼¼¼øðìP ðâPéèi lùèðç Çiíù çìèi ß æéèçùèðÜ—Pç òiâ ðèiè øiùP è- -Q?iùíæi òíè Íé Øiù ùÖÜòìøð ß ðâPéíøé áíÖÖ ¼¼¼¼¼¼øðP Çiíð æéèç òiíæ èðèçì ß t-HEXçì ùâiù vèiÖ +íÜ ðâPéíøé òièùPÜiè ß ¼¼¼iðìù-¼¼¼èùÖi «*òíæè váir vòíæi ¼¼¼øèËP áíæiÜiù ùi øâðìèçø vóÖíæiè vòíæi ¼¼¼iðìù Çiíð æi ðiâðìâP ùðâiæçì èáíè váir ß æéèç Úé»ËÜiù ðiòPðéè ¼¼¼ø,% æéèç ðâPéíøé liËtÆÐ øèèè Hç òíè ÍúP ¼¼¼¼¼¼æè «*èç lææùç ðiç ¼¼¼iðìÖ òíè ðâPéèi vùííææ• ¼¼¼¼¼¼æè æéèç çìíøé t-HìÇP ¼¼¼èáíË ðiâ òíè ¼¼¼çèiP çìè çìíøé æÖ-t-? òièùø ¼¼¼-ìègèCíø øiÜæ òíèæ ¼¼¼iâðÜÖiË ðâP¼¼iè- èCøiùíË ¼¼¼èðìèè• ¼¼¼èðìè læãðiaë«*i: ¼¼¼¼¼¼æ ß ùT vt-HEXii¼¼úé ¼¼¼¼¼¼æ òâk ¼¼¼èðìèè ß ¼¼¼èðìèè læãðiaë«*i: ¼¼¼¼¼¼æèÜíç ¼¼¼ø,% ðâPé¼¼¼¼-Q? æéèç Çiíðè Øiù ðâPéèi liæð vùèÐ ¼¼¼èèäç ß t-HìEX òÖ vùíÖ òíèæ èð-Q; vt-HEXii¼¼úé ¼¼¼¼¼¼æè ðâPéèi ùT læÖðìè ß ¼¼¼iðìù-¼¼¼èùÖi vÇið ùè ðæ ðæ Ìèà ¼¼¼ùPâæèùèðç vò• ðâPéèi øèò çìíøé læÖðìè ß ¼¼¼iðìù-¼¼¼èùÖi ¼¼¼øðìP èæègèP+% ðæ• çìðìÜ çìíøé ðâPòhÐÜçì ùTÜ øèèáíË ùèèø òiù ¼¼¼iðìøèè• ¼¼¼ø,% ðâPé¼¼¼¼-Q? æéèçðâk ¼¼¼¼¼¼æè t-Héó:èç læt-HéðìòP 5¼2 àiæù ¼¼¼øð ðèèøGFæi ß Á^%úæ (Human Resource Planning & Development) ¼¼¼¼¼¼æè èùèÜ % ¼¼¼øðìè áíÖÖ àiæù ¼¼¼øð ðÜ læÖçâ lægøøiËP ¼¼¼øð Íðâir àiæã»Ë læÖiæÖ

43 ¼¼¼øðìó ðièÜç òíè àiæù ¼¼¼øðìè ¼¼¼V ùÖÜòìèè ¼¼¼iâètÆèÜiù ¼¼¼èèX,% ¼¼¼¼¼¼æè ¼¼¼iâètÆè ðâPìùèÜið Èèèèç ß ðiòPðéè ¼¼¼øðìæ ¼¼¼iùçì òíè àiæù ¼¼¼øð Á^%úæ Íòèà -Üâiæ «*è¹ùí• òiè àiÖÖiâ ¼¼¼¼¼¼æè ðâPéíøé «*èçèæùç ¼¼¼iðìÖ ðèi ðù çìíøé èæâ-t-H óáçìùèèøiç ùçPâiæ «*èçèà ¼¼¼¼¼¼æ çìè ÜiáÖ vòìPxiæiè äæÖ çìè ðâPéíøé Úiæ òùè.%Üèà• àiÜÖiùíù ß óáçìùèèèèè ßøè «*Ù—ç lægøø lièièð òíè àiæù ¼¼¼øð øèèøGFæi Íòèà -èÜÁhh «*è¹ùí òiè• àiÖÖiâ Üèù»Öiççè ðâPèèèøGFæið ùi-t-?ùèiùç ðéiç ¼¼¼iðìÖ òíè àiæù Á^%úæ øèèøGFæi Íòèà èæèóP,% ðiíæè äæÖ òçææ vòìùÖçì¼¼øð % àiæãi»è «*íúíäæ• òçææið ¼¼èÖÖÜiùú òièùí vòíç øiè ÍúP «*íúíäiæ -ìèððì læãðìùèè òÇiòç vòìùÖçì¼¼øð % vÜiðèè vòìùæið ¼¼¼èæèèç òíè àiæù Á^%úæ øèèøGFæi ¼¼¼¼¼¼æè ÁiÍÐÖ ÍúP øèèøGFæið ùi-t-?ùèiùçøèiËè äæÖ òiÇìøèäç ðâPé ß çìíøé ¼¼¼PÜi èæèCøiË ¼¼¼iðìÖ òíè 5¼3 àiæù ¼¼¼øð Á^%úæ (Human Resource Development) : àiæù ¼¼¼øð Á^%úæè àiÜ ÚáÖ ðÜ ðâPéíøé èÐèäç òèi «*èÐèäç òèi ß øiËP «*èÐèäç òèi (Human Resource Development aims at educating, training and retraining the employees) ðâPéíøé ÚiæiâPæ ùèèèèè ÌçP òiíæè ùiçìùèË ¼¼¼øðìP ¼¼¼ÖÖ Úiæ ÍÉ ÚiæiâPíæè ùiçìùèË (Learning stuation) ðâPé læãÜù òièæ vò• çìè vÇið òé liÐi ðèi ðiEX ðâPé ¼¼¼èèX,% èù»ùç çÇÖ àiæiç -ìËË øièæè ÍúP èæèðìà ¼¼¼-ìègèCíø ¼¼¼øðìæè äæÖ «*íúíäæù ¼¼¼iðìÖ -ìËË øièæè ¼¼¼çèiP ÍÉ èÐáì çìíð çìè rgèà ¼¼¼ÐiÖiæ ¼¼¼iùçì òíè• çìíð çìè òiíà lièß liËtÆÐè òíè vçìÜ ðèèèóP,% ¼¼¼ù -Q?è çìè òiíæè àiÜÖiùæß (Performance appraisal) çìíð òiíà lièß óá òíè vçìÜ ðèè ¼¼¼øð Á^%úæ ðâPéèi èçèèà èù»ùç liiÜið«*i: ðæ v¼¼èÜ ðÜ ½ 'ò' «*òâèkùç óáçì ß Úiæ ½ ¼¼¼iâðÜÖiË ðâP¼¼i-èè èCøiùíËè äæÖ «*òâèkùç Úiæ ß ðâP¼¼iè-¼¼¼âiðè èCøiùæè «*íúíäiæ òiÇìøèäç óáçì læPæ 'Ö' ¼¼¼¼¼¼æ ¼¼¼øðìP t-HEX òièèi ÍúP òiíæè Úiùðìè ùiçìùèË ½ vò ÍÜ ðâP¼¼iè- èCøièùç ðiù v¼¼Ë vÜiùèèÜð Úiùðìè àiæãi»è ÌçP¼¼¼ièèð lùðì ß èiâËæèçð øèèèÜÐ ¼¼¼øðìP ¼¼¼Öð øèèèèèèç - 'ù' çìè+Uð òièèi Íé ùÖèkùç óáçì ½ ¼¼¼iâðÜÖiË ðâP¼¼iè-èè ùÖiè: ùi øèèèÖ ¼¼¼øðìP òièèi ß ùÖÜòìøæiè äæÖ «*íúíäæèù óáçì læPæ [«*èÐáË ¼¼¼øðìP liiÜi+æi "«*èÐáË" ÍÖÖiù liiÜiè-ç ðiùíç] 5¼4 àiæùáâçì øèèøGFæi (Manpower Planning) ½ ¼¼¼¼¼¼æè Üèù»ÖÁ Á^%úæè èæèèiÖ àiæùáâçì øèèøGFæiè Íòèà èùíÐ» çìÀøðP liix ÍÖÖiðð èøç è¼¼ç

44 erøièÒ àiæúáâçì øèèòGFæiè ¼¼¼ ùì èóíúíxæ ÍÈÙíú vö• Íòèà ¼¼¼ ùÒíæè àiæú ¼¼¼ øíóè èæíúíú• Á+èÈ• òíèúØÙíè ìøPÈ ß ùÒùðíè ðÛ àiæúáâçì øèèòGFæi (Manpower planning may be defined as a strategy for the procurement, development, allocation and utilisation of an enterprise's human resources—Dr. P. C. Tripathy) àiæúáâçì øèèòGFæiè Áí!ÐÒìÈÙ ¼¼¼ íáíø ÍÈÙíú ÁíGXÓ òèì vóíç øíè ½ 'ó' ùçPáííæ òâPèç àiæú ¼¼¼ øíóè ¼¼¼ ùíPíE+ ùÒùðíèíð ¼¼¼ ææèç òèì 'Ó' ¼¼¼ ùÒíæè Áí!ÐÒ ¼¼¼ øíèíÈÈ ÙíáÒ óáçì ìììà ÷ìèðòì èæèCøÈ 'ù' «*íúíæè ¼¼¼ áú «*íúíææú ¼¼¼ øð ùÒùðíè ùÒùòìè ßøè èæúQYÈ ááçì 'Ù' èæíúíúè ÷t-?è èæÓPíèÈ 'Á' ìæíúÐÒ òâP÷hØèçìð Íííæì '÷' «*èÐáíÈÈ ¼¼¼ ùíPíE+ ÷t-?è èæÓPíèÈ 'X' ùÒùòìøæì Á+èÈ òâP¼íè÷è ùÒùòì òèì 'ä' ìììàè èæíúíú ÷ìèðòì-¼¼¼ øèèòPç àíÙÒíúæ ùÒùòìøæì «*Èúíæè ¼¼¼ ¼¼¼ ùÒæ òé Óéíæè òìÒííàì òì òíè• v¼¼èà Ùíúæìè áíÓÒ Çìðì «*íúíæè ¼¼¼ àìòÙÒíÈ òâP¼íè÷è ùT òâP¼íè÷ èCøìèúç ðÛ ¼¼¼ òìè ìæííàìèðç ¼¼¼ ùÒæ ß vt-HEXí¼¼ ùè ¼¼¼ ùÒæìèÙè àìÓÒíá• òííè ÙíáÒ vøpíxíúìè ææÒ ìáæ Íòèà ùíçìúèíÈÈ áíÓÒ òì òèíç ðÛ vöÓíæ vùèÐèÙíú èú»úìÈÙ ìììà ìæãáííæè ùíÈíè ìèæúèQYç ¼¼¼ æçèì àiæúáâçì øèèòGFæi Óäù Íòàì ØÙ«*¼¼ ðÛìè ¼¼¼ ÷cìúæì çHúæíáíÙòÙíú áéÈ ¼¼¼ àìòÙÒíÈ ùÒùòìøæì àiæúáâçì øèèòGFæi ÌçÒ-Q? ÌèøPíÈP èú»ú' Íáíí Ìèà òìøPòèè- òèíÈ òçòìèÙ èú»úì èúíÐ» Ìèçv vòßúì ìììèÐÒò• vöææ_¼¼¼ ùÒíæè ÙáÓ ÌçÒ-Q? ¼¼¼ äø,% ðßúì «*íúíæè' vóííæìèðà vÓpíúíÐì Çìðì Áè÷ç æú' èPçéúç• òçòìèÙ øèèúçPò ùì ùíÒì Çííð• vòìÈÙ ìèæúèQYç òçì ¼¼¼ äø,% òâPét-HíçP-¼¼¼ øèèòPç ÌÈææ• «*íúíææú ìèçPò ¼¼¼ òìè ¼¼¼ øíòP ìììà ¼¼¼ äø,% ÓíèÈì ¼¼¼ ÷cìú æú' ççéúç• Ìáæ òçòìèÙ èú»ú Çííð vòìÈÙ èæúQYÈ íòìÙÒ_ vöææ òâPéíóè ¼¼¼ áúáçì òçìòç vúçæ ùì ¼¼¼ ÷ìèæìðè ùÒùòì ÈçÒìèò ÷çHçPç• øèèòGFæiè ¼¼¼ áú¼¼èì òç òâ ðÛ• ççÈ ¼¼¼ ÷t-? èú»úèà èæúQYÈ Çìðìè ¼¼¼ ÷cìúæì Çííð ùì ìììà ìæãáííæè è÷-Q? ùíúíúæì ØÙ«*¼¼ ðÛìè ¼¼¼ ÷cìúæì «*úÙ ðÛ' øèèíÐì»• òâPéíóè «*èçè¹úì• òâP¼íè÷è ìììçìÙhk ùÒèkíóè ¼¼¼ ÷cìúè «*èçè¹úì øèèòGFæi ÷t-? íè èúíú÷æìíòìÙÒ' ÍÓÒìðò vùííúìè áíç• ¼¼¼ ¼¼¼ ðç àiæúáâçì øèèòGFæi «*Èúíæè ¼¼¼ áú àiæúáâçì øèèòGFæiè ¼¼¼ ÷t-? èú»úìÈÙè ¼¼¼ Hú ¼¼¼ Óæ Íòì-Q? òìáÒ' ßæìè áíç èú»úìÈÙ ÍÈèCø ½ 'ó' ¼¼¼ ùÒèæð øèèòGFæi ß Á' %úæ : ¼¼¼ ùÒíæè ÙáÒ• Áí!ÐÒ• ¼¼¼ ùÒèæð òìÒííàìè øææùPÒæ ÍúP ¼¼¼ àèTÈò òìÒííàì ß ùÒèk-àìæáí»è áíÓÒ Ì-Q? òâPé ¼¼¼ øòP (interpersonal relationship) ùÒæ ÈçÒìèò Ìè Ì-Q? ÙíPì 45 'Ó' vøÐìè Á' %èç (career development) : òâPéíóè Íáíí èæíúíú ß èæùPí÷æ• òÙìèÙè»kòèÈ (placement) øíóì %èç ß ùòèÙ' 'ù' ÷ìòèèèè ÐçP (Terms of employment) : vúçæ ß ùÒùòìøæì• vúçæ ìèçèèk ÌçP (incentive) ¼¼¼ æáíææç ¼¼¼ èùÒì• Ìù¼¼èòìÙèæ ¼¼¼ èùÒì ÈçÒìèò 'Ù' òâPé òÙÒìÈÈ (Employee Welfare) : è÷èðÁ¼¼-¼¼¼ Ì-Q? ¼¼¼ èùÒì• xäèà• èúíæìóæ• ùùð• vùííæìè xäèà ÍúP ¼¼¼-Q? íæíóè øííÐìæì «*Ù-èç 'Á' òâPé ççÒ æèçÙ°òèÈÈ (Personnel Records) : òâPéíóè ØíÈÙ• è¼¼°òì-Q? TÈðíÈÈ ææÒ òâPéíóè ççÒ ÍúP òâPéíóè òííæ àíÙÒíúæ ÍÈ èú»úìè Ì-Q? ÙíPì '÷' ¼¼¼ æèççì ß v«*Èì (Morale & Motivation) : ÌçPÈæèçò ß ìæÒìæÒ ¼¼¼ èùÒì• ùÒùðíè ß èæúáíæãùèçPçì• vøÐìúç Ìùòìæ ÍúP ¼¼¼ àìèò ß àæ÷t-? íè+Ùò ÷ìèðòì øèèòíèÈ «*Ù-èç èú»ú¼¼ àíð' 'X' ùÒùòìøæì ß òâPé ¼¼¼ øòP (Managment & Staff relations) : ÌÐTÈðÈáíÙò ùÒùòìøæì ß òìòPòèèè vóíç vøÐìúç ¼¼¼ ùÒæ ÈçÒìèò 'ä' òâPé ùíú»Èì ÍúP àíÙÒíúæ (Personnel Reseach & Review) : òâP¼íè÷è ÍÙòì øèèòGFæi ß èðèéò-çòèÈ èúíX»È• òíçìøòàk òâPé òâP¼íè÷è ß æèèç «*Èúæ• ¼¼¼ ¼¼¼ ðç òâPé Á' %úæ• çòìèèðòèÈ Á' %úæ øóíáð èú»úìÈÙ Ìè ìììçìÙhk 5½ «*èÐáÈÈ (Training) «*èÐáíÈÈ ÌçP ðÛ àìæã»íð «*èÐèáç òèì• vòìÙÒ òèì ÍúP vòìíæì Íòèà òííà çííð óá òíè vçìÙì' «*èÐáíÈÈ èÐáì àìæáí»è ùÒùðíèè Íòèà òìè)áç øèèúçPæ ììæíç ¼¼¼ ðìòÒ òíè' ÍÈ òìè)áç øèèúçPæ «*èÐáíçPéè Ùíæ• óáçì• àìæè¼¼ðçì• àíÙÒíúíúÓ• èúXí¼¼ ß vùííÓè váí øèèúçPæ ììæúæ òíè• òíç v¼¼ çìè òííà vòìÙÒ ðÛ• èÐèáç ðÛ ÍúP Èèçç Ùíæìð òçìíòìÙÒ òííæ ùì àìæáí»è òííç vøpííç vóìè ùÒìòìè óá òíè vçìÙì' èáÙáæ ðÛ (Milton Hall) «*èÐáíÈÈ ¼¼¼ ùì èóíç èúíú ùíÙíxæ• "" òíçìøòàk è÷-Q? ùì òííæ ÌÙÒìí¼è ùáÒÁòè+• Ùíæ ß òùè,%Ùèà"" Á+èíÈÈ àìÓÒíá ùçPáíæ ß Ùèú»Óíçè òííà òìòPòìèèçì ììæúíæè ææÒ Ìèà òâPéíóè ¼¼¼ ðìíòèÈ Íòèà «*è¹úì"" ('The process of aiding employees to gain effectiveness in their present and future work through the development of appropriate habits of thought and action, skills, knowledge and attitudes—Milton Hall.) ÍÓÒìðò vùííú «*èÐáíÈÈ ÌçP «*¼¼ ùíÙíxæ vö• "" «*èÐáÈÈ ðÛ Íòèà òâP «*è¹úì• òíè àìÓÒíá òâPéíóè òâPóáçìè Á+èÈ ÍúP Ìòáìð-ç t-HGF ¼¼¼ ùè áíÓÒ ¼¼¼ àìòÙÒíÈÈ áíÙÒ ¼¼¼ ùÒæè òìòPíúèÙè ¼¼¼ øíóèæè ææÒ çííóè Ùíæ óáçì ÍúP òùè,%Ùè)Ùè ùíç vçìÙì' "" «*èÐáÈÈ vóìè ììì «*èÐáíÈÈ «*íúíæè òçáì_¼¼ ¼¼¼ øòP ßúìèòùðìÙ ðßúì «*íúíæè' vòìíæì Íòèà ¼¼¼ ùÒíæ «*èÐáíÈÈ ÷ìèðòì èæèçòíÈÈ ææÒ áÒìèÙ ÍúP ÇÒìúìè (Mcghee & Thayar) èràãÒè

50 ¼4aiiãe ðãûPÛçë ÌÐÌèÙè Å^%úíæè ðìèúø ðìÙæ ðèíç Ùìèçéú ¼4æùÓìæ ÌÈ Óéíæè ðÛÖìÈãìÛò ðìäðãÞíò èùèÛ^% Ùìíú Ùìíú ðìé èóíóíx• vôãè_ '1' ¼4ÐÖìÛÛÙãíóè ðÛÖìÈ• '2' ¼4iàièäò ß ÌÇPÈæèçð èóíó èðèxíú-øßì vx*èÈìèÙè ðÛÖìÈ• '3' çðèÐèÛ ¼4@èóíú ß Ìèòóí¼4èè ðÛÖìÈ• '4' ùè` óíóè ðÛÖìÈ• '5' èðíÐìè ÌðèíÓé• ¼4ãèí¼4k• àíóð ùÒùðìèðìèèè ß øèèèðèçè èÐðìè ðíú øßì ÌæÖìæÖ æìæì Óéíæè àìæãì»è ðÛÖìÈ• '6' «*èçúaoé ðÛÖìÈ Ìú» '7' úúí-» ß ÌÐk àìæãì»è ðÛÖìÈ- t-HiÓéæçìè øèùçÞé ¼4áíú ¼4iàièäòÛÖìÈ øèè-ìÛìæè Áí!ÐÖ ÌÇP¼4iàièäò váí ¼4iàièè óãûPÛçë ÌÐÌèÙè ðÛÖìÈ ß çìíóè áâçìóæ ðíú ÁÓìÛ 1998 ¼4iíÙè vâ àìí¼4 ðÛÖìÈ áQÝíóè (Ministry of Welfare) æìä øèèùçÞæ ðìè ¼4iàièäò æÖìùèù-ìè ß áâçìóæ áQÝò (Ministry of social Justice and Empowerment) èìÖì ðú- Ìò ùxè øìè 1999 ¼4iíÙ ÌÈ áQÝòíó Ùìíú ðìè Ìèòóí¼4è áQÝò (Ministry of Tribal Affairs) ¼4ùè,% ðèì ðú- ÌÈ æçxæ áQÝòèà ¼4â-t-? ðìèúø tÇÐÈ ðìè- ÌùÐÖ «*Èè ðÛÖìÈè (Animal Welfare) Ìèçèèk ðìèúø 1998 ¼4iíÙè v¼4í(ç-Hè àìí¼4 øèèíÙè ðæ áQÝíóè ðìç vÇíó ¼4èèíú èæíú ¼4iàièäò æÖìùèù-ìè ß áâçìóæ áQÝíóè ðìç çìíú vóßì ðú- 6ç2 ðÛÖìÈ áQÝò ùì ¼4iàièäò æÖìùèù-ìè ß áâçìóæ áQÝíóè ÌùÞìæííÇìà (Organogram) ðÛÖìÈ áQÝíóè ÌùÞìæííÇìà ðÛÖìÈ áQÝò '¼4iàièäò æÖìùèù-ìè ß áâçìóæ' øìÈÞÝèì,%³áQÝè ¼4è-ù Ìèçèèk ¼4è-ù ðãí5 ¼4è-ù ÌÇPÈæèçð Áðíó,%ì øèè-ìÛò çðèÐèÛ àìèç ÌæÖìæÖ «*èçúaoðçì ßìíóðØ «*ÈèèðÛÖìÈ «*èçúaoé ðÛÖìÈ ÌÇPÈæèçð ÐìÖì ùíú»Èì ÌæíÇ¼4è vx*ÈèÝ¼4ÐÖìÛÛã 6ç3 ðÛÖìÈ áQÝíóè ¼4iàièäò æÖìùèù-ìè ß áâçìóæ' ðìäðãÞ ðÛÖìÈ áQÝíóè ¼4iàièäò æÖìùèù-ìè ß áâçìóæ' «*Óìæ ðìàìèÛ ÌÈ èòà ½ • ¼4iàièè èùèÛ^% ÌÐìò ðÛÖìÈãìÛò ðìäðãÞè Ììßçìú èæíú Ìì¼4ì ½ ¼4ÐÖìÛÛÙã ¼4@èóíú• ÌÇPÈæèçð èóíó ÌæíÇ¼4è vx*èÈ• «*èçúaoé• àìóðí¼4k ß ÌæÖìæÖ Ùìíú øèèèðèçè èÐðìè ðßìú àìæãì»íóè Ìóèrç ðìè ðÛÖìÈãìÛò ðìäðãÞè àíÓÖ Ì-Q?ÙhÞk ðèì- • æèèç «*Èúæ• ðãÞ¼4èè- øèèèÇFæì ß ¼4â` Hú ½ ¼4èèùÞðÛìíú æèèç «*Èúæ• ðãÞ¼4èè- øèèèÇFæì ß ¼4â` Híúè àìÓÖìà ÌÈ áQÝò ¼4iàièè èùèÛ^% ÌÐìè ðÛÖìÈ ¼4ìÓìæè ¼4iàièèÇè ðìèúø tÇÐÈ ðìè-

51 • vòìéúÝvòì-¼4ðìèúç øèèèÇFæìèÙè èÇðìúÈ ß ææèóìèè ½ ÁÈ-çã «*èçVìæ èð¼4iíú ÌÈ áQÝò ¼4@-çìúÖ ¼4ù ðìèúø tÇÐÈ ðìè vòìéúÝvòì-¼4ðìèúç øèèèÇFæìèÙè èÇðìèúç ðìè ß çìíóè ç+ÙìúÓìæ ðìè- • vòìæì Ììíúíúè ¼4ì vòìíúíúè èìÖì ½ ÌÇP ùèì ß ðìè øèèèÇFæì èÇðìúÈè èù»íú ÌìÛì-æìè äæÖ ÌÈ áQÝò ¼4ùÞòì vòìæì Ììíúíúè ¼4ì vòìíúíúè ùàìú èìÓ- • èìàì ¼4èðìèìèÙíó èæíóÞèÐðì «*óìæ ½ ðìèè-Ó ðìí¼4• t-HèæùÞèçì ß ÌìkãòÞìóíúíúÓ ùùèºo ÈçÖìèò ¼4iàièäòÛÖìÈãìÛò àìçéú ÙàÖìèÙè ðçì àìæ vèíÖ ÌÈ áQÝò ðÛÖìÈãìÛò ðãÞ¼4èè-ìèÙíó ¼4ìØìÛÖè ¼4ì èÇðìèúç ðèíç èìäÖ ¼4èðìèìèÙíó ¼4@-çìúÖ ¼4ù Óéíæè èæíóÞèÐðì èóíú ¼4ìðìè ðìè- • ÌìðUìúð èð¼4iíú èìäÖ áQÝòÝðÛÖìÈ ¼4è-ùíóè ÌèÓìúÐæ ¼4ÞùèÒç ðèì ½ vóíÐè èùèÛ^% «*ìí-Q? ðìç væßìú ðãÞ¼4èè-ìèÙè ðèÙìíú ÌíÇ¼4è ðìÈx• çì Òèçìú vóÖìè Áí!ÐÖ ÌÈ áQÝò èìäÖìèÙè ¼4iàièäòÛÖìÈ áQÝè ß ¼4è-ùíóè Ìò ùìÀ¼4èèò ÌèÓìúÐìæè Ììíúíúè ðìè- • ðèàÐæ ß ðèàèà ùÒæ ½ ÌæÖìæÖ áQÝíóè àìçì ÌÈ áQÝòß àìÀ àìÀ èùèÛ^% ðèàèà• øèè-ìÛæ vùìVè• ùíú»ð vùìVè ÈçÖìèò ùÒæ ðìè- vòìèÙè àìÓÖ èÐàì ß «*ðãèk àùìçè Ì-¼4èðìèè ùÒèkÞìóèß Ì-Q?ÙhÞk ðèì ðú- • vù¼4èðìèè ¼4ÞòìèÙíó ¼4ðìúçì ½ vóíÐè vò-vòìæß «*ìí-Q? ÌìíðèÛç àìæãì»íóè äæÖ ðãÞèç vù¼4èðìèè ¼4ÞòìèÙíó ÌÈ áQÝò ¼4@-çìúÖ ¼4ù Óéíæè ¼4ìðìè èóíú Çìíó- • ùÈèÐàìàìÛò ðìäðãÞ ½ äæãç ß ¼4í-çæçì ùíß vçìÛìè ÙíáÖ ÌÈ áQÝò çÇÖ ß ùÈ- èÐàì à„Ùè «*èçVì ðìèíx- ÌÈ à„Ùèè ðìà ðú ùè` ç àìæãì»íóè ðÛÖìÈèè äæÖ ùùðèç èùèÛ^% øèèèÇFæì ¼4@ðìòÞ àìæãì»è ¼4í-çæçì ùùèºo ðèì- • ùíú»Èì• àìÛÖìúæ ß çÇÖ ¼4ÞèàÈ ½ ¼4iàièäò ¼4â¼4ÖìèÙè ùçÞàìæ èòðìèÛ ¼4@ðìòÞ èùèÛ^% çÇÖ øèèíÙèÐæ ðèíç ß æèèç «*Èúæ Ìú» øèèèÇFæìè ðìàíó Ììèß ðìòÞèè ðìè çÞÙìç ÌÈ áQÝò àìÀ àìÀ èùèÛ^% ùíú»Èì ß àìÛÖìúæ «*óìÇF ¼4ðìúçì ðìè- • ¼4iàièäòÛÖìÈ-¼4Þì-Q? ¼4ìè øãè-t-?ðì (Hand book) «*ðìÐæì ½ ÌÈ áQÝò àìÀ àìÀ ¼4iàièäòÛÖìÈ- ¼4Þì-Q? ¼4ìè øãè-t-?ðì «*ðìÐ ðìè• ðìç ¼4ÞÖìçìè+Ùò ¼4ÞðÛìæè àìÓÖìà èùèÛ^% ¼4iàièäòÛÖìÈ æèèç ß ðãÞ¼4èè- ¼4@ðìòÞ çÇÖ ¼4@-HèÛç ðèì Çìíó- 6ç4 ðÛÖìÈ áQÝíóè ¼4iàièäò æÖìùèù-ìè ß áâçìóæ áQÝò' èùèÛ^% øèèèÇFæì ðÛÖìÈ áQÝíóè ùùðèç èùèÛ^% øèèèÇFæìèÙè ðú ½ 6ç4ç1ç çðèÐèÛ àìèç ß Ìèòóí¼4éíóè ðÛÖìÈ • çðèÐèÛ àìèçè ðÛÖìÈ ½ çðèÐèÛ àìèçìóè t-HiÇPèàìè ÙíáÖ Ùìèçéú ¼4ÞèùÓìæ èòxã ¼4ãèàìàìÛò

52 úŌúòìè ßøè vaiè vóßúì ðíúíx̄ çøèðèÛ àìèçlèÛè Ì-Q?ÙhPk àìæãí»è ¼¼ŌŌì «*íú 14 vòìèà• òì ¼¼âŤE vóíðè vaià àæ¼¼ŌŌìè «*íú 17 ðçŤðŤ àìçéú æèèèçè Ìà èð¼¼ííú ō̄ ùìè»ðøè øèèðGFæìlèÛíç çøèðèÛ àìèçè òÛŌìíÈÈ ßøè èúíð» Ìèçß Ìíèìø òèì ðíúíx̄ • çøèðèÛ àìèç ß Ììèòúì¼¼éíøè àæŌ àìçéú òèàðæ ½ Ûìèçéú ¼¼ŤèÛŌìíæè 65-çà ¼¼ŤíðìŌæèè 338 Ōìèè ÌŌéíæ çøèðèÛ àìèç ß çøèðèÛ Ììèòúì¼¼éíøè àæŌ àìçéú òèàðæ ùŌæ òèì ðŭ òìè òìà ðŭ Ìíøè òÛŌìíÈÈ ßøè Ûà èìŌì ÌÈ òèàðíæ Ìòææ ¼¼Ûìøèç• ¼¼ð-¼¼Ûìøèç ÌúŤ èì,%³øèç èæøäç øŤì-ææ ¼¼ò¼¼Ō èæøäç òèì ðŭ çøèðèÛ àìèç ß çøèðèÛ Ììèòúì¼¼éíøè èù»íú ÌèçßøŤÈŤ vòìæß æèèç ¼¼øŤìøŤ vò\ ß ¼¼úòèà èìàŌ ¼¼èòìèíŌ ÌÈ òèàðíæè ¼¼ìà ÌìÛì-æì òèìè øèìàðŤ vóßúì ðíú ÇííŌ • ¼¼Ť¼¼òéú òèàèà ½ çøèðèÛ àìèç ß çøèðèÛ Ììèòúì¼¼éíøè Ť-HìçŤ ¼¼èèèç èìŌíç 1966• 1971 ß 1973 ¼¼íÛ òçŤíá èçæèà ¼¼Ť¼¼òéú òèàèà ùŌæ òèì ðŭ • èìàŌìèÛè òÛŌìÈ èùÛì ½ çøèðèÛ àìèç ß Ììèòúì¼¼éíøè òÛŌìíÈÈ àæŌ èìàŌ ß vò\ðìè¼¼ç Ì ÛìèÛíç øŭçð èùÛì ùŌæ òèì ðíúíx̄ • Ì¼¼ìèèèèçè (Unsociability) èùèçíº ÌìÈæ ½ Ìíøè àíŌŌ Ìíx ÌøŭðŌçì òáíæè ŌìèìèÛ ¼¼ìèÛðŤÛìú Ìæã¼¼èÈ òèì ß v¼¼ìèÛìò òíŌìèçè òìè vçìÛì ÌúŤ 1955 ¼¼íÛè Protection of Civil Rights Act æìáè ÌìÈæèà ùÛŭÀ òèì • çøèðèÛ àìèç ß Ììèòúì¼¼éíøè ßøè èæøéŤæ ùàò òèì ¥ ççìòèçç ÁÈ-ìx*èÈÈ àìæã»íøè èæøéŤæè ðìç vçìŌ çøèðèÛ àìèç ß Ììèòúì¼¼éíøè àãèç ß øãæùŤì¼¼æ èíç 1989 ¼¼íÛ Prevention of Atrocities Act æìá Ìò ÌìÈæ -ìÛà òèì ðŭ • èúíð» vòlèú ¼¼ðìúçì ½ çøèðèÛ àìèçlèÛè àéùæòìøìæè àìæ Á^%ç òèìè ÁííðŌ ¼¼ìèèèø æŌìúèù-ìè ß àâçìøìæ àQŸð èùèÛ^% Ōéíæè "" òìèèŌ òìèèèèÈ"" øèèðGFæì ŤÈðÈ òìèíx̄ • «*èðáÈ ß ¼¼ðìòìèø øèèðGFæì ¼¼ ÌÈ øèèðGFæìè ÁííðŌ ðŭ çøèðèÛ ¼¼æòìúè Ì-Q?ÙhPk xìríøè àæŌ «*ìð-øèéáì «*èðáÈ vò\ òìøæ òìè çìøè ¼¼ŤŤÛìèçéú «*èçìòìèùçìàìÛð øèéáì 'vòâæ (Indian Adaministrative Service) ÌúŤ è-èòÁ¼¼ìèùŌŌì ÈèJèæùìèèŤ-Ìè àìçì èðáìáìèÛíç ÛèçŤ ðŤúìè øèéáìèÛè àæŌ «*-Ť-ç òìè vçìÛì • èìàŌ çøèðèÛ àìèç Á^%úæ èæùà (State Scheduled caste Development Corpora- tion) ½ èìàŌ -Ť-íè çøèðèÛ àìèçlèÛè Á^%úíæè àæŌ 1979 ¼¼íÛ ÌÈ ¼¼ðì ùŌæ òèì ðŭ • ŤÈŤ ùŌìW øèèðGFæì ½ ÌÈ øèèðGFæìç òìkìèè ùì ÈèJèæùìèèŤ øìŌèç çøèðèÛ àìèç ß Ììèòúì¼¼éíøè Ì-Q?ÙhPk xìríøè ŤÈŤ ùŌìŤìøè àìŌŌìà øìŌŌøã-Ť-?ð «*òìæ òèì ðŭ • «*ìð-àŌìèà³ð ß àŌìèà³ð-Á+è ùùè+ ½ çøèðèÛ àìèç ß Ììèòúì¼¼è ¼¼æòìúèÛk vâŌìúè xìr- xìríøè àæŌ «*ìð-àŌìèà³ð ß àŌìèà³ð-Á+è ùùè+è (Scholarship) ùŌŭòì Ììíx̄ • àãèç ß øãæùŤì¼¼æ ½ ÌæŌìæŌ èùèÛ^% øèèðGFæìè àìŌŌìà vâçè (Scavenger) ¼¼æòìúè ß çìíøè

53 àãŌìíøáè àìæã»íøè àãèç ß ÌìçŤ¼¼ìèèèø øãæùŤì¼¼æè ùŌŭòì òèì ðŭ • çøèðèÛ àìèçÛìèòúì¼¼è xìrxìríøè àæŌ xìríúì¼¼ èæàŤìÈ ½ àãŌŌ ß ÁÈ-Ť-íè èðáìèç çøèðèÛ àìèçÛìèòúì¼¼è ¼¼æòìúèÛk xìrxìríøè ¼¼èùŌìçŤŤ xìríúì¼¼ èæàŤìÈÈ ùŌŭòì òèì ðŭ • Ììèòúì¼¼è Ì ÛìèÛíç ùùè+àìÛð «*èðáÈ ½ Ììèòúì¼¼è òãùð ß òãùèçìøè -ìðhèè vøíç ùì Ť-Hèæøäç ðìç ¼¼ìðìŌ òèìè ÁííðŌ 1993 ¼¼íÛè øè vçìŌ çìíøè èùèÛ^% èù»íú òhðŭè ðíú ßŌìè «*èðáÈ vóßúì ðìèx̄ 6ç4ç2 ÌæŤÈ¼¼è vx*èÈÈ òÛŌìÈ • «*ìð-øèéáì «*èðáÈ ½ ¼¼èòìèè -ìðhèè ß èùèÛ^% ùùè+àìÛð 'vòâæ_òìkìèè. ÈèJèæùìèèŤ «*Ť-èç' èðáì«*èçVíæ ÛèçŤè àæŌ ùùðèç ¼¼ŤŤÛìèçéú «*èçìòìèùçìàìÛð øèéáìèÛè àæŌ «*-Ť-ç òìè vçìÛìè ÛíáŌ ÌæŌìæŌ ÌæŤÈ¼¼è vx*èÈÈÛk xìrxìríøè àæŌ «*èðáÈÈ èùŌŭòì òèìÈ ÌÈ øèèðGFæìè ÁííðŌ • æŌìðæìÛ ùŌìðŤúìøŤ òŤ¼¼ èðæìèÀùìÛ ÌŌìw vòŭÛŭíà à òìøŤìèðæ (NBCFDC) ½ vòlèú ß èìàŌ -Ť-íè ÌæŤÈ¼¼è vx*èÈÈ àìæã»íøè Á^%úíæè Ť-HìçŤ 1992 ¼¼íÛ ÌÈ «*èçVíæèà ùŌæ òèì ðŭ • ÌæŌìæŌ ÌæŤÈ¼¼è vx*èÈÈ àæŌ ŤÈŤ ùŌìW øèèðGFæì ½ òìkìèè ùì ÈèJèæùìèèŤ øìŌèç ÌæŤÈ¼¼è vx*èÈÈÛk xìrxìríøè øìŌŌøã-Ť-?ð ¼¼èùèèð òèìè àæŌ ÌÈ øèèðGFæì ŤÈðÈ òèì ðŭ • ÌæŌìæŌ ÌæŤÈ¼¼è vx*èÈÈ àæŌ «*ìð-àŌìèà³ð ß àŌìèà³ð-Á+è ùùè+ ½ ÌæŌìæŌ ÌæŤÈ¼¼è vx*èÈÈÛk vâŌìúè xìrxìríøè àæŌ ÌÈ ùùè+ìèÛè ùŌŭòì òèì ðŭ 6ç4ç3 ¼¼ŌŌìÛŭÀ ¼¼æòìúè òÛŌìÈ • æŌìðæìÛ àìÈæèèèèèè vòŭÛŭíà à ÌŌìw èðæìèÀ òìøŤìèðæ ½ ¼¼ŤŤŤÛŭÀ ¼¼æòìúè àíŌŌ ÌæŤÈ¼¼è vx*èÈÈÛè ÌìçŤ¼¼ìèèèø Á^%úíæ ¼¼ðìúçì òèìè àæŌ vòlèú ¼¼èòìè ÌÈ «*èçVíæèà ùŌæ òìè Ìíç èúíð» Ìèçß øìú ùùè+ùç vùìVè ß àèðŤìèì • ßúìòðŌ ½ ßúìòðŌ àã¼¼èÛà ÌìÈæ ŌàŤéú ß òìçŭŌ èð¼¼ííú Ť-Hèð-ç òìè ß òìúè ¼¼æøè+ìèÛìò è-èòìÛè àæŌ ÁÁ¼¼ùð òèì ðŭ 1995 ¼¼íÛ ßúìòðŌ ÌìÈæ 1995 ¼¼íÛ -ìÛà ðŭ ÌúŤ Ìè òìèùŤ ¼¼ìèèèø æŌìúèù-ìè ß àâçìøìæ àQŸíøè ðìç çŤìÛ vóßúì ðŭ 6ç4ç4 «*èçùàøéíøè òÛŌìÈ • «*èçùàøé àìæã»íøè òÛŌìÈ-¼¼Ť-Ť-¼¼â-Ť-? æèèèçè váí ¼¼ìèèèø æŌìúèù-ìè ß àâçìøìæ àQŸðÈ ðŭ væìðìÛ (nodal) àQŸð • «*èçùàøé àìæã»íøè òÛŌìÈèìÛð òìàðàŤ ¼¼èòìèèè ¼¼ðìúçì èæìú vù¼¼èòìèè ¼¼ðìèÛ òìè çìíŌ

54 • èèðŌìèùèÛìáðæ òìÁèÀÛ Ìð Èèwúì ½ Ìèà Ìòèà èùèŌŭº ¼¼ðì ÌúŤ Ìè òìèùŤ ðŭ «*èçùàøèçè ¼¼ìà òãè èùèÛ^% ùùè+ìèÛè èù»íú æèèèçèæŌŤìèÈ òèì • «*èðáÈÈ ùŌŭòì òèì ß òàŤ¼¼ìè- èçŌìèúç òèì 6ç4ç5ç ùùŤ-íøè òÛŌìÈ ½ • "Ōèèæ Èè àìŤÈìàð v«*ìŤÈìà Øè ßççgt;ìè øì¼¼Ťæ¼¼ (An Integrated Programme for Older Persons)" ðè»ðŌ Ìò òàŤ¼¼ìè-è àìŌŌìà ¼¼ìèèèø æŌìúèù-ìè ß àâçìøìæ àQŸð ùùŤ- àìæã»íøè òÛŌìÈ¼¼Ōìæè Ìò øèèðGFæì èçŌìèúç òèìx̄ ÌÈ øèèðGFæìè Ììççìú ùùºòìúì¼¼ vò vòúìè ÈÈæèà (day care unit) -ìÛìæ Ť-HìðŌì¼¼ì ùŌŭòì «*èçVì òèì -ìÛà èìŌìè àæŌ vù¼¼èòìèè ¼¼ðìíøè ÌìèçŤð ¼¼ðìúçì vóßúì ðŭ 6ç4ç6ç øç èðŤŤìøè òÛŌìÈ ½ • 1999 ¼¼íÛ øç èðŤŤìøè òÛŌìÈÈ àæŌ "An Integrated Programme for Street Children" ðè»ðŌ Ìò òàŤ¼¼ìè- ŤÈðÈ òèì ðŭ ÌÈ òàŤ¼¼ìè-ìç çìíøè Ììx*ŭ • øãè.% Ť-HìðŌ øèèì¼¼ùì èðáì • èùìæìøæ ÌúŤ vðìÈ ß òh-òìíà ùŌŭðìèè èùèçíº èæèìø+ìè ßøè Ìèçß vóßúì ðŭ • æìúìŤìíøè èù-ìè ½ vùìÈèèè òìíæ àæŌ ÌèÛðã æìúìÛð ÌúŤ ò- ß ¼¼èèì -ìßúì èðŤŤìøè váí Juvenile Justice (Care and Protection of children), 2000 ðŭ «*ìçèàð ÌìÈæ 6ç5 àìæù ¼¼æð òèòìð àQŸð 'æìèè ß èðŤŤìøè èùòìð' àìæù ¼¼æð òèòìð àQŸíøè Organogram àìæù ¼¼æð òèòìð àQŸð àìæù ¼¼æð òèòìðÈ Ûìè«*ì: àQŸè æìèè ß èðŤŤ òÛŌìÈ èùÛì òèðŤŤ Á^%úæ ùãŌìè èðŤŤ òÛŌìÈ ùãŌìèè æìèè Á^%úæ ùãŌìèè æìèè òÛŌìÈ ùãŌìèè òàŤ¼¼ìè- èçŌìúìÈÈ àìŌŌìà ¼¼èòìèè ß vù¼¼èòìèè ¼¼ðì

55 62521 aiaeu 1/4@o euoioD aQYioe 'aeiee B eDTMioe euoioD' oiaaap • lo vaeioiu (nodal) 1/4m oi eD1/4iu aeiee B eDTM euuiu vo aiu oieustrileU oiUae oie. v1/4leU du weeodGFaeie. aeec B oap1/4ie- eaeOpiEe dei. liEae «Euae dei luma 1/4eioee B vu1/4eioee 1/4m oileUe aiOO 1/4a^ Hu Uaiiae. oie vofDe aeiee B eDTMioe luioie A^ %ec du liue Organogram vCio lai to, % diu oi vo. IE aQYoe eDTM euoioD uaoie. eDTM ouOie uaoie. aeiee euoioD uaoie B aeiee ouOie uaoie. IE -ieea uaoie aeioia oia oie 62522 eDTMeuoiD • Ee aifaeiaoe -iegt; voiUoia a et-a (ICDS) 1/2 1975 1/4iu 33ea «*oigf eeaiiuoUiu ICDS weeodGFaeiea -iua dei du 1/4@oeo wee, % (Supplementary nutrition), «*eciOae (Immunication), oio weeai. veoieiu 1/4ieUp1/4. 'Referral sevice' «*io-t-aU eDai luma aiuiroe aeO t-Hio B wee, % eDai aeici wee1/4ui IEx vobui IE weeodGFaeie l-Q?UhpK x u ue uut- op-Q? eDTMei IE weeodGFaeie UaO • eoiDiee Dek voiae (KSY) 1/2 IE weeodGFaeie leuueeeci. oieeo 1/4eae aeie- luoia dei luma t-aU-xaa eoiDieeioe eaeUp-ae oie «*eDaiEe aeO x u ai1/4e aeO oiaeu laeBuiroe vofe 1/4ia oak oie vobui du • uiU1/4eui va3eap v«*tfae 1/2 Eewuae oiAeAU lO -iegt; Biuu vOue cie 25ea uiU1/4eui va3eap EeeseAiae aiOOia IE oap1/4ie- ecOieuc oeix IE weeodGFaeie aiOOia «*ec uxie 1250 uiU1/4eui «*eDae vobui diu Cio • liEU -iegt; To Iohioe et-a 1/2 t-aU-xaaioe 1/4m Oio du1/4 oeic luma eDTMioe t-aU Oie eiOic 1982 1/4iu IE weeodGFaeie taeEe dei du ECE vofleUe aiOOia vu1/4eioee 1/4m oileUe IE weeodGFaeie -iUu 62523 aeieeuoiD IE euuiu «*Oiae oia du aeieioe aaioae luma IE Aifaeiaoe lo aaO U-eae oiUae oie oap1/4oia B lu 1/4ue, % ouOieaiUo wee1/4ui. eua 1/4m ioeoeE (Gender sensitization) B v-ae 1/4ue, % aeici eoxa oap1/4ie- B IE euuiu ecOieuc oeix aeie- liUe eu-t-?iee euueE vobui du 1/2

56 • aeieioe «*eDae B oap1/4oia oap1/4ie-ic 1/4ioo dei 1/2 o-e» aA1/4O-i» d-t-?ieUc cpiceDGF EcOieo «*Ciu vofleUc oee B 1/4@oee aeioe -iohe vofle Aifaeiaoe STEP oap1/4ie- aeioia 1987 1/4iu lo «*i-, %i vobui du • ei, %3eu aeUui voi» 1/2 oee B 1/4@oee aeieioe lIE «*iuae vaic 1993 1/4iu IE ei, %3eu aeUui voi» uOae dei du • aeUui 1/4aueo voiae 1/2 1993 1/4iu 2ei li-iue -iua dui aeUui 1/4aueo voiae UaO du tfaeEe «*i: uut- aeUui oeioe MSY «*oigf ai ai eiOic AA1/4id vobui. voOiae cie cioe 1/4 u dei vo-voiae weeae lCP ai oeic 1/4aa lo uxiee aeO 300 ai oe vaf 1/4eioe luoia diu 75 ai • Ee dei aeUui voiae 1/2 varuc oap1/4ie-leUe euUe % ladiO 1/4m B 1/4ae Hc oeic B IEuiu cioe eaeUc oie aeUui oeioe oC1/4ioo ouOiee Aifaeiaoe oafaeia ICDS ulio IE voiae -iua dei du • oapce aeUui vdiu 1/2 -iohee oieie Ddie li1/4 ioe oapce aeUui eaeio- B oa uou1/4ioa Cioe aiue uouoie oeic 1973 1/4iu oapce aeUui aeO vdiu -iua dei du • aeUui B lGfuu-t- vairoe aeO t-HGF 1/4aiue ui1/4oia 1/2 weeuee 1/4a1/4O. aiee1/4o -io. vDiE. lCoi-ie EcOieoe eDoe «*i: B l«*i: uut- aeUui ioe luue weeUp1/4ae B lix1/4e uouoie oie aeO 1969 1/4iu IE liui1/4leUe oap1/4ie- -iua dei du • t-Hum e1/4oi 1/2 oap1/4ie- eD1/4iu t-Hum e1/4oie UaO du aeieioe laeUiu aai «*oiae dei. oie cie weeue. 1/4aeou 1/4eioe oix vCio cioe leOie oie oeic oie luma t-?; 1/4aiee B eieEaeec 1/4@oleUie aeiaie eaeuQYe oeic oie • t-Hoe 1/2 leae ec luou we aeUui aeO 2001 1/4iu IE weeodGFaeie taeEe dei du • t-Hdek «*oGF 1/2 lu 1/4ue, % aeO oiaie vCio oheae aeUui eaeiu lo-loea t-HiuU@-Hae vuvie (self-help group) uif chUic 1998 1/4iu IE t-Hdek «*oigfe 1/4i-aei dei du

57 626 aiaeu 1/4@o euoioD aQYoe 'oau ouOie B 1eji luBiaetfae 1eji B oauouOie euuiu aiaeu 1/4@o euoioD aQYoe 1eji B oauouOie' ei, %3aQYe 1/4m1/4o 1/4e-u oaf 1/4e-u '2' wee-iUo '3' oap1/4ie- Aio, %i A-1/4e-u lu 1/4e-u '8' oap-iee -t-?e tEg "i" tEg "eu" tEg "e1/4" tEg "e" '18' '74' '79' '31' 62621 oauouOie • aeOiaeiu 1/4ieUp1/4 et-a 1/2 1970 1/4iu -iua dui IE weeodGFaeie UaO du 1/4ae, % «*oigfe (Community service) aiOOia xioe uek uif vciU luma aeueE 1/4ia 1/4ue, %DeU B uOaeaiUoUiu oia B 1/4@op uOae oie 1/4aiou eoiu cioe aiOO 1/4aia v-ae uif vciU • vaeeg oaiuo 1/4m Oae 1/2 tfaeEe oaiuo uekiee euoioD Uaiiae luma tfaeEe %uiae oia vae-c eoiu cioe leuiu li1/4ic AA1/4id vofle aeO vofDe euUe % «*i-Q? IE vofleUe «*ecvi dei du A^ %ce weeiuD 1/4ue, % UiaO IE vofleUe tfaeEe 1ejiio AA1/4ioae. tfaeEe 1/4m-t-uec -p B 1/4aeE. uue-aiUo «*eDaiEe uouoie B oau1/4u uOae EcOieo oap1/4ie- taeEe oie • aeOiaeiu 1/4ieUp1/4 Uue au1/4p et-a 1/2 t-%ic du-B Oio xioe aeO 1/4aiou 1/4ue, % oeic luma eoxa eioae vuiu 1/4upaeEe aeO cioe vof Uioe oix eaeak oeic 1978 1/4iu IE weeodGFaeie -iua dei du • oaiuo «*eDae 1/2 oau1/4aiee uOaeaiUo 1/4@-ciuae oia Uiuiae Aifaeiaoe cioe «*ecUie euUe-ic t-Haeoak ui liee Aoeak oap1/4oiae uouoie oie aeO euUe % «*eDae oap1/4ie- taeEe

58 ðei ðú vú¼éðieë ¼¼¼ væðég oãú vð¼ • eðai«*eçVlæ ß èuèU^% eiaÖÝvð\Diè¼¼ç «*Di¼¼iæë aiÓOía ÍÈ èæèðp,% ðeèðGFæieä eCðieúç ðei ðifEX^ • t-»iÄá¼¼ lÖi, ùiÈð¼¼ ½ vóðí«*a • líæÖè äæÖ ¼¼áæäÜ—eç ß ¼¼áai¼¼¼ie áíæiÚiÚi úi v-çæi áitçç óie çhÚiç Úieieç Úieç t-»iÈÄá¼¼ lÖiw ùiÈð¼¼ ß èð^ óæðieæ t-»iÄá¼¼ lÖi, ùiÈð¼¼ «*eçvçç ðú^ ÍièUè áitÚ ÚáÖ ðÚ úú¼¼¼æaoiç vðp¼ixiæi vxíÚiáíúioè -eëruÖæ^ • áicéú oãú ÁÁ¼¼¼ ½ vðieæß èæúPiè-ç ðieæ «*eç úxè 12È äiæäúieè vÇið áieæi ðpi- eóæ ÍÈ ÁÁ¼¼¼ie lliúiiæ ðei ðú^ ÍÈ ÁÁ¼¼¼ie èuèU^% eiaÖ ß vð\Diè¼¼ç l^U vÇið «*iú 2500 oãú l^pðtçEðÈ óie^ • ÈÁÇ vðisÚ ½ qáieÈ äiÓOía vóieðÈ ¼¼áúºo ¼¼it-ú»eçð NèçieðÖè ¼¼ie ðeè-ú ðeëiú vóúie ÚiáÖ ¼¼atçE vóieð «*iú 80eä ÈÁÇ vðisÚ Èæèâpç ðiúix^ TMöäair oãúðeiÈ ¼¼éðieè lææðieæè ØiÚ ðá Öei- Íe ¼¼ÜÖ ðic ðie^ • ðææßiúÚç ÈÁÇ v«*itçEiá ½ áicéú Á^%úææ «*e^¼iúic vòiuóie ðeie äæÖ öäú¼¼áieó ÁÁ¼¼ð eóieç ðææßiúÚçÚhk vðieUè çegÈ vxíÚiáíúioè ÍÈ ðâp¼¼ie-è aiÓOía ¼¼iðioö ðei ðú^ 6ç6ç2ç 1éç • vtøiâp¼¼ lÇeèèà lØ Èewúì (SAI) ½ 1éçj vário llièß èu-t-?»ç óie çhÚiç ß oãú¼¼áieó 1éçj llièß ðieððpè óie çhÚiç 1984 ¼¼iÚ Íó «*öæëkùç ß ¾¼ÚÚieæð ¼¼ðie èð¼¼iú SAI- Íe ä`S ðú^ æÖiðæiÚ ÈæèèèÄá lØ èðèäðiu lðhiððæ (SNIPES) ðieçúúÚie væçieä ¼¼áÚi» ÈæèèèÄá lØ vtøiâp¼¼ (NSNIS) ß ÖÜðieç` úieaoæuè ß úiáiiÚie lúeðç Íe ¼¼ðioúie ¼¼ðileÚ SAI-Íe l^pð^ • 1éçj ðeèiðOiiái úOieæ äæÖ ¼¼ðieúç ½ vsèðúia • ¼¼Èèæp ðäÜ • èääæie¼¼iú • vtøiâp¼¼ ðái«XR ÈçOieð èæâPiÈ eiaÖ ¼¼éðieUioö ¼¼iðioö ðeie äæÖ vóléú ¼¼éðie Äøök llièçpð ¼¼iúçie óie Çiío^ èúifð^ úÜüðie èð¼¼iú lÖiçÚieäòð¼¼ ß èèèè äæÖ è¼¼æiçèà ß ò-erä ¼¼ieü¼¼ (surface) ¾¼çeèè äæÖß vð llièçpð ¼¼iðioö eóiu Çiío^ • ðiÚâ ß èúxHeúòÖiÚúleÚic 1éçj ÁÁ¼¼ðioæ ½ vóðáifß ðiÚâ ß èúxHeúòÖiÚúleÚic vÖÜioÚiÚiú ÁÁ¼¼ð èóieç Èæiðie vsèðúia úçic ß 1éçj ¼¼EJiä èðæieç vð lçp úei! óie^ 1éçjèúioúie äæÖ «*eðáÈ èðeúieè lliúiiææ • lî-Q?¥ èúxHeúòÖiÚú ß èúioèð «*eçúieçlèÚic l^pðtçEðÈ ÈçOieðè äæÖ lÖii¼¼ie¼¼iúðæ lØ Èewúie ÈÄææÚie¼¼èääið ¼¼iðioö ðei ðú^

59 6ç7 □ tçEðjé (Bibliography) 1ç Goel S. L., Jain R. K., 'Social Welfare Administration'-Deep & Deep Publications, New Delhi. 2ç Kohli A. S., Sharma S. R. 'Organisation of social Welfare-Anmol Publications Pvt. Ltd, New Delhi. 3ç Publication Division, Government of India-India-2003, Reference Annual. 6ç8 □ lææðéUæé (Exercise) 1ç 1éçj ß öäúðÜOie èúÚiúe lùPiæitçEiáè ¼¼èá: úÈPæi óie^ 2ç æieè ß eðTM èúðie èúÚiúe «*Oie ðâp¼¼ie-¼¼Ü ¼¼iúúè úÈPæi ðe^ 3ç «*eçúaoé • úú-t-» ß ççEðTMioè äæÖ ¼¼áieèð æÖiúè-úie ß áaçioæ èúÚiú ðé ðé ðâp¼¼ie- tçEðÈ óieixÁ ____

60 Íóð 7 □ eiaÖ-t-?»ie ¼¼áieðÜOie ðeè-úÚæ úðæ 7ç1 Ü—eäð 7ç2 ¼¼áieðÜOie lèÓðie (Directorate of Social Welfare) 7ç3 ¼¼áieðÜOie lèÓðie ÚáÖ 7ç4 ¼¼áieðÜOie èúÚiúÚleÓðieè lùPiæitçEiá 7ç5 ¼¼áieðÜOie èúÚiúè ðiaðâp 7ç6 eðTMöÜOie 7ç7 èðTMioè äæÖ læiúie¼¼ð ðâp¼¼ie- 7ç8 æieéðÜOie 7ç9 «*eçúaoé ß áieè¼¼ð «*eçúaoeúie öÜOie 7ç10 çèðèÜ àieçÝçðèèÚè llièòú¼¼eè öÜOie 7ç11 tçEðjé 7ç12 «*x%iúÚe 7ç1 Ü—eäð çieóè èæät-H ¼¼áieðÜOie èúÚiú ß vt-HExii¼¼é ¼¼ðieóè äiÓOía eiaÖ ¼¼éðie ß vð\Diè¼¼ç l^UleÚ öÜOieEáiiÚ ðieúç ß ðâp¼¼ie-¼¼Ü ðiÚæ óie^ t-HiÓéæçie lliú óiuðèä air eiiáÖ ¼¼áieðÜOie èúÚiúè lè-t-?» çxÜ • èð-Q; øeúçpéðiiÚ ¼¼úð-eä eiaÖ ß vð\Diè¼¼ç l^Ue t-HiÓéæÚiú úi öâkÚiú èuèU^% æiá ß èuèU^% ¼¼áiÚ ÍÈ èúÚiú -iÚâ óieix^ lao«*íð • lægEi-Ú«*íð • l¼á • èèèúieæi • ææñâ ß ðixSeé • öÈpiað • áÖ«*íð • æèðæè • vâÚiÚ • æiúÚiÚ • øiÚ • eiaðieæ • è¼¼eðâ • çieâÚæiç... • Á+è«*íð • øefaúâ Íp l` oiaie ß èæiðie PéøðJä • óioèi ß æuè ðiiÚeÚ • eóèGX • óâæ ß eóÁ Íp ÚiáiePéie áieç vð\Diè¼¼ç l^UleÚic ÍÈ èúÚiúèä öÜOie èúÚiú (Welfare department) æiá ðeèè-ç l^läiá Íe æiá ¼¼áieðÜOie ß llièòú¼¼e öÜOie èúÚiú/ vøeiÚ ðieúú «*Di¼¼æ ß ¼¼áieðÜOie èúÚiú/ äðieii,%³ ¼¼áieðÜOie • ¼¼it-ú»eç • 1éçj ß øðPææ èúÚiú Íp ßeçðic ¼¼æ,% Á^%úæ èúÚiú ÍÈ eóðèá vóOieðie óie^ 1964 ¼¼iÚ øüçðÜiiú ¼¼áieðÜOie èúÚiú -iÚâ ðßiúè lliú èøæieç èðá èúÚiú Íp øe, f-eéieç t-HiðÖ èúóáÖ ß x*æèÚiú ÍÈ óieúç ðiÚæ èèç^ èúÚiúèè èuèU^% æiá Çioie ¼¼@-ciúÖ ðieÈ ðÚ_ðieúú ¼¼it-ú»eç «*iúiiæ ß øeèèèèè èuèU^%çí Íp èúÚiúleÚ ðieðç ðiiè ¼¼áiÚ øeèðieðie lliú^ ¼¼áieðÜOie èúÚiú xiçj læÖ óiuðèä èúÚiú ß ¼¼áieðÜOieEáiiÚ

61 ðâp¼¼ie- èCðieúç óie^ læÖ ÍÈ èúÚiúleÚ ðÚ_æieè ß eðTMöÜOie èúÚiú • t-Hèi,%³ èúÚiú 'æiúÚð lðeiÓ • èÚáiiúè+ • vâÜ èúÚiú 'úe^ óðÜOie • øæÈð èúÚiú 'Íæèèç ðiaðâp óâæ • eðá èúÚiú '«*eçúaoé ß llièðèÚç áieæ»ioè èðáí • x*a èúÚiú 'x*èâð öÜOie • çèðèèÚ àieçÝlièòú¼¼e èúÚiú 'læç¼¼e vx*èÈèöÜOie • tçEiáî^%úæ èúÚiú ß ~iúeççieä «*eçViæ tçEiáEÈ áieæi»è öÜOie ÈçOieó^ 7ç2 ¼¼áieðÜOie lèÓðie (Directorate of Social Welfare) ¼¼áieðÜOie-èú»úð ¼¼á¼¼ÜleÚ ¼¼@ðieð læã¼¼aoieæ äæÖ t-Hèi,%³ èúÚiúè ðiÓie èð¼¼iú 1956 ¼¼iÚe lí=iúè áii¼ øefaúâ ¼¼áieðÜOie èúÚiú ðieðèç ðú^ ÍÈ èúÚiúè læáíàièðç øeèèGFæi ß ðâp¼¼ie-¼¼Ü eCðieúç ðeie ÁiíðÖ 1962 ¼¼iÚ øüçðÜiiú ¼¼áieðÜOie lèÓðie «*eçVi ðei ðú^ ¼¼áieðÜOie ß Á^%úæáiiÚ ðiaðieðè äæÖ ç-EáiiÚ-t-?»ie øeè-úÚæi ß eóð èæiðpíðè ðia óie ÍÈ lèÓðie úi øeè-úÚð a,Úe^ 7ç3 ¼¼áieðÜOie lèÓðieè ÚáÖ ¼¼áieðÜOie lèÓðieè áitÚ ÚáÖleÚ ðÚ èæ@-%èÚèÖç vârlèÚic «*ièçViæð ß l^«*ièçViæð ¼¼iúçie ðei ½ • æieè 'èæýt-H • èúÚiú ß çioè ßøè èæÚpèðéÚ eðTM¼¼iç^ • eðTM ¼¼áieè ¼¼iç áieæiú -Úic æi-ðei æiúÚð lðeiÓè¼¼iç^ • «*eçúaoé • vð¼¼ öäúð xir æú • úú-t-» ß lðk áieæ» • èÚáhó^ • øhv vèiú-i-Q? áieæ»^ «*ièçViæð ¼¼iúçie èð¼¼iú Çiðie-Oiúú • èðáí • è-eðÁ¼¼ ß úie-æiÚð «*eðáÈ eóiu Áðieik vúVéleUè áieæ»ioè - -çj-Q? øææÚpi¼¼æè «*f-% ðei ðú^ l^«*ièçViæð ¼¼iúçie lè èð¼¼iú «*çÓáÚiú lÇui vú¼¼éðieè ¼¼ðieUè äiÓOía èæøèçç øeèèieUè áieæ»ioè llièçpð ¼¼iðioö ðei ðú^ ¼¼ðòaið^% áieæi»è äæÖ ÍÈ «*ièçViæð øeèi¼¼ie èçæèà eóð lliç_«*eçjÓð • èæèiáiiÚð ß øææÚpi¼¼æáiiÚð^ ÍleÚ vð ðia óie Çiío^ çie ÁiíðÖ ðÚ ½ • eðTMioè t-HiðöÚie óie vçiiÚ^ • ¼¼áieðð øieðâp ß çioè ßøè lçOie-úie ðaiæie ÁiíðÖ æieéioè lçp¼¼áieèð ¼¼â¼¼Öi ðii¼ ðei^ • «*eçúaoé áieæ»ioè t-HèæÚpè óie vçiiÚ^

62 • út→ β ðk ðææ»íóë ¼áíáäéúíæë áíÛ vt-Æíç èØèíú èæíú ì¼¼ ¼áíáðÛÖíË ÌèÓðííéë áíÛ òíéúð ðÛ øèèðèGFç Íúπ ÌèèèðèGFç ðâþ¼íè÷ ÌèÛ òÇíÇPÛíú èCðíéúç ðèí• ¼πðç ðèí ß «*¼íèèç ðèí 7¼4 ¼áíáðÛÖíË èÛÛíúÝìèÓðííéë ÌúPíæíÇÉíá ¼áíáðÛÖíË èÛÛíúè ¼íúPíE÷ ðíó Çíóðæ Ûíè«*í: áQÝé Íúπ Ìé «*Ðí¼éæð «*Óíæ ðíÛæ èíäÖ ¼éðííéë ¼é÷ú ¼èÛíúè æéèç «*Éúæ ðéíç• èÛÓíæ¼Ûíú ÌíÈæ ðíÐ ðéíç Íúπ æéèç «*òGF ß ðâþ¼íè÷ ÌèÛè ç+UíúÓíæ ðéíç ¼é÷úíÛÛ Ûíè«*í: áQÝéíó ðèíáÐP ß ÁðíóÐ èóíú ¼ðíúçí ðíé ¼É ÌèÓðííéë Ðéí»P Çíóðæ Íó øèè÷íÛð• òPíó ¼ðíúçí ðíéæ Ìèçèèk øèè÷íÛð ß ðáíí øèè÷íÛð• ÍòíèÓð ¼ððíéë øèè÷íÛð• «*Ðí¼éæð ÌèØ¼íè ß ÌÓéæð ðâþ¼íèèè ¼íóë «*Óíæ òçPÛÖ ðÛ èÛÛíúè æéèç ß øèèðGFæíèÛ èCðíéúç ðèí ¼èí ¼óé òóó:è vÇíó ðíá ÷íÛæ ¼èÛíúéú ß vâÛí ¼áíáðÛÖíË ÌèÓðííéëðèí vâÛí÷íé èæíáíóè ÌèkúíèÛhk ðíæìèÛíç èùèÛ % ðÛÖíÈáíÛð ðâþ¼íè÷ èCðíéúç ðíéæ ùLò ß ÇÉíá ÷íé ¼É ðííæ ðíéúð vææ ùLò ¼áíáðÛÖíË ÌèÓðííéëðèí «*íçÓíóè «*íúíææ áç Áðöäk ¼πðÖð ¼é÷úíÛÛ ðâþè vâíúíæ èóíú ¼é÷úíÛÛ ÌèÓðíè ß vâéú ðâþðííæ ðííá ¼ðíúçí ðèí ðÛ ¼áíáðÛÖíË èÛÛíú Ûíè«*í: áQÝé ¼é÷ú (IAS) øèè÷íÛð á,Ûé ÛúÛáíé èæúíáð ¼é÷úíÛÛ ¼ððíéë èæúíáð ðáíí ¼é÷ú (IAS) øèíáúá ¼éðííéë ¼áíáðÛÖíË èÛÛíúè ÌúPíæíÇÉíá ¼ððíéë øèè÷íÛð ðâþ¼íè÷ Ìíú¼ ÇP ¼ððíéë øèè÷íÛð ¼ððíéë øèè÷íÛð Ìèçèèk øèè÷íÛð ¼ððíéë øèè÷íÛð 'æíèé èùðíÐ' ¼áíáðÛÖíË øèèðPð Áð-¼é÷ú ÍÓéáð '7èá èæíó- çíæè äæÖ' ÛúÛáíé ðhV vèíú-Q? áíææ» ùíú»Éí ÌèØ¼ '3' àèðÛí ¼áíáí¼áúé ÌèØ¼íè Ìæ vtÐÛí èðÁèá v¼óÐæ ÌèØ¼íè ÷hèGX-øèèíÛ Ìíú¼ èæíóPÐð ¼ððíéë ¼é÷ú ¼ððíéë øèè÷íÛð vâÛí v«íÇÉíá ÌèØ¼íè èÐ™èùðíÐ «*òGF Ìè¼¼íè ICDS ç+UíúÓíúð Ìææúíóè ðâþè ¼íðíöðíéë v¼óÐæ ÌèØ¼íè v¼óÐæ ÌèØ¼íè v¼óÐæ ÌèØ¼íè v¼óÐæ ÌèØ¼íè øèè÷íÛð (IAS) 63 7¼5 ¼áíáðÛÖíË èÛÛíúè ðíáðâP øèèðGFæí• æéèç• ðâþ¼íè÷ èæÓPíèË ß èCðíúíË ¼áíáðÛÖíË èÛÛíú Íó ÌèçðíèP Û—èáðí ðíÛæ ðíé Íííí ÌÉ èÛÛíú æíèé• èÐ™• «*èçúáóé• út→• èæÏ÷-H ß ðk ðææ»• çøèÐèÛ àíèçÝçøèÐèÛ Ìèóúí¼é ß ÌæíÇÉ¼é vx*èÈ-èù»úð èùèÛ % ÌíÈæ øèè÷íÛæí ðíé ¼áíáðÛÖíË èÛÛíú ÌÉ¼ú ðÛÖíÈáíÛð øèèðGFæí øèè÷íÛæí ðíé ½ • èÐ™ðÛÖíË • æíèéðÛÖíË • út→• ðk ß èæÏ÷-H áíææí»è ðÛÖíË • ¼óéèð ß áíæè¼ó «*èçúáóéíóè ðÛÖíË • çøèÐèÛ àíèçÝçøèÐèÛ Ìèóúí¼é ß ÌæíÇÉ¼é vx*èÈè ðÛÖíË ¼áíáðÛÖíË èÛÛíúè èCðíéúç ðÛÖíÈáíÛð ðâþ¼íè÷ ÌèÛíð ðáÈ Ûíú èÛÚk ðèí vóíç ðíé ½ • Ìíúè¼ó ðâþ¼íè÷ (Residential Programme) • Ìæíúè¼ó ðâþ¼íè÷ (Non-residential Programme) 7¼6 èÐ™ðÛÖíË èÐ™íóè äæÖ Ìíúè¼ó ðâþ¼íè÷ ½ 'ò' "Juvenile Justice (Care & Protection of Children) Act of 2000" Ìæí¼ííè èÐ™íóè äæÖ èùèÛ % Óéíæë Ìíúè¼ó «*èçVíæ ùíç vÇíÛí ðíúíç ¼É ÌíÈæ òííóè ÌíúèÛç èð¼íú vx*èÈÛk ðèí ðíúíç• v¼É èÐ™íóè ðíéúð ÇÉðÉ ðíé Áðöäk èð¼íúíú ÷-Héð-ç èòxá v¼éðíéë ¼πðí 'Ó' Juvenile Welfare Committee «*èçVí• òííð ðíúíP Juvenile Welfare Board ùÛí ðç Juvenile Justice Act Ìææðíúé ÌíúèÛç èÐ™ ùí æíúíÛðíóè ò-• ¼áèáí• è÷èðÁ¼í• èùðíÐ ß øææúíP¼íæè äæÖ øèíáúá ðPí÷èá Juvenile Welfare Committee ùÓæ ðèí ðíúíç 'ù' Juvenile Justice Board «*èçVí• òí Ìíú Juvenile Court æíá øèèè÷ç èXÛ J. J. Act Ìææðíúé øèíáúá áíí Íóèá Juvenile Justice Board ðíèðç ðíúíç 'áíð ß ùèÓé• òúè.%ðææ• áíæè¼ó èóíú èðèxíú-ðí èÐ™íóè äæÖ èííáÖ vúÐ ðíúðèá Ìíú¼ ùíç vÇíÛí ðíúíç ÷èçÇíÛú vÇíó Áºíè ðèí vâíúíóè äæÖß Íóèá Ìíú¼ ðíæ ðèí ðíúíç 'Ù' 'Cottage Scheme' Ðé»Pð «*óíGFè áíÓÓíá ÌæèÓð 18 ùxè út→ vxíÛíáíúíóè• òííóè ÌÉ ÌíÈæ "èÐ™" ùíÛ ùÈÖ ðèí ðÛ• çííóè ò- ß ¼áèáíè äæÖ J. J. Act-Ìé Óíèí Ìææðíúé èæÏ÷-H èÐ™íóè Ìíúè¼ó «*èçVíæ ùíç ðíúíç ¼É øèèðGFæíè ÛáÖ ðÛ_ÌÉ èÐ™íóè ¼áííæè áíÛ vt-Æíç èØèíú èæíú Ì¼¼ ¼É ðâþ¼íè÷ èíÓÓ èíúíç_ÓíóÖ• Ìíç*ú• vøíÐíð• ÷-HíðÖ èáí ÈçÓíèóèð

64 äæÖ øèèí¼áí ¼èùèÛ % èù»íú èÐ™íóè óá ðíé çPíç çííóè äæÖ ¼íÓíèË èÐáí• ùùè÷áíÛð «*èÐáÈ• ¼íí÷-ù»èçç ß èúíæíóæáíÛð èÐáí• æíúèèðçí èÐáí ÈçÓíèóè ùÓùðí ðèí ðíúíç ¼É «*èçVíæèÛ Ûèù»Óíç èæÏ÷-Hçíè ¼áð-çíúæí vèíÓ ðéíç çííóè èæÏ÷-H ÌíÛ ¼í÷÷çæçí ¼áúè,% ðèíè ðííáß èÛ: Çííð 7¼7 èÐ™íóè äæÖ Ìæíúè¼ó ðâþ¼íè÷ 'ò' óéæ èÐ™íóè Ì«*íèçVíæèð ò-íóèè ÌèçPð ¼ðíúçí ÷éá 1994 'Non-Institutional Care Financial Assistance for the Destitute Children Scheme, 1998) ÌÉ «*óíGFè ÌÓéíæ ÌèçPð ¼ðíúçí äæÖ Ìíúóæðíèéíóè æéí÷è ÐçPíèÛ ðíèÈ ðéíç ðíú ½ • çííð Ûíèíç æíúèèð ß ðâðíá ùç xú ùxè Óíè øèíáúáè ÌèÓúí¼é ðíç ðíú • ùú¼á 6 vÇíó 18-Ìé áíÓÓ ðíç ðíú/ • øèíáúá ¼éðíè Ìæíáíèðç vóíæß «*èçVíæè èæúèàç xíð ðíç ðíú • èðç-áíç-ðéæ ùí ÌÓááíð èðç-ðéæ èÐ™íóè «*èçPíÛæ ðèí ÌíKéú ùí áíúíóèè àè¼ó Ìíú 250 áíðíè ðá ðíç ðíú • èíäÖ ¼éðíè• vòéú ¼éðíè ùí vóíæß vt-HEXíí¼áúé ¼πðíè ðíç èæúèàç ÌèçPð ¼ðíúçí vøíÛ ÌÉ «*óíGFè Ìíßçíú Ì¼¼ òíú æí ÌèçPð ¼ðíúçíè øèèáíè ðÛ èÐ™ «*èçVíæ¼ó »á áíðíè èÐ™èá øííÐíæí ÷íÛíæí ùí ÌíÓíèí ùxè ùúí¼ vøPíxíæí• Ííóè áíÓÓ vòèá Ìíú Ûáíú• ççèðæ ÌÉ ¼ðíúçí ÷íÛá Çíóíú Ìçúí èæÏ÷-HÛíè ÁÁ¼íèÛ èæáíPÛ ðèí øðP-Q? ÌÉ ¼ðíúçí èóíú òíßúí ðíú 'Ó' øèèçÖk èÐ™íóè ò+ð ÇÉðÉ 1994 ½ Adoption of Children who are either abandoned, relinquished by their parents (1994) : èíäÖ ¼éðíè ½ • èæáí-H ÌèkúíèÛhk òßð ðâþ¼íè÷ ÌèÛè ßøè ææèóíèè ðíé Íúπ èùèÛ % «*èçVíæè ðíáðíáPè ¼áá Hú ¼íÓæ ðíè/ • ò+ð èð¼íúí ùí vóíÐè vóíæß øèèúííè ÌèÛíúðíð vóíÛ èÐ™íóè çíÛ èóíç ÁÁ¼íð vóú ß ¼íðíö ðíé • Orphanages and other Charitable Homes (supervision and control) Act, 1960 ÌíÈæèá ùÛÚÁ ðíé ß èÐ™íóè Íúπ èÐ™íóè ðÛÖíÈáíÛð «*èçVíæèÛè Íóèí èæèðP,% æíÓæçá áíæ ùáíú èíÓíç Áðöäk èùðGF èæúáíúè èæºPíèÈ ðíé • Central Adoption Resource Agency-è òííç vð¼ú ¼πðí ÷-Héð-èç v-íú Ìíúóæ ðíéíç• v¼íèÛ øèèðPæ ðíé

65 • 6+0 1/4p1-Q? Íó Áwío,%i òèàèà ùÒæ òié - • ùxíè Ì-Q?ç Íóúìè vóÍÐè ÈÚçíè Ò vóÍÐè ùíÈíè 6+0 1/4p1-Q? òíá èÚ: Çíòí 1/4ú 1/4pòí Ò «*èçVíæ òèèòÐPæ òíè - 'ú' ÍÒ,, èÐTM Á ^%úæ t-réà 1/2 Integrated Child Development Scheme (ICDS) : 1975 1/4íÚè 2èí Íí=iúè 1/4íèí Úíèíç 33èà øèéáííÚò «*òGF æáíú Íòèà 1/4pðç èÐTM-Á ^%úæ vóíææ ÷íÚá òèí ðÚ - øèfáúíæè ææÒ òèèà «*òGF Íæáíííóæ òèí ðÚ æíúèèò vx*èÉíç òÚòíçíè èÒèòèøáíè Ò tÇíáÉÉ vx*èÉíç øæèèèÚúí váÚíè áíæúíáííè - èÐTM Ò çííóè áííúíóè Ìè-t-?ø• 1/4æéáí Ò Á ^%úíæè ææÒ èùèÚ ^% úÓúòí Ìæúíóèè vò\ÌèÚè àíÓÓíá ICDS çííóè Úíèè èèáíú vøþííç èóúíúç - tÇíá Ò Ððíè «*èçèà Ìæúíóèè vò\ Íó ðíáíè Ò Ìèòúí1/4è ÍÚíòíú 1/4çíÐí áíæáí»è vóÓííÐíæí òíè - 1/4á-t-? èúÚííúè òíáíú Íòèà vò\ 1/4á - Hú Úèáíú çííóè tÇèçííóèè òííç xèíúí vóíúí ðÚ - ÍÈ vò\ÌèÚ ÌèÚÚíúò Ò vùíVèÌèÚíò èÐèáç òíè vçííÚ • òíç çíèí èÐTMíóè òíúçéú «*íúíææ 1/4@òíòP Ìúèðç ðíú çííóè Ìúòíè Ìíèí Á ^%èç Úáííç 1/4áá ðæ - 1/4àè,% ÍÐtÇèðíÈè àíÓÓíá ÍæèÓò xú úxíèè èÐTM • ùÚPúçè Ò -t-?æÓòíúè áííúíóèè ææÒ æéí÷ ÀèGXèÓç òâP1/4íè÷ÌèÚ èCòíèúç òèí ðíEx 1/2 'ò' 1/4@èíèò øæè,% - 'Ó' xúèà áíèÈ vèííúè èúèèíº èàòíèÈ Ò «*èçí»Óò è÷èòÁ1/4í - 'ú' èÐTM Ò áííúè -t-HíòÒ øèéáí - 'Ú' vèòíèíÚ 1/4íèÚP1/4 - 'Á' Íææø÷íèèò «*íò-èúòÓíÚú èÐáí - '÷' Á ^%ççè èÐTM òèè÷òPí Ò áííúíóèè øæè,%è ææÒ -t-HíòÒ èÐáí - 'Ú' áíçéú v1÷ Øí, t-réà 1994 1/2 National Creche Fund scheme (1994) : Ìíèí vùèÐ 1/4pÓÓíú èÐTMÚúæ (creche) òíèøç òèíè «*íúííæèè òçí áíçíú vèíÓ ÍÈ National Creche Fund «*èçVí òèí ðÚ - ÍÈ «*òíGFÉ ÍÓéíæ èÐTMíóèè ææÒ èóúí-vò\ (day care facilities), 1/4@èíèò øæè,% è÷èòÁ1/4í • èúíæíóæ ÈçÓíèò òèèí1/4úí vóíúí ðÚ - èíáÒ 1/4èòíè • vt-HEXíí1/4úè 1/4pòí • 1963 1/4íÚè Societies Registration Act Íæá1/4ííè æèçÚº ùí òâðíá úç òá-úxè Óíè òíúèÚò á³íè èð1/4íúí -t-Héòç Íúp èÐTMòÚÓííÈè váíí òíáè 1/4áúíúí òèèè÷ç àèðÚí á,ÚíèÚ ÍÈ çðèÚÚ vçíò ÌèçPò 1/4ðíúçíè ææÒ Ìííúóæ òèíè vòíúÒ - ÍÈ øèèòGFæíè Áí!ÐÒ ðÚ ÍæèÓò øPí÷ úxíèè èÐTMíóèè ææÒ èóúí-vò\ òíáæè àíÓÓíá çííóè «*èçVíææòÚíúí 1/4íðíò òèí - ÍÈ Ìíçíúí òííç ÍæèÓò øPí÷ úxíèè èÐTMèí • òííóè ÌèÚÚíúóèè Ìíú 66 úxíè 1800 àíòíè vùèÐ æú • òíèí ò-è»x*èáíòè ùí çøèÐèÚ àíèçÝÌíèòúí1/4èÚhç èòçíè 1/4-Q?íæ Íúp v1/4È æíèéèí òíèí Support to Training and Employment Programmes of Women (STEP) Ò Norwegian Agency for International Development (NORAD)-Íè áíçí òâP1/4pòíæ 1/4úè,% òèíè «*òíGF òâPèç - 1/4íæòíèúò òíáíú àèçtÇè-t-? øèèÚííèè èÐTMèíÍ ÈÈ «*òíGFÉ Ìíççíú òííç - 'Á' ùíèÚòí 1/4áúèº òííæí (BSY) : 1/4áííá æíèéèèÐTMè àòPíòí úúèºòè ææÒ Íó èÚPíáúíèò øèèòGFæíè Ìà èð1/4íúí ÍÈ ùíèÚòí 1/4áúèº òííæí ÷íÚá òèí ðÚ - ÍÈ vóíææí Áí!ÐÒ ðÚ 1/2 • áí³Šè 1/4áú æíèéèèÐTM Ò çíè áííúè «*èç øèèúíè Ò 1/4áííæè òúè,%Úèèè øèèúçPæ Ìíæí - • Ìíèí vùèÐ1/4pÓÓò æíèéèèÐTMíò -t-áíÚ ÚèçP òèí Ò Óíè èíÓí - • æíèéçQÉ ðçÓí Ò èÐTMðçÓíè èúèèíº 1/4í÷çæçí àíTÇç òíè øíèáÚÚíúí æíèéèèÐTMè Ìè-t-?ø 1/4áèèáç òèí - • Úíè ùí Úíèè ùíÈíè æíèéèèÐTM x*íáè Úáæí ðúí1/4 òèí - • æíèéèèÐTMè 1/4íàètÇèò àòPíòí úúèºòè òèí - • èíáÒ 1/4èòíèèè èæíòPíÐ tÇíá øííúçÝøæè1/4ÚíèÚè àíÓÓíá váÚíè øèè»òÝváÚí tÇíáíí ^%úæ 1/4pòíÝváÚí æúè Á ^%úæ 1/4pòíÝváÚí æíèè Á ^%úæ 1/4pòí ùí váÚí -t-?íèè ÌæÓíæÒ "væíòíÚ" 1/4pòíÌèÚ ÍÈ øèèòGFæí èCòíèúç òèíè òíá èÚ: - vóíÐè vò-vòíæí váÚíú tÇíá ùí æúè ÍÚíòíç 1997 1/4íÚè 15È Ìíúí ùí çíè øíè á³Š væíúí vò-vòíæí æíèéèèÐTM_òíè øèèúíè Ìíèí 1/4èòíèè èæúáíææòíúè òíèºÓ1/4éáíè æéí÷ Ìúòíæ òíè -ÍÈ vóíææí Ìíççíúí òííç æíèéèèÐTMè áííò æúò øPí÷íÐí áíòí vóíúí ðíú Çííó - øèèòGFæí èCòííÚÈè òíèúíç Çíòí váÚí -t-?íèè ÌèÓòíèèíóè àíÓÓíá øííúçÝøæè1/4ÚíèÚíò ÍÈ ÍçP vóíúí ðÚ - ÍÈ øèèòGFæí ÍòÈ øèèúíèèè òáèà æíèéèèÐTMè ææÒ 1/4éáíúº - '÷' øçúí1/4è èÐTMíóè ææÒ ÍÓ,, òâP1/4í÷è (Integrated programme for the street children) 1/4íèÚPò ÚáÓ 1/2 úúð Ò øèèúíèðæè èÐTMíóè 1/4@òíÈP Ò 1/4íèÚPò Á ^%úæ - Áí!ÐÒ ¥ èæ¥t-Hçí «*èçíèíÓ òíè øçáéúæ vçíò èÐTMíóè 1/4èéíú Ííæ 1/4áííèè áíÚ vt-Çíç «*èçèVç òèí/ Ìíç*ú • øæè,% è÷èòÁ1/4í • -t-HíòÓèúÓíæ • èæèíøò øíæéú áÚ • èÐáí Ò èúíæíóæè ùÓúòí òèí Íúp ÌíðèÚç øçèÐTMíóè Ò øè ÍçÓí÷íè Ò ÐíííÈè èúèèíº 1/4áèáíè úÓúòí òèí - èÈæéèç ¥ 1/4èòíè 'vò\ • èíáÒ Ò òíæéú' • vú1/4èòíèè 1/4pòí Ò 1/4íàètÇèòÚíúí vùíVèè 1/4íàçPÓ úúèº

67 òèíè ææÒ 1/4í÷çæçí àíTÇç òèí • òííç Rights of the child convention Juvenile Justice Act, 2000 ÌíÈæ Ìæáòíúè èÐTMíóè èæàt-H ÌèÓòíè vóíúí ðÚ - ÚáÓ vùíVé (Target group) ¥ ÍÈ òâP1/4íè÷íç øçèÐTM • èúíÐ»ç òíèí ÌèÚÚíúò Ò úúððèæè Íúp vóíæòâP Ò ØhàòÇúí1/4è áíæáíóèè 1/4-Q?íæ • çííóè 1/4íàètÇèò òÚÓííÈè ææÒ Ì-«*èçVíææò 1/4ðíúçí òèíè òçí1/4íº ò v÷,%i òèí ðíú - 7¿8 æíèéòÚÓíÈ 2¿ æíèéíóè ææÒ Ìíúè1/4ò òâP1/4íè÷ 1/2 'ò' æíèé Íúp èÐTMèúòíÐ Ò 1/4áíàòÚÓíÈ èÚÚíú Prevention of Immoral Traffic in Women and Girls (Amendment) Act, 1978 ÌíÈæèà úÚÚá òíè - ÍÈ ÌíÈæ Ìæá1/4ííè èííáÓ ÍÈ èÚÚíúèà ÈèçáíÓò øPí÷èà Ìíúí1/4 «*èçVí òíèíç - 'Ó' Juvenile Justice Act, 1986 Íæá1/4ííè èíáÓáííç æíúÚò Ìíúí1/4íèÚè «*í:úút-» ùíè1/4 òííóè ææÒ "ÌíØáíè vóúíè vðíá" ùí ÌíèíÚò òèúçPé TMx*á»íè Ìíúí1/4 ÷íÚíæí ðíEx - 'ú' ùíèÚòí Ò «*í:úút-» æíèéíóè ææÒ -t-HGFíáúíèò Ìíúí1/4 ¥ øíèèúíèèò 1/4á1/4Óí • áíæè1/4ò ÷íø • 1/4áííá ÍóÚíè ðPúí • vÐí»È Íúp ÌæÓíæÒ òíèíÈ òííóè èáÈííúáÈ òèíè vòÁ væÈ • -t-HGF váúíóè Ìíúí1/4íèÚíç v1/4È1/4úí ùíèÚòí Ò æíèéíóè òíúèè Ìíç*ú Ò øáæúPí1/4íèè ùÓúòí òèí ðÚ - àéúíæè æíæíæ ÷íÚíJè ááíÓíáæèÓ ðíç ÍÈ Ìíúí1/4íèÚ ííóè 1/4íàèèò Ò ÌçPÈæèçð èóò vçíò «*-t-;ç òíè vçííÚ - ÍÈ Ìíúí1/4íèÚíç áíæè1/4ò ò - Ò è÷èòÁ1/4í • òâPè÷èòÁ1/4í (occupational therapy), èÐáí ççí ùúè÷áíÚò «*èÐáÈ • èúíæíóæè 1/4áèÚÓí ÈçÓíèòè ùÓúòí òèí ðÚ - Áí!ÐÒ 1/2 • 1/4íàèèò ÌúÚ@-Hæðéæ æíèè Ò ùíèÚòííóè òíúèè Ìíç*ú Ò 1/4íðíò òíæ òèí / • «*èÐáÈ • øèíáÐPóíæ ÈçÓíèòè àíÓÓíá æíèè Ò ùíèÚòííóè 1/4íàèèò Ò ÌçPÈæèçð øáæúPí1/4íæè ùÓúòí òèí - • øèççúúè÷íç vòíú èóíç òííóè ùíÓÓ òèí ðíEx çííóè • 1/4íðíò òèí - • øíèèúíèèò èúúííóè ææÒ 1/4ðíú 1/4@-HÚðèæè Ìúòíú òíèí Úè xííç ùíÓÓ ðÚ ùí òí@øç òèèííóè ææÒ ÌíÈæè èúúííóè áíÓÓ òííç çííóè 1/4ðíúçí òèí - • vóíæ èæòPíçíæè èÐòíè ðíú òíèí øèèúíè ùí 1/4áííá èØíè Ìí1/4íç 1/4á1/4Óíè ááíÓíáæèÓ ðíEx • çííóè 1/4ðíúçí òèí - • áíæè1/4ò èúøòPú • 1/4áííá ÍóÚíè ðPúí ÈçÓíèò Píèí «*Úíèúç æíèéíóèè øííÐ òPíííæí - • øíèèúíèèò 1/4á1/4Óíè ææÒ òíèí úúðçÓíúí òíè øíèÚíúí òíæ • çííóè áíæè1/4òÝÐíèèèèò è÷èòÁ1/4í •

68 δαέυπι1/4αε δειδπ ίμπ δέεινιέ1/4αίια δαέ¥*εçVië úÔÙòì òει • 15 vçìò 35 úxë úút→ æιείρíoé ΙτϚιέΌδιέ νόβυι • αiiúé 1/4á çìòì ùì liúì1/4É ä ¸ δβύì δεTMίóé 1/4íç úxë úú1/4 ðòP-Q? liúì1/4 çìóç νόβυι δύ• òié ðíé çìíóé èεTM liúì1/4 ùì ÌæÖ Åòðäκ òiáε òιæi-Q?èéç òει δύ • 'U' éòúì-vò1/4íáç òâPëçì æιείρíoé δiςU 1/2 æιείρíoé òâP1/4μòiæ úüé°ò òéιç Ò «*òäèkúç «*èΔáÉ èóιç δiςU èæâPiiÉÉ äæÖ vt-HEXii1/4úé 1/4μòì• èiäÖ 1/4éðië• 1/4éðièè «*èçVιæ• èΔáι«*èçVιæleUíò ÍÉ øéèðGFæië Ìóéiáε lièçPò 1/4ðìúç òει δύ • Ái!DÖ ¥ Úiëé ùiÉiÉ çìòì òâPëçì æιείρíoé äæÖ 1/4-t-?ì Ò èæèìòð δiςUÚè úÔÙòì òει • ÚáÖ ùìVé ¥ Íòì òâPëçì æιείé• èúÔÙì• èúùìδèúèx ^%ì• øυçÒ δiςU òiςU ÌÚμ òiíóé t-Hiáéèì Δðíéé ùiÉiÉ ùì1/4 òië• v1/4É1/4ú àèðUìèì òâPëçì æιείρíoé àiè1/4ò liú vöæ 'A' vx*èÉUhk ΔðéleUè váir 16000 àìòì Ò ÌæÖiæÖ òiæ 15000 àìòìé vùèΔ æi δύ • òâPëçì æιείρíoé èεTM1/4-Q?iiæèì çìíóé àiíúé 1/4íá δiςUÚè èòúì-vò1/4èUíç çìòç ðië • çøèΔèU àièç Ò çøèΔèU lièòúì1/4éiíé äæÖ δiςU Ò èòúì-vò1/4èUíç òçì1/4á 25S Ò 725S li1/4æ 1/4μèèáç çìòì • æιείρíoé äæÖ Ìæiúìè1/4ò òâP1/4iè- 1/2 'ò' èæ¥t-H æιείé Ò ùièUðiíóé «*èΔáíÉ èæÖ òìòìò 3/4çèè Ò v1/4UíÉ èΔáíè vòì «*èçVië øéèðGFæië 1/2 ÚáÖ Ò Ái!DÖ ¥ ÍçPÉæèçò δαέυπι1/4αε äæÖ èæ¥t-H àèðUííóé èèâPèùèé ççì Ìáúúúòièè Ò v1/4UíÉiúé òiá «*èΔáÉ νόβυι • ÍÉ èúUìù ðiςU vâUìè èiàèiáçUíç vò ðiςU vðiá òièðç òíéix èæ¥t-H àèðUííóé äæÖ• v1/4Óiáε òièâμ Ò vâUìèèμ òâ-Uxíéè èòì«Xiaì vòì1/4P ÌÚμ vUèð vùúìiúíÉ èçæ úxíéè èòì«Xiaì vòì1/4P ñiUä òει δiςUíx • Óiíáε èúæiáiiUÖ «*èΔáÉ νόβυι δύ ÌÚμ èΔáíæúéΔèì àiè1/4ò 200 àìòì Uíçì øiæ • 'O' àèðUííóé «*èΔáÉ Ò èæiúùì 1/4μ1-Q? òâP1/4i-é 'Support to Training & Employment Programme for Women (STEP) : çìíóé ÁÁóíóæ áâçì úüé°ò òiè ÌÚμ èúèU %ì liú 1/4úè.%ðièé òiíá vòìù vòúì 1/4áíòìù èòúì ÍÉ òâP1/4iè- (STEP) æιείρíoé t-HèæÚPëçì Ò t-Hðì1/4æ úiςUæiè ÚiáÖ òiá òiè • ò-è» • øTMøiÚæ• óäDo «*òGF• äÁ1/4Ö÷ì»• çpiç• Óièò Ò tçEiáéÉ èΔGF• vèΔâ ñì»• ùæ1/4üäæ Ò øéçç àèâ Á^%úíæé àiçì «*çìúç vârlèUíç òHðUè òiè çHÚùìè äæÖ òèè° Ò 1/4ðòððææ æιείρíoé äæÖ ÍÉ òâP1/4iè-ìç «*èΔáíÉ èúÔÙòì òει δύ

69 Ái!DÖ 1/2 • «*èΔáÉ Ò ÍÉiíáé àiÓÓiá æιείρíoé vxíáì vxíáì ùìVéιç 1/4áíúç òει • óáçì úiςUæiè äæÖ «*èΔáíÉ èúÔÙòì òει • 1/4ðäö Ò òfiÁúìæè òiú1/4ir «*óíæ òiè æièé ùiVélèUíò òâP1/4μòiæ ççì liú 1/4úè.%è òâP1/4iè-ìç vòìù èòιç 1/4iðìÖ òει • æιείρíoé «*èΔáÉ Ò òâP1/4μòiæè øèèèèèçìò Á^%ççè òiè çHÚíç 1/4ðìúç òει • èCøiúÉðièé 1/4μòì ¥ 1/4éðièè «*èçVιæ• vâUì tçEiíáì %úæ 1/4μòì• 1/4àúìù 1/4μòì Ò vt-HEXii1/4úé 1/4μòìèU ÍÉ «*òGF èCøièúç òiè • ÚáÖ ùìVé ¥ òiíóé òçì è-Q?ì òiè ÍÉ STEP òâP1/4iè- ùüðéç δiςUíx• çìèì δU «*ìè-Q?ò• 1/4ðòððææ tçEiáéÉ æièé ÌÚμ ΔTíè òèè° • Íiíóé àiÓÓ èiúix äääèè òâPé• lièòúì1/4é Ò ÌæÖiæÖ òiæ--Öç ùìVé • ÍÉ òâP1/4iè-ìç èúìΔ» Ìèçv νόβυι δύ çøèΔèU àièçΥìèòúì1/4é øéèúìèlèUíò• òièì òièè°Ö1/4éàìè æèì- Ìúðiæ òiè • 'u' æιείρíoé äæÖ òâP1/4μòiæ ççì liú1/4úè.%è ÈÁèæâ (NORAD) «*èçVι 1/2 ÍÉ òâP1/4iè-é Ái!DÖ δU ÈiUðá3èæò1/4• Úèÿ vâèiáèç« • «*ìçèâò Ò Á^%ççè òâèðÁáè «*èΔáÉ• òìòìò 3/4çèè• 1/4è-úíóé òiá• Ìáúúúòièè ÈçÓièò 1/4iúèè Ò ÌiÓäèæò èú»úìèUíç çìíóé «*èΔáÉ èòúì òèè° àèðUííóé ÒÉ1/4ú váir òiá øiςU 1/4èææèçç òει • 'U' Èè òει àèðUì vòìææì (IMY) 1/2 ÍÉ vòìææiè Ái!DÖ δU 1/4â-t-? vâréù òâP1/4iè-ÌèUè 1/4â Hú Ò 1/4μðèç Úèáú æιείρíoé òUÖiÉ 1/4iÓæ òει • øèèèèèGFç Ò ÌèèèèèGFç Óiς æièéòUÓiÉ èæÖ èæèòP,% ÍçP vâiúæ vóú òò Ò èiäÖ 1/4éðièlèU • Èè òει àèðUì vòìææì δU Íðèâ 1/4â1/4μùèòç ùÔÙòì ùiς vçìUè «*í-,%ì• òi æιείρíoé Á^%úæ «*è1/4úè àiU vt-çEiíç 1/4íá òäκ òèiú • ÍÉ vòìææì vâUì-t-?iè Ìò Åø-øèèðGFæi èð1/4iú òiá òiè • òi liúìè ç-ÈáiiU-t-?ièè 1/4μòìlèUè àiÓÓiá tçEiá-t-?iè xèÿíù ðiςU • Íið 1/4ðìúç òiè vò Ò èiäÖ 1/4éðièè æèèçlèU • 'Á' øèfáúà èúÔÙì vøæ1/4æ èæúáiiùè '1979' 1/2 ÍÉ èæúáiiùè Ìiςçìú vòìæß èúÔÙì æièé vøæ1/4æ øiúìè vòìù ò δiςU òèò • v1/4 òâðiá óΔ ùxë Óiè øèfáúìè ÌèÚùì1/4é δύ • øèò çìè liúè vòìæß ÁÁ1/4 æi çìið ÌÚμ àèèúòì ÅøiâPíæè àiçì Ìúòì æi çìið • èúÔÙì vøæ1/4αε øèèàíÉ δiςU àiè1/4ò 400 àìòì • òUòìçì òið Ì'íU Controller of Vagvancy ùì ÚùÚáíè èæúíáò • øèfáúà Ò vâUìlèUíç àððhâì Δi1/4ò ùì vâUì lièÓðièèðèi ÍÉ vøæ1/4æ èúçèíÉ èúÔÙçì òièæ

70 729 «*èçúaoé Ò àìæè1/4ò «*èçúaoéiíé òUÖiÉ 'ò' Δièèèèè «*èçúaoé xirióé äæÖ úüè+ ¥ Δièèèèè «*èçúaoé xirióé úüè+ «*óíæè øèèðGFæièà òièix øèfáúà 1/4éðièè æièé ÌÚμ èεTM Á^%úæ Ò 1/4áiiäòUÖiÉ èúUìù • ÍÉ øèèðGFæiè Ái!DÖ δU èiäÖ Ìæáíáìéòç èΔáì«*èçVιæleUíç òiÓèç òá¥ò Δièèèèè «*èçúaoé xirióé lièçPò 1/4ðìúç òει • ÍÉ «*Óiæ ÚáÖ δU àiÓÖèâò -t-?iè ÍÉ xirióé ÌáæUííù èΔèáç òiè vçìUì• òiς çìèì vóìΔè vòìù æiúèèð δiè Ái!DÖ èæiú ÁÉ÷ç èΔáíè äæÖ «*-t-?ç ðiς ðièè • ÍÉ úüè+ vóúìè váir Δièèèèè «*èçúaoéiíé èçæèâ vx*èEíç Úìù òει δύ ¥ òúè.%ðéæ• àìò Ò ùèÓè ÌÚμ Ìèèè èúôUíáçìú Ìì1-Q? xiiíèì • 'Ó' èΔáíù li1/4æ 1/4μèèé 1/2 Equal opportunities, Protection of Rights & Full Participation Act, 1995 lièæ Ìæäòíúé 1/4éðièè 1/4iðìö«*ì: 1/4ú èΔáì«*èçVιæ æçæ ÚèçPè 1/4âú èçæ ΔçìðΔ Ìi1/4æ «*èçúaoé xirióé äæÖ 1/4μèèáç òειè Ìiíðð àièè òει δύ • 'u' vèU Ò ÌæÖiæÖ èúUíú èæät-H èæúáiièâ1/4iè xiiíè èúÔÙòì òει δύ • 'U' «*èçúaoé òâP-ièèiíéè vøðìúç òè• liú òièè Ìiςçìè ùiÉiè èiÓì δý • 'Á' vòìæß 1/4éðièè òâP-ièè vUíòì-vâiáíèè vèiüð øää ùì òúè.%ðéæ δiςU ùièÿ vçìò Ìèð1/4 òiçìúíç èæÖ Úiçì øiúìè ÌèÓðièèè δiúæ • '÷' ÌèUÚiúíðè Ìæäøèðèççì 'èèèè 1/4éðièè òâP-ièè èxiUæ' vòìæß «*èçúaoé àìæà» ØÓièæèU vøæ1/4æ øiúìè ÌèÓðièè • 'x' æiúùUíóíé èUáì Ò ÚùÚáíè úüè+ ÁíÉxò Ò èæúQYíÉè øèèðGFæië 1/2 Úièç 1/4éðièè àíðU Ìæã1/4èÉ òiè èiäÖ 1/4éðiè èúUíçìè èiáiiáèì Ì'íU ÍÉ øèèðGFæië ñiUä òiè • æiúùUíóíé ÚùÚáíè úüè+ 1/4íá ÚÿÍÉ òèιç òUòìç Ò àø¥t-HiUè ðP-ièâ ùè-t-? ÍUòìiç ðiè ÍÉ øèèðGFæië TMèg òει δý • Íè ØUì ùçPáiiæ èiáiiúáè• vüðìUì• óáòâ• Ìì òâU vèiò• ðiςUì• Á+èðiς Ò Óiòhèèèù_ÍÉ xèâ ÍUòìiç ÍÉ øèèðGFæië ñiUä Ìiix • øèè°Ø øèèúìèlèUè 8 vçìò 16 ùxë úút→ èεTMèi ÍÉ øèèðGFæièè ØiU Åðò-ç δý • ÍÉ «*óíGFè àiÓÓiá Íiíóé Åððäκ øèiâΔP • Ìæãð-ièèò èΔáì ÌÚμ øèèâPèùèè• òàçHÚ 3/4çèè• òiíÓè òiá • ñìèè òiá • úÉ úPíÓiÉ ÈçÓièò òiá «*èΔáÉ νόβυι δý • òi- àìòì àiiUÖè èàð-vò èâU Ò àiçìèøxâ 3/4óèæò 21 àìòìè úüè+ xíςì òâPéèì àiíÁ àiíÁÉ ùèðPqPaÉ Ò èúíæiòæàiiU ÌæãVíæè Ìiúíæè òiè • «*èçèâ èúUíúè äæÖ àiè1/4ò 2000 àìòìè òP-ièâiU 1/4éúèèð òει δý • 'á' æièé ÚùÚáíèiíéè äæÖ liúì1/4 èæâPíÉ • 'Á' òhV vèiúì1-Q? ÚùÚáíèiíéè äæÖ liúì1/4 èæâPíÉ 'àèðUì èúUìù' • 'f' àìæè1/4ò Úiè1/4iàÖðèæ ÚùÚáíèiíéè äæÖ liúì1/4 èæâPíÉ 'àèðUì èúUìù'

71 7ζ10 çøèÐèÙ àièçÝçøèÐèÙ lièòùì¼4éè òÛÖiÈ vòléú ß èiäÖ ¼4èðie çøèÐèÙ àièçÝçøèÐèÙ lièòùì¼4éè òÛÖiÈ ¼4iÖiÈè òieùß ÛiùìÙieù òie òiÙæ òie òiäÖè òÛÖiÈäiÙÖ «*òGFliÈ èÇøieùç òèiç ¼4iðioÖ òèi xilfi vòléú ¼4èðie òÛÖiÈäiÙÖ æèèç ß òâP¼4iè÷ «*Èúæè òieùß òiÙæ òie òÛÖiÈäQÝò çie òiäòâP Bureau for Tribal Development and Development of SC/ST and Backward Classes-Íè àiÖÖiä òie Çiíð çøèÐèÙ àièçÝçøèÐèÙ lièòùì¼4é ß lætÇE¼4è v×*èÈè t-HiÇP ¼4æèèàç èiÖie Ái! íÐÖ. ¼4èðieè «*-t-?iù æP 13013Y9Y77-SCT-1 '21vÐ ääÜiÈ. 1978' læäòie çøèÐèÙ àièçÝ lièòùì¼4éè äæÖ Íò òèâÐæ ùÖæ òèi ðú ÌÈ òèâÐæè òieùßÙè Ìèòâ ½ • ¼4PèùÖiæ çøèÐèÙ àièçÝlièòùì¼4éiòè äæÖ vò èaiòùì÷ ¼4Pòiaè liix. çì øèèaièæèèai òèi/ • ÌtøüÐÖçì ß çì vÇiò Álc—ç ùÖèkùç ¾4Ü»âÖ øPì÷ ù×ièè àiÖÖ èæâiPÜ òèie òÇì àiæ vèiÖ Protection Civil Rights Act, 1955 èÇøiùíÈè èù»úèà Öèçíú vòÖi • çøèÐèÙ àièçÝlièòùì¼4éiòè ßøè ¼4PÙèèç ÌøèiÖè vòxíæ òé Öèiæè liÇP¼4iàièèò ß læÖiæÖ «*¼4èèò øèèèðèç òiä òie. çì læä¼4aoiæ òèi/ liÈiæè òiÇ ùiÖiÙè òie òèi ÍP ÌøèiÖè çóí-Q?è äæÖ °gç ùÖùðì tÇÈÈ òèi • çøèÐèÙ àièçÝlièòùì¼4é èð¼4iù èæiáò òieù òèi. vòiaè ùÖèkíð ¼4PèùÖiæ «*ó+ èaiòù÷ vÇiò ùè ç òèie ÌèÜiòù vòíÜ v¼4È ¼4øðòP læä¼4aoiæ òèi çøèÐèÙ àièçÝlièòùì¼4éiòè äæÖ èiäÖ ¼4èðieè ùùðèç øèèòGFæiÙè Ìèòâ ½ 'ò' áÖÖ ùi ÁE÷-t-?iè èÐáièç çøèÐèÙ àièçÝhK xiréiòè äæÖ ðíß èæâPiÈ 'Ö' áÖÖ ùi ÁE÷-t-?iè èÐáièç çøèÐèÙ àièçÝhK xiréiòè äæÖ ðíß èæâPiÈ 'ù' òikièè ùi ÈèJèæúieèP òiÖèç çøèÐèÙ àièçÝlièòùì¼4é èÏ...úiréè tÇPùÖiPíòè àiÖÖiä òiÖÖøä-t-?ò ¼4èùèið òèi 'Ù' çøèÐèÙ àièçÝlièòùì¼4éÙhK vâÖiúè xirxiréiòè äæÖ «*ìò-âÖièä³ò ß àÖièä³ò-Á+è ùè÷+ «*óiæè ùÖùðì òèi 'Á' èùèÜ % øèèòGFæie àiÖÖiä vâÇè ß çíòè ßøè èæÙPèÐéÜ àiæäi»è liÇP¼4iàièèò øäæùPì¼4æ vòßúì '÷' òiæéú t-Hiù+Ði¼4æ ß èùÖiæ¼4Üiç li¼4æ ¼4PèèÈ òèi 'x' ùù¼4. èÐáiß læÖiæÖ vòùÖçie àiðòieÖ ðui¼4 òie ¼4èðieè èæúâ læäòie èÐái ß ¼4èðieè ÷ìðhèiç li¼4æ ¼4PèèÈ òèi 'ä' Special Component Plan ß Tribal Sub-Plan-Íè àiÖÖiä òiðPòèè òÛÖiÈäiÙÖ øÖiòiaè ùÖùðì òèi 'Á' ¼4àiúè ¼4iä ¼4iä çøèÐèÙ àièçÝlièòùì¼4éiòè ¼4ieùPò Á %úiaè ÜiÁÖ çíòè äæÖ úiù»Èi ß Á %úiaè vò\ ùiç vÇiÜ

72 7ζ11 tÇPøJé 1ζ Goel S. L. Jain R. K. 'Social Welfare Administration'—Deep & Deep Publication, New Delhi. 2ζ Kohli A. S., Sharma S. R., 'Organisation of social Welfare'—Anmol Publications Pvt. Ltd. New Delhi. 3ζ Publications Devison, Government of India—India—2003, Reference Annual. 7ζ12 «*x%ùÜè 1ζ øèfâùà ¼4èðieè ¼4àiäòÛÖiÈ èùÜiùè ÌùPíæitÇEiæè ¼4Pèè: ùÈPæi òiß 2ζ æieè ß èÐTMiòè äæÖ ¼4àiäòÛÖiÈ èùÜiùè ÌègøøiÈP òâP¼4iè÷-ÌèÜè ¼4Pèè: ùÈPæi òiß 3ζ çøèÐèÙ àièçÝlièòùì¼4éiòè äæÖ øèfâùà ¼4èðie èé èé øèèòGFæi tÇÈÈ òieixÀ ____

73 Íòò 8 □ ¼4àiäòÛÖiÈ ß Á %úiaè òiä v¼4èðieè ùi vt-HEXi¼4úè «*èçViæè Û—èàðì. èæúâæèèç. v¼4èðieè «*òíGF ÌÇP ¼4iðioÖè ùi ¼4ðiuò læäòieè èùèÜ % ÐçP. èùxHi¼4iòùÖçì ß t-HEXçì (Role of NGO or Voluntary Organisation in Social Welfare & development rules-regulation, Criteria for various, Grants-in-aid to NGO Programme, Accountability & Transparency) ùÖæ 8ζ1 ¼4àiäòÛÖiÈ ß Á %úiaè òiä v¼4èðieè ùi vt-HEXi¼4úè «*èçViæè Û—èàðì 8ζ2 èæúâ-æèèç 8ζ3 v¼4èðieè «*òíGF ÌÇP¼4iðioÖè èùèÜ % ÐçP 8ζ4 èùxHi¼4iòùÖçì 8ζ5 t-HEXçì 8ζ6 tÇPøJé 8ζ7 læäÐéÜæè 8ζ1 ¼4àiäòÛÖiÈ ß Á %úiaè òiä v¼4èðieè ùi vt-HEXi¼4úè «*èçViæè Û—èàðì ¼4àiäòÛÖiÈ ß ¼4àiä Á %úiaè òiä v¼4èðieè ùi vt-HEXi¼4úè «*èçViæè Û—èàðì vò Ìøèè¼4éà çì liè ùÜie Ìiðai èiÖ æi Ìè Û—èàðì ¼4ùP-t-?iè t-Héò-ç çùãß Íè Û—èàðieÜ liæi ÌiÜi÷æi òèù '1' ò¥ èðç òiÜ v÷iÖèèè çie "ÜiÜ" àieè ÍÖðâð Èæ v¼4i¼4iÜ ßiúÜiØúie ÌÖi, vòÜÜøiá `á" ùÈiç «*içèâòÜiù vt-HEXi¼4úè «*èçViæè ääÖÖ èçæèà Û—èàðie òÇì ùiÜixæ_ò' òÖiàieÜiðè Û—èàðì (Catalytic role). 'Ö' ÷ið ¼4üè,%òieè (Pressure group) vùivèè Û—èàðì ß 'ù' àiÁÇèø¼4d (Mouthpiece) ùi ääÖøiè Û—èàðì 'ò' òÖiàieÜs ùi læäÜaiòè òiä ½ ÍÖiæ vt-HEXi¼4úè «*èçViæ tÇEiæè àiæä»íò ¼4PùèÖç òèi. ¼4i÷çæ òèi. «*èÐáÉ vòßúì ÈçÖieò òiäÙè èæiäèi ¼4èi¼4èè òèiç øiè ùi tÇEiä-t-?ièè vòiaè «*èçViæiò ¼4ðioièùçì èóú ÌÈ Öèiæè òiäÙè òèiç øiè vòliÜi øèiáÜiù ¼4àiäòÛÖiÈ

74 ùi tCEiâ-Â^%úæ ðiáio ðeie^ Hç ðeiu^ tCEiâe 1/4â1/4Öi è-èyçðeE• 1/4@ðó è-èyç- ðeE• àiæái»è óaçi ß áaçi è-èyç ðeE Íúµ óaçi áaçie Íúiu_«*èÐáíEë Pièi ðieE ß 1/4íÚPiðeé ðeéðGFæi è-æi ß «*ðGF èCðiuE ð°òèç vÐÖiæi_1/4úE læäÚáioðe ðiä èð1/4iú vt-HEXií1/4úe «*èçViæ ðeic ðieE tCEiâú1/4éioé ùi ù-t-?éú1/4éioé Pièi Â^%úæ ðâP1/4ie- tCEðE ß èCðiuEæ ææÖ^ 'Ó' -ið1/4üè.%ðieé vùIvÉ 1/2 1/4èðieE 1/4âiäðÜÖiE ðiä tCEiâe ùi æúieé ùèèú àiæái»è áæÖ^ èð-Q; Íæð 1/4âú ðieé áæÖ «*ðGF ùi vò áæÖ «*ðGF• v1/4âi èÒðâç ðieE ðú æi^ ÍÖiæ vt-HEXií1/4úe «*èçViæ Íðèà èúíÐ» Ù-èâðì ðiÚæ ðeic ðieE^ çieE æeáieEi vðÐie tCEgð èð1/4iú ùi «*ðGF Í^iÚ ðiæú àiæái»è Pièi v«*1/4ie tCEgð 3/4çèè ðie 1/4èðieè ó:è ß tCEiâú1/4éè áíÖÖ Íðèà vòiu1/4ir 3/4çèè ðeic ðieE^ Íieð ðiä ðiu 1/4èðieè ó:è ùi èúÚiù• ðieE Â^%úæ ðiä ðeixæ• çieéieð -ið èóíú 1/4âúáic ðiæèà èÒð èÒð áic ðeCðiuE ðeE• «*ð-ç ðieé áæÖ ðiä» «*íúiaæèÚè+ð v1/4âi ðieX èðæi vòÖi• æi ðiÚ èð ðiÚi Àè-ç v1/4âi àiæiæi Íúµ v1/4Éaç Ñ ðieE çóieèð ðie 1/4áíú 1/4áíú 1/4èðieè ó:èieð ØÜiØÜ àiæiæi ß ðe ðeiu^ ìieß ÚiiÚi ðú v1/4 úÖiðie 1/4èðieé ùiÖÖðeEiæi ðâP1/4ie- væßúie^ 'ù' äâØið 1/2 Íáír vt-HEXií1/4úe «*èçViæ tCEiâú1/4é ùi ÀØiÚikieé óic èð1/4iú ðiä ðeiu^ 1/4èðieè «*èçViæ ß ó:ieè ðieX ùèèú àiæái»è 1/4â1/4Öi• «*íúiaæ• çieé ðiä ðeCðiuE èçÜieð çhiÚ Öeiu^ Íúµ ÀØiÚikieé ðiu 1/4ßúÚi ðeiu^ çieé Â^%úæieð ðeie^ Hç ðeic^ ÍE èçæèà Ù-èâðì xIÏi ìieEi Íæð ðiä ðeic ðieE vt-HEXií1/4úe «*èçViæ^ v1/4 IèÚ ðÜ 1/2 '1' tCEiâ Íúµ Ððie Íæð vxiíai vxiíai 1/4â1/4Öi Çieð• vòieÚ 1/4èðieè ðöPiú 1/4âiÖiæ ðeE ðú æi ùi ðeE 1/4@-cú æú^ v1/4iáir ðiæú 1/4µÚæ 3/4çèè ðie 1/4ðieE Í ðieúË ðiÚæ ðie ðieE^ ðiæú àiæä» ðiæú 1/4µÚiæè àiÖÖiä ðeð Íðerc ðiu èæiáieé 1/4â1/4Öi èæiæieE vâáic ðieE çieÚ çieieé 1/4èðie ùi læÖ ðieE äâØiðæé ðiu Çieð ðú æi/ èæiæie t-HiúÚ@-Hé ðiu ßiÖ^ Íúµ v1/4âie Â^%úæè ÁíÐÖ^ '2' ðiæú àiæä» ðiæú 1/4â1/4Öi ß ðiæú «*íúiaæ ùieEie 1/4èðieè ùi vù1/4èðieè vÚiðieé vÇieð ÚiiÚi vüiiææ^ 1/4âçèµ ðeð Â^%úæ ðâP1/4ie-è ðeéðGFæi vÇieð èCðiuE 1/4ú ùÖiðieE v1/4É1/4ú ðiæú àiæä» ÍðtCEðE ðieæ çieÚi• Â^%úæ ðiä 1/4èÒð ß °gç ðú^ vt-HEXií1/4úe «*èçViæ ÍÖiæ àiæái»è Â^%úæ ðâP1/4ie-ic ÍðtCEðEí 1/4èæèèç ðeie ææÖ çieieé Áóðüä°o• 1/4µèèÇç ß 1/4i-çæ ðeic ðieEæ^ Ièà ð.%1/4iÖÖ ß 1/4âú1/4iðá ðiä^ ð^iúicç ßðe tCEiâ Â^%úæè Íæð ðiä æÖ-t-? ðieX^ ðieç tCEiâ1/4úú ß tCEiâ 1/4µ1/4ið tCEiâú1/4éè 1/4èæèèçÚiú ÍðtCEðE ðie ß çieé áçicæ• è1/4°oi-Q? àieúú• çieÚ vt-HEXií1/4úe «*èçViæ v1/4 úÖiðie tCEiâè àiæä»íð èÐèaç ß 1/4i-çæ ðie çhiÚç ðieE^ '3' ççÖ 1/4èúèið• vòiuíðieúè àiÖÖè èð1/4iú vt-HEXií1/4úe «*èçViæ 1/4èðieè ó:è• èúèÚ^% 1/4èðieè

75 èúÚiù• ìi-Q?âPieçð 1/4µðì• èúèÚ^% Â^%úæ ÖúèiÖúè ÈçÜieð tCEiâú1/4éí 1/4èúèið ß ìieæ«*ðie ðeic ðieE• ði ðieEiáÚiú çieé Â^%úæ ÖieEie 1/4@t+ß ß Â^%úæieð ðeie^ Hç ðeiu^ '4' vt-HiXií1/4úe «*èçViæ 1/4ðâÚÜÖ• ìieú,-iæèâÖé• æçxæ ðeéaiáÚi «*ðGF è-æi ß èCðiuE• æäçæ ðeéaiáÚi «*ðæèè ùÖüðie• 1/4ðâÚÜÖ «*ðæèè Pièi ðiæú 1/4@ðie ùÖüðie èú»iú iú»Ei ùi ðieè°Ö ðieéðeE ðeéaiáÚi vxiíai áíÖÜ «*ðGF ðeè-iÚæi ÈçÜieð ðie 1/4âiäðÜÖiE ùi 1/4âiä Â^%úæ ðiáio ðeie^ Hç ðeic ðieE^ '5' vt-HEXií1/4úe «*èçViæ Â^%úæ ß 1/4iâieäð 1/4@ðòP• ðieè°Ö ðieéðeE• èúXHiúæ ÈçÜieð vâieÚð èú»iúß ðiä ðie æçxæ Â^%úæ ÖieEi ùi ç+U ðeéiÚÐæ ðeic ðieE• ði «*çÓá ùi ðieEiáÚiú Â^%úE ß 1/4âiäðÜÖiE ðiáio «*Úieúç ðeiu^ o '6' t-HèæÚPè vùIvÉÜiæ• t-HèæÚPè 1/4âè.%úÖiæ• t-HèæÚPè 1/4âiäÜÖiæ àiæä»íð ìiKèúXHi1/4é• 1/4ið1/4é• IèÖðie ß ðçPúÖ èú»iú 1/4i-çæ ðeE• 1/4èðÄHçì• æÖiúðeiuEçì• 1/4ðèèâPçì• IæÖiúè èúèg°oi=ièE ðeE ÈçÜieð èú»iú vt-HEXií1/4úe «*èçViæ àiæä»íð Áóðüä°o ðeic ðieE^ '7' 1/4èðieè ù-âæ ùÖüðie t-HEX• rgèääâk ß ðieðPðeè ðeic vt-HEXií1/4úe «*èçViæ tCEiâ-t-?ie• vâÚi-t-?ie 1/4èðieè ó:ieè 1/4iiÇ 1/4ðieðieúçie 1/4@ðòP ùiÏ çhiÚç ðieE Íúµ ðe ðie ìieß ÚiiÚi vðèÚÚieè è1/4iáð ðeE ðiu• v1/4 úÖiðie 1/4èè-è-Q?ç áçicæ tCEiâú1/4éioé 1/4iiÇ Íð1/4iiÇ úi1/4 èÒð ðeic ðieE Íúµ çì ðieðPðeè ðeic ðieE^ '8' vt-HEXií1/4úe «*èçViæ 1/4âieäð 1/4â1/4Öi• æieEèèèðieçæ• v-ièi-iÚæi• æieE ß èÐTM ði-iè• vòieðâP• ðçú ùÖü1/4i• ÍE-iè-èÚ Íð1/4d ÈçÜieð èú»iú «*èçieíÖ ß «*èçðie 1/4i-çæçì èÐèúè• «*èçðie «*ðGF tCEðE ðeic ðieE^ èÐáì• t-HieÖ• tCEiâ 1/4èèáì «*èçúaoè• ð-è» Â^%úæ• àiæè1/4ð Úie1/4iäÖ vèiúèè ðææúPí1/4æ ÈçÜieð èú»iú ðiä ðeic ðieE^ ðeEiÚÐ ói»E• ÍçPÈæèçó Â^%èç• 1/4âieäð ß 1/4iµt-ù-èçð èúðieÐ èú»iúß æieæi ðiä ðeic ðieE^ 8ç2 vt-HEXií1/4úe «*èçViæè èæúâæèèç «*èçèà vt-HEXií1/4úe «*èçViæè Íðèà 1/4µèÜiæè ìix^ ÍE 1/4µèÜiæè èæúâðieææ Pièi «*èçViæè èæúèQÏç ðú^ «*èçèà «*èçViæ èæät-H 3/4úèÐi,%Öè Pièi t-HçQÏçì «*ðie ðieE^ vùèÐè Úiú «*èçViæE 1/4èðieèÚiú ðefâúà 1/4èèè èæúaoðeE ìieæ læä1/4ie èæúaoð-ç^ Íæð «*èçViæ ìiúè èúieð 1/4iðieÖ èæúaoðeE ìieæ (F.C.R) læä1/4ie èæúaoð-ç^ «*èçèà «*èçViæ Íðèà ðieðPðeè èèèè ìix^ ðieðPðeè 1/4èèèè ùi èèèè «*èçViæ ðeè-iÚæi ðieæ^ ðieðPðeè èèèèè ùi 1/4èèèèç «*Óie ðiÚæ èèèèè 1/4Úieðç ùi v-iúèâÖiæ^ 1/4@ðieð ðieðPðeèPíðè «*Óie èð1/4iú «*èçViæ ðiä ðieæ^ ðieðPðeè èèèèè 1/4ó1/4Öèi vúçæÚhk ææ^ vúçæÚhk ðâPéie ÍE ðieðPðeè èèèèè èæèèè ðieæ^ «*èçViæè Íðèè èèèèè Çieéè èèèèè

76 vûçæÚhk̄ èçèæ vûçæÚhk̄ ôâþéíóé ôâþÛ–âæ• òííæ àíŪŌíúæ ĘçŌíèò ¼û èòxǎè áíæŌ óíúé Çííðǣ òèè÷íŪò ôâþéíóé òííæ ¼òèèŪç çŪŪ óíèǣ òèè÷íŪíóé òííæ ¼òèèŪç éóíç ðŪ òèè÷íŪæ ùí òìòþóéè òèèèáíð̄ «*èçáíí¼ òìòþóéè òèèèæè ¼ò¼Ōèí Ì–Q?ç Íóúíè èèèèæ–Í úí¼ǣ «*èçVííæè òèè÷íŪò òíóíèŌíèúíŪ ßĖ òèèèæè ¼ò¼Ō ðǣ ùxíè Íò ùí óáúíè ¼íŌíèĖ ¼Ū ÌŪæ «*èç áíí¼ Íóúíè ùí óáúíè òèè÷íŪæ ¼èèèèçè ¼Ū ÌæãèVç ðŪ «*èçVííæè Ìèçþò èú»úìèŪ «*èçVííæè vǎǎíèíèèè Ìæãèèç¹íà èð¼íúèáò ùí ÌŌíðíÀ` àáŌì` à vóŌŪŪ óíèæ ÌŪæ ¼û èòxǎè èð¼íúèò èŌò èŌò áíçì èð¼íúè–ðæè–t–?òíç èŪèèŪòò óíèǣ ¼ŪŪèçç vǎǎíèíèèè òix vçíó «*èçVííæè Ìèçþò ÌŪòì ¼òèèðò ÌŪèðç ðǣ ¼íŌíèĖ ¼ŪŪú «*èç 1 ùí 3 ùxè Ì–Q?è òèè÷íŪæ òèèèæè èæúþì÷æ ¼æùèèç òèè ðŪ ¼òí¼Ōèí vŪííæè àíŌŌíà òèè÷íŪæ ¼èèèèçè ¼ò¼Ō òèè ðíúæ çì èŌò óíèæ ¼ŪŪèçèĖ Áðèðèçíç̄ æçxæ òèèèè 1 ùí 3 ùxè ¼æùèŌííæè èæúá Ìæã¼ííè òèè÷íŪæ òèèèèç Çííç òíèǣ òâþéíóé æíæì ¼â¼Ōí èæíú òèè÷íŪò• òèè÷íŪæ ¼èèèèçè èèèèæ–Í ÌíŪŪ÷æì óíè ÑðŌðç ðíú òèè÷íŪæ òèèèèè è¼òòí–Q? Ìæã¼ííè v¼¼Ū ¼â¼Ōíè ¼âíŌíæ óíèǣ òèè÷íŪò èùèŪ`% èŪŪíúèŸ«*òGF «Ōíæíóé àíŌŌíà òâþéíóé ¼òèèðò àíæíç òíèǣ ¼òæè` óæ òíà òâþ èùŪèèú «*Ōíæèí ùí «*òGF «Ōíæèí èæà èæà «*òGF Ìæã¼ííè ç+ŪŪŌíæ ß çíóíèò óíèǣ «*èçVííæè Áí!ĐŌ ß ŪíàŌ Ìæã«*íèĖç ðíú ßĖ Óéíæè àíæíŪŪì ò`% ŪŌèk ¼ò¼Ōòðò tçĖĖ òéíç òíèǣ ¼ò¼Ōòðò tçĖĖ èæŌ èùèŪ`% vt–HEXii¼úè «*èçVííæè èæúá èùèŪ`%` vòíçìß Ūèçþ èŌ Ūíú ÌŪæ àíí¼ àíí¼ ÷þíòí Ūíú` Ìíúè vòíçìß vòíçìß Ūèçþ èŌ Ūíú æì` Ìíúè vòíæì «*èçVííæ ¼íŌíèĖ ¼ò¼Ō tçĖĖ èæúáĖ væĖ` v¼Ōíæè vòŪŪ òèè÷íŪæ òèèèèè• òâþ÷íèè• ŤŪŪíðì)áè ß ÁŵíŪíçìèĖ Ìíxǣ Ìè Ìíxæ Ìçþ¼íðíòŌíèèè ß ÌæŌíæŌ ¼íðíòŌíèèè ¼æòìèŪ` «*èç ùxè «*èçVííæè òííæ Ìòèà ùíè»þò «*èçíúóæ ß ùíè»þò ¼æùŪèçç Ìíçþè èð¼íúè• (Audit èèèðíà` vǎíà ¼æçĖèçç Ìçþ ß vǎíà ŪŌŪ–Íè èð¼íúè vðð òéíç ðŪ ¼íŌíèĖ ¼ŪŪú` ¼íŌíèĖ ¼ŪŪíè Ìæãíáíóæ vòŪŪ çì ¼èèŌò ŪíŪ ŪŪèçç ðŪ` 8ç3 vû¼èòíèè «*òíGF Ìçþ¼íðíòŌè Ďçþ ùí ¼ðíúò Ìæãóííæè Ďçþ «*òGF ¼ðíúò Ìæãóíæ ðŪ òçþ–íçè ßŵíèè Ōìð vçíó æéí÷è Ōíð Ìçþ v«*éíèĖ Íòèà Áŵíú ¼èæòŪò ŪŪŪòíú` òíè ¼íçç Çííð èòxǎ èæíóþð• òèíàðþ ß ÁŪú òíáè èŌò òèè ùí òèèíèè ¼èèççç «*òGF Áí!ĐŌ ß òííæ èçŌíèŌì` èòèæ Ìæãóíæ vóæ òé Áí! íĐŌ ß çì òèèèèè òç ÌŪæ ÍĖ ¼æç–í–Q? èæúá ß àíŪŌíúíæè Óéæ òé ðíú ĘçŌíèò ¼û Ìæãóíæ–tçĖèççíŌ àíæíǣ vt–HEXii¼úè «*èçVííæ èæè–%èŪèŌç ĎçþìèŪ òíèĖ òèíŪ çíúè Ìæãóíæ òíßíúè vòíŪŌ ðǣ ½` '1` vt–HEXii¼úè «*èçVííæè Áððàk ¼èòíèè èæúàòòèĖ ÌĖæ Ìæã¼ííè èæúáÚhk̄ ðíç ðíú`

77 '2' «*èçVííæè Íòèà ¼æùèŌíæ Çííç ÌŪæ ßĖ ¼æùèŌíæ ùèĖþç èæúáðíæãæ èŌò èŌò áíçì òíŪæ ðíú` èæúèàç òèè÷íŪæ òèèèèè èèèèǣ ðíú` èèèèǣ vèèèèèǣ ùĖíç «*èçèà vèèèèèǣ ùí «*–t–?íú vŪŌì ðíú` òèè÷íŪæ òèèèèè ¼ò¼ŌŌèí èæúèàç èèèèæ–Í Ìíí¼ǣ ¼íŌíèĖ ¼ŪŪí èæúèàç ðŪ` ¼ò¼ŌŌèí èŌò áíçì ÷þíòí vóǣ` '3` èð¼íúè èŌòáíçì èíŌì ðŪ` «*èç ùxíèè vĐí» Ìíú– ŪŌíúè èð¼íúè òèè ðŪ ß Ìèðà òèíæì ðŪ vòíæì Ìèðà ðíàþíð éóíú ÌŪæ v¼Ė Ìèðà èèíðíàþ òèè÷íŪæ ¼èèèèçè ¼òŪ ¼ò¼ŌŌ ß ¼íŌíèĖ ¼ò¼ŌŌíóé òíç òíŌíæì ðŪ` òŌíð ūãò• vŪáíè ūãò• šò vèèèèèè• ¼òèðíè (Assets) vèèèèè Ōíçì vŪŌì ðŪ` '4` òâŵíá èçæ ùxè ¼èèèèŌŪŌíè ß Á`%úæ òííæ ÌèŪŪçì Çííç` «*èçVííæè ùíè»þò èèèðíà èæúèàç «*òíð ðíú` '5` «*èçVííæ ¼èèèèŪŌŌíè òííæ Áððàk óá vððíóíè òâþè ùí èùíð»Ū òâþè Çíóíúæ ÌŪæ çíðí òéòíè` '6` ÁŵíŪíçìè vóíðè æíúèèò ÌŪæ àíèç• Óâþ• ùĖþ Ūí» ì èæùþíðí» çííóè ¼òíŪè èæŌĖ «*òíGFè òííæ òèèòGFæì òèè ðíú` '7` «*òíGFè vǎíà Ìíçþè òâŵíá 10S ÁŵíŪíçì ùí «*èçVííæè òá vçíó ŪíŌŌçìáíŪŪŪíú «*òíGF óíæ òèè ðíú` '8` Íòèà «*òGF ŪŌæ ¼èèèò Ìæãóíæòíèèè ¼æòíè «*–t–?íèŪç ùí ùèĖþç Ōâþíà Ìæã¼ííè` ùí è÷æì òèè òíç «*òíGFè Áí!ĐŌ vçíó ŤĖg óíè çìè àíŪŌíúæ òðþ–Q? ¼è–t–? òðíú òèè–íèŪíúíú vŪŌì Çííç` Ìçþ «*íúíæè vòíçìú• òŌæ ÌŪæ òç Ìçþíà Ìíúà Ōèí÷è èð¼íúè ĘçŌíèò ¼è–t–? èú»úìèŪ ÍĖ ¼èèèŪŌŌíè òííæ òèèòGFæì «*òíGF Çííç` Ì¼áì: ùí Ì¼òèíĖ «*òGF ŪíèçŪ òèè ðíú` '9` ¼èèèò Ìæãóíæòíèè ¼æòíè vóßíú ¼è–t–? Ďçþ ùí èæúá àíæíç ŪíŌŌ Çííç` ÌçþĖèçì vt–HEXii¼úè «*èçVííæ` v¼ ŪŌíèè òáĖ òíáè àíŌŌ Íòèà vǎŌíáíèííà Ìðð Ìííèèèèè (MOU) ðíú` '10` èæèóþ,% çíèèŌè àíŌŌ ¼çèè «*òGF• ùíè»þò èèèðíà• «*èçVííæè ÌèŌíáð vǎíà` à• ¼æùèŌíæè Ō¼ŵì ¼èòíèèè• èæúàòòèĖ– ÍĖ Ō¼ŵì ¼èèèò Ìæãóíæòíèè ¼æòíè ÌèŌí¼ ààí éóíç ðíú` 8ç4 èúxHí¼íòíŪŌçì ¼èèèŪŌŌíè ùí Á`%úæ òíá èúxHí¼íòíŪŌçì Íòèà Ìèç Ìèççŵíèþ èú»ú` tçĖíæ ùèèú àíæã»• òííóé áíæŌ Á`%úæ òíá• çííóé òíç èúxHí¼íòíŪŌçì ÌŪæ ¼èèèò Ìæãóíæòíèè ¼æòíè• òííóé Ìíçþ «*òíGFè òíá èçŌéúç ðíú• çííóé òíç èúxHí¼íòíŪŌçì ùíç vçíŪì «*òGF èçŌíúæòíèè vt–HEXii¼úè ¼æòíè Íòèà ÌçŌ–Q? èèèè òíá` ¼èèèè «*òGF èçŌíúèòíèè «*èçVííæè Íòèà ùíçì òíá ðŪ

78 Άρρίΰικιϊόε δίιχ Ιύμ ΙϷΡ ¼ιδϊϊΌδϊέε ¼μδϊέ δίιχ εεάϊάϊό εύχΗι¼ιϊϊύΌ δίε ϷιΰΌ Όεϊ ΪΈ εύχΗι¼ιϊϊύΌϷι ΙάΡæ æι-δϊΰΰ Ϸιε δία ¼ιδϊϊΌΰΌϊΈ δϊά δϊε ¼ιϷ-Ϸΰ δΰΰ æΪ άϊæάϊ»ε άϊæΌ ΰϊ άϊΌΌ vδάæ δϊά δϊεϷ Ϸιΰΰ æΪ• vϷææε vδϊΰæ «*δGF-¼δΰΰδ Ιæάϊόæδϊέε ΙϷΡ εόϊύβ «*δGF εϷΰΰϊΈ ¼ιδϊϊΌ δϊεΰΰ æΪ ϷιΈ vt-HEXιι¼ιΰε «*εϷVιæ ¼ιδϊϊΌΰΌϊΈε δϊϊά öäκ δΰΰ Ϸιϊό Ι έ»ύεά ΙϷΌQ? ΰΰεΰΰΰΰ άϊæ εϊΌϷ δΰΰ δε δε δϊεΰΰ εύχΗι¼ιϊϊύΌϷι ¼ιϷεε δΰΰΰ 'δ' «*εϷVιæε Ιδεά άδΰΰ ΆϊΰΌ Β ΰάΌ Ϸιδΰΰ Ιύμ «*εϷVιæε ¼ιδΰΰ δάΡε Β ΤΜΰΰδϊ)άεεϊ v¼Έ ΆϊΰΌ Β ΰάΌϷιεΰΰ δϊά δϊεΰΰ 'Ό' «*εϷVιæε δάΡεϊόε δϷΰΰ Β δϊϊά εάΰ Ϸιδΰΰ ΰ' ¼ιδϊϊΌΰΌϊΈ δϊϊά «*εϷVιæε Ιδεά δϊΰΰΰϷι Ϸιδΰΰΰ Ιæδϊε Ϸιδΰΰ_ΆΆ¼ιΰ ΰϊ ¼ιδΰΡΈ ΰΰ Ϸιδΰΰΰ δάΡεϊόε δϊϊάβ v¼ιά «*δϊδ Ϸιΰΰ ΰ' ΰΰϷΡδ ΰΌΰΰϊε ΙϷΌQ? t-HEX Β ϷεεEX ^% Ϸιδΰΰ vt-HEXιι¼ιΰε ¼μδΰΰΰ vδϊΰæ ΰάΰΰΰ=ηεε ΰϊ ΰάΰΰΰΰϷι Ϸιδΰΰΰ æΪ ¼ιδΰΰ δάΡε ¼ιΌϊεΈ ¼ιδΰΰΌ Β Άρρίΰικιϊόε δίιχ Ιιΰ-ΰΌΰΰε εδΰΰΰ «*δϊδ δϊεΰ ΰΌΰΰϊε vδϊΰæ ΰϊΌϊ Ϸιδΰΰΰ æΪ 'Ά' δάΡεεϊβ ¼ιΆ Β t-HEX δΰΰæ δϊϊάε β ΙιϷΡε ΰΌΰΰϊε ΰ' ÷' εæΰεάϷ Ιεδΰδ• εεæάΰΌΰΰ Β Ϸεε-ΰΰæ ¼ιΰΰ ΙæάεVϷ δΰΰ ΰ' x' ϷεεδGFæε Ιæάΰΰϊε ΙϷΡ ΰΌΰ δεΰΰ ϷεεδGFæε ΰεδΰΰ-Ϸ Όε÷ ΰϊ Ιδ δϊϊάε Όε÷ ΙæΌ δϊϊά ΰΌΰδϊε εδΰΰΰ Ιδ «*δϊGFε άϊδϊ ΙæΌ «*δϊGFε δϊϊά ΰΌΰδϊε_¼ιΰ Ιææΰά æι-δϊεΰ 'ά' ϷεεδGFæε vϷιδ «*δGF εϷΰΰΰε «*εϷεά vάϊρ «*δϊGF Άρρίΰικιϊόε ΙμδΰϷεδΰ ¼ιδεæεϷϷ δεΰΰ 'Ά' Άρρίΰικιϊ όεάεά δίε δϊϊάε Ϸοϊεεδε δϊεΰϷ vδΰΰΰ 8ζ5 t-HEXϷι t-HEXϷι Ιιε Ιδεά ΙεγθϷιΈΡ εΰ»ΰ ¼ιδϊϊΌΰΌϊΈ δϊϊά öäκ vt-HEXιι¼ιΰε «*εϷVιæε δίιχ vt-HEXιι¼ιΰε «*εϷVιæ εεάϊ t-HEX ϷεεEX ^% æι-δΰΰΰ ¼ιδΰΰδ Ιæάϊόæ ¼ιμδΰΰ ΙϷΡ εόϷ εϊεά δΰΰΰ æΪ Ιύμ δϊΰΰε άϊæΌ δάΡε¼ιΰε÷ v¼Έ Άρρίΰικιϊε όΰΒ «*εϷVιæε δϊϊά ΙμδΰϷεδΰ δεΰΰΰ æΪ ΰεμ άϊæά «*εϷVιæεάϊδ «*Ϸιεδ• Όδ• Όϊ«Fιΰΰä• Ι¼ιΆ «*εϷVιæε εδΰΰΰΰ ΰάΡε¼ιΰε δεΰΰΰ ¼ιδΰΰεμ vt-HEXιι¼ιΰε «*εϷVιæε t-HEXϷι εάϊ δεΰ ΙϷΌ-Q? äεγέεΰ vδ ¼ιδΰΰ δϊεΰΰ t-HEXϷι «*δϊδ Ϸιΰΰ• v¼ιΰεΰ δΰΰ ½ '1' ϷεεδGFæε vϷιδ εϷΰΰΰε «*δϊGFε «*εϷεά vάϊρ ¼ιΌϊεΈ άϊæάϊ»ε ΰϊ Άρρίΰικιϊόε ΙμδΰϷεδΰ '2' εæΰεάϷ vεεάΰδΡ Ιεδΰάϊεϊδ εόΰΰ Ιεδΰά β εδΰΰΰΰε εΌδάϷ εϊΌϊ ΰΰϷΡδ εΰ»ΰΰ vδϊΰæ ΰάΰΰΰΰϷι æι-εϊΌϊ Ιύμ ¼ιδΰΰε δίιχ Ϸι «*δϊδ δϊεΰ ΰΌΰΰϊε vδϊΰæϊεδΰ Ι¼ιδεΰΌϊ æι-Ϸιδΰΰ '3' ¼ιδΰΰ δάΡεϊόε ¼ιδϊæε v=ΰϊδ vδΌϊ Ιύμ vδΰΰΌϷι• όάϷ Ιæάΰΰϊε δϊϊάε ΡιέΰϷ vδΰΰΰΰ δϊά ΰ-άæ• δϊϊάε άϊεδæε ΈϷΌϊεδ ΰΌΰΰϊε vδϊΰæϊεδΰά δάΰΰεϷϷ æι-δϊεΰ

79 '4' Άρρίΰικιϊ εæΰΡι=ϊæ vδϊΰæϊεδΰά δάΰΰεϷϷ æι δεΰΰ_άϊεϷ• ΌάΡ• ΰΈΡ ΰΰϊε εæεΰΡΰΰΰΰ ¼ιδΰΰΰ ¼ιδϊæε v=ΰϊδ vδΌϊΰ '5' «*εϷVιæε Ιδεά άδΰΰ ΰάΌ Β ΆϊΰΌδ εδε δεΰ Ιύμ v¼Έ ΰάΌ Ιæάΰΰϊε ¼ιδΰΰ δάΡεε Ιδεά δϊΰΰΰϷι• Ιæεδϊε• ΆΆ¼ιΰ ΰϊ ¼ιδΰΡΰΰΈ ΰΰ Ϸιδΰΰ δϊϊάε vάϊρ '6' ϷεεδGFæεΰεδΰΰ-Ϸ ΰΌΰ æι-δϊεΰ Ιδ «*δϊGFε άϊδϊ ΙæΌ «*δϊGF Όε÷ æι-δϊεΰ '7' Άρρίΰικιϊόε εæΰΰ όεάεά ΰΌæ δίε «*δϊGFε δϊϊάε Ϸοϊεεδ β Ϸ+ΰΰΰΌϊæ δεΰΰ 8ζ6 tϷερδεJ (Bibliography) 1ζ Leadership and Dynamic group action—Beal, Bohlen. 2ζ The Sociology of small groups,—T. M. Mills. 8ζ7 «*x%δΰΰΰε (Exercise) 1ζ ¼ιδϊά-Ά ^%ΰΰæε v¼ιδεδϊεε ΰϊ vt-HEXιι¼ιΰε «*εϷVιæε ΰ-εάδϊ όεΆ 2ζ ¼ιδΰΰδ Ιæάϊόϊæε δϷΡ δεΆ vt-HEXιι¼ιΰε «*εϷVιæε εύχΗι¼ιϊϊύΌϷι ¼ιδϊά-Ά ^%ΰΰæε «*ix% Ιδεά ΙεϷ ΙεγθϷιΈΡ εΰ»ΰ vδæΰ 3ζ "t-HEXϷι" vt-HEXιι¼ιΰε «*εϷVιæε εΰΰδ» όεδϊε vδæΰ εδΰΰΰΰ «*εϷVιæε t-HEXϷι εάϊ δεΰ vδϷ ϷιΰεΆ

80 Ιδδ 9 □ «*δGF «*t-?ΰΰ (Project Proposal) ΰΌæ 9ζ1 ΌϊεΈϊ 9ζ1ζ1 «*δGF ΰΰϷι δε vΰϊΆΰΰ 9ζ1ζ2 «*δGF «*t-?ΰΰ vδæΰ 9ζ2 ÷ϊεδδϊ ΰϊ «*ΰΰΰϊæε άΰΌΰΰæ 9ζ3 «*δGF «*t-?ΰΰ «*Έΰΰæε ÷ΰδ-æεεϷ 9ζ3ζ1 «*δGFϊδ Ιδ ΰΰδ+ε v«*άϊδϊά δϊδæ δεΰ 9ζ3ζ2 «*δϊGFε εΰ»ΰΰ-t-;ϊδ Ά ^%Ϸ δεΰ 9ζ3ζ3 «*δGF «*t-?ΰΰΰε Ιδΰΰΰ (format) Ά ^%Ϸ δεΰ 9ζ3ζ4 «*δGF εæάΡιϊΈε εΰΰX»Έε Άδϊόϊæ εδΰΰΰΰ Logical Framework Analysis (LFA) 9ζ3ζ4ζ1 LFA «*εΰΰε «*Όϊæ Όϊδΰεΰ δΰΰ 9ζ3ζ5 «*δGF æδδϊ ¼ιϷεεε δδΡιΰΰε Ϸε Logical Framewrok Analysis-vδ ΰΌΰδϊε δεΰϷ δΰ 9ζ3ζ6 «*δGF «*t-?ΰΰΰε Ιδΰΰ (Format) 9ζ4 «*δGF «*t-?ΰΰ ε÷æεΰ vδΰΰ 9ζ5 Ιæάδΰεΰæε 9ζ1 ΌϊεΈϊ 9ζ1ζ1 □ «*δGF ΰΰϷι δε vΰϊΆΰΰ «*δGF «*t-?ΰΰ ¼ιδΰΰδ άϊæϷ Ιιάϊόε «*ϷιΆΈ vΰϊΆϊ όεδϊε• «*δGF ΰΰϷι δε vΰϊΆΰΰ «*δGF ΰΰϷι vΰϊΆΰΰ Ιδ ¼ιδΰεδεδGFϷ δάΡεΌ• δϊε ΰάΌ δΰΰ ΰΌεκε ΙιϷΡ¼ιδϊεδδ β ¼ιμt-ΰεϷδδ άεΰΰæ ϷεεΰϷΡæ εæΰΰ Ιι¼ιΰ Ά ^%ΰæ-εΰ»ΰδ vάϊρ vδϊæβ «*δGF ¼ιΌϊεΈϷ όεΰΡΰΰΰΰεδ δΰΰ Ϸιϊδ• δίϷ Ιιάεϊ vδ ¼ιδϊά ΰΰ¼ δεε Ϸιε «*ΰΰΰæεΰ ϷεεΰϷΡæ ΰάΰΰæϊ ¼ιδ-Ϸΰ δΰΰ ¼ιδϊά ¼ιδΰεδεδGFϷ εΰΰΰΰΰΰε άæΌ ¼ιδΰΰ ¼ιδΰΰ ΰϊεΰε ΙιεϷΡδ «*δάεκϷ β ΙæΌ Όέϊæε ¼ιδϊδϊΌ εæΰΰ ΙϷΰΰ Ϸι ΰΰΰΈ εΰεΰ ^% «*δGF væβΰΰ δΰΰ Ϸιϊδ ΪΈ ¼ιδΰΰϷι Ϸιΰΰε άæΌ ¼ιμδϊεΰΰΰ Ϸιϊδε «*t-?ΰΰεΰϷ δϊάδϊάΡε Ιδ ¼ιδΰΰδ-Ηαο εΰΰεΈ vδδ δεΰϷ δΰ Ιύμ άϊæϷιϷ δΰ όε Όέϊæε «*ΰΰΰæεΰ ¼ιδϊδϊΌ Ϸιεΰ ΰϊεΰ vϷιδ Ιιδϊ όϊεΰ ΪΈ ¼ιδΰΰδ-Ηαο εΰΰεΈϊόε «*δGF «*t-?ΰΰ ΰΰΰ δΰΰ Ιιάϊδε εόϊæ «*δGF «*t-?ΰΰ δϷ t-HEX• ΙΈΰ β tδ,% δΰΰ ¼ιδΰΰϷι Ϸιΰΰε ¼ιδ-Ϸΰΰæε ϷϷ ΰΰεΰο ΰΰΰ

81 9ζ1ζ2 «*òGF «*-τ-?iú vòæÀ vòæß «*òGF òiç çie Áí!ÐÖ ðiëË ðeíç ðië• çie äæÖ ¼4áú ß ¼4@ðóíó èÒòÒìð ¼4µùèÒç ðeíç «*òGF «*-τ-?iú è÷æi Íó ìèç ìèçðøiËP Áðioiæ ÌÉ¼4µ¹-Q? ùÒiðiiè vò Áí!ÐÖË ÌÉ «*-τ-?iú èè÷ç vðìð æi vòæ• úíú»Èi ß è¼4ºoií-Q? Áðæéç ðùie äæÖ ÓiëÈi ùÒæ ðeíç «*òGF «*-τ-?iúè Ù—èàðì ìæτ-HéðioP vòÁ vòÁ Ííó Ìææð÷ìèèç “÷hèk” èð¼4iú ùÒùðie ðiëæ• òiç ÷—ßi-Q? «*òGF èèiðiiàbè èú»úú-τ-; ß ¼4éàiè áíÓÓ Íó áËçòÓ ùi ¼4iàJ¼4Ö «*èçVi ðeì òiú Ìíç! vððioiè àiúç «*òGF «*-τ-?iú Íó ìèçðøiËP vòiiúiiúè ¼4iir ðßúie òèçæ èÐaiè ìà èð¼4iú ìiàèi àiæiç ðièè÷ðé ðé Áðioiæ èóíú ÌÉ «*-τ-?iú ùèÒç ðú ÌÉ «*òGF «*-τ-?iúè ¼4ià ìóir òièi ùiíáà vðÐ ðiè• ™Óääir çieiÈ ùÒù vâaiæie äæÖ ìèçPò ¼4ðiiúçì ðùie äæÖ èúiiúè÷ç ðú ÌÉ «*-τ-?iú ß ùiíáà «*-τ-;ç ðeìè ¼4áú ¼4òiiËÈ Àè÷ç çiióè Áðioç,%iíóè ¼4ià ðeìàÐP ðiè væßúì Íµ èú»úíó Ì-Q?ÚHpk ðeìè äæÖ ÌÉ ÷iÛò-æéèçè (guidelines) èòxã ðeèúçPæ ìiúÐÖò ðiç ðièè ÷ èò-Q; vòìðç ÌçP ùè! ðeì ðú «*èçìòèùèç èÙè÷iç• v¼4ìðç «*içÓiðè Àè÷ç æé÷è ÌÉ èú»úìè Ì-Q?ÚHpk ðeìè 9ζ2 ÷ìèðòì ùi «*iúiiæè àiÛÓiúæ ½ ìòæiè ¼4µòìè ÷ìèðòì ß òièi ÌÉ «*-τ-?ièùç «*òíGFè ØiÛ Áðò-ç ðiú• çiióè ¼4@ðioP ùÒiÓÒi ðèçæ ÌÉ «*èçèà Áí!ÐÖ Íµ èCðiiË «*è¹úie «*èçèà ìèçðøiËP ÌðìÐè ÷ìèðòì vðÐ ðèçæ ÌÉ «*òíGF ÌðÐτCEðÈòieè ‘vòæ_ðeèúie• vùivé ÈçÓièò’ èð¼4iú vò¼4ú vùivéið èúiiú÷æi ðeì òiú• çiióè ¼4úie ÷ìèðòì ùÈPæi ðèçæ ÌÉ òiíóè ¼4iðioð ß Á^%èç «*iúiiæ• çiióè ðiix ðéÚiiú ¼4iðioð vòpíxiæiè òiúú• v¼4È èú»iú Èèàç èóæ ÌÉ èçúì÷òÚiiú ìòæiè ¼4µòì ß ÌðÐτCEðÈ ðieéiíóè ÷ìèðòìè òçì Áðòieðç ðèçæ ÌÉ ìòæiè Áðòieðæi æéè¼4 ùi ðçìÐiiÚJð ðiÛ ÌÉ ÓièÈi à^Siç ðièè vò• æçhæ «*òGF ùÓiæè «*içèàò ÐçPìèÙ ðeìèÈè áàçìß ìòæiè væÈ ÌÉ «*òíGF ¼4@-ciúÓ ÌðÐτCEðÈòieéiíóè ¼4ià ðeèè÷ç àiæãiíóè ¼4ià «*çÓá vòiiúiiúè «*àiÈ vðÐ ðèçæ ÷ èòxã ÌðÐτCEðÈòieéè èæàτ-H ðeìàÐP Íµ çie ¼4ià vùivéè ìæÓiíóè ùkúÓ Ì-Q?ÚHpk ðèçæ ÷ èCðiiË-«*è¹úì ¼4@ðioP ìòæiè àçiiáç vòpíxiæiè äæÖ ìòæè ðéÚiiú ÌðÐτCEðÈòieéiíóè ÷ìèðòìèÙ èúixX»È ðieíxæ• çì ùÒiÓÒi ðèçæ ÌÉ ÁoiðèÈτ-HèCð• ìòæè ðeò vòæß ðièèúieè ðiàðiiàbè «*-τ-?iú èiiÓæ• çìðii v¼4éàiò vòæ ùixiÛæÀ ÌÉ «*òíGF ÌðÐτCEðÈòieéiíóè ìòæè ðéÚiiú è÷èç ðeìÛæÀ ¼4@-ciúÓ ÌðÐτCEðÈòieè Íµ ðeèúie ß vùivé ¼4@ðioP ìèÙÙ ùÒèkíóè òix vçio ìòæè ðé èÐai vòíÛæ òi ìòæiíð ÌÉ èú»úèèè æðÐi ¼4çèè ðeíç ¼4iðioð ðéÙÀ ÷ìèðòì àiÛÓiúæè ðºèçèÙè è÷èç ðèçæ ‘vòæ_¼4éài• ¼4iáíÁðie• ¼4µùèçðieP ðeéài• ¼4Úi’ 82 9ζ3 «*òGF «*-τ-?iú «*Èúiiæè ÷iÛò-æéèç Ìi-Q?àpìèçò Á^%úæ ¼4µòìèÙè ¼4ðiiúçì vòç ðiÛ «*òGFìèÙ ðéÚiiú è÷èç• «*-τ-;ç ß çiióè Ó¼4ßi ðeíç ðú ÷iÛò-æéèçç v¼4èÙè ¼4@ðioP «*içèàò ççÓ vòßúì ðú Ìi-Q?Pàièçò Á^%úè ¼4µòì ß çðèùÙèÙè τ-Héðie ðiè vò• çiióè ðiix vðÐ ðeì ùτ «*òGFè òiç,% Úiiúì Íµ ìèçPò ¼4ðiiúçie òçìçP òieúúie ÷ èò-Q; ¼4á¼4Ói ÌÉ vò• vóÐ ùi «*èçViæè ùúð÷è v«*àiðiiá v¼4èÙè ðéÚiiú Óiò Óiúú• çì vùiiáç «*-τ-?iúìèÙ «*iúÐÈ ùÒçP ðú òáÚPiiúÓùÐç• ÌÉ ¼4µòìèÙ «*iúÈ ìèÙiòii ðiè vò• çiióè ùúðèç «*òGF «*-τ-?iúìèÙè èú»úú-τ-;Ýiçúì ùÒæ (form) «*iúÐÈ òiç,% òáÚPÙ Íµ ðºèçèç ðièÈÈ ùτ «*-τ-?iú çieì «*çÓiÓÒiæ ðeíç ùiÓòÓ ðú ÌÉ ÷ìèÙòì-æéèç «*òGF ÷iè èçèèà ìèçðøiËP èú»iúè ßðè vâie vóú ½ ‘1’ «*òíGFè Íó ùúð÷è v«*àiðiiá ðiòæ ðeì / ‘2’ «*òíGFè èú»úú-τ-;ò Á^%ç ðeì Íµ ‘3’ «*òGF «*-τ-?iúèè format ùi ìiòÚið Á^%ç ðeì Ìèà Logical framework Analysis ùi òæèk¼4µç ðiÓiíài èúixX»È Íµ çie «*iúii ùi ùÒùðiièèß ùÒiÓÒi ðiè ÷ ¼4iúíÐi» ÌÉ ÷ìèÙòì-æéèç «*òGF ß òâPÐiÛiè ìòèà æãæi ìiòÙ vðÐ ðiè 9ζ3ζ1 «*òGFið Íó ùúð÷è v«*àiðiiá ðiòæ ðeì «*òíGFè ÓièÈi ìiðv vçioð ðßi ¼4áè÷èæ æú_v¼4È ÓièÈi ðßúì Àè÷ç vóÐ ùi ÌiÛiè äæÖ vòæß ùúð÷è òâP¼4iè÷ ùi vòíÐiÛiè Íó ìà ÌiòÐP Íó «*òGF vòæß èúòÓaiè ùi ÷iÛiè òâP¼4iè÷è èúòGF ðiú æi• ùèµ v¼4È òâP¼4iè÷è ìièß ÐèkÐiÛiè ðiè çHÚiiú ðeò vòæß ùúð÷è òâP¼4iè÷è Ìçúì èÈiðiiÐÙ æi çiióè• çìðii «*òíGFè Àè÷ç ÌτEÈè ðiú òâP¼4iè÷è ¼4µÚi vòßúì• Íææèò çì ™èç ðeì ùi «*èçVi ðeì ÷ èò-Q; vòæß «*òGFið «*iúÐÈ àiçéú• ìi èÙò ùi Íææèò ðæè òâP¼4iè÷è ÌÚiiúè ¼4@-ciúÓ «*èçðie èð¼4iú vòÓi ðú ÌÉèðà ðeèèðèçç «*òGF èCðieúç ðiÛß çì òçài ðiúé ðiú_v¼4È èú»iú ¼4i òð vçioð òiú ÌÉ «*òíGFè ìi¼4iæ ùèµ òiàðâP vçii òiú ß ¼4áiiúè ¼4ià ¼4ià çie ØÙß ÐiiæÖ èàèÚiiú òiú ðiíáÈ vòæß «*òíGFè ðéÚPiiáiióè ß ðiúé ¼4iØiÛièè äæÖ Íó æéèç Í òâPðèèòGFæi «*-τ-;ç ðeì ÌçÓ-Q? æèçè ÌÉ ðià ¼4ðà æú Íµ ÌÉ äæÖ «*iúiiæè Íó ¼4ã¼4µùèÒç òùè,%Úèà 9ζ3ζ2 «*òíGFè èú»úú-τ-;íó Á^%ç ðeì «*òíGFè èú»úú-τ-;iç ¼4á¼4ÓiièÙè ðéÚiiú è÷èç ðeì ðú ß çiióè ¼4àiÓiæ vÓPiià ðúçie ÁiGXÓ Çiið vòæß «*òGFið çÓæÈ ÁÁð.% ùÚi òiú òÓæ çì ùi-τ-?ú¼4@τç ðiú ÷ vòæß vóÐ ùi ÌiÛiè ¼4ú ¼4á¼4Óiè ¼4àiÓiæ ðiè vØÙi vòæß «*òíGFè ÚáÓ ðiç ðiè æi ðiæiiòii ¼4ðòieè ÌτEieÓòie èòè ðeíç ðiú Íµ è¼4ºoi-Q? èæiç ðiú vòæð òiàèà ¼4ú vçioð ìèçðøiËP Íµ vò v¼4È ðià ðeíç «*ò-ç ¼4áá ÷ vòæß ìèçðøiËP «*òíGFè òieúß væúie «*òæèkùç òáçì òie ìiix_«*-τ-?iúòieéiò çieß àiÛÓiúæ ðeíç ðiú ÷

83 vðiaß áh° vù¼èðìèè ¼¼ðì ùì òãùÞÙ ¼¼èðìèè «*èçViaæ vðiaß «*òãèkùç èóíò àèàÙ ß èùðìÙ ùÖù¼íðá «*-t-?íù vðÐ òèìÙ• v¼íèÙíó èùíð» Ìì-Q?èèð ùíÙ áíæ ðù æì ÌÉ «*-t-?íùìèÙ ùì-t-?ù¼¼ç æù Íù¼ Ìé ØíÙ øèè-ìÙæìè Ìèççè ¼¼á¼Ùì vóÙì vóíÙ• ÌÉ òìèÈ vòèÙíÙ Á°úæ ¼¼ðìèÙ ørðìÙ ÌÉ «*-t-?íùìèÙ æìð- òíé vóíÙ ÌæÖèóíò Á°úæ ¼¼ðì ùì çðèùÙìèÙ v¼ííàì «*òGF øx`ó òíé æì• òìèÈ ÌìèÙ Ìæáíáíóæ• ææèðìèè ß ááÙÙíóíáæ ùííì «*òíGFè áíçìÈ «*ðì¼èæð vùìÁìè ¼¼èè,% òíé ÌÉ òìèÈ ¼¼èð Ùìè¼íðáÙ ¼¼èè,% òèì ÌçÖ-Q? æèçèè Íù¼ çìè ææÖ Àè-ç ÌèÙÙ àìçéù ùì Ìì-Q?àÞìèçð «*èçViaæ ùì vù¼èðìèè ¼¼ðìíóè ¼¼íà Ìóíð òìè òèì ÌìðÞÙííÙ• «*òGF ß ¼¼èðìèè vár¼¼í-Q? æèèçè áíÓÖ Ìó ¼¼ððÞ Çìòì Àè-ç vðiaß ¼¼èðìèè æèèçè Ìæãðèðèçç «*òíGFè Ìó ÌèçøìÈÞ ÙáÖ ðßùì Àè-ç_Áððäk øèè-ìÙæ æèèç èðè òèì Íù¼ çì èCøìèùç òèì ¼¼èðìèè æèèç ùì ¼¼áÇÞíæè ÌÙííù ùT «*òGF vð» øÞ-Q? ùÖÇÞçìù øÞÙèè¼ç ðù ùííì Óéíæè ¼¼èðìèè ¼¼áÇÞíæð Á°úæ ¼¼ðì ß çðèùÙìèÙ «*íùðÈ Ìó Èèçùì-ð èóð èð¼ííù vóíÙ ÙáÖ• ¼¼ç-cìùÙ ØÙìØÙ ß çìè ææÖ Ììððð òìäðáÞìð Ìó òãèktÈìð Ìíà Áððìèðç òèì vðiaß «*òGF «*-t-?íùèè òíà ÌçÖ-Q? ÌèçøìÈÞ «*òíGFè ÁíðÖ òèð vðiaß èæèðÞ,% òìæè ææÖ Ìóèà øèè-ìÙæ øèèòGFæì ¼¼çèè òèì• çìðìÙ ÒÈ òìæè ¼¼èðìèè ß ¼¼èðìèè òèð òèìè ÌìíÙè v¼ÙÙíæ øèèðèGFç òìàìèÙ ùÈÞæì òèìè vðiaß ÌçÞ ðù æì Ììíè «*òGF øèè-ìÙèðìè òÙ ÒÈ òìæè òìäðáÞè ÌçÈìèðìè èðè òèìè øè ÌðtÈðÈáíÙð «*è¹ìí TMèç òèìèß vðiaß ÌçÞ ðù æì ÈèçáíÓÖÈ è¼¼°òì-Q? tÈðÈ òíé øíé òìæéù ææùÈíð v¼íèÙ àìæìæìð èðð ÌðtÈðÈáíÙð òùè,%Ùèà èð¼ííù ÌèÙèðç òèì òìí æì ùT «*òíGFè vár Ììè Ìóèà Ìèç-øèèè-ç ¼¼á¼Ùì ðÙ ÁððèÈ ùì ¼¼èJíáíð àìíèçèèèè Ìèçøì vóßùì ¼¼èJíà ÌùðÖÈ «*íùäæéù• èð-Q; Ìì-Q?àÞìèçð Á°úæ ¼¼ðìèÙèè áíç• çì òÙíæÈ vàià ùíííáè òhèJ ðçÞíðÈ vùèð ðßùì ùìææéù æù ùT Ìì-Q?àÞìèçð Á°úæ ¼¼ðì Ììíè øèèðìèè ùÙíæ ÌèçÞð ¼¼ðìùçì òèìç vçææ ÁÁ¼íðè æù 9ççç «*òGF «*-t-?íùèè ÌìÙíð (format) Á°úç òèì vðiaß «*òGFðìè (document) ÌìÙß ¼¼íæ ÌèçøìÈÞ æèç ùì «*òGFðìè ÁíðÖ ðÙ Ìàì vóÙíæì vò• «*òGFèà Á+æèCíð ß òãèk¼¼çÙííù øèèòGFæì òèì ðíííx` æèçèà òãùÞÙííù èè-ç ùì ùèÙç ðíÙ ÌÉ «*òíGFè vøxíæ òé òãèk òìè òèìç çì Òèçíù vóÙì ¼¼èèX,% ÌèÙèèèèèèèè òíà òèÙæ ðíù òíííí` «*-t-?íùèè Áððìèèè òèìè Ùèàß «*-t-?íùèèèèè «*òãèkùç ß øèè-ìÙæ òáçì ¼¼ðððÞ òíç,% Ììí¼ vóù` ÌÙíæß Ìó òãèktÈìð Ìá Ìæã¼èÈ òèì Ììððð` «*òíGFè ÙáÖ ùì ¼¼ç-cìùÙ ØÙìØÙè òçì ÁíçXÙ òèìè Ììíù «*òíGFè òìäðáÞè òçì ùÙì ùìææéù æù` øèèÙìèè ¼¼èð ùÙèðìè ¼¼ðá æù Íù¼ çìíð ÙhÙÙííù «*íùíù òèìÙ ÙhÙ vùìÁìèèèèèè ¼¼èè,% ðìç

84 øíè Ìí vár ¼¼èð òèèÙì» ùÙèðìè Ìçéù ÌèçøìÈÞ òìè àìÓÙíà ¼¼íè ÌóÈ Ùì» òçì ùÙíç øíè ß Ìðìè ùìçÞì ùáíç øíè` øèèÙì» ÌùðÖ èùèÙ°% Á°úæ ¼¼ðìè vár èÙ°% èÙ°% ðìç øíè` æèì- ùT òÙÙ` ç èðxá ðíç ÌçÞ ùÈÞæì òèì ðÙ ½ Intervention logic ðÙ «*òíGFè vàièÙð èÈæèèç• òì Á°úíæè ÙáÖ (development objectives) øíèÈÈ èóíð Ììííæìè ¼¼á-t-? øóíáðìð Ì-Q?ÙÞk òíè` Objectively Verifiable Indicators (OVI) ùÙíç v¼È øóíáðìèÙíð vùìÁìù• òìíóè ¼¼ðìíóè Á°úæ ß «*òíGFè ÙáÖ Íù¼ «*òíGFè ØÙìØÙèß v¼èÈèÙìù òèì òìí` vóÙíæÈ ¼¼ç-cì ÌìèÙ vøæ øèèàìèèèèÙ Ìù¼ ÌùðÖÈ òì-ìÈìèìÙ ðù` Sources of verification ðÙ v¼È Áðìèèèèè` vòææ¼áèèè ØÙìØÙ• èèèèèè è-r ÈçÙèèè• òì OVI-Ìè øèèè«*èáç ØÙìØÙ øèèáì òèìè ææÖ «*íùäæéù ççÖ vàiíæ vóù` Assumptions ðÙ «*òGF ùèðÞÙhç èðxá èù»• òìíóè Òøè «*òGF øèè-ìÙèðè vðiaß èðà èæùQYÈ væÈ• èð-Q; «*òíGFè ØÙìØÙè Òøè òìíóè òíç,% «*Ùìù èíííx` òù,%ì-Q?t-HèCø• ùùððã°o• qáíÈÈ Òøè ùìÙèæè»Ù• Ììðìßùì ÈçÙèèè` Development objective-vò àìÁ àìÁ Overall objective ùì Development goal-ß ùÙì ðù` «*òGF vóÙíæ çìè Ìùóíæ èìÙíç -ìÙ-Ìèà ðÙ v¼È ùùð+è ÙáÖ` -ìÙè èÈæèèç ùì ÌæÙíæÖ ÌæãVìæèðÙííù vÙè»ç èÈæèèçè ¼¼íà Ìè ¼¼èèç Çìðì Àè-ç` Project objective-vò Project Purposes ùì Immediate objectives-ß ùÙì ðíù Çìíð` «*òGFèèè ÙáÖ èðð òèì_Ìèà v¼áìÈ vùìÁìù` Project purpose-Ìè ¼¼íà vðiaß ¼¼áíùÈ çìè òìäðáÞ ùì ØÙìØÙíð ÌèÙíù vØÙì èðð æù` ÌçÖèÙð ¼¼ðÙÙì Project objective ÇìòìÙ` «*òGFèáíç èùçìè-Q?è ¼¼èè,% ðù Íù¼ v¼èà èCøìèùç òèì òèÙæ ðíù øíí` Outputs ùÙíç «*òíGFè ùì-t-?ù ØÙìØÙíð vùìÁìù` ù-t-;ùç ØÙìØÙ ðÙ v¼íèÙ• òìíóè Ììæèì «*ò-ç tððÞ òèìç øìè ÌçÙì vóÙíç øíè ¥ vðiaß èæèáÞç øèèðìèèìì vðiaß øèè-ìÙæ øèèòGFæìè ¼¼èè,% vðiaß ¼¼ØÙ Ììíù-æì «*è¹ìíè èCøìèÈ• æçhæ Ììèæ• àìæè-ìí vðiaß òìæè ¼¼èàì èæÓÞìèÈ• àáç ¼¼íàtÈè ÷-ßì-Q? òèì ÈçÙèèè` ù-t-;ùç æù Ìáæ ØÙìØÙèÙè àìÙÙíóæ òèì òèÙæ ðíÙß v¼íèÙ ÒáùÈ ÌèçøìÈÞ ¥ æèèçè Èèçùì-ð øèèùçÞæ• Á°úççè «*èðáÈ òáÞè• æçhæ àìæè¼ðçì• ¼¼á¼ÙìèÙè ¼¼çðìð æçhæ òùè,%Ùèà Ììèß Èèçùì-ð Ìì-èÈÈ ÈçÙèèè` Ììæìð «*íùðÈ Output-vò è¹ìíèè èùíù-æì òíé çìíð òìè òèìè ¼¼íà ¼¼áçÞð Ùìíè ÙhÙèà òìèæ` Activities ðÙ ØÙìØÙ òìíè ææÖ «*íùäæéù òìäðáÞ` ùT Óéíæè òìäðáÞ Çìòìç øíè• èð-Q; ùì-t-?ùáãÙè àìæìÙì èæíù çìíóè ¼¼ðð ß ùÙíóè ¼¼íà òäk òíè vóÙì Àè-ç` «*èçèà òìíèè ¼¼íà Ìóèà ØÙìØÙíð òäk òèì Àè-ç` vðiaß activity ¼¼ÞÞì Ìó è¹ìíèè èóíù TMèç ðù ¥ buy, contract, implement, do, visit, distribute, train ÈçÙèèè`

85 9ζ3ζ4 «*óGF èæâΠiÉÈ èúixX»ÉÈ Áðíðæ èð¼íú Logical Framework Analysis (LFA) vôæß «*óíGFè ¼íØÜÖ líæòlèÜ èú»íúè ßðè èæÚPè òiè ¥ ÁÁð,% øèèòGFæi• òçÏöç ¼íπùÒèæò áâçí• óá ß Á!é: òâPéè óÜ• ¼íØíÜèÈ èæät-H òièúß èÒðÓiò ðiÜæ òèi ÈçÖièó- èò-Q; TMègíçÈ vô èú»úèà ¼íúíçíò lègßðíÈP• v¼èà ðÜ «*óGF vôæ «*ó-ç ¼íâ¼íØiè ¼íâiØiæ úuçé ðÚ- vôíæß «*óíGFè ÓièÈiíð Íðèà ðiÈPíà «*-t-?íú èCøi-Q?èèç òèiè líú «*ó-ç ¼íâ¼íØièáíð è-èýç òèi ß vúíÁiè äæÖ «*íúíææ 'Logical framework analysis' -lè ¼íðíòÖ væßúí- lè Á!ÐÖ ðÜ vô v«*áíðíá lÈ «*óGF òià òèiú• çíè Íò tð,% ß æèçÜhk èúixX»É èèi- vô ¼íâ¼íØièÜ èæiú «*óGFèà òià òèiú çíð líú è-èýç òiè lè Àè-ç çíè èÜè+íç «*óíGFè Á!ÐÖ• ØÜiØÜ ß òiàðâP èòè òèi- òiíæÈ «*óGF «*-t-?íú òèiè líúÈ LFA-è òià ðiíç væßúí Àè-ç- òièÈ v¼èà ðÜ Íò ¼íâðæèkøiÈP «*óGF ¼çèèè èÜè+ 9ζ3ζ4ζ1 LFA «*è¹úíè «*Óiæ ÓiðlèÜ ðÜ 'ó' The Problem Tree : vôíæß øèèèðèç èúixX»É èèiè äæÖ «*Çíá áíÜ ¼íâ¼íØièèè ÁíGXÓ òiè çíð èúèÜ^% èóíó Úiú òiè èææ- lÈ 'tree' vôíæß èúóÓiæ øèèèðèçè væèçúí-ò èóðlèÜè áíÓÖ òièÈ-øèèÈiá 'Cause-effect' ¼íððòP «*èçVi òèiç ¼íðíòÖ òèiú- ¼íúíçíò ÚiíÜi ðÚ èòó lèà vôíæß ¼íÜi úi òâPðíÚiíç «*-t-?ç òèi ðÚ- vôÓiíæ lèæ úÒèkèi Áðèðç Çiíðæ òpièi øèèèðèçè ¼íá «*çÓáÚiíú òâk Íúπ òièi líð ÚiíÜi Úiíú lèæÓiúæ òièæ- vôíæß ¼íâ¼íØiè òièÈ ÓâPáíç v+,% òèiÜ çíè «*òæèkúç• lÇPÈæèçò• ¼íπt-ü»èçò ß ¼íáíèèò èóðlèÜ èúíú-æi òèiç ðÚ- lÈ òièèà lÇÖ-Q? lègßðíÈP• òièÈ «*óíGFè òiàðâP èæúPí-íæè lèèÈ ðÜ èÜè+ 'Ó' The Objective Tree : ¼íâ¼íØi èúixX»iÈè òià ¼íððíÈP ðiÜ lèèæè ""òíèÈlèÜ"" ¼íððíòP úÖùòì èæiç ðiíèæ• òiíç ¼íâ¼íØi òièè ðÚ lÇúì çíè çéúuçi òiá- lèià òèi ¼íð-cú Íò objective Tree-lè ¼íðíòÖ• òi áíÜç ¼íâ¼íØièÚið 'vðçß ß øèèÈiá' ""Èèçúí-ò ¼íØiÜÖ"" 'ÚáÖ ß òpi' èCøi-Q?èèç òiè çíè ¼íâiØiæ òiè_øÓiíæ "ÚáÖ" ðÜ «*óGF ¼íððíÈP ðiíè ðiè òiè)áç lúòì- 'ú' èÈæèèç (Strategy) : Objective tree-lè òià ¼íððíÈP ðiÜ lèæiíð Íðèà èÈæèèç èòè òèiç ðiú Íúπ çíð ¼íððíòæ- vôíúÖ èòxã òiòPíúèÜ èð¼íú «*òíð òèiç ðiú• òiíç «*óíGFè vðí» v¼è òiè)áç lúòìú vðPíxæ òiú-

86 lèæiíð vúix èæiç ðiú objective tree-lè vôíæ ðpièà lèèæ «*óíGFè äæÖ úÖùðíè òèiúæ- «*èçèà òâPéè v¼è òièè òèi Àè-çç• òiíç v¼í ¼íú vçíð óá- vôíæß áÁ¼íØ-í» èúÚiúíð lÇPÈæèçò èú»úíèÚiç óá Úiúì èÒð úæè°òaiíæè òià ðiú æi/ lÈ ÓèiÈÈ èú»úíèÜè äæÖ lÇP úi øèèòGFæi áQÝíðè ¼íðíòÖ -íßúíÈ òçÏöç ðiú- èúöGF èð¼íú• áÁ¼íØ-í» áQÝíðè áíÓÖ Íðèà èúíð» lÇPÈæèçò èúÚiú ¼íúè,% òèi vôiç ðiíè- èæúPí-íæè «*è¹úíèà lÇÖ-Q? øèèèðèGFç Áðíú òèi Àè-çç• òiíç ÚáÓièÜè lÇEièÓðíè úi v«*èÈ¹á lúπ objective tree-lè áíÓÖ ÚáÓÝðpi ¼íðððíð «*íØÖ lègß èóíç ðiú- lèæiíð lÈ lègßðíÈP èú»úíèÜ èúíú-æi òèiç ðiú ¥ lèæiè ¼íððíè èúíð» óáçí• òiçíè t-HiçP• ¼íØiÜÖè ¼íð-cúíæi• t-Hç¥è¼íðèÜè lègß lúπ «*i: úiíäâ- «*óíGFè æòðí è-æi òèiç òèiç lèi vúíÁi vôiçÈ ðiíè vô• problem tree-lè læÖ òiúðèà ¼íâ¼íØi læÖ vôíæß «*óíGFè áíÓÓiáÈ ¼íâiØiæ òèi ¼íð-cú- v¼è læÖ «*óíGFè òièúß lèæiè ¼íððì úi læÖ vôíæß ¼íððì èæiç ðiíè 'lÈ òièiÈÈ vâR-ðâPè ß òiçíè áíÓÖ ¼íâ- Hú lç äègèè- èÈæèèç TMÓâiir «*óíGFè æòðí ¼çèèè òðPíú lègßðíÈP æú- èCøiúíÈÈ òðPíúß lèà Íò lègßðíÈP Áðíðæ- èÈæèèçíð òÓiáE lèææéú Úiúì èÒð æú- «*óGF èCøiúíÈÈ ¼íâiú vôíæß lÚiúæéú øèèèðèçè ¼íúè,% ðiç ðiíè lúπ çíè ¼íá ¼íπùèç véiÖ èÈæèèçè øèèúçPæ Úáíç ðiíè «*óíGFè ßðè ÚiíÜiÚiú ææè èiÓiÜ «*óGF øèè-íÜð èÈæèèçáíÜð øèèòGFæiè òiòPðíèçí ß «*í¼èàðçí ¼íððíòP èØö-úÓið úi øææèæPíúð vðíç ðiíèæ- 'Ú' øèèòGFæi lÈ lÇP ðÜ øèèòGFæiáèèØð ¼íπùèÒç òèi- vôíæß øèèòGFæi ðÜ Íò èú-t-?ièèç «*óGF• òi tð,%Úiíú úèÈPç vôíæß ÚáÓðèiÈÈ Á!íðÖ òèÈéú òiíæe Íò òæèktCEiðÖ ¼íæè Píèi úèÒç- øèèèðèç èúixX»iÈÈ øèèçPé Óið ðÜ 'Intervention' -lè øèèòGFæi òèi- -íèèà ÁGX@-H ß -íèèà læäÜ-èàò -t-?í@-cè Íò àÓièà³iRè (matrix) èCíð Íðèà logical framework úÒæ òèiÜ øèèòGFæiè òðPíú ¼íæèúÓi ðÚ- lÈ àÓièà³Rèà ¼íπèá: ß ¼íðíá úÖùðèièiòüÖ lúπ líð èèiðíáPß úÖùðíè òèi -íÜ- ò- èæiú òèiÜ lÈ òièèà «*óGF èCøiúíÈÈ òðPíú «*óGF úÖùòìðíðè ¼íáíúè lèx*ú òèiú- «*óíGFè ææèóíèè ß áíÜÓiúíæè òiíá l èúèiá ¼íðíòÖ òèiú- lÈ vçíð ¼íáètÈè «*óíGFè Íò tð,% xèúß òißúí vôiç ðiíè- lóçí: úÚiè lèðáí èiíÓæi vô• «*óGF øèèòGFæi ß øèè-íÜæiè äæÖ lèà «*ó-çÈ ló lègßðíÈP ÁðèÈÈ-

87 Logical Framework Analysis 'ÁòíðÈÈ' Logframe (1) Intervention (2) Objectively veri (3) Soures of (4) Assumptions logic fied indicators verification (5) Development objective (6) Project objecti- 1. ves (7) Outputs (8) Activities 9ζ3ζ5 «*óGF æòðí ¼çèèè òðPíúè øè Logical Framewrok Analysis-vò úÖùðíè òèiç ðÚ ½ (LFA-è «*¼íèiÈÈ lÈ òià TMÓâiir úií «*óíGFè vâiR «*íðíàÓ' Time schedule : LFA-lè òià vð» ðiú òiúíè øè Logframe-l çíèÚðíÚhk ¼íú òiàðâPíð èCøiúíÈÈ ¼íâú lææòíúè øè øè ¼íáíèç ðiú- Programme Poject Project components Development objective Project objective → Development objective Outputs → Poject objectives → Development objective Activities → Outputs → Project components Activities → Outputs Activities

88 eCwiiEe uOuu 1/2 liiuE AIGXO dei diuix vo• Logical Framework Analysis-lE Aoioueci TMaaar «*oGF aeDi dei ui «*oGF «*-t-;eçè vair 1/4eaiuo ae u v1/4u lçO-Q? uuðA «*oGF lãeð Oeiaèe oiaðap du v1/4E1/4u vair Logical framework «*oGF oãpëioe aiOO «*eçeà oiaèe oieus uei! oie øee-iUaeie oia 1/4diOO oieç oie Logical framework-vø v1/4E oieie lãeðleU 'Sub-logframe' -l èuUk dei du• oie «*içOðeà "Master" logframe-lE lãðleUio uEpaie oie "Master" Logframe-lE_cçAaeEð UaO diu opisiu Sub-logframe-lE development objective EçOieo vøiaè ðãp1/4ie- ui «*oGF lãðleUe 1/4puèç «*oiD oieç lúp «*eçeà lãðio èu-t-?ieèçUiú uiejiu çhUic lE øøeç lçO-Q? Aoiouèe èø-Q; lE oiaèe dei 1/4ðe ae lúp v1/4E oieie lE oieus TMaaar «*eðAe«*i:• lèUú «*oGF oãpëioe diic xij Aè-ç ææoieè ß aiUOiuæ 1/2 vøiaè «*oGF èuúçpæ ui 1/4iUOe ææoieè lçp ææuèç Uiú èøxã oiaðap ui æeOpièð airie (Parameter) Bøe Ua eiO "Master" ui "Sub-logframe" vøeàE vðið æi vøæ• vøiaè «*oGF 1/4iUO ß lTæuèçè aiUOiuæ ß ææoieèe vairß logframe-oic.% 1/4diuð «*àièEç du èuifD» oie 'Sub-Logframe' lèU ææoieèe ui aiUOiuæe Uie«*i: lèOoieèeio 1/4ðie vøeOiu vøiu vøiaèe UaOeà çOæß oieE ðueæ ui vøiaèe oiaèe çOæß uieð liix lãis Oãu °gç ß 1/4ðie vùe oie væßui vø• lE oiaèe oieus vø èxU lúp çio lE Oueèe àieæiu oiaèe 1/4aieP oieç æeioPð vøßui du 9ç3ç6 «*oGF «*-t-?iuè lioU (Format) «*oGF «*-t-?iu lFA «*e1ui è1/4oi-Q?lèU «*eçOèUç ðßui Aè-ç «*oGF «*-t-?iuè liuçæ ß øãbiaè øãbçie -t-?è lúðOè èæUpè oieü «*oGF è liuçæe Bøe lãeUiu «*oiD oieü• vøiaè 1/4oiài liU-æi 1/4Uie çhUaeiu lðeà uOuuTU «*oGF «*-t-?iu lãeð vùeð èu-t-?ieèç diu æe- vøßui «*oGF «*Oia èðieiaialeU logframe oioiaie 1/4ioie èøe,%Ueà lãeð1/4e oie -iU 1/4pèa:1/4ie 1/2 1/4i@-ciUO lEoiaèeieioe oix oioPæuPide 1/4pèa:1/4ie (executive summary) lçO-Q? Aoiouèe 'o' U-eaøi 1/2 aaOuo èð1/4iu «*oGF 1/4aioP lð 1/4pèa: øeèe-èç vøßui liUðOø• oieç 1/4atE «*oGF 1/4aioP lGF oçiu lð èuueE vøßui çioiu 'O' 1/4puç oieE (Justification) 1/2 vøæ lE «*oGF diic væßui du lúp èeUiu øøeç ui øue,%UeàleU vùx væßui du çie uOioO dei «*iuaæ lE aiOO l-Q?UhpK oie Aè-ç 1/2 '1' vø 1/4a1/4O 1/4aiOiaè oieç -ißui ðieX çie uEpaie

89 '2' «*oGF 1/4iU 1/4aiè:è øe 1/4a-ciuO lúoie uEpaie '3' oie lE «*oGF Piei Aðo-ç diu lúp èeUiuA '4' liøæie 1/4pøie lE «*oGF 1/4ia èlç ðßuiè oieE '5' eCwiiEeie 1/4pøie 1/4iaçPø ui aaçie èuueE 'u' Development objective ß Project objectives : «*oGF èa vø øeUiaiuoè UaOoieie 1/4diuç oieü ç iUioOie øegæ lúp lE Oiu vø1/4u èæeøp,% UiaO vøpaxiaè oiu çie çieUøi vøð øegæ 'U' Project outputs and activities : aiU UaOoieieE oic «*oGF èa èæeøp,% vøiaè vøiaè oia 1/4iUO vøic -ièiu project outputs-l çie èuueE çioi Aè-ç çieUøiUhp outputs lãpæ oieç vùiu vø1/4u oiaðap diic væßui diu project activities-l v1/4leU uEpaie dei uizæeu vøiaè «*oGF è Oau vùeð out put çioi uizæeu æu/ lúðO activities vøeð «*iuaæ v1/4eðe tEðE oie vøic oie lèøæ øeð lãeðleU output vøic litEðe ðæ çioU liøæie Aè-ç lãeðleU «*oGF -iUa oie 'A' Inputs : '1' 1/4eioie èæiuð (Government inputs) : 1/4eioie oãp-ièe• lèO1/4 øeè1/4e 1/4eJia qãE EçOieo 1/4iaç 1/4eioie 1/4a-t-? èæiuðE çieUøi øegæ '2' lEoiaèeie èæiuð (donor inputs) : «*oGF èæO «*iuaæeU lçp1/4pøiaè -'÷' t-Hç¥è1/4oYAhpeø 1/2 lE èuUueèe Aè-ç «*oGF 1/4iUOe æeO v1/4E lègøpæ èu»uléUio è-èçç oie• vøleU èø-Q; «*oGF è liççie uieie lOiaè v1/4E ÅphèoieU èu»iú liU-æi øegæ vøleU «*oGF eCwiiEe 1/4au èuUia-Hè 1/4ue,% oieç oie lçui UaOoieie uioie 1/4ue,% oieç oie ou,%i-Q? èð1/4iu liæie oiaðiap uiO 1/4ue,%oieè lT-HiUieùø u»pi• uEieðeçç 1/4ioieE OãpUa• eiaEæeçø øeèeðeç lègøpæ øeèuçpæ EçOieo Åhpøe AIGXO oieç oiee 'x' liiuè oçpUO ß oiuPðçp 1/2 «*oGF oia TMegè liiu vø1/4u oia dei ui ççO aiæi «*iuaæ• vøaa_ei-t-?i èæãpiE oiaèeU oãpëioe æeO èuifD» «*eðAe 1/4p1/4io lãeðiaieoç liEæ EçOieo uEpaie øegæ 'a' eCwiiEe uOuu (Implementation arrangements) 1/2 èeUiu «*oGF è eCwiiEe diu çie uEpaie øegæ lOiaè 1/4u oãpëe U-eaøi ß oieus tø,%Uiu èæeøp,% oie èoic diu 'A' «*oGF øopiU-æi «*eçiuøæ ß aiUOiuæ 1/2 «*oðekuç ß lièçPø• vøiaè «*eçiuøæ oç èoæ lQ?è l-Q?è 1/4çeè oie diu çie uEpaie øegæ lOiaè lãis AIGXO oie øeðie vø• vø vøiaè «*eçiuøæ 1/4çeè èeiu lúp çie oie æeO 1/4çeè diu lUO-Q?èE ß uèð¥ø• «*oGF lE oãE Oeiaè aiUOiuæ è øøeçç oie du çie uEpaie øegæ 'f' uiaà èðia (budget sheet) èçæeà «*Oia Aoiouè l-Q?UhpK oie Aè-ç 1/2 siØ aiEa ui

90 staff time 'oiaèeU ß li-Q?ãpièçø' 1/4eJia ß «*eðAe 'oie aiOO oij 1/4U• lãeðVieæø ß lãeð-ièeø «*eðAe EçOieo' lç oiaðiap èæO «*iuaæeU lièçPø 1/4aøoleUß 'væUioiaè' oio• aaE• lèO1/4 Uij• vár øeèøðpæ qãE EçOieo l-Q?UhpK oie Aè-ç 1/4ioieEç 1/4iaèTæø uiaiaè Bøe 10S vçio 15S uueøo vãæ væßui du 1/4pïoiaè 1/2 1/4pïoiaèleU «*o-èç èæUpè oieü «*oGF èa -èer ß èaUçie Bøe 1/4u lègøpæ «*-t-?iuè lúðO Problem Tree, Objective Tree ß Logframe l-Q?UhpK oie Aè-ç • Problem Tree, Objective Tree ß Logical Framework. • lðeà èu-t-?ieèç work plan ui oãpøeèøGFæi lE æeçE 1/4ia øãk «*içeàð oãpøeèøGFæiio tEðE oie «*oGF TMegè øe oç EèUu 1/4a-cu çio 1/4aiuiøioie oie 1/4ieèçø eCø èoic diu • «*oGF øopiU-æi «*eçiuøæ ß aiUOiuæe lð 1/4au1/4ie- • ÅE-øio lèUèk «*oGF oãpëioe æeO oiaè uEpaieYlãe1/4iaou èu»u (terms of reference) • «*oGFio 1/4açpæ àieæiu oiaèeU oçp-iè è-èeO 9ç4 «*oGF «*-t-?iu è-æie vøifU liøæie øeèøGFæie ÅAð» lúp v1/4eà eCwiiEe oie èæO liøæie vøiuOç_lE oãEiuè èu-iè diu liøæe oç Uiu «*oGF «*-t-?iu è-æie oieixæ çie èoiu lãir lE èu»uléU aiæ eiOic diu 1/2 oioðuuP (andience) 1/2 eiaO ui vøleU oãp1/4ie-è æeO oie liøæie øeèøGFæie ojiu çioie æeO èUOææ oioie èðaiuç øeè-u 1/4aioP vøiðç liøæie vøiaè èæeçç OieEi væE aiæ oie èææe vø liøæie 1/4pøi• xir ui vùivè 1/4aioP çioie vøiaè uUeè Uiaè væE -è-æieà èuifD»Uioè æeO ðßui Aè-ç æu_uèp lãeUiu èUOææ vø• liøæe vøæ vøiaè uaaø ui liKéiu liøæie oãp1/4ie- uOioOie oieixæ 1/4puOæYliO (Organization/Format) 1/2 lièçPø 1/4diuçioieè 1/4pøieè èæuà ß èeioPð lãeðioie liøæie øeèøGFæieà 1/4puèOç øegæ èðieiaè (headings) lúp ÅøeðieiaialeU (sub-headings) uEpaie vxó liææ lègøpæ èu»uléU è-èçç oie lúp liøæie øeèøGFæiø 1/4ðeioO ß 1/4ðaiuiO oie vçiu ðeioè aið ß -èer lãæ ðßui Aè-ç• oieç çie oioO-t-;io 1/4auø oie• èø-Q; airèçèek 1/4ue-rO lèjiu -iU oieç 1/4pOie èoiu lðeà 1/4ie-ør çioi liUðOø

91 3/4 ÐÛéÝÜÖüðìè «*ËÛé (style/usage) 1/2 3/4 ÐÛé ß ùÖüðìè «*ËÛéè ßðè ìðæìè ðèèðGFæìè èùxHì1/4ìüüÖçì èæÛPè òíè ìðæìè è-æìíð tð,% ß èæÛPÛÛ òíè vçìÛìè àæÖ ÍÖìæ èðxà ðèìàÐP vòßüì ðÛ '1' ùìæìæ• ùÖìðèÈ• òèç ÈçÖìèòè ùÖìðìè 1/4ðìüÖ vòç ìèÛÖìæ ùì The Chicago Manual of Style-Ìè áçì 3/4 ÐÛé-èæìðPèÐðìè ðèìàÐP èææ ìòìèÖð vÛÖð ÇìüÛ Ìòèà ìèÛ% 3/4 ÐÛé ùÖüðìè òèì òàèkòàk• òìèÈ çìç è-æìèèè àìÖÖ 1/4ìàJ1/4Ö ùàìü Çìíð '2' 1/4Pèá: ùìðÖ ùÖüðìè òègæ ðæìèèèèè vùèÐ Ðìjè 1/4ðìüÖ ùèÖç vòìæß ùìðÖ ðßì òèÖæ àìæ ðìç ðìè '3' òàPùìí-Öè (Passive voice) «*íüü ìèßìü -Ûì ùìææü ìèÛÛìüðìòè 1/4ìà vòÖì òèìüæ» Ìæð vùèÐ «*çÖá ß ççÖ1/4áü°ö '4' 1/4ðà Ûì» ùÖüðìè òègæ Ûà-Hì Ûà-Hì Ðj ùì ùìðÖìÐ ùÖüðìè òíè è-æìíð ìðçì àèàÛ òíè çHÛìüæ æì '5' ÌçPùð æü Ìææ vòìæß Ðj• ùìðÖ ùì ùìðÖìÐ ùìð èðæ «*èçèà Ðjìð vòæ ÛßìÈ òíè èàìð Çìðìç ðÛ '6' óéÛP ÌæàìExóìèÛìð vxiíàì vxiíàì Ûìü òègæ ìè èð ðPì-èà ùìðÖè àìÖÖ Ìòèà ÌæàìExóìð 1/4èàìü°ò èìÖææ '7' óàìüPìÖÖ Ûì» ùì Ðj ùÖüðìè æì-òìè èæèðP,% ß ðèè-t-ìè Ðj ùì Ûì»è 1/4ðìüÖ èææ '8' vòìæß èÛìüüè TMègìç ùì vÐì» 1/4Pèá:1/4ìè èðæ ìðæìè è-æìèè àÖÖ èóíü Ìíüìç ðìðòìð 1/4ðìüÖ òègæ '9' ççÖ ß ðèè1/4PÖÖìæè 1/4ðìüÖ ìðæìè ùkúÖ «*èçèVç òègæ '10' ÌèÖìæðìèè 1/4Pðìè tð,% èæìðPÐ æì-ÇìüÛ Ðk ùPìÖìè• tabbed divider ùì ÌæÖ vòìæß -àðòìè èèèè1/4 Ìèßìü -Ûææ Æðìðæìíð 1/4ðà vèìÖ èù»úú-t-;ìð ÐèkÐìÛé ÌúP ÌçPùð òíè çHÛææ 3/4 òPÖ ùì ìèç óéÛP ùì ìèç 1/4Pèá: ìðæìè ðèèðGFæìè ÌÈ óàÈìüè àìÖÖ Ûìè1/4ìàÖ Ìæææ 1/4à-t-? «*íüüæ vâììç èðxà ùìßèç èèèè1/4 ÇìðìÛß çì Ììðìüè Ì«*íüüææü ççÖ vòæ æì ðÛ ðèèðGFæìè èùèÛ% èÛìüüèÛ òètðìèè ßðè èæÛPèÐéÛ ùìÛÈ ÌÈ ìèÖìðèÈ Àìçü ðÛ ðèèðGFæìè «*íüüæ Ìæàìüèè ðìçìè 1/4PÖÖìè 1/4èàì ùàìü èìÖææ qàÐìæÖçì (accuracy) 1/2 ðèèðGFæìèç ùÖü ç ççÖ ß ÐjìèÛ ùìèüìè òì-ìè òíè çìíðè 1/4èÖðçì 1/4ðìðìð èæèçð ðæ ÛhhÛ ççÖ• ðàìèìæì ðèè1/4PÖÖìæ ùì Ì«*1/4èèð ùìü»Èì ìðæìè èùxHì1/4ìüüÖçì ðùì1/4 òèìü

92 1/4ìàJ1/4Ö ùì 1/4Pùèç (Consistency) ÌÈ èù»ùèà èæèçð òègæ vò• Ìòèà èÛìüü ìðææ vò ççÖ ß 1/4PÖÖìèÛ ùÖüðìè òìèìæ• v1/4ìèÛ vòæ ÌæÖìæÖ èÛìüü ùÖü ç ççÖ ß 1/4PÖÖìèÛèÛè 1/4ìà 1/4PùèçðìèP ðÛ 1/4Pèá: èæìðPÐð Ðj 'Acronym' ÌÖì1/4èèà ùì ÌæÖìæÖ 1/4Pìàèðç Ðj òà ùÖüðìè òègæ• òìèÈ v1/4ìèÛ ðìðìðè òìix ìðèèè-ç ðìç ðìè «*çàìèè ùÖüðìè òèìè 1/4àü 1/4ðìèP Ðjèà èÛÖææ vòææ UN æì èÛìÖ United Nations èÛÖææ òüÐÖüç (Visual) 1/2 ìèàP (chart), 1/4ìèèÈ ß tÆìØ (graph) ùÖüðìè òíè ìðæìè ÌègðPìèP èù»ùìèÛè ßðè vâìè èðæ Graphics ùÖüðìè òèìÛ çìè ðèèè-èç vòßüì ÌùÐÖ òçPùÖ ÌúP ìðæìè ùkúÖìð çì òèÛìüü 1/4àçPæ òèìç çì ùÖìÖÖì òèì ùìææü Chart ùì 1/4ìèèÈ òè ùÛìç -ìÈìç çì vùìÀìè òìèùP ðìðìðè ßðè æì xìßìÈ Àè-ç 9ç5 ÌæàÐéÛæè (Exercise) 1ç «*òGF èðÀ «*òGF è-æìè òèìç ðìÛ èð èð èù» èùìü-æìè àìÖÖ èìÖìç ðùÀ 2ç «*òGF «*-t-?ìüè ÌìÖèà ùèPæì òè 3ç «*òGF «*-t-?ìü è-æìèè vðìÐÛìèÛ èù-t-?ìèèçÛìüü ùÖìÖÖì òè

93 Ìòð 10 □ «*òGF ðèè-ìÛæì (Project Management) ùÖæ 10ç1 ùÖæ 10ç2 «*òGF ðèè-ìÛæì Èèçðì1/4 10ç3 «*òGF ðèè-ìÛæì òàP«*ËÛé 10ç4 è-èì-èèç òàP«*ËÛé (Traditional approach) 1/2 10ç5 «*òGF ðèè-ìÛæì ð°òèç1/4àìð 10ç6 «*òGF ðèè-ìÛæì Ìð ðàæèìüèè-àìÛð «*è¹üì 10ç7 ð°òèçè ùÖüðìèìüüÖçì 10ç8 ð°òèçèùòÖìð Àðìüèè òíè væßüì (Tailoring of the Methodology) 1/2 10ç9 1/4ðìðæ ð°òèç 10ç10 Öìèüèèðð Á%èç (Continual improvements) 10ç11 «*òGF ðèè-ìÛæì òìàðàP 10ç12 «*òGF-ðèè-ìÛìðè Û-èàðì 10ç13 «*òGF-ðèè-ìÛìðè óàçì 10ç14 èæèéáì ùì Ìüü-ùÖü ðèéáì (Auditing) 10ç15 èæèéáìðè ðPììÛì-æì ß ðèìàÐP (Auditing) 10ç16 «*òGF ðèè-ìÛæìç ùìÖì 10ç17 vò1/4 ðìèðà (Case Studies) 10ç18 ÌæàÐéÛæè 10ç1 ùÖæ ÀæèùPÐ Ðçìðè vÐ»èóìð çìè èÐðß èæèðç ÇìðìÛß ÌìÖæèð ÌìçP «*òGF ðèè-ìÛæìè 1/4ì-æì 1960- Ìè òÐìðè «*çàèóìð «*òGF ðèè-ìÛæìè «*íüüæ ÌæàÛ-ç ðÛ v1/4È 1/4àìü• òÖæ ùÖü1/4ìèùð 1/4PòìèÛ

94 vòìæß «*òGFìð èÛìè òìàðàP 1/4PùèÖç òèìè Àðìüèèççì ÌúP èùèÛ% vÐð ß èÛìüüè òìàìèÛè àìÖÖ vòìüüüü ß 1/4à Ûù Ûàìæìè òìðPìèèçì ÀðÛèBo òèìç 1/4àà ðæ «*òGF ðèè-ìÛæìè «*çàèóìðè óù,%ì-Q?ìèÛè àìÖÖ ÌæÖçà ðÛ àìèðPæ àðìðð «*òGF 1/4èðìè 1/4ìèèè ùìèðæè ÌúP òìðPìèè àùÀ Ìòæ Ìè «*íüüü òíè Çìíð «*òGF ðèè-ìÛæìè ùÛìç Ìàèì ùæèÀ vò_ '1' «*òGF ðèè-ìÛæìè vòìæß 1/4ðà òìà æù/ '2' Ìèà Ìòèà Öìèüèèðð «*è¹üì• òìè èæèðP,% Ììèç-c ß vÐ» Ììx/ '3' ÌÈ ð°òèç 1/4ìÛÖÖ àìèè àæÖ èùèÛ% ÀðòèÈ ùÖüðìè òíè ß «*òìGFè òìàðàP 1/4ðìðìð Ìùèðç Çìíð/ '4' «*òìGFè òìà «*íüÐÈ çççPð (ad-hoc) èÛè-ìç 1/4ðìðìèè «*íüüæ• òì TMÓà ðìèP 1/4àìüè ðó Çìðì 1/4PòìèÛìç ðÛ æì ÌúP '5' «*òGF ðèè-ìÛæìè Àhpèð òàìü ß 1/4ìðìÛè 1/4ð-cìüæì ùìèßìü vçìÛ «*òGF ðèè-ìÛæìè ðÛ Ìææ Ìò èù»ú• òìè òìà ðÛ «*òGF -ÛìðìÛèè 1/4èèèç 1/4àìüè èðxà òìàðàP óàçìè 1/4ìà 1/4ðð ò 1/4àü• ÌçP• àæùÛ• ÀðòèÈ• Ðèk• ðèè1/4è• vòìüüüüè ÈçÖìèó' ùÖüðìè 'ùì vt-ÆØ ùèì' òíè ÛáÖ èæÖPìèÈ òèì ß çìç Àðæèç ðßüì «*òGF ðèè-ìÛæìè òìèùP «*íüÐÈ vòìæì Ìò «*òGF ðèè-ìÛìðèè ðìçì Çìíð ÌÈ ùÖèk «*òìGFè òìàðàP òìèè-À «*çÖáÛìüü ÌPÐtèÐÈ òìèæ• èð-Q; ÌææÛìü èùèÛ% èÛìüüèè òìàðìàPè 1/4à Ûù Ûèàìü «*òGFìð Ìèüü èæìü òìüèè v-,%ì òìèæ• òìç ùÖçPçìè 1/4ìàètÆØ Àhpèð ÌæðÖìèèè ðùì1/4 ðìü vòìæß «*òGF ðÛ Ìò Ìò Ìòìüè ùì 1/4ìèèèð ÀìÖÖìü• òìè ÛáÖ ðÛ Ìò ÌææÖ ùì èùìÐ» ù-t-; ùì ðèè»ùì 3/4çèè òèì "" TMèg vçìð vÐ» ðòP-Q? «*òGFèèè ùÖìè:òìü òìüð èðæè 1/4:ð• àì1/4 ùì ùxèß ðìç ðìèè «*òìGFè óù,%ì-Q? èð1/4ìü vòìèÛè òçì «*çìàÈ àìæ Ìì1/4• v1/4ìèÛ ðÛ ÈèJèæüèèèP ÌúP èùèÛ% ù-t-; èæàPìÈ• òìè àìÖÖ ðìß ùìèß• ùìèß• 3/4ùðàÖèçæ òQÝðìèç• òàèðÀàìè ðìðPßüèè ÈçÖìèð «*òGF ðèè-ìÛæìèè «*íüÐÈ 1/4Pìáíð Ìò èrÛhìèè Ììð-èçìç vòÖìæìè ðÛ Ìè èçæèà ààÖÖ èù»ú ðÛ 1/4àü ùÖü ß 1/4àìüü ùì v-ìðè! ÌÈàìèíð (quality) vòì vèìÖ ÌÈ èçæèà ðÛ èrÛhìèè Ðé»P ùì vòìèÈð èù òà vertices) 1/4ðèèç v¹çìè «*çÖìðìð vòì vèìÖ èrÛhìèè àìüüüü -çHÛPä ùÖüðìè òèì ðìEX òìè -ìèèà Ðé»P ðÛ 1/4àü• ùÖü• Ìèkùìè ß ÌÈàìæ vòìðçH vòìæß òà"ææ v¹çìè «*çÖìðìè Ìòèðà æü• v1/4ìðçH ìðææ çìíðè «*çÖìðìè 1/4ðìðìð «*x% çHìÛ ðìèèè 1ç «*òGF èæÖPìèèç 1/4àìü vÐ» òèìçÈ ðìü 2ç «*òìGFè ùÖü èæÖPìèèç 1/4èàìè àìÖÖ èìÖìç ðìü 3ç «*òGFìð Ìèkùìèè àìÖÖ Çìðìç ðìü 4ç «*òìGFè ÌÈàìæ v¹çìè -ìèðòì vâàìæìèè Àðòàk ðìç ðìü 1/4àü ÌÈàìæ 1/4àìüü ùì Ìèkùìèè ùÖü

95 vôiæß «*óíGFè ÷ièèà ðöÞiú Çíó ½ '1' Project Definition ½ «*óíGFè ÚáÖ• Áí!ÐÖ ß ¼4iØiÜÖè àiÜ ðÇlèÜ èèè ðèi/ '2' Project Initiation : ðià ™èg líiú «*óGF «*èçViè äæÖ «*íúiaæú ¼4ùèðxã/ 3' Project control : «*óGF öiç ÚáÖ=HÖç æi ðú v¼4èóió ææè èiÖi ß çì èæèfç ðèi Íú 4' Project Closure : «*óGF ÷iÜè èiÖiè äæÖ vö¼4ù Áðioiæ ¼4µùèÖç ðèi ðiúèxÜ çì vÚiÁ vóßú 10¿2 «*óGF øèè÷iÜæiè Èèçð¼4 Òi, i öäi°oè tðããæð (sputnik) ¼4µóíáè líiú «*óGF øèè÷iÜæiíð èùèá:Úiú ðÖùðèiè ðèi ðç ÍÈ ¼4µóíáè øè àièðæ öäkei,% çì ¼4iàèèð «*óGF «*è¹úilèÜíð øèèè Hç ðèiè «*íúiaæ læãÚú óiè ÍÈ ÚiáÖ vøÞixæè äæÖ æçxæ àiÖÜ lièù,-ü>ç ðú 1958 ¼4iü Polaris Missile submarine Programme- Íè là èð¼4iü çìèi Program Evaluation and Review Techuique (PERT) Álciúæ óiè ÍóÈ ¼4áíú ðÖù¼4ièúð ¼4µòì Dupont critical Path method (CPM) æiàð ø°oèçèà ÷iÜá óiè øiè Work Breakdown structure (WBS) öäk óiè PERT-vö «*¼4ièèç ðèi ðú ¼4iàèúð «*íúiaæ væßúí ÍÈ ø°oèçlèÜ °gç v¼4èðèèè ¼4µòilèÜíçß xèßiú øiß 10¿3 «*óGF øèè÷iÜæiè ðâÞ«*ÈiÜè vôiæß «*óíGFè ðiàðâÞ øèè÷iÜæiè äæÖ èùèÜ % øÞi lüÜ@-Hæ ðèi vóic øiè vöâè_agile °gç• iterative 'ðææèiüèè+àiÜö'• incremental 'üùè°oàiÜö' Íúµ phased 'ðöÞiú¹èàð' vôiæß è÷è÷èèç ðöÞiú¹èàð «*ÈiÜíð ¼4øÞiÈÞ ðèiè äæÖ øóíáðlèÜè Íóèà ¹à (sequence) è÷èç ðèi ðú Íèà agile software development ði flexible product development ðâÞ«*ÈiÜèè vÇíó ¼4øÞiÈÞ øüÇö ðÈÞièÜè læÖ «*í-Q? Çiðì ÍÈ óüè,%ÜèàlèÜíç øèèèðèç læãóíúè àièæiú ÷iÜ vxiíai vxiá ðià èæÖÞièÈ ß ¼4øÞiÈÞ óiè «*óíGFè ðià ðèi ðú ÍÈ «*è¹úí ¼4øÞiÈÞÚiú øiüÞ-øèèèèèGFç æú vö ðâÞ«*ÈiÜèÈ tÈðÈ ðèi vðìð æi vöæ «*óíGFè Áí!ÐÖ ß ÚáÖ Íúµ èúíÐ» óiè ¼4ú lµÐtÈðÈièè ß Üèt%òìèèè Ü—èàðì tð,%Úiú ðÖiÖi ðèi vóßú «*íúiaæ ¼4áú «*çÖiÐì ÍÈàæ úÖü lèkúie

96 10¿4 è÷è÷èèç ðâÞ«*ÈiÜè (Traditional approach) ½ è÷è÷èèç ðâÞ«*ÈiÜèíç vôiæß «*óíGFè èùðiðÈ ¼4áú çíó liàèi øÞi÷èà lµíÐ '÷ièèà ðöÞiú ß èæúQÝÈ' Úiú ðèiç øièè ½ '1' Project initiation «*óíGFè ¼4i÷æi' '2' Project planning «*óGF øèèðGFæi' '3' Project production or execution «*óGF ¼4øÞiöæ '4' Project monitoring or controlling «*óGF ææèóíèèè ði èæúQÝÈ' ß '5' Project completion «*óGF ¼4àðæ' ¼4ú «*óGF ¼4ú ð-èà ðöÞiú vøÞixiç øiè æi ðièè ¼4àðioiæ líiüÈ èðxã «*óGF Úao óiè vóßú ðú èðxã «*óíGFè ¼4@-cúç øèèðGFæiÝææèièèè Çíó æi èðxã «*óGF èÞçéú • ççéú ß ÷ççÞ Óiøèà líæðüiè lèç¹à óiè ðt ÈðíGFÈ ÍÈ ðöÞiúléÜ ¼4iàèæÖ øèèçÞæ óiè «*íúíð ðèi ðú vöâæ vôiæß ðièß ¼4çèèè ðiðçÖ æðÐiè váir «*óGFèà vö¼4ú ðöÞiúè àÖÖ èóú lÈÈ¼4è ðiú v¼4lèÜ ðÜ Pre-planning, conceptual design, schematic design, design development, construction drawings (or contract documents) Íúµ construction administration èùèÜ % èÐíGF èùèÜ % æiá øèèèç ðiÜß ¼4à¼4Öi ¼4àíÓíæ «*óç ðöÞiúléÜ ði lèÜ % øÞi læã¼4èÈ óiè ¼4à¼4Öiè ¼4µí èæÈÞú ðèi èùèÜ % Áðiu ði èùðGF ði÷iè ðèi Íóèà øÞi èðè ðèi èÇøièçß ß àiÜÖiúæ ðèi è÷è÷èèç critical path methad-Íè Íóèà èù-t-?üç èÇø ðÜ critical chain «*óGF øèè÷iÜæi-¼4µ¹-Q? úiúÈiú lði Úá ðèi vúix vö PERT-èÜèkó àiÖÜlèÜè líæðlèÜè líäiðè ðt-«*óGF (multi-project) èÐíGFè øèèiúíÐè øiá Áðöäk æú Ííóè vùèÐè ÚiüÈ úüðÁ ÍóðiÜèæ ðiÞi ðiçè ðièièè «*óíGF ÁÁ¼4iðè Íúµ líäiðè èóíæ ¼4ú Óèiæè øèè÷iÜæiíð «*óíGFè Úiú «*ðìð ðèi ðú ðt váir ""«*óGF lèÜè"" óiúð ¼4:iðè äæÖ úüðèç àèàÜ àiÖÜlèÜ lí«*íúiaæú ðÖiúè ðièÈ ðiú óÞièßiúx ði çì èèèç øiç ðiÖiè ¼4ùè,% ðièix Íè øèèiçÞ «*óGF øèè÷iÜæi èúíÐ»Üèi èùèÜ % "ÚÜá" (light weight) àiÖÜ è÷èç ðèiè v÷,%i ðièixæ vöâæ ¼4øðßúèiè vöÜÜøíáí' àè äæÖ Extreme Programming Íúµ scrum techniques ði ðÜiðíÐÜ læÖiæÖ «*óíGF Extreme Programming-Íè ¼4iàèæÖèðç èÇøÈ ðÜ extreme project management, ðið process modelling Íúµ human interaction management-Íè øèè÷iÜæ æèèçè ¼4ià Íóir ðÖùðèiè ðèi vóic øièè 10¿5 «*óGF øèè÷iÜæiè ø°oèç¼4áíð «*óGF øèè÷iÜæè ø°oèçèúóÖiè (methodology) Áí!ÐÖ ðÜ Íáæ Íó líóÐÞ ø°oèç ß ÷iÜð-æèèç èæ°ÞièÈ ðèi ðiè ¼4iðiiÖ çÇÖ «*öæk ¼4µ¹-Q? «*óGF lèÜ ¼4ãÐüÞÜ ¼4ãøèèèèèGFç ß Óièiúèèð Úiú lÈÈ¼4è ðiç øièè ði ÁÁð,% øÈÖ «*÷t-ç ðèiè ¼4iç ¼4iç «*óGF lèÜ èæèðÞ,% ¼4áú ß úÖü ¼4éàiè àiÖÖ ¼4øÞiÈÞ ðèi ðiü

97 10¿6 «*óGF øèè÷iÜæi Íó øææèiüèè+àiÜö «*è¹úí «*óGF øèè÷iÜæi Íó øææèiüèè+àiÜö «*è¹úí Íèà ðiäðiáÞè Íó lock-step ¹à æú vôiæß vôiæß váir ðöÞiúléÜ ¼4iàèèçç (overlap) ðú vöâè_concept definition and planning) vöÖiæ çíóè øüÇöÚiú ðÈÞæi ðèi èèÖæ ðiú ÞiÖ ç+UíÜÓiæ ÍÈàiæ èæúQÝÈ Íúµ ðiäðiáÞè ðöÞiÜ÷æi ÈçÖièð ðiàlèÜ ÷Üíç Çíó Íúµ «*óíGFè «*èçèà ÷íÍ líó lðèið «*Üièçç óiè ÍÈ ø°oèçèúóÖi ¼4á Híúè vöiÐÜíðÈ «*ðìð óiè ÍÈ ø°oèçèúóÖi «*óGF øèè÷iÜæiè ßøè ææè vóú «*óGF íð lèúíú èæiú ðiüiè «*í÷,%iè vx*èÈüç æéúæ÷í çì ÁÁ¼4iðè æú «*óGF øèè÷iÜæiè ¼4ià Development life cycle-Íè ¼4øðÞ ½ ÍÈ development life style Úá «*óGF ¼4øÞiöiæè ¼4áíú «*óGF øèè÷iÜæi ß çì ¼4µèx,% ðiäðâÞ èæèðÞ,% ø°oèçèúóÖiè ßøè èæÜÞè óiè æi vôiæß èæèðÞ,% development life cycle model ðßúí ÍÈ àiðíÜè ÚáÖ æú vöâè_ waterfall or spival development) «*óçóíá «*óGF øèè÷iÜæiè lèà Íó vx*èÈüç ø°oèçç ði èùèÜ % ðâÞ«*ÈiÜè Íúµ æiæi èù-t-?ièèç ðiðÞ¼4øÞiöæ ø°oèçíð l-Q?ÚhÞk óiè_vöièÜ èæÓiÞèèç ðièix èùèÜ % èi,%³éú ¼4µòì 10¿7 ø°oèçè ðÖùðèièiüÖçì ðÖièÜiðèæÞúè ¼4úðèà çÇÖ «*öäk «*óíGFè ¼4iÖièÈiüíú «*óGF øèè÷iÜæè ø°oèç «*íúíð ðèi ðiü ÍÈ ø°oèçèúóÖi ðçàí ðÖùðèiè ðèi ðiüí • çì èæÜÞè óiè «*óíGFè líúçæ ß ÄhÞèðè ßøè çÇÖ «*öæk «*óGF lèÜè äæÖ èæèðÞ,% ðèi ðiäðâÞ ß ðièùèlèÜíð ÍÈ ø°oèç èúóÖi è÷èçç óiè ÍÈ ø°oèç èúóÖi ðÖièÜiðèæÞúè çÇÖ «*öæk «*óGF lèÜè øèè÷iÜæiè váir Íó ÷iÜð-æèèçè ðià óiè Concept Definition Planning Start up Review Risk Management Tracking Development life style Requirements Design Development Integration & Test Operation Closeout

98 10;8 0°oèçèùóÖiöi Åøiöiùé öië væßui (Tailoring of the Methodology) ½ öÖièÜiÖièæPüiç væßui èùèÛ% Öéiæé ççÖ «*öäek «*öiGFè èæät-H «*iüiäæ læäöiüé ÎÉ 0°oèçèùóÖiè æðDiöð öiäxpriä öië væßui öiü ÎÉ 0°oèçèùóÖiè ß çie ¼mèxX, «*è¹üilèÜè æææéuçi ÍóÇi t-Héöiè öië vö åh° «*öGFleÜè çhÜæiü üüðÅ• æèäÜ «*öGFleÜè ææÖ øèè-iÜæ-«*è¹üiè lièß öiÖiè «*iüiü «*iüiäæ «*öiGFè èüiÐ»ðleÜ èù-iè öië «*öGF øèè-iÜö è¼öoi-Q? vææ öéÜiü 0°oèçèùóÖiöi Åøiöiùé öië vçlÜi ðiü Ím öé Öéiæé «*è¹üi öéöiè ðiü «*öiGFè «*çÖä öiäöiäPè ææÖ vöiæß Öiöð Öiöð Íiüiæé ¼ðèiöüi væÈ ÎÖiæ öi ¼4ü Åðöièðç ðÜ• çiiöè Íðèäß iüi vóü æi «*öGF øèè-iÜæiè öiäiö öéÜiü Öiöð Öiöð Íèüü èæiü vöiç ðiü 10;9 ¼4@öiöæ 0°oèç 0°oèçèùóÖiè ðÜ «*iüiäæéü 0°oèçlèÜ üiç vçlÜi Ím è-èÿç öèiè èÜè+ vöiæß «*öGF øèè-iÜæiç vö¼4ü vâièÜö «*è¹üi èiüix v¼4lèÜè ßðè èæÜPè öië 0°oèçèùóÖiè èðxä liüÐÖö øèèüçPæ öèi vöiç öië• öiç çl ¼4ØÜiü «*iüiü öèi ¼4@-cü ðü ÎüÐÖ Íiäiè ÎÖöiðÐÈ ðÜ -iÜö-æèèç Ím ¼4ðöilèÜ èæiäiöè «*iüiäæ læä¼4iè çiiö Åøiöiùé öië çhÜiç öië 10;10 Öièiüèðð Å%èç (Continual improvements) vöiæß 0°oèçèùóÖièÈ öiÈä üi læç ðiü Çiöi üizæéü æü ¼4äiüè ¼4iä ¼4iä çiiö lièß Å%èç öië vçlÜiè «*üi¼4 -iÜä èiÖi Àè-ç vöiæß «*è¹üiö Å%èç öië vçlÜi Íö -iüiè liüçPæÐÉÜ «*è¹üi• öiè ææÖ «*iüiäæ ÖièiüèððÜiü äiÜÖiüæ ß øèèiÐiöæ öië öißui• öçáÈ æi «*è¹üièä v¼4È ¼4ðöiè öiix ¼4ü vçlÜi læäö-Ü ðiü öpíçl ¼4ðöi ß öâPéiöè öièüç ðÜ ½ '1' æèèç ß 0°oèççlèÜ lièß Å%èç öië vçlÜiè ÜiäÖ èæèüèEx%Üiü ççÖ vâiüæ vößui/ '2' lièß öiä öèi «*iüiäæ vö vârlèÜiç v¼4lèÜiö è-èÿç öèi Ím '3' «*öGF øèè-iÜæiè æèèçlèÜ öiç èCöièüç ðü çl ¼4æèæèç öèi 10;11 «*öGF øèè-iÜæiè öiäöâP «*öGF øèè-iÜæiè ææÖ èùèÛ% Öéiæé öiäè «*iüiäæ ðü ÎèÜ ðÜ ½ '1' öiäè øèèöGFæi öèi/ '2' Åhpèðè äiÜÖiüæ öèi Ím çl ðui¼4 öèi/ '3' ¼4@öiöè øèèäiö öèi/ '4' ¼4@ðö üèi! öèi/ '5' öiä ¼4müèÖç öèi/ '6' äiæü ¼4@ðö ß ü-t-;ç ¼4@ðö ¼4mçÈð öèi/ '7' öièüç ü-ææ öèi/ '8' öiäöâP 99 øèè-iÜæiè öèi/ '9' «*öGF ¼4@öiöæ öiäiö èæüQYÈ öèi/ '10' ÍtÈüèç ¼4@öiöP èèiöiäP öèi/ '11' çlçÖè èÜè+iç «*i: ØÜiØÜiö èüixX»È öèi Ím '12' èüixX»È ß æðDi «*-t-;ç öèi- Project control variables ½ «*öGF øèè-iÜæiè öiä öpí-èä øèèüçPæÐÉÜ Åøiöiæiö èæüQYÈÈ äiÖÖ èæiü li¼4iè v-,%i öèi ðü ½ • ¼4âü «*öGF ¼4@öiÈP öèiç öçäi ¼4âü öéöiè• èüixX»iÈ ¼4æèÜÖiè ææÖ Íiö vÜiÄ væßui ðü «*èçèä ÍðÈè ææÖ öçäi ¼4âü öéöiè Ím Íèß öië «*èçèä ÍðÈè «*èçèä öièüiçè ææÖ öçäi ¼4âü öéöiè v¼4È Üiü Üiü öèi ðü • üÖü_¼4âü vçlÜi öÜiüè èð¼4iü öèi ðü «*öiGFè öÜéü ¼4ö¼4Öiöè öÜiüè ¼4iä ¼4äiüè ÎÈÜ ðÜ Íðèä ÎÜÖ-Q?èèÈ «*öGF üçlè üÖü vöiæß t-HiÖéæ Åøiö,%iö èæèäK öèiÜ ¼4-èi-è üÖü ðiü öiçl «*öGF ¼4@öiÈP öèiè ¼4âü Ím Åøiö,%i «*èç Ü àiü vö ÍçP öièü öièixæ çlè ÎÈÜ • ÎÈäæ_vöiæß «*öiGFè ¼4èÖö ÎÈäæ èæÜPè öië øÜçÖÜiü «*içÖèèä öiä üÖü öèi ¼4äiüè ßðè vöiæß öiä ¼4@öiÈP öèiç ðüçl Íðäi èæèöP,% ¼4äiüè «*iüiäæ ðü• èð-Q; lièß vüèÐ ¼4âü üÖü öèiÜ ÎÉ öiäèäÈ liüiè lièß Íæö ÜiüÜiüiü öèi ¼4@-cü vöiæß üüðÅ «*öGF -ÜiöiÜèæ ¼4âü ß üÖiüè ßðè ÎÈäæ öiç,% äiriü «*Üiü vØÜiç ¼4äâ ÍçÜi Îè èüøèç' • v-iðè_- -çl-Q? ØÜiØÜi öi liÐi öèi ðü «*öGF vöiæiÜiäÖ Åðæèç ðiç -iü çlè ¼4ièÜPö ¼4mÜi Ím - -çl-Q? ØÜiØÜi öé öé ¼4iØÜÖ öißui Àè-ç ß öißui ¼4@-cü ðÜ çlè èæèöP,% üÈPæi • Åhpèð_üÖçPçlè ¼4@-cüÜö èü öá öiç,% ¼4âü ß ¼4@ðö ÇiöiÜ vüèÐè Üiü Åhpèð üi ¼4@-cüÜö üÖçPçlè öièäiü ßÖi öiü Üièièè üi èÜçlèè vçlè ÎèÜè äiÖÖ èçèèä øèèüçPæÐÉÜ Åøiöiæ èöiç ¼4ââ öçlçç øèèäiè èÜè+iç «*öGF øèè-iÜöèi üièð øèèüçPæÐÉÜ ÅøiöiæièÜè äiÜÖ èðè öèiç öièææ «*öGF- øèè-iÜö ß vçlèè äiÖÖ liüiü-æiè äiÖÖiäÈ - -çl-Q? äiÜÖ èðè öèiç ðiü ¼4iÖièÈÜiü ¼4âü• üÖü• ÎÈäæ ß Íèküièè èù-ièè äiÜÖ -hèkÜ°ö ðiü Çlèö Process-based management ½ Process-based management üi «*è¹üi èÜè+ð øèè-iÜæiè Î-Q?ÜhPk öèiè ØiÜ «*öGF èæüQYÈÈ ÖièÈièä lièß «*¼4ièèç ðü CMMI (Capability Maturity model Integration) Ím ISO/ IEC15504 (SPICE-Software Process Improvement and Capability Determination)-Îè äiçl Maturity äiöÜièÜ üÖüðèi ÎÉ vârlèü Íèüü èæiü öièEx 100 10;12 □ «*öGF-øèè-iÜiöè Ü-èâöi «*öGF øèè-iÜiöè Ü-èâöi ÍçÖ-Q? öièüçPæiÈP TMèg vçlÜi vÐ» øöP-Q? «*öiGFè øèè-iÜæiè ç+ÜiüÖiæ ß èæüQYÈÈ öièüç «*öGF-øèè-iÜiöè «*öGF-øèè-iÜö «*öiGFè vöiæß öiä æi• öèiÜß -iÜ èçèè öiäöâP øèè-iÜæiè öèiÜÈ öiç,% vöiæß «*öGF øèè-iÜiöè ÎüÐÖ öèÈéü öiäleÜ ÎÈèöä ½ '1' çlèi öiä «*öiGFè ¼4mÜi èæÖPèÈ öèi• çlèi èæÜPðiöiüÖ èðxä öiä Üiü öië væßui «*iüiäæéü ¼4@ðö vâiüç öèi ß «*öiGFè öiä öèiè ææÖ öÜ üÖæ öèi/ '2' çlèi öiä «*öiGFè - -çl-Q? ÜäÖ èæèöP,% öèi Ím èæÖPèèç ¼4äiüè äiÖÖ v¼4èäiö ¼4@öiÈP öèiç öâPéiöè Áöðüä°ö öèi '3' «*öiGFè ÍtÈüèç ¼4@öiöP ¼4â-t-? Üèt%öièèiö èæüèäçÜiü ßüièöüðiÜ èiÖi/ '4' Åhpèðè äiÜÖiüæ öèi Ím çl ðui¼4 öèi/ '5' øèèüçPæè ¼4iä äiææiü èæiç vÐÖi• öièÈ vöiæß «*öGFÈ Íiöüiè 100S øèèöGFæi vâæ -iÜ æi 10;13 □ «*öGF-øèè-iÜiöè öáçl ½ vö¼4ü èü»iü öáçl Çlèi vöiæß «*öGF-øèè-iÜiöè öiä äègèè v¼4lèÜ ðÜ ½ '1' væç-ç • '2' People management üi äiæü ¼4@ðö øèè-iÜæiè vçlè ¼4èüèiðöièè ¼4ðöâPè ÈçÖièö • '3' vöiüiöiü vâièÖö ß èÜèÖç • '4' liÜiè-liÜi-æiè • '5' øèèöGFæi • '6' -hèk øèè-iÜæiè • '7' ¼4â¼4Öiè ¼4äiÖiæ öèi • '8' ¼4üææäiÜö è--Q?i ""vöiæß èðxäiö öiä øèèÈç öèiè - -çl-Q? öièüç «*öGF-øèè-iÜiöè è-èi-èèçÜiü• çlèi vt-ÈÈ èCöiüÈöièè èð¼4iü ÎÉ Ü-èâöi öiÜæ öië Íi¼4ixæ çlèiöè öiäè ææÖ «*içèèð «*Ði¼4èèð ß «*öäèkùç öáçl Çlèi «*iüiäæ Îäiöè èöiæ çlèi ÎüÐÖ lièß üiçl äièè Ü-èâöi öiÜæ öièæ -è-èi-èèç èü»iüèÜ xliçlè liä çlèiöè üÖü¼4ièüç öáçl vçlè ¼4@öiöPè èü»iü öáçl ß èiäÈæèèç öáçl læPæ öèiç ðü äiæè¼4öÜiü çlèiöè ØÜiØÜ- vöèö (result-oriented) ðßui Ím Ítø,%çlè «*èç öiç,% ¼4ðèÐÉÜ ðßui Àè-ç • öièÈ Îäiöè üÖü¼4iäüç Öâü öä èæèæ¼4È tø,% ðiü vöÖi vóü ÎÉ vârlèÜ ¼4iäÜiç æi-öèiÜ «*öGF üÖçP ðßuiè ¼4@-cüüæi vüiç öiü""_vâ vÜèÜö¼4æ vØçâ 10;14 □ èæèèäi üi liü-üÖü øèèäi (Auditing) ½ èæèèäöèi (Auditors) «*öiGFè ¼4iä èùèÛ% äiriü æèçl Çlèiç öièææ_«*è¹üiè «*èçèä øöPü vçlÜ èCöiüÈ-øèèüçPè øöPüi-æi øöP-Q? «*èçèä «*öiGFè vârl Åhpèðè øèèäiö öië væßui üizæéü• öiç øöPüi-æiè ¼4èÖö -t-?èèä èæÖPèÈÈ öèi öiü Íiçlè èæèèäöiöè èüiü-æi öèi Àè-ç lièçPö èüèiÈÈ vârl «*öGFleÜ öçäi lægçPæiè èæüQYÈ öçÖièæ èüxHi¼4iöiüÖ Ím ð-t-?-ièÜç èæüQYÈ öçÖièæ

101 «*è¹úííç ÄhpèòìèÜ ðÜ ½ '1' Íò ÌæãVîèæò èúòìÐ-«*è¹úíè Ìæãøèðèç• '2' Ìtø,% èËæéèç• '3' èæèðP,% ùì èæèçç àìøìèÒè ÌÙì Ìú• '4' øèè-ìÜæìè ßøè óãùPÜ èæúQÝË «*íúíúè ÄhpèòìèÜ ðÜ ½ '1' «*òíGFè èúòìÜ àèàÜçì• '2' ùüð+è «*òGFìèÜ• '3' Ìè-Q?à ÙÖùðìèèèíóè (end-users) v¼èðàÜííú «*òíGFè ¼íà àèçç æì-Çìòì Ìú• '4' òâP-ìèèè ¼MÖÒìGFçì 10ç15 □ èæèéáíóè øPííÜì-æì ß øèìàÐP (Auditing) vòìæß èæèðP,% «*òíGFè ¼íà àèçç æì-ÇìòìÜß èæèéáíóè Àè-ç èúòìÐ ùì Á^%úæ «*è¹úì ß ø°òèçìèÜ øPííÜì-æì òèì ÌË øPííÜì-æìè Àè-ç ø°òèçìèÜè àìÜÖìúæ òèì Ìú• vòÖì_v¼ìèÜ òéÜííú èCøìèúç òèì ðíEx «*íúíæ ðíÜ èúòìÐ-«*è¹úì ß Ìì-Q?ÖìÁø^% øíËÖè ÌËàìæèß øPííÜì-æì òèì vòìç øíè - vòÁ vòÀ èæèéáíóè «*òíGFè ¼íà ¼áùPòìË àèçç èìÖìç -ìæ• òìç vòìæß rgèà ÇìòìÜ çì ¼áú Çìòìç è-èçç òèì òì ß ¼MðìÒìæè ùÖùòì òèì òì vòìæß èæèéáíóè Ìóæè èæúQÝË Áøìó,% èð¼ííú òìà òèçç øíèæ ÌÇùì t-HìÓéæ èæèéáç èð¼ííú òìà -ìèÜìú vòìç øíèæ - øèìàÐP vòìè ¼áíú èæèéáíóè Àè-ç èúèÜ^% Áøìú èæúQÝËË ùÖùìèÜ èúìú-æì òèì ¼Mðìè ßøè èæÜPè òìè ÌË øèìàÐPìèÜ øìÓìæ Àè-ç òÜéú væçì• øèè-ìÜò ùì Ìèðà òèàèè òìx Auditing Formal Software Development Process ½ ùÖù¼ìèúð ¼MðìèÜ vòìæß vòìæß ¼áíú Formal Systems Development Process ùÖùðìè òìè• òìç ¼ØÜÜìú «*ÈìÜèìèÜíð Á^%ç òìè vçìÜì òìú Ììèß ÐèKðìÜè èæúQÝË Ììæç vòìæß ÌæãVîèæò «*è¹úì Ììæò vùèÐ òìòPòèè - èæèéáíóè Àè-ç ÌË «*è¹úìè øPííÜì-æì òèì ß Ìáì ¼áèææèçç òèì vò çì ¼áèææèâPç ðú Ìú• òìòPíáí Ìæã¼èË òèì ðú vòìæß Á+â àìíæè formal systems development øèèòGFæìè èCøìèÖìèà ÌË èðà ½ • Á^%úæ ùì èúòìÐìò ¼Mðìè ùüð+è ÜíáÖè ¼íà vâÜìç Ìò çÇÖùÖùòìè (information system) vòìÐÜ †ÇèË òèì/ • æççæ ùÖùòìè àìøìèÒ èæÓPìèË òèì/ • ¼áú ß ùìíáìè àæÖ «*òGF øèè-ìÜæì æèèç «*Èúæ òèì/ • «*è¹úìò ùËPæì òìè ø°òèç èðè òèì Auditing the System Development Process ½ vò ø°òèçèúòìèË «*íúíú òèì vðìð æì vòæ• «*òGF èúòìÐ-«*è¹úìè ÌèçøøìËP ÒìøìèÜ ÌóË èðìáè ½ øèèòGFæìè èúòìÐ• èCøìèÜ ß èáÈìúáË - øèèòGFæìè Òìøèà èúòìÐè -èè ß v-ìðè! èæÖìèË òìè ÌË øPííúèà ¼ØÜ æì-ðíÜ «*òGFèàè

102 ¼Mðìèèè -ìèðòì vâìíæì òèÒæ ðìç øíè ÌË Òìø èæèéáíóè àìÜ òìà ðÜ øèèúÐèà ÁøÜèBo òìè «*íúíææú ¼áú èðìáè èæúQÝË æððìè àìÓÖ Ì-Q?ÙhpK òèì vòìæß Òìàèç ÇìòìÜ çì æáìè Ììæì Àè-ç Ìú• v¼ìèÜ vâìíç ùÖùòì væßìèè øèìàÐP vòßì Àè-ç ÌË øèèòGFæìè Òìø èæèéáíóè æèì-è vârlèÜíð èæìú Ìò ¼MðòK øèèòGFæìè ¼çèèè v-,% òìèæ ½ '1' øèèàìøìòìÜ ÒìáÖè èæèèÖì ùÖù¼ìèúð «*íúíæè èúìX»ÈàìÜò ùì»Èì• '2' -ìÜà ùÖùòìè øPííÜì-æì• '3' æççæ ùÖùòìú òìàðìáPè ÒìèÈìúç æððì• '4' «*íúíææú ¼èJìà• '5' ùìíáà-¼ð ùÖù ß ÜìíÜè ÌèçPò èúìX»Ë• '6' òâP¼ìè- «*-t-;çòìèò• ùÖùðìèòìèèè ß «*òíGFè ¼íðìÖìèèè òâPèíóè èæÜPì-æ Ìú• '7' òìèúø• ¼áú¼ìè- ß ¼èèèèðìòìÜ ¼íàtÇéíð Ì-Q?ÙhpK òìè «*òGF øèèòGFæìè øèèòGFæìè Òìøè øè ùÖùòìèà ¼çèè ß øèéáì òèì ðú - øèéáì òèìè òìàèà ¼íÒìèË øèéáð ß Ìè-Q?à ùÖùðìèèèèíóè Ìò èàèÜç òÜ òìè Çìíð - øèéáìè òìà ¼íàtÇéèà ¼çèè ðúè øè ùì ¼çèè ðßìè ¼áú òèì òìú - èæèéáíóè Àè-ç èæâPìË ß øèéáì «*ÈìÜè Ìú• ØÜìØÜ øPííÜì-æì òèì• òìç ¼íàtÇéèè òìá èæÖâPçÜìú çÇÖ «*è¹úìðèË ¼ç-cú ðú Ìú• Ìèàè ¼MÖÒì æìÖæçà -t-?ìè èæìú Ìì¼ èæèðP,% àìæ vøPìXìæì òìú - øèéáìè ¼íðìèÒ ÌË èú»úìèÜ òì-ìË òèì òìú ½ '1' ¼íàtÇéèà ¼Mðì ß ùÖùðìèèèèèè «*íúíæè vâìíç øìèì èðæì• '2' vòÜìú æððì ¼çèè ðìúèXÜ v¼Üìú òìà ðíEx èðæì• '3' ðìòPßìè ß ÌæÖìæÖ ¼Øâßìíèèè ¼íà òìà òèçç øìèì èðæì Ìú• '4' rgèààãK èðæì - èCøìèÜè Òìø Ì-Q?ÙhpK òèì ðú èCøì-Q?è (conversion) çÇÖ (documentation) ß «*èÐáË - ¼Øâðßìè è¼ííá èCøì-Q?è ðÜ çÇÖìò øáìèìæì vÇìò æççæ ùÖùòìú ð-t-?ì-Q?è òèì Ìèà Ìò òèÒæ «*è¹úì• òì Òãú ÜìíÜìÜìú øèéáìè òìè èìÒ - ùÖùòìèà vùìÀìè ÜíáÖ çìíóè èúèÜ^% Óèìæè «*íúíæè vâìíç çÇÖ ¼MèàË ùÖùòì ùÒæ òèì ðú èCøìèÜèèèè ß Ìè-Q?à ùÖùðìèèèèè_Ë óáË òìáèË àæÖ - «*èÐáË ùÖùðìèèèèè óáçì ùèè° òìè - ùÖùðìèèèèè òìç ¼èÒòÜìú ¼Øâßìè ùÖùðìè òèçç øíèæ• çìè àæÖß «*èÐáË òìç,% ÌèçøøìËP - ¼Øâßìè ¼íàtÇéìèÜìç èáÈìúáË Ìò èæèèèèèèEx^% «*è¹úì• òìç Ì-Q?ÙhpK èìúì ½ '1' Ìè-Q?à ùÖùðìèèèèíóè ÒìèìèèèòÜìú ¼íðìò òèì• '2' rgèà ¼MðìÒìæ òèì Ìú• '3' ¼áíúè ¼íà ¼íà ¼Øâßìèíè ¼áíúìøìòìè òìè vçìÜì ÌË øPííú èæèéáíóè vòÖì Àè-ç• òç òìòPòèèèèè ß °çç ùÖùðìèèèèíóè ¼á¼Øì vâìíæì ¼ç-cú ðíEx - 10ç16 □ «*òGF øèè-ìÜæìç ùìÒì «*òGF øèè-ìÜæìç ùT ¼á¼Øì vòÖì èóç øìè - ÌèÜìò ¼ç-èì-è ùìÒì ùÜì ðú Çìíð - Òìíæ Òìíæ èòxà ¼ç-cúÜ ùìÒìè è-èçç òèì ðÜ ½ '1' óãùPÜ vòìííòìú• '2' àçìËæðÖ• '3' Ühp vùìÀìúèÀ• '4' Òìèð Ììðßìè• '6' ÈÀèæúìæè ÓâPÜà• '6' ùÖèKìøè ¼MÜçì• '7' óãùPÜ øèè-ìÜæì Ìú• '8' ÜáÖ ß ÁìíÐÖè ¼èÒò ¼M-t-ìè ÌÙì

103 vôiæβ ÛiïÛi «*ôGF øèè÷iÛæiè àiÓÖiáβ ¼4ûèoiâè Åhpèð ùi èùtþú Íñiæi òiú æi• èð-Q; çie ¼4iðiiöÖ ÍlèÛ Íñiæi ¼4@-cú ðú ½ '1' «*ôGF ¼4@øiËP ðiç vóèè ðβúí• ùiíãã ìç¹ã òèi ùi v¹çie ÷ièððò vâaiiç ùÖÇP ðβúí/ '2' «*ôGF øèè÷iÛiðè òiãðíâP Ì¼4µùèç Çiðie ØiÛ vôiæβ «*ËiÛé ùi øºøèçíð ÌæÖèãè vÇið vùèÐ Ìègθ vóβúí/ '3' «*ôGF øèè÷iÛæiíð ÍÛiú vóØi vó• çì vôiæβ àiÛÖ vòì ùi æi-ðie ™Óããir ÌÇP ß ¼4âiúè Ììø÷ú Íµ '4' vôiæβ Ì«*çÖièÐç èÛçieè ùi ùiËieè Ûâæie Plèi «*ðíGFè «*Ûièùç ðβúí «*ôGF øèè÷iÛæiè ÛáÖ ðÛ Ìâæ Ìð øèèèðèç ß Ìùðie ¼4ùè,% òèi• vÖÖiæ ÌðóÛ òâPè èæúèQÿç Åðiiú «*ôGFèáíð çie Áí! ÐÖ ùi ÛiáÖ Åøæéç òèiç ¼4ãã ðæ 10,17 □ vò¼4 ßièðä (Case Studies) • Salvage of the Port of Massawa Evitvea, 1942. v¼4 ¼4âiú ài¼4iβúí ù`óie ÷èã èùÐùbÛi ù`óie vøpíxiæiè øç ègºo Íµ òiùçéú ¼4âiðiu• ¼4æùØi Ìiðii òie vóβúí ðiiúx ÌÈ ¼4âiú ÌðβúíðP ÍÛ¼4dùiùP æiiá Ìð àièðPæ Åºoiè èùíÐ»Û vò ¼4ù àèçtÇè ãiðiið èóíú ù`óè Ìiãðiiæi ðiiúèxÛ• v¼4lèÛið °gç èârÐèkè Ì¼4iãèèð ùièÈãÖçèè èð¼4iú òiíá Ûiùiiæi Íµ ù`óieè òiãðâP Ìiùie ÷iÛã òieæ ÌçÖ-Q? ¼4éèãç ¼4iãÇPÖ èæiiú ÍÛ¼4dùiùP ÌÈ òãèið òiàèà ¼4@ø^% òèiç ¼4ãã ðæ ÌÈ Ûâæi vÇið vùii òiú vó• vôiæβ «*ôGF-èùíÐ»Û «*iú Ì¼4iÓoÖ òiã ¼4@ø^% òèie áaçi èiiÓæ ÌÛ¼4dùiùPè òiiç ÖãùÈ òâ¼4µÖÖð ¼4ðòieè ùi óá òâPè èxÛ ÷èçèæ Ìðie ¼4ù òiàèãè øèèðøæi ß øèè÷iÛæi òieæ ÷èçèæ èæii ÛiïÛi vÛÖð èxiÛæ Íµ çpiè Under the Red Sea Sun tÇiP ÌÈ Ûâæie èùùèÈ vèiÖ òiæ ÷èçéú èùxHöãºo ¼4@øiðP Ìèã Ìðâh ÌæÖ Öéiæè tþùèç÷ièÈ • Operation Miacemeat, 1943. ÌÈ ¼4iðiiöÖ Û-ãÖÖ¼4iùèéú ÌiÛ èârÐèkè øèèðGFæi ¼4@øiðP àiâPæ ðiÈðâi,íð ÌçÖ-Q? ¼4iØiÛÖè ¼4iã èùqi-Q? òèi ðú ÷èùèãÐ vùii òiei Ìðèã àüçióið vøiðið øèèú Íµ "Major William Martin" æiã èóíú òhíùiiðii vÇið vtóiiæè Åðð-iÛ vØiÛ Ìii¼4æ ÷iâPæèi àüçióðèã "Major Martin" -ÌÈ ùiÛ Óie væú Íµ çie ¼4iã Çiðì æèçørið ¼4çÖ ùiÛ èùxHi¼4 òie v¼4È Ìæãðiiúé ¼4¼4æÖ ¼4âiùÐ òie ÌÈ ÌøiièÐæið ùËPæi òie çie Ûie«*i: ÌèØ¼4ie Even Montagn "The man who Never was" æiiá Ìðèã tÇep è÷æi òieæ ÌÈ tÇepèã òie Ìðèã ÷ÛèE÷irß èÇøi-Q?èèç ðú • The Great Escape, 1944. Paul Brickhill-ÌÈ The Great Escape-Í stalagluft III vÇið 1944 ¼4iÛ òiÛiiæie ùËPæi 104 Ìix Ìiáir Ìðèã ùiñi Öéiæè òiç,% èùið\éð·ç ¼4µðì óéÛP ¼4âú Óie ÌÈ ùÈØÛiúæè øèèðGFæi òie Ì vÇið «*àièÈç ðú• òèÒæ øèèèðèçè àiÓÖ æiæi Öéiæè àiæã»ið èæiiú Ìðèã çóÇPð (ad-hoc) vùivé Ìðèã òèÒæ òiã ¼4âi: òèiç øiiè 1963 ¼4iÛ ÌÈ Ûâæið èæiiú The Great Escape æiiá Ìðèã ÷ÛèE÷r èæèâPç ðú Alan Burgess-ÌÈ The Longest Tunnel tÇiP ß ÌÈ ØÛiúæè ÷ãÁðie èùùèÈ Ìix 10,18 □ ÌæãÐéÛæé (Exercise) 1ç «*ôGF øèè÷iÛæiè ÌÇP òéÁ ÌÈ èùèÛ^% ÅðiiðæièÛ òéÁ 2ç ¼4iØiÛÖè ¼4iã «*ôGF øèè÷iÛæiè äæÖ òé ÖéiÈè óáçì ß «*íðiiÛè «*iúù_çì ùÖiÖÖi òègæ

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PREFACE In the curricular structure introduced by this University for students of Post-Graduate degree programme, the opportunity to pursue Post-Graduate course in a subject is introduced by this University is equally available to all learners. Instead of being guided by any presumption about ability level, it would perhaps stand to reason if receptivity of a learner is judged in the course of the learning process. That would be entirely in keeping with the objectives of open education which does not believe in artificial differentiation. I am happy to note that university has been recently accredited by National Assessment and Accreditation Council of India (NAAC) with grade 'A'. Keeping this in view, study materials of the Post-Graduate level in different subjects are being prepared on the basis of a well laid-out syllabus. The course structure combines the best elements in the approved syllabi of Central and State Universities in respective subjects. It has been so designed as to be upgradable with the addition of new information as well as results of fresh thinking and analysis. The accepted methodology of distance education has been followed in the preparation of these study materials. Co-operation in every form of experienced scholars is indispensable for a work of this kind. We, therefore, owe an enormous debt of gratitude to everyone whose tireless efforts went into the writing, editing, and devising of a proper lay-out of the materials. Practically speaking, their role amounts to an involvement in 'invisible teaching'. For, whoever makes use of these study materials would virtually derive the benefit of learning under their collective care without each being seen by the other. The more a learner would seriously pursue these study materials the easier it will be for him or her to reach out to larger horizons of a subject. Care has also been taken to make the language lucid and presentation attractive so that they may be rated as quality self-learning materials. If anything remains still obscure or difficult to follow, arrangements are there to come to terms with them through the counselling sessions regularly available at the network of study centres set up the University. Needless to add, a great deal of these efforts are still experiment—in fact, pioneering in certain areas. Naturally, there is every possibility of some lapse or deficiency here and there. However, these do admit of rectification and further improvement in due course. On the whole, therefore, these study materials are expected to evoke wider appreciation the more they receive serious attention of all concerned. Professor (Dr.) Subha Sankar Sarkar Vice-Chancellor

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Unit 1 ? Historical Development of Social Casework : Global and Tradition Scenario Structure 1.1 Objective 1.2 Introduction 1.3 Growth of

case work in USA 1.4 Early beginnings 1.5 Friendly Visitors 1.6 Socio-Economic Phase in case work 1.7 Many Richmond's Contribution 1.8 Psycho logical phase in case work 1.9 Case work in India 1.10 Special Contribution 1.11 Partner in the process of developmental change 1.12 Application of developmental case work Method 1.13 Summary 1.14 Exercise 1.15 References 1.1 Objective In this Unit, we have focused

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the historical development of case work in west. It starts with concept of charity, then its journey from friendly visitors to modern professional case workers. Then we

have tried to focus the development of Case Work in India. In British period we studied the development of case work

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and starting of professional Social Work with establishment of schools of social work in India. We also pointed out the impact of world wars, friendly visitors, contribution of Marry Richmond in the history of

case work development. More over tried to find out

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about the problems faced by individuals and families in their day to day life and

NSOU ? PGSW-II 8 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 8 PRINTTECH — 4th PROOF / 22.12.2021 the role of case worker in resolving the problem and finally. How the case work developed as a tool of dealing with individual in coming days. 1.2 Introduction Case Work is a primary method of professional social work. Elements of case work, have been present in every society from time immemorial. There has been a natural way of helping a person who have difficulties. This individualised help often taken the form of doing something for the individual as well as helping him/her by the wholesome influence which one individual can have upon another. This is a fact that psychologists and professional social workers are not the only ones who are able to influence others in a helpful way. Very often a family friend or a relative may have a great helpful influence on the individual, though none of them may be aware of the factors responsible for the same. Much of this influence is intuitive and neither person is aware of this factors at work in the relations help that exists. This method is being practiced by social workers across the globe. This is one of the primary methods that enhances the social functioning in individuals. It is a method which is based on one to one relationship.

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A method is well understood to be an orderly way of procedure and therefore it is always carried out towards achievement of a specific aims. Case work is one such method that social workers use to help people of all ages and from various sections of society to enhance their social functioning and to cope more effectively with their problems.

When one talks of case work as a method one implies, that a scientific body of knowledge has developed regarding this particular individualised way of helping people and that this knowledge is transmissible. In other words it is a professional way of helping people with awareness of the factors involved in the help giving process. 1.3 Growth of Case Work in USA The focus of charity throughout the countries has always been that of services, care given by individual to an individual. This specific association of relief given with the idea of charity is of long duration.

AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 9 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 9 The individualisation of social case problems began almost wholly with individualising persons on relief situation. The work of st. Vencent de Paul in the 16th and 17th centuries and of Ozanam in the 19th century through the art of friendly visiting helped to individualised people at home; directed perhaps more to the control of mendicancy than to study of individuals, social conditions and on behaviour. Edward Denison, Sir Charles Loch, Octavian Hill, to name a few of the ENGLISH leaders, developed to a high point the theory and practice of personal service, personal responsibility, and in depth study of each case. Finally Mary Richmond set up the first rational and systematic approach to the analysis of individual social situations.

98%

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All religions encouraged the helping of poor and helpless people. However it took professional shape in the late 19th and early 20th century. To date the actual beginning of social

case work in the west growth are given below. 1.4

75%

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Early Beginnings The Association for improving the condition of the poor (AICP) formed in America in 1843 approached the problem of poverty more individually than had been previously handled. The aim of AICP was to visit the poor at homes, to give counsel, to assist them particularly in obtaining employment, to instill self-respect and self- reliance

within in them,

100%

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to inculcate the habits of economy and whenever absolutely necessary to provide such relief

according to their needs. Charity Organisation Society :

91%

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The earliest organised effort in USA was the establishment of Charity Organisation Society in 1977. One as the aims of the Society was to find out the ways and means of helping the poor and needy and thus to organize, individualised service.

This organisations work

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included the investigation of applicants to assess the need, central registration, recording and relief giving

to the poor and needy. The society used volunteers called "friendly visitors".

85%

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They were kind hearted volunteers who visited poor families to assess their needs and to provide help, guidance and advise. They made their visits in act of charity and not

and not expecting any money lay reward.

90%

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There were hundreds of volunteers who made their visits to the home of the poor and brought whatever they could in the way of understanding, sympathy, encouragement

NSOU ? PGSW-II 10 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 10 PRINTTECH — 4th PROOF / 22.12.2021 and general good will.

However there were

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comparatively little consciousness or the analysis of factors about social relationship. At the same time it was probably through the efforts of friendly visitors that the concept of scientific charity evolved and

the seeds of social case work were sown. The

93%

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visitor found the problem of all poor people is not alike and they should not be treated in the same manner. 1.5 Friendly Visitors

Mary Richmond, who was intimately connected with the charity organisation movement, in her book on "Friendly visiting among the poor" published in 1899, made an interesting statement of the relationship of the friendly visitors with the poor family—friendly visiting meant intimate and continuous contact with the poor families knowing their joys and sorrows, opinion and entire outlook about life. Here again one sees the recognition of the principle of relationship as the most fundamental and important factor in treatment in modern case work. The terms friendly visitors was supplement by the terms "Paid Agents". There paid Agents developed to perform

98%

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their task. They collected data about the needy individuals and families and helped them after assessing their needs. Paid Agents also maintained records including personal data and the type of help given to the

clients. The collective experience of 'Friendly Visitors' affiliated the understanding of human behavior. With the development of schools of social work, friendly visitors received training and instruction about the method of investigation, diagnosis and treatment from experienced social workers. The first training programme for the case work

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started at this time. Case work at this time was bared more on medical model. For sometime

case work

was only confined to sick persons, a sick person to be treated was the priority. The term "work with case" was used for the first time in national conference in USA. The first professional training programme especially for the case work was started in the form of summer training. The impact of this training programme resulted in the need for more substantial training and School of Social Work attached to the agencies come into existence. When

these schools attained a certain standing in the community, they were recognised as professional schools under the administrative authority of Universities.

AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 11 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 11 1.6 Socio-Economic Phase in Case Work Within a quarter of a century of the charity organisation movement in America two well defined divergent trends could be identified. First there were people who held that the major efforts of the charity organisation movement should be to correct the external factors in the social organisation responsible for poverty lack of opportunity and individual and family disorganisation, second, there were those who restricted their efforts to the individual client with the aim of effecting a change within the individual which would enable him to utilise to the full of his own potentialities. This latter group developed a more intensive approach to the individual client and gave shape to the specialisation of case work within the larger field of social work in the U.S.A. The social workers were concerned with improvement of social conditions and worked with individuals or families who sought assistance. Manipulation of situations and people was the accepted mode. The social worker individualised the family, studied its needs and gave a plan of treatment which the family was to follow. If a bread winner of the family lost his Job, it was regarded that the best way was to help the individual or his family by finding a job. If children were delinquent, they could be sent to the court, settlement house or church. Everything had its 'cause' and the cause so often lay in the environment. Thus removal of the cause meant changing the environment. Case work service was given in terms of a plan, brought out by the worker after studying the situation, which the client was to take up, even if it was not a plan evolved after discussion with the client. This period is spoken of generally as the sociological phase, because it embodied the conviction of students of society of that day that much of what people were as individuals was determined by the kind of social order in which they lived. 1.7 Mary Richmond's Contribution In Mary Richmond's book named "Social Diagnosis" social workers found for the first time a framework for carrying out case work services. The book emphasized the need for gaining a full knowledge of the individual and the family by an intensive

NSOU ? PGSW-II 12 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 12 PRINTTECH — 4th PROOF / 22.12.2021 inquiry into past history and the present situation. Investigation was to be carried on for the purpose of establishing facts of personality and the situation, upon which a diagnosis was to be made. The end of diagnosis was treatment, which consisted of a plan that took into consideration the entire social setting of two family. The investigation, diagnosis and treatment were to be on a friendly basis. Mary Richmond describe the processes or sequence of steps for making investigation. She set forth a method to replace indiscriminate investigation. There was an effort to arrive at an understanding of the social problem through an orderly and logical procedure. Even though Mary Richmond realised the necessity of studying the personality of the client in arriving at the diagnosis of a social situation, her focus, in diagnosis, was upon factors outside the client. There was less reliance on the participation of the client and more on social evidence from interested people as to what the facts were. Secondly, the client was brought into planning only when the social worker was in possession of all the relevant facts obtainable and decided upon a time of treatment which the client was asked to carry out or was carried out by the social worker on his behalf. To the workers of the prewar period the above summed up the casework philosophy and practice. 1.8 Psychological Phase in Case Work During World War-I the impact of new thinking in the field of psychiatry brought about a marked shift from study and treatment of social factors as the basis of the individuals mal adjustment to the study and treatment of psychological factors. Several decades of sociological and economic emphasis were thus followed by an era when workers became very receptive to the psycho analytic thinking as formulated by Sigmund Freud. Social case work has continued to be influenced by the followers of Freud. The psycho analytic orientation has helped case work to become more scientific in its approach. Charlotte Towle in her article, social case work in "Social work year Book". (USA), 1947 says "Since the capacity for scientific thinking is dependent in large part on recognition of bias and a capacity to control one's relationship to the information revealed and to the individuals concerned, Psycho analytic orientation made a contribution in giving the worker awareness of how identification and projection may defeat objectivity in each phase of case work—

AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 13 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 13 investigation, diagnosis and treatment. Further more, psycho analysis, brought deeper insight into human behaviour, among which were an enriched concept of individual differences, heightened appreciation of the family as the unit of society and an understanding of the importance of the emotions in the motivation of human behaviour, together with a content of knowledge in this area. It also contributed new ways of working with people. Notable among these the value of catharsis, and the possibility of developing insight—through the free association implicit in this process. Notable also was the understanding it contributed to the worker-client relationship as a dominant element in the client's response to help. In all these areas, social case work had a body of knowledge which made for relatively rapid incorporation of psychoanalytic content. This integration is not complete nor has it occurred without lags and phases of distorted emphasis. There were periods of over-emphases for example, on the study and treatment of psychological factors to the exclusion of social factors as the basis of the individual's problems all social adjustment". 1.9 Case Work in India In India, development of case work has a variegated history. As stated before, elements of case work did exist in the "One to One" help giving process in this country as had been the case in other countries, long before professional practice of social case work method came into existence. It was in 1936 that the first step in the direction of importing professional training in social work was taken by the establishment of

66%**MATCHING BLOCK 18/544****SA**

480E1230-Social Work with Individuals (Final P ... (D165107502)

Sir Dorabji Tata Graduate School of social work in Bombay, now known as the Tata Institute of Social

Science. Case work was offered as one of the courses and the emphasis was on socio-economic factors being responsible for the causation of a problem. By 1950 i.e. after World War-II when new psychological thinking and in particular, psychoanalysis made much advance in the west and when some of the schools of social work in India, including the Tata Institute of Social Sciences, had on their staff teachers of social case work trained in the USA, Psychoanalytic orientation was gradually brought to this helping method of social case work. However since environmental factors, mainly loomed large in social problem in India, specially after the partition of the country in 1947, great emphasis in the

NSOU ? PGSW-II 14 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 14 PRINTTECH — 4th PROOF / 22.12.2021 practice of case work had to be laid on environmental factors, mainly economic factors. Procreancy was regarded as the main cause of varied problems and therefore, case workers tried to help their dainty by pooling together resources like institutions Orphanages, work centres, employment agencies etc. In order to gain acceptance in this country, where professional social work was of recent origin, case work practiced by trained workers in the beginning had to limit it self to environmental problems mostly as voluntary social work was going ahead first in this area. 1.10 Special Contribution Days and years are going on, however experience gained over a period of time, the case workers have been able to day more attention than before to psychological factors involved in a problematic situation. A certain section of the public also was been able to accepts of the problem on the part of a trained case worker as his special contribution— something which on untrained voluntary worker can not bring. There have been always in every society though in small numbers, people who were interested in helping others. There were individuals who were known to be receptive and responsive to the needs and the general term " Social Worker" is used irrespective of the specific method he or she in using. In India

73%**MATCHING BLOCK 19/544****W**

social service as a helping activity existed in one form or other through the ages.

Gouri Rani Banerjee, one of the pioneers in professional social work and social work education in India, has written lucidly about social welfare in ancient India and the various forms of service that were adopted to help the people in distress (1967). However even before the year 1936, Bombay city had short term training programme in Social work.

87%**MATCHING BLOCK 20/544****SA**

MSW-03 Working with Individuals Unit-1 22-01-2 ... (D156677112)

N. M. Joshi, one of the founder of the trade Union movement

in India, had established in 1911,

60%**MATCHING BLOCK 21/544****SA**

MSW-03 Working with Individuals Unit-1 22-01-2 ... (D156677112)

an organisation called the Social Service League in Bombay. The Social Service League conducted training programme for volunteers, whose services were later utilized for

relief work among

76%**MATCHING BLOCK 24/544****SA**

Social Case Work Block 2.pdf (D164874044)

people suffering from famines, epidemics, flood and such other disaster and also for welfare programmes among the poor and the destitute (

Kasnik, V. B. 1972).

98%**MATCHING BLOCK 22/544****W**

Case work figured both as a Theoretical course and as a method of practice in the academic programme from the year 1946. The other methods of social work were incorporated into the curriculum later

than Case work.

AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 15 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 15 It is being recognised more and more that case work is not limited to bring about a change in the outer conditions of the client (environmental Therapy), but tries to determine the influence of the personal attitude of the client and the changes in that attitude necessary for the solution of the problem. Agencies employing case workers are releasing that many social difficulties have releasing that many social difficulties have their emotional components which in daily practice are often overlooked and seldom effectively treated. Secondly a good interviewing technique and a capacity to diagnose are need to get a picture of the real causes of the difficulties as well as to make a good treatment plan. A worker without any training in case work in hardly aware of the influence of his own attitude on that of the client or of the fear of the client whether hidden behind some aggression or not. Such a worker can take what the client say or does mostly at its face value. Another important factories diagnostic capacity. It is not only necessary to carry on the interview in such a way as to give the client confidence and to let him disclose his real problems but it is important that the social worker be able also to interpret the psychological data disclosed in the interview. If a case worker does not have pychonalytic orientation he will often do a therapy of symptoms with an emphasis on environmental changes. Later he may realise (and then mostly with some resentment) that the client in his new environment has similar problems the consequences may be either that the case will be 'treated' endlessly or that the case be closed because of its being considered hopeless. During the last five decades,

91%

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social work as a profession and as an academic programme has been enlarged and enriched by new perspectives ideas and theories. Case work will continues to be taught in schools of social work and used as a method of social work in different

organisation. Conscious use of Relationship About the existence and the importance of the relation between the client and the social worker something was known in social work, but in modern case work this relationship is being used much more consciously, because it is exactly aware of emotional factors. It goes without saying that this conscious use will not be possible without deeper insight on the part of the case worker into the psychological processes involved. This insight the practitioner gain by under going class room trainers and supersized field work experience in Psycho analytically oriented case work in a recognized post graduate school of social work.

NSOU ? PGSW-II 16 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 16 PRINTTECH — 4th PROOF / 22.12.2021 Case should, however, be taken that case worker in India do not commit the same mistakes that were committed by the case workers in the west a few years back by over emphasizing the Psychological aspects and over looking the social one— mistakes which they have struggled to ratify to a great extent since. While pulling emphasis upon the client as an individual, case worker should not overlook his as a social being. Insight into individuality and personal characteristics and ability to use direct influence of mend should be inculcated by social workers but at the same time insight into the resources, dangers and influences of environment, which are a essential part of a sociological approach in case work, should also be increased. In short

83%

MATCHING BLOCK 25/544

SA 470E1120-Social Work Practices with Individual ... (D165249726)

case workers, with due recognition of Psychological factor need to look into social factors intensively. They should study the client as a person in his social content, find out what social factors (including cultural and religions factors) hamper his happiness, what he and his community can do about this matter and how case workers can help him if one aspect the fact that start a person is today is the result of all his yesterday, than it logically follows that

to days experiences

73%

MATCHING BLOCK 26/544

SA 470E1120-Social Work Practices with Individual ... (D165249726)

of social living will be a part of his Psychie experience of tomorrow. Since case workers can have first hand knowledge or direct information of social situations, they can be well equipped for their unique method

or

91%

MATCHING BLOCK 27/544

SA 470E1120-Social Work Practices with Individual ... (D165249726)

Psychotherapy (case work therapy) though deeper understanding of social factors as they affect the personality and they can also utilise their knowledge of social situation in the social readjustment of their clients. Their therapy needs to be more and more in the line of Socio-Psychie therapy and not the Psychotherapy of a Psychiatrist. 1.11

Partner in the Process of Development Change Again in their country

63%**MATCHING BLOCK 28/544****W**

there is a general tendency towards conformity to group norm on the part of the people. Consequently the traditional case work situation, where the individuals adjustment to his reality is disturbed due to

internal or external strains, will be comparatively few. However case work service will be of value also in helping the individual, whose adjustment to his reality is not disturbed at all, to reach a new level of integration by introduction of

73%**MATCHING BLOCK 35/544****W**

new ideas and new ways of living. Case work should not be confined only to helping the client to adjust to the existing

AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 17 PRINTTECH – 4th PROOF / 22.12.2021 NSOU ? PGSW-II 17 reality but also to become an active partner in the process of change for betterment of society. An Indian case worker should not be solely tied to the agency set up, but be instrumental in bringing about a change in the individual as well as in the society. He should play an increasing part in community life and be in contact with conditions that affect groups as well as individuals. Case work should be curative preventive and promotive. In India, development of case work perhaps be described later as an important method of social work processing a composed body of knowledge based on Principles drawn from the Psychology, Psychiatry, Psychoanalysis, sociology, biology and medicine etc. This method can be used to help people, individual by individual, when they experience some breakdown in their capacity to deal with their affairs by themselves (curative aspect) or when they need assistance for conservation of their inner strength to avoid a breakdown and to lead a socially and personally satisfying life (Preventive and promotive aspects). The help may be rendered by pooling together resources in the community and/or by enabling the person in need of help to make maximum use of his capacities, so that he can adjust better to his total or partial environment and/or modify the environment when necessary. In the context of development of case work therapy in India, it may be mentioned that in India people stay close to their family and the community. The case worker therefore, should not fail to work through friends or relatives of the client. It stands to reason that those whom the client accepts as friends or for whom he has respect or whom he regards as a member of his own social group have greater influence on him than the case worker coming in from outside can have. Therefore this resource has to be considered and should not be overlooked. Further, development of the working process with the community, it implies pooling together resources of the community like schools, employment exchanges, hospital, trusts, charities etc. to secure specific did like financial assistance or job or artificial limb, and developing new resources in the community to help the client to meet his unmet need. The case worker also tried to work to their best towards modifying community attitudes to enable the client to adjust better and often has to help the client to become an active partner in the process of change for the progress of the community.

NSOU ? PGSW-II 18 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 18 PRINTTECH – 4th PROOF / 22.12.2021 1.12 Application of Developmental Case Work Method By and by case work is practiced in variety of agencies or organisations. It is practice in Primary Setting (like family service agency), they are primary or main function of which is to help people with social problems. It is also practiced in secondary setting settings i.e. agencies and institutions such as hospital, Schools, Courts etc. which have some other primary function but in which service to people and the promotion of human welfare are the key note if work.

93%**MATCHING BLOCK 29/544****W**

In India case work is practiced in some places in connection with medicine - medical social

and other private bodies. In the field of Psychiatry case work is practiced in the child guidance clinics, mental hospitals and Psychiatric departments in general hospitals as a part of Psychiatric social work.

88%**MATCHING BLOCK 30/544****W**

In family case work, efforts are concentrated upon family as a social unit and the individuals as members thereof. The problems centre around family relationship or adjustments and/or any aspect of a family life. Family case work can be said to be basic to all case work, for in the practice of

case work in different settings the individual as a whole is taken into account and this concept includes his family relationships.

100%**MATCHING BLOCK 31/544****W**

However, in family service agencies where case work should be practiced.

There is

70%

MATCHING BLOCK 32/544

W

today an effort to limit the scope of work to certain family problems such as child placement, marriage counselling, meeting problems of unmarried another, etc. instead of dealing with all problems relating to the family

like unemployment,

79%

MATCHING BLOCK 33/544

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family indebtedness involving financial relief, parent-child relationship and marital disharmony. Case work has also entered the field of criminology and in some places is practised in

the cases of Juvenile courts, adult courts, probation and aftercare work. In some institutions for woman and children also case work has been recently started.

100%

MATCHING BLOCK 34/544

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In the field of labour welfare. There is a great need for introducing case work to deal with varied social problems of workers in industries.

Case work service case work service in schools and colleges is still in its experimental stage in India.

84%

MATCHING BLOCK 36/544

W

In the end it may be started that a human being, be he a patient, mill worker, a student, a probationer or

85%

MATCHING BLOCK 37/544

W

a prisoner, if his problem is of social adjustment (either because his personally adversity affects the environment and/or because his

AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 19 PRINTTECH – 4th PROOF / 22.12.2021 NSOU ? PGSW-II 19 environments create

95%

MATCHING BLOCK 38/544

W

problems of adjustment for him) deserves help through the case work method.

82%

MATCHING BLOCK 39/544

W

This method in its truth, with its ever widening horizon, needs to be in search of numerous

100%

MATCHING BLOCK 40/544

W

and novel skills to be of service to the suffering.

We know that
American case work did influence the use of

77%

MATCHING BLOCK 41/544

W

case work in India as the first professional social workers that did case work in India setting were trained in the American schools of social work. Case work was

one of the courses

85%

MATCHING BLOCK 42/544

W

taught when the Sir Dorabji Tata Graduate School of social work, currently known as Tata Institute of Social Sciences was started in Bombay in 1936, and it become a method of practice in helping people with their problem of social functioning. Latter 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 attached to some welfare services are not trained social workers who used the method of care work considerably in their work are not given the designation of case workers as they are likely to use other methods as well. 1.13

Summary The case work method is the pioneer to social work method. This method emerged in west with its roots embodied in charity. The individualization of case work persons in relief. Situation, Gradually it was realised that helping people in need was a skill oriented process and hence the volunteers who are involved in this helping process require some short of training. Mary Richmond offered specialized services to thousand of clients and

86%

MATCHING BLOCK 43/544

SA SOCIAL CASE WORK SLM FOR ODL.pdf (D123772683)

many men and women came to know the meaning of social case work for the first time. The World War made a wide impact on social

case work and Psychiatry in this period become important. Child guidance clinic movement and treatment, prevention of mental and emotional and delinquency strengthened the Psychological orientation to this approach.

85%

MATCHING BLOCK 44/544

SA SOCIAL CASE WORK SLM FOR ODL.pdf (D123772683)

In India culture and religion advocate the need to help the poor and needy.

But the

73%

MATCHING BLOCK 47/544

SA SOCIAL CASE WORK SLM FOR ODL.pdf (D123772683)

efforts were paternalistic in nature and did not aim at making the individual independent. Thus there exist an important difference between modern professional

case work and traditional helping of needy individual.

68%

MATCHING BLOCK 45/544

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The first professional social workers, who did case work in the Indian setting were trained in the American school of social work and later in 1936 Sir Dorabji Tata Graduate School of social work, now know as Tata Institute of Social

Science (TISS) started to impart

training

where

NSOU ? PGSW-II 20 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 20 PRINTTECH — 4th PROOF / 22.12.2021

90%

MATCHING BLOCK 46/544

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case work as a theoretical course and as a method of practice in the academic

programs. Initially case work was practiced in relatively few agencies but now a days social case work

65%

MATCHING BLOCK 51/544

SA SOCIAL CASE WORK SLM FOR ODL.pdf (D123772683)

is practiced in many organisation and institutions such as hospitals, clinics, courts, industry, military organisation, family welfare agency, child welfare agency, correctional settings, agency for aged, destitute, orphan etc. 1.14

EXERCISE 1. Development of family case work is said to be basic to all the case work practice—why. 2. Why after the partition of our country in 1947 emphases on development of case work practice laid on environment in India? 3. Discuss briefly the contribute on Mary Richmond to develop the case work in west. 4. Why Sir Dorabji Tata established Graduate School of Social work in Bombay in 1936? 5. Discuss briefly the historical development of social case work

73%**MATCHING BLOCK 48/544****W**

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100%**MATCHING BLOCK 49/544****W**

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AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 21 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 21 Unit 2 ? Introduction to Social Case Work-I Structure 2.1 Objective 2.2 Introduction 2.3 Place of Case Work in social work profession 2.4 Components of Case Work 2.5 Principles of Case Work 2.6 Summary 2.7 Exercises 2.8 Reference 2.1 Objective The basic objective of this unit is to know the place of case work in social work profession and

96%**MATCHING BLOCK 50/544****W**

different components of case work and relate to the role of a social worker in each

of its component. Also to understand

66%**MATCHING BLOCK 59/544****SA**

Social Work with Indiv and Groups Block 1.pdf (D164882170)

the seven principles of case work and the practice of social case work in India

and the various fields of practice. 2.2 Introduction Many people have imagined that social case work and social work are co extensive, but they are to understand and look into its objectives. This enormous work can be encompassed into two major objectives i.e. improving physical quality of life that in socio-economic development and satisfying social relationship, social work profession aims at the social betterment of the society there by aspiring for the fulfillment of highest need of self-actualization. Social case work as a method of social work helps the individuals to solve their problem in the society to perform in a better way and to enhance their own capabilities. Social case work is indispensable as a foundation for social planning and social action. At the door of the agency a person with some problem (client) comes to seek help from a social worker to cope with the problem through a process.

86%**MATCHING BLOCK 52/544****W**

The case worker must not be a listener only but also an active agent in helping the client to

NSOU ? PGSW-II 22 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 22 PRINTTECH — 4th PROOF / 22.12.2021 communicate about his/her problem.

94%**MATCHING BLOCK 53/544****W**

Problem solving implies that both the case worker and his/her clients are simultaneously and consciously, though differently, engaged in problem solving from the beginning.

Diagnosis must result in a "design of action".

100%**MATCHING BLOCK 54/544****W**

Probably no process has been as troubling to case workers as diagnosis.

100%**MATCHING BLOCK 55/544****W**

Principles of case work are principles of action, based upon a fundamental which influences, guides and directs. The principles are also referred to as qualities or elements as they are present

as every case work is a part of relationship.
The relationship between

75%

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the case worker and the client is of utmost importance. In a case work relationship however, case worker is on the role of a professional helper while client is the person who needs help.

100%

MATCHING BLOCK 57/544

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In the Indian context, the concept of self fulfillment and self-expression go hand in hand with the concept of conformity to the group norm. In

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practice of social case work time and again, one see that the needs of the clients are not limited to their material needs only

but mental and emotional needs are there. An active approach can geared to suitable solutions. Case work is now practiced in a variety of agencies or human service organisations. 2.3 Place of Case Work in Social Work Profession The individual is the basic unit of the society. If the individuals are satisfied in their life and efforts are made to minimize the mal adjustments, then it leads to formation of peaceful society. Like any other profession, social work as a profession has developed a body of knowledge, which include methods, tools and terminology of its own. Social work profession aims at the social betterment of the society there by aspiring for the fulfillment of high need of self-actualisation. Esteemed goals of self-realization are embedded in the theory and practice of social work, exemplified by the traditional

73%

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social work method, social case work. Social case work as a method of social work

aims at helping individual to solve his/her problem in the society to perform better and to enhance his/her own capabilities. In the sphere of social work, case work as a method demands a dual orientation, firstly, orientation in human Psychology and secondly, orientation in knowing cultural force of the society in which he works. In organising it self to play a professional role in forwarding the above said objectives, social work has identified a set of methods to cater to mass needs, community needs, group needs, and individual needs. It is these individual needs that AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 23 PRINTTECH – 4th PROOF / 22.12.2021 NSOU ? PGSW-II 23 are being addressed by case work method. It becomes possible to arrive at a definition to social case work without confusing it with the total process of social work. Some of the criticism leveled at the case work in the past has been because the part was mistaken for the whole case work is indispensable as a foundation for social planning and social action. Case work is recognizable, according to Richmond, by its aim of social betterment and its method of differential treatment.

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MATCHING BLOCK 66/544

SA 470E1120-Social Work Practices with Individual ... (D165249726)

Case work is concerned with the release of resource in the immediate environment and capacities in the individual which may give him fuller and more satisfying life, both economic and

personal. The case worker deals with people and situations one by one. Case worker is a retailer and not a wholesaler. It is easy to underestimate the importance of what case workers know—Just homes, parents, children, school play and people at work—because every one has these experiences, but to have experiences does not mean to be aware of them in all their implications, and certainly having them does not necessarily translate them into the war of social programmes. In case work situations, one by one, can be found the needs of a complete educational process. Just as individual is the part of family, so the family is the part of the community and so outward into national and international fellowship. Society would wage no wars if it really remembered the individual and its family group. In the same way the unit personality has the power to socialize the community, for quality of attainment rests ultimately on the development of individual personality. So, case work makes no confession for being interested in the child at home or foster care, in the trouble adolescent, the transplanted alien, the disabled person or the frosted and abused housewife, but at the same time it makes no pretense that treating cases one by one is a substitute for changing the broad environmental systems which may fundamentally cause the mal adjustment. The idea that the case work always trying to convey is that differences and unlikeness must be considered in forming the pattern and changing the pattern. There is always a polarity in social planning—to look at society form the basis of whole and from the basis of the individual. Social institutions must be based on the relevant interconnections, which means that the properties of the things themselves must be understood. It is equally fallacious to think one can solve the problems of the social

NSOU ? PGSW-II 24 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 24 PRINTTECH — 4th PROOF / 22.12.2021 order by the case work method, or to think that one can solve the problems of an individual with mass formulas. The case method address itself to individual adjustments and the solutions that the meaning of these cases taken one by one may prove to be of for reaching significance. Social workers have begun to develop a differential approach to those socio- economic needs, which require control of the environment in a rational way and those needs which in any Socio-economic system will require individualised or so called case approach. For example it does not mean that one can divide cases into pure unemployment and personality cases but the cause of maladjustment, which are broadly socio-economic will be seen as such, while stress is which lead to more personal search and action whether or not the economic factor is involved, come within the case work objective. Case workers treat many people whose problems of social relationships have nothing to do with their financial status. 2.4 Components of Case Work Social case work is a phenomenon at once

82%

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complex, dynamic and in evaluation. It is complex by virtue of varied knowledge which feed it, the ethical commitments which infuse it, the special auspices and condition of its practice, the objectives and ends which guide it, the skills which empower it. It is complicated

further

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MATCHING BLOCK 62/544

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by the fact that it deals with materials which are in interaction and change among themselves and also in response to the injection of case work itself. As it is experienced, practiced, or thought about, the social case work

situation is a living event. As such it almost can not be contained within a definition. This definition, therefore, is ventured herewith :

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MATCHING BLOCK 63/544

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

Whatever the imperfection in this definition, it has this small merit if embodies the

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four essential components of case work in their relationships to one another.

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MATCHING BLOCK 65/544

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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. Since this is the heart of almost any situation where a person seeks professional help, the distinctive characteristics must be delineated.

AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 25 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 25 Who is a person ?

82%

MATCHING BLOCK 69/544

SA

480E1230-Social Work with Individuals (Final P ... (D165107502)

The person is man, women or child any one who finds himself, or is found to be, in need of help in some aspect of historical— emotional living, whether the need be for tangible possessions or counsel. As he begins to receive such help, he is called a "client".

What is the

90%

MATCHING BLOCK 67/544

W

Problem? The problem arise from some need or obstacle or accumulation of frustrations or maladjustments and

some times all the

62%

MATCHING BLOCK 68/544

W

these together, which threatens or has already attacked the adequacy of the persons living situation or the effectiveness of his effects to deal with it. What is the Place? The place is a social service agency or

a social service department
of another kind
of human welfare

94%

MATCHING BLOCK 71/544

SA

470E1120-Social Work Practices with Individual ... (D165249726)

agency. It is a particular kind of social agency and department in that 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.

This agency purpose and functions comes to life in the person and professional performance of the case worker.
What is the Process? The 'Process' named 'Social case work' to denote its center of attention and its individualized aspect

100%

MATCHING BLOCK 70/544

W

is a progressive transaction between the professional helper (The case worker) and the client. It consists of a series of problem-solving operations carried

on
with in a manage full

100%

MATCHING BLOCK 84/544

SA

480E1230-Social Work with Individuals (Final P ... (D165107502)

relationship. The end of this process is contained in its means to so influence the client-person that he develops effectiveness in coping with his problem and/or to so influence the problem as to resolve it

intalate it effects.
The Person :

83%

MATCHING BLOCK 72/544

W

The client of a social agency is like all the other persons we have ever known, but he is different too. In broad ways he is like all other human beings, in a

some
NSOU ? PGSW-II 26 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 26 PRINTTECH — 4th PROOF / 22.12.2021 what

75%

MATCHING BLOCK 73/544

W

more limited way he is like all other human beings of his age or time or culture. But, as we move from understanding him simply as a human being to understanding as this particular human being, we find that, with all his general likeness to other, he is as unique as his thumbprint.

More over,

91%

MATCHING BLOCK 74/544

W

the person is a man, women or child or any one who find himself/herself, or is found to be, in need of help in some aspect of his social-emotional living, whether the need be for tangible prosiness or counsel. As he/she starts to receive help, he/she is called a "client". A client is one who seeks professional help, one who employs the help of another or one who is served by a social agency or an institution. David Landy has identified the process a person goes through in seeking help or becoming a client : 1. The help seeker must decide something is wrong

in him/her. 2.

100%

MATCHING BLOCK 75/544

W

The help seeker must face the probability that family friends and neighbours will know of his disability. 3. The help seeker must decide to admit to a helper

that

100%

MATCHING BLOCK 76/544

W

he is in distress, failed or is not capable of handling his own problem. 4. The help seeker must decide to surrender enough sovereignty and autonomy to place himself in a dependency role. 5. The help seeker must decide to direct his search for help among persons and resources known to him. 6. The help seeker must decide to take time off a job or from other responsibilities to receive help. 7. The

job

91%

MATCHING BLOCK 77/544

W

seeker may realize that in receiving help relationship with others may be threatened. The person seeking help brings to the helping situation concerns, needs and problem. The person comes with concerns, unmet needs and problems of social functioning. He/She comes from a societal and cultured milieu, a set of life experiences and a set of transactions with other persons that make the person unique yet sharing commonalities of human kind. The client of social agency is like the other persons one has ever known, but he/she is different too. In broad ways he/she is like all other human beings.

100%

MATCHING BLOCK 78/544

W

By nuance and fine line and by the particular way his/her bone and brain and spirit are joined, he/she is born and grows as a personality

AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 27 PRINTTECH – 4th PROOF / 22.12.2021 NSOU ? PGSW-II 27

95%

MATCHING BLOCK 79/544

W

different in some ways from every other individual of his/her family, genus, or species. The client role calls for active participation in the helping endeavor, which includes furnishing appropriate information to inform the decision making progress. Participation in the decision-making process to the limits of the client ability and capacity and the carrying put of the mutually agreed upon tasks. Clients are of Serveral types : 1. Those who ask for appropriate help for themselves. 2. Those who ask for help for another person or system. 3. Those who do not seek help but are in some way blocking or threatening the social functioning of another person. (e.g. the

neglect ful

100%

MATCHING BLOCK 80/544

W

parent in a child protection case) 4. Those who seek or use help as a means to reach their own goals or ends. 5. Those who seek help but for

in appropriate

90%**MATCHING BLOCK 81/544****W**

goals. Indication of clients type is the first step in the delivery of service, for the worker-client relationship and interaction will very depending on the types of client and the nature if help sought. Felix Briestic has identified seven needs of clients as they come to the helping situation : 1. To deal with as an individual rather than a type or category. 2. To express feelings both positive and negative. 3. To be accepted as a person of worth, a person with innate dignity. 4. Sympathetic understanding of and response to feelings expressed. 5. To be neither judged nor condemned for the difficulty in which the clients find himself. 6. To make own choices and decisions concerning one's own life. 7. To help keep confidential information self as secret as possible. The client is a person with both needs and problem(s). The problem may be related to a client. No one can ever knew, the whole of another person, though may sometimes delude himself/herself to that effect. The reason for this lies not only in the sublet disentions and interlocking of any personality but also in the shift and

NSOU ? PGSW-II 28 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 28 PRINTTECH — 4th PROOF / 22.12.2021 reorganisation

95%**MATCHING BLOCK 82/544****W**

of new and old elements in the personality that take place continuously just because the person is alive in a live environment and is in interaction with it. Never the

less,

89%**MATCHING BLOCK 83/544****W**

the person is a whole in any moment of his/her living. He/She operates as a Physical/Psychological, social entity, whether on the problem of his/her neurotic anxieties or of his inadequate income. He/She is a product-in-process, so to speak of his/her constitutional make up, his/her physical and social environment, his/ her past environment, his/her experiences, his/her present perception and reactions, and even his/her future aspiration. It is this physical-psychological-social-past- present-future configuration that he/she brings to every life situation he/she encounters. The person's behaviour has this purpose and meaning to gain satisfaction, to avoid and dissolve frustration and to maintain his/her balance-in-movement. To understand a person, it is important to know his/her parts of personality that is Id (life forces of the individual), ego, (conscious, drivers gliding our personality forces) and superego (inconcions, ethical values and principles) which have an important role in governing his/her behaviour. Whether a person's behaviour is not effective in promoting his/her well-being depends in large part upon the functioning of his/her personality structure. The forces of the human personality combine in three major function. (1) The life energies that seek satisfactory outlets; (2) The check system automatic or voluntary, that halts, modifies or rechannel these drives to make their ends acceptable to their owner and his/her environment and (3) The organising and governing operations that controls the negotiations and balance within the person himself/herself, as between what he/ she wants and what he/she can and ought to do and between himself and his/her physical environment. Freud, Pychologist defined them as id, ego and superego. The harmonious concerted action of these forces in one make for personal and social balance and competence; their discord of faultiness is revealed in behaviour that is personality thwarting or socially unacceptable. A person at any stage of his/her life is not only "a product" of nature but is also and always "in process" of bringing the present and becoming in the future. What happens to the individual today may be as vital to him/her as what happened yesterday. Those physical, social and interpersonal situations he/she encounters in his/her operations today as worker, parent, spouse, student or client will have an

AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 29 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 29

93%

MATCHING BLOCK 85/544

W

impact upon him/her and will respond that can affect his/her development either morbidly or benignly. The person "being and becoming" behaviour is both shaped and judged by the expectations he/she and his/her culture have invested in the status and the major social role he/she carries—a man may be a father, a son, an employee, a club member and a client of the case worker, all in the space of a few hours. His/Her social role consists of the major function he/she carries at a given time with broadly designated behaviour, responsibility and rewards. His/Her conflict may be caused by his recognition of what his role calls for and his emotional inability to meet it. The person who comes as client to a social agency is always under stress. Regardless of the client's reason for coming for help, the client brings much more than concerns, needs or problems to the helping situation. The client brings the total self as a biological, psychological, cultural and spiritual being. This includes the resources of self and the personal environment and also environmental constraints. What the client brings includes perceptions of self and the situations and patterns of coping with stress and patterns of interpersonal relationships. The client's present need and or/problem is affected in part by the developmental needs that have been met and by needs arising from the diverse aspect of the client's life-style and from the expectations of the client's environment. One of the major tasks of the worker is to understand the client as an unique person in a unique situation. There can never be total knowledge about a client. That is impossible. The worker seeks knowledge about the client that is needed for giving the service to be delivered. The client is the major source of the facts used to develop the understanding of the person in the situation. Before a person seeks help from a social agency, he or she has usually attempted to deal with a problem in a way that has worked with previous problems, commonly known as "coping". Coping results not only in solving problems but in the reductions of tension and anxiety. If the coping is not successful, a person may then turn to his/ her natural support system, that is friends, relatives, associates etc. Thus individuals often come to the agency after a period of unsuccessful attempts to deal with their

problem.

NSOU ? PGSW-II 30 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 30 PRINTTECH — 4th PROOF / 22.12.2021 The

64%

MATCHING BLOCK 99/544

SA

Social Work with Indiv and Groups Block 1.pdf (D164882170)

Problem : There is probably no problem in human being living that has not been brought to social workers in social agencies. Problems of hunger for food and

of hunger for love, of seeking shelter and of wanting to run away, of getting married and of staying married, of wanting a child and of wanting to get rid of a child, of needing money and of wasting money, of not wanting to live and of not wanting to die, of making enemies and of needing friends, of wanting and of not wanting medication, of loving and of being unloved, of hating and of being hated, of being unable to get a job and of being unable to hold a job, of feeling afraid, of feeling useless—all these, and many other problems of physical and emotional survival as a human being, come to the door of the social agency.

81%

MATCHING BLOCK 86/544

W

Problem, according to the America Heritage dictionary is a "question or situation that present uncertainty, perplexity or difficulty". This definition is rather inadequate with calibration for defining this unit. 1. When does a situation become problematic? 2. When does a problematic situation become appropriate for social work concern? Clarification of the term becomes somewhat easier if one looks at problem interns of both need and social functioning. Concern for all need of human systems is the basis of the social work response. When the need is seen is mitigating a block to social functioning, a problem

is

100%

MATCHING BLOCK 87/544

W

concern to social work is said to exist. This concern should be understood also to include potential blocks to human functioning so as to include preventive as well as ameliorative

concern. For problem solution, goals are related to need fulfillment. But even with in a given agency and within specific categories of problems, it is helpful to recognize that there are certain characteristics of human problems as viewed by case worker. The problem may be one of

100%

MATCHING BLOCK 88/544

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some unmet needs—economic, medical, educational, recreational—which hampers or undermines a person's adequate living. Or it may be one of stress-Psychological. Social, physical-which causes the person to be

in effective or disturbed in carrying his social roles. Whether such needs and stress occur singly or in combination, it is the person's inability to master the means by which to maintain or achieve social

AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 31 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 31 comfort and adequacy which brings the problem within the locus of case workers concern. The focus upon the problems a person is encountering in his social secureness and his functioning adequacy is one distinguishing mark of social case work. It implies that the primary focus of the social case workers help is upon the difficulties the person is having in behaving in socially accepted or constructive ways or upon the assaults he is expiring from circumstances impinging on him. The client of the case worker typically sees his problem's

88%

MATCHING BLOCK 89/544

W

as lying in some interacting relationship between himself and some other person or

person's or between himself and his circumstances. The help he seeks typically, is for some readjustment of the self he is

100%

MATCHING BLOCK 90/544

W

in relation to the demands and expectation of the social role he

carries as spouse, parent, student, worker or he wants help in the readjustment of some parts of his social situation so that he can maintain or achieve the equilibrium necessary to his daily pursuits. The importance of case workers orientation to the clients problem as lying in his inability to function satisfactorily in one or more of his major roles or in his inability to meet the deprivations and assaults of his life-circumstances is that it helps the case workers chart his focus, his work plan and his goals. It means that he will constantly keep before how the need to enable his client to cope with the frustrations and gain the potential gratification in the day-by-day living. And, since the living takes place in dynamic interaction with other person's social circumstances, culturally determined expectation and permissions, the case worker will take full measure of these forces in each case in order to know how they need to be influenced and utilized in the interest of the client's best social adaptation. It is quite possible to understand the nature of a problem in the whole, but it is rarely possible to work on it in the whole. In case work as in any other problem-solving activity, the overt action must be partial, focussed, and sequential even though the mental comprehension and plan may be total. In part this is because perception is contained within the individual, but adaptation and overt action involve conditions and force outside the individual which complicate those tasks and in than selves pose problems. Therefore, faced with having to do something with his client about a problem, the case worker must ask and answer the question as to what part

NSOU ? PGSW-II 32 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 32 PRINTTECH — 4th PROOF / 22.12.2021 of the problem should be placed in the centre of attention—what comes first, what is the primary importance, what is most accessible to modification. The

81%

MATCHING BLOCK 91/544

W

main considerations enter into the choice-of-problem focus. What the client wants and needs, what the case workers professional judgements points to as possible and desirable solutions; and what the agency is for and can offer.

Each of these merits discussion. 1. The problem is the clients problem and his impetus is to get help with it as he sees and feels it. He may see it with perfect accuracy and he may see its solution possibilities clearly too. He may see it with clarity as one of a constellation of intimately related problems or as the end result of certain underlying problems, but he may be unready or unable to face up to it fully enough to want help with anything more than the resulting problem he presents. On the other hand, he may not see the problem correctly at all; that is, he may bring for help a situation which is really tangential or is secondary importance. This may happen when the real problem is too freshening to face or when the person is beset by so many difficulties at one time that, like a trapped creature, he seeks all and any exist. Sometimes the case worker is so clear in his own mind that the problem the client present is not "real" one or he is so eager to establish his own speculations about the problem's sources, that he start to focus upon the areas of his, rather than the clients interests. When this happens, he may find that he has gained full comprehension of the problem but has lost the person whose problem it is. 2. The leadership given by the case worker to help the client select and centre on one of his several problems or on some aspect of one of them is based and dependent upon his professional knowledge and judgement. Form the moment the case worker begins to relative a specific client, he views him in the light of his understanding of experience with personalities of this kind, with problems of this kind, with solutions or goals of his kind. Simultaneously, to be sure, he seeks to establish the uniqueness of this particular person in relation to his particular problem in relation to this particular form of help, but this judgement of specific qualities and his expectation of possible outcomes rise out of his professions accumulated experience who could get help in learning the first step in diabetic management.

AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 33 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 33 The case worker managed this gentle but from shift of focus in ways that need not be delineated here, the basis of this shift was the case worker's general knowledge and preliminary appraisal of the situation. We may assume he saw the situation something like this: The basic problem in Mrs. Redd's possibly a neurotic character disorder. This is not amenable to change by the case work process, not can any therapy notably affect it in less than years. The casual problem probably lies in Mrs Redd's old and current parental relationships. These can not be undone. The precipitating problem is the baby's illness and all the normal and neurotic fears if excites. This is a reality with which the mother will have to cope. The pressing problem is the child's imminent release from the hospital to a helpless mother. The problem-to-be solved is this mother's insecurity in relation to her immediate handling of her sick child. This, then, is the first focus into which the problem is cost. One further factor determined this case worker's focus, and that was the agency's function. The medical social work department of a hospital has as its purpose the helping of patients (or relatives) to deal with such social and emotional problems as interfere with medical treatment. This is its case workers directive. If, for example, Mrs. Redd had proved so upset as to have been unable to relate herself to her baby's need, referral to psychiatric help might have been necessary, with the focus shifted now to Mrs. Redd herself. Or, if Mrs. Redd had been able to mobilize herself to take the child home and meet the child's special physical needs with some competence and with gratification at the results and if, then, she had shifted her complaints to the conflict with her mother, the medical case worker might well have considered whether or not a family agency should have been the more appropriate place for work on the newly emerging problem of the interfamily conflict. Had a referral to the family agency take place, it would hopefully, have followed on Mrs. Redd's recognition that her problem had shifted to another area of her living, on her wantry to be helped with it, and on her understanding, through discussion with the case worker, of the special relevance of the family agency's services to her new problem-solving task.

NSOU ? PGSW-II 34 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 34 PRINTTECH — 4th PROOF / 22.12.2021 With this kind of person, problem, place and process. This is what enable the case worker to know better than the client not what problem seems most crucial or hurts most but what in general its significance is what in general can or can not be done about it. This is what justifies the case worker's taking responsibility to help his client more from, let us say, the peripheral problem he has put forth to its more vital care or, at other times, to more from what is a "hand care" problem to some outer aspect of it which in the case worker's judgement seems more mallcabli, in either case it is to give aid and direction to the client focussing on his problem. Except as the case worker helps to sort and select the problem to be worked on at a given time, the client may flounder endlessly among cause effect intricacies or the multitude of instances in which the problem is reflected but not taken hold of. 3. Each social agency or each social work section of another type of welfare agency (such as hospital) is set up to meet certain kinds of human problems and needs. Not only does an agency declare its special area of service in its name ("child guidance clinic", "family service agency", "Public assistance department", and so on) but in its interpretations of itself it makes its purpose explicit. Sometimes these purposes are quite specific and limited, such as those of a child placement agency that gives its help in relation to children who must leave their own homes. Sometimes purposes are more general, such as those of a family and child welfare agency where almost any problem which arises in family life might be considered for service, whether or not any agency in able to function in live with its avowed purpose depends upon whether it has the means, the services and resources, including skilled staff, by which to translate intent into action. A brief illustration may be seen in Mrs. Redd's problem. Her fifteen month old baby was hospitalized in a diabetic come, and when Mrs. Redd presented herself to the medical social worker several weeks later, referred by the child's physician, she was depressed and in a panic. She was having a recurrence of old and fearful symptoms of emotional disorder—sleeplessness, weight loss, neurodermatitis. She felt she could not face the prospect of endless years of a diabetic regimen. The case worker, however, helped her to shift this focus to herself.

AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 35 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 35 Dimension

97%

MATCHING BLOCK 92/544

W

of how a problem arises : 1. The problem arises from some need 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's living situation or the effectiveness of his/her efforts to deal with it. 2. The social functioning problem may rest in interpersonal relationships; for example, the inability of a parent to understand on adolescent children need and thus, is so strict that the relationship between parent and child is at the point where there is open rebellion and an inability to discuss the situation. 3. The problem may rest in an inability to negotiate with systems in the environment for e.g., a patient in a hospital is unable to ask the doctor the questions that are bothering the patient or to make his/her concerns known to the doctor. 4. The problem may rest in inadequate or

in appropriate

100%

MATCHING BLOCK 93/544

W

role performance, for example, the parent does not meet the nutritional needs of the child or maintain a suitable home for

the

100%

MATCHING BLOCK 94/544

W

child. May be one of deficiency; that is, an individual does not have either the material resources or the personal capacity (temporary or permanent) to carry out the task needed for coping with a situation. An older person with a limited income and limited physical capacity may not be able to maintain a home or fix nutritious meals. 5. One may not have the preparation needed to carry out a social role. For example, the mother who did not have adequate mothering as a child and has received no instruction in

child care

100%

MATCHING BLOCK 95/544

W

may not be able to properly care for her child because she just does not know how to

take care of

95%

MATCHING BLOCK 96/544

W

small children. 6. May be due to disturbances or disorder resulting in intrapsychic turmoil, construction or distortion. For e.g. the person may be mentally ill or have some perpetual difficulties which result in using

in appropriate or in effective means for coping with the

95%

MATCHING BLOCK 97/544

W

life situation. 7. May be there is discrepancies between expectations of a person and the demands of various segments of that person's environment. For example, an individual expects that food, clothing and shelter will be provided by

the

100%

MATCHING BLOCK 98/544

W

social agency without work on his/her part, but the agency can only provide partially for those needs.

NSOU ? PGSW-II 36 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 36 PRINTTECH — 4th PROOF / 22.12.2021 8. Problem

100%

MATCHING BLOCK 100/544

W

may arise due to discrepancies between environmental demands and personal needs. For example, a

teen age

93%

MATCHING BLOCK 101/544

W

girl whose mother is ill is expected to care for younger siblings, but she needs time for completing her education and for socialization with her peers. According to perman, the social functioning focus of social work began to image when problems were seen not as pathological but as

a

100%

MATCHING BLOCK 102/544

W

part of life. Problems are frequent and unexpected in the human situation, and

the

80%**MATCHING BLOCK 117/544****SA** Social Case Work Block 2.pdf (D164874044)

solutions are usually found without professional help. The concern of social work narrowed to those problems in which persons cannot readily unblock the fulfillment of need with their own resources. Problem in social work usage refers to a social functioning situation in which need fulfillment of any of the person or system involved is blocked or her a significant potential of blockage, and in which the person involved can not by themselves remove the block to need fulfillment. Characteristics of client's Problem : 1. The problems within the purview of social case work are these which vitally affect or are affected by a person's social functioning. The problems may be some unmet needs—economic, medical, educational, recreation—which hampers or undermines a

person's adequate living or it may be one of stress—Psychological, social, physical—which causes the person to be ineffective or disturbed in carrying him/her

59%**MATCHING BLOCK 103/544****W**

social role. 2. The multifaceted and dynamic nature of the clients problem make necessary the selection by the case worker and client of some part of it as the unit of work. 3.

92%**MATCHING BLOCK 104/544****W**

Problems in any part of a human beings living tent to have "chair reaction". This is because while in the study of a person he/she may be compartmentalized and analyzed as a biological or psychological or social entity, a person lives a dynamic interrelated whole, reacting to and upon the dynamic whole of his/ her environment. Whatever hurts one parts of his/her living will have its impact in other parts. 4. Any problem which a person encounters has both an objective and subjective finance. A problem may be seen and understood by an outlooker; it is self by its carrier, and it is experienced with the particularity of individual difference.

AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 37 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 37

96%**MATCHING BLOCK 105/544****W**

Two aged man unable to work and needs money. This is a simple problem for which there is a ready solution in the form of age old assistance, yet it may not feel simple for the two. One may feel depressed by the problem itself that he is old, is found useless and is dumped by employees and so on. The other may accept his ageing and feels he has a right to be "given a hand", but his anger and anxiety are aroused by the solution preferred—he

con not

100%**MATCHING BLOCK 106/544****W**

see why he must prove residence in his state or how he is expected to manage on so little money case worker must elicit and often deal with such feelings so that they may implement rather than obstruct the client's work on his/her problem. 5. Not only

to

95%**MATCHING BLOCK 107/544****W**

the external (objective) and internal (subjective) aspects of the problem co-exist, but either one may be the cause of the other. Everyone encounters situation in ones social living that, by his/her own momentary or chronic

in ability

90%**MATCHING BLOCK 108/544****W**

to deal, with them, create internal problem in ourself case worker helps in problem solving, provide other things, an intervention which breaks or modifies the cause-effect chain of difficulties since this intervention may in itself prove problematic to the client, the said case worker must seek to understand his/her means and processes as astutely as is possible so that he/she may facilitate rather than complicate the clients problem solving efforts. The Place : The place is a social service agency or a social service department of another kind of human welfare agency. The place to which the person comes for help with his/her problem is known as social agency. The term "agency" has a misleading American sound, but it was used in British case work literature in the late nineteenth country. Present day usage refers to the institution with which the case worker practices

when such an agency gives services of material aid, situational change, counselling and psychological help or any combination of these on an individualized case-by-case basis it takes its designation from its working method. It is called a social case work agency.

100%

MATCHING BLOCK 109/544

W

Its purpose is to help individuals with the particular social handicaps which hampers good personal or

social

92%

MATCHING BLOCK 110/544

W

family living and both the problems created by faulty person-to-person, person-to-group or person-to-situation

NSOU ? PGSW-II 38 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 38 PRINTTECH — 4th PROOF / 22.12.2021

93%

MATCHING BLOCK 111/544

W

relationships. This agency's purpose and function come to life in the person and professional performance of the case worker. Social case worker agencies differ one from the other in a number of ways, but there are three major factors that determine their classification : 1.

The

100%

MATCHING BLOCK 112/544

W

source of support—public taxation (child welfare, physical and mental health programmes etc.) or voluntary contribution.

Tax-supported agencies, called "public" agencies, include not only the great income-maintenance programmes such as Aid to department children, but also child welfare, correction and other health programmes. The so-called private agencies, private only in the sense that they are maintained through the voluntary contributions of individuals or groups, provide services of the same kinds. Both public and private agencies many use case work as the method by which their services are conveyed to the people who come to them. But their policies and procedures, and the range and flexibility of their programs and methods, will be affected in many ways by their sources of support. So for the voluntary agency—the sanction its supporting group, its charter, its discretionary rights, its applicant population and so on, all bind or release, shape and color, the kind of service it gives to whom and under what conditions. 2.

100%

MATCHING BLOCK 113/544

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Their source of professional authority—primary agencies carry full authority and responsibility—for their social functions and secondary agencies derive their authority—and responsibility from the host agency.

A second factor that classifies case work agencies, whether public or private is the source of professional authority. Some agencies carry primary and full authority and responsibility for their social welfare functions; others, because they are part of another human welfare organization, derive their authority and responsibility from the host agency. The former may be called "primary" the later "secondary" social agencies. In the primary agency (family and child welfare agencies) the programme and resources available may be varied, ranging from those designed to cope with social maladjustments caused by physical and economic breakdowns to those AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 39 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 39 caused by personality disorder. Such agencies are manned by social workers, the identification of all the staff is with social welfare purposes of the agency and the basic method of giving help is by the case work process. Other professional persons are drawn into the primary agency on a temporary or permanent basis. Their services and skills are auxiliary or supplementary to these carried by the social workers. Other kinds of welfare organizations—hospitals, schools, clinics, courts, nurseries—frequently incorporation a social case work agency i.e., they may have a social work department or a single case worker as a part of their structure and function. Many social case work by these originations came about through the recognition of two facts. First, while a person's manifest problem may be one appropriately brought to the non-social work agency, as sickness is brought to the doctor or as truancy is brought to the school principal, the problem may be caused or affected by social or psychological circumstances which call for the particular knowledge and resources of the social worker. Secondly people are often unable to make use of the services that are available to them. Thus, the school child who is exposed to teaching but cannot learn, the hospital patient for whom bed rest has been prescribed but whose home does not permit this luxury—all these call for a function which will implement that for which the organization is set up. The implementing function has long been social worker's. It may be seen that what the social case worker will do—the range, focus and emphasis of his operations, the condition which may limit or enhance his service and the authority and responsibilities he carries—will be affected by whether his agency is primary or secondary as well as by whether it is supported by public or private fund. 3.

97%

MATCHING BLOCK 114/544

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Their special function and area of concern—primary agencies both public and private, may define certain areas of social needs as the particular fielding in which they give services. Secondary case work help is related to the work of some other profession, such as medicine, education or law and to its specific knowledge and purpose.

The third characterizing feature of the social case work agency is the nature of its particular function. Primary agencies, both public and private, may

NSOU ? PGSW-II 40 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 40 PRINTTECH — 4th PROOF / 22.12.2021

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define certain areas of social needs as the particular field in which they give

service and in which they develop expertness of knowledge and special problem-solving resources. Specialization in social case work occurs because in the secondary selling

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case work help is related to the work of some other profession, such as medicine, education or law and to its specific knowledge and purpose.

Whether the agencies highly specialized or is multifunctional, however, the agency functions—what it is for, what it is set up to promote or prevent—will determine the case worker's focus and emphasis, the services he has to offer and the goals towards which he works. These three factors, then—the source of support, the professional authority and the particular function—are the determinates of major differences among case work agencies in regards to the clientele they give service, the services they offer, the goals they set and the conditions and direction of their helping process. Yet despite their differences, there are generic ways of thinking about all social case work agencies which may help the case worker to know his agency more surely and to use if more effectively in the service of his client. The characteristics of Agency according to Perlman : 1.

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The social agency is an organization fashioned to express the will of a society or of same group in that society. An agency embodies a society's decision to protect its members against social breakdowns, to prevent their maladjustments and/or to promote the development of better or higher levels of human functioning. 2. Each social agency develops a programme to meet the particular areas if needed with which it sets out to deal. The agency programme consists of the aids and activities by which its intent is translated into provisions of help. The ways and means which an agency programme provides will convey its function effectively or not, depending as a number of factors; money the knowledge and competency of the agency staff; the interest, resources and support of the community; the consistency between ascertained needs and the proffered means. 3. The social agency has a structure by which it organizes and delegate its responsibilities and tasks and governing policies and procedures by which it stabilizes and systematizes its operation-structure, as it may be depicted on an

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organizational chart, is the agency's anatomy. The agency's body is made up of many members with different purposes and powers, all dependent upon one another in the body's total working. The structure of an agency identifies and assigns separate and joint responsibilities, authorities and tasks to each personal and demarcates the relationship

agency

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various functions in the total agency body. 4. The social agency is a living, adaptable organism susceptible to being understood and changed, much as other living

organism—it

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agency structure may be seen as its anatomy, its operations may represent its physiology and the purpose, attitudes and goal directions of its personnel and board are its psychology. The circumstance of its inception, the person who nurtured it and the social situation if encounter will have affected the agency's present behaviour. 5. Every staff member in an agency speaks and acts for some part of the agency's function and the case worker, represents the agency in its individualized problem—solving help what a case worker can do with and for his client derives both from his professional commitment and skill and from the agency hires him/her. In order to represent the agency, he/she must be psychologically identified with the purpose and the policies of his/her agencies. Every social agency banks a fund of knowledge about the experience with the particular problems it has set out to solve. 6. The case worker while representing his/her agency is first and foremost a representative of his/her profession. The social case worker practices in the conviction that individual human welfare is the purpose and the test of social poling; that his/her attitude combine open enquiry with dedication to the people and the person he/she serves; that he/she maintains "social conscience" and that he/she conducts himself ethically in all his/her professional transactions. Social work is an agency based profession. The agencies provide environment of the worker-client interaction. This inter action often takes place in

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office or building identified as the "agency". The influence of the agency is strong even when the interaction talks place else where in the community. As an employee, the worker is a part of the agency system and because of this the worker is accountable to the agency

concerned.

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MATCHING BLOCK 123/544

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The form and content of the service offered must be

with in the

NSOU ? PGSW-II 42 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 42 PRINTTECH — 4th PROOF / 22.12.2021 agencies

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purview and guidelines. The manner in which the agency is structured and functions greatly influence the nature of the worker-client interaction. The agency also provides resources for both the worker and the client. The agencies are established to carry out broad social functions as healing and rehabilitation is case of hospitals, ensuring good parent all care in the case of children department of the local authority and soon. The worker is expected to contribute to these objectives and to clarify and develop his/her own function within his broad social purpose. Yet, the most important aspect

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agency function is that it constitutes the meeting point of social worker and the client, it is what brings them together and gives meaning and sustenance to their continued contact. The community provides financial and other support and sanction for the agency; community attitudes impact the agency and its capacity to deliver services. It has also expectation for the nature and outcome of services. There are two kinds of expectation; the professional and the bureaucratic. The greater the organizations, the larger the differences. Bureaucratic expectation call for loyalty to the organization; acceptance of authority from

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92%**MATCHING BLOCK 126/544****W**

achievement of goals, on specialization and efficiency. Professional expectations call for commitment to professional values and to the service of the client; ability to have a broad span of decision-making power, collegial relationship and an emphasis on meeting client need and allowing for client self-determination and individualization. Before a worker can effectively deliver service as a professional in a Bureaucratic organization, the worker must first understand the organization. The first task in understanding the agency is to define its boundaries. The second task is to determine environmental factors that influence the structure and functioning of the agency the third task is to understand the structure and functioning of the agency system. Social workers not only need to understand the agency in which they are employed but they also need to be able to understand other social agencies. This is important if the worker is to help the client in order to use the resources and services of other agencies. The Process : The

case work process is essentially a series of problem solving activity. Immediately it must be said that this idea does not imply that case work resolve the problem brought to it, nor does it imply that it is upon the problem as per the case worker bends his major efforts. It is an idea, that stems from a conception of human life as being in itself a problem-solving process, a continuous change and movement

AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 43 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 43 in which the human being works on so adopting himself to external objects or them to himself as to achieve maximum satisfaction. This in the work in which every human being engages from the moment of birth to that of death. It is both unconscious and conscious. It is concerned with problems, some small, some large, of two kinds; of replacing dissatisfactions or discomforts with satisfaction or comfort and of seeking to achieve greater or more satisfactions. Here,

94%**MATCHING BLOCK 127/544****W**

the process, is a progressive transaction between the professional helper (the case worker) and the client. It consists of a series of problem solving operation carried out within a meaningful relationship. The end of these is contained in its means; to influence the client-person that he/she develops effectiveness in coping with his/her problem and/or to so influence the problem as to resolve it or reduce its effects. As the social worker develops skills in the problem solving process, thinking about the phenomena being confronted will begin to take place in orderly steps. These steps appear to be simple but are quite complex in application. Sal Hofslein states "process refers to the recurrent patterning of a sequence of change over time and in a particular direction. It is important to note three qualities of these process: 1) recurrent patterning or stages, 2) takes place over

a time and 3) in a particular direction (the process irreversible).

91%**MATCHING BLOCK 128/544****W**

Social work problems solving is finding a way through feeling, thinking and acting. It progresses, over time in a cyclical, irreversible manner that is focused on removing blocks to need fulfillment that individuals can not remove with their own resources. In order to understand what the case work process must include in its problem-solving help, it is necessary for the social case worker to take stock first of the kinds of blocking which occur in people's normal problem-solving effort. These six are among the most common :

1. A problem can not be solved if the necessary tangible means and resources are not available to the person. A client for instance, may see and assess his problem and its solution accurately and many lack only the material provision for it.

Social agencies contain and supply many of these provisions. Sometimes, however, the use of them or their very nature may present another problem and the client may need the case worker's help to adapt. Compromise and come to terms with the differences between his ideas and the reality of the means of solution.

NSOU ? PGSW-II 44 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 44 PRINTTECH — 4th PROOF / 22.12.2021 2.

94%**MATCHING BLOCK 129/544****W**

Sometimes people are unable to solve their problems simply out of ignorance or misapprehension about the facts of the problem or the facts of existing ways of meeting it.

The

father who looks on his son's suturing as just a bad habit or the youngster who believes that his masturbation will result in his insanity are examples of the former; the girl who finds herself pregnant and thinks only of a drastic way out or the women who recently widowed, thinks she must place her children so that she can go to work to support them are the simplest examples of the latter. Missing knowledge and facts, like missing pieces in a puzzle, may make problem impossible of solution. 3. A problem is difficult for resolution what the person who has it is

88%

MATCHING BLOCK 130/544

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depleted or drained of emotional or physical energy. He needs to mobilize himself— "Pull himself together"—when he must plan and act according to plan.

Energy is essential to such mobilization, where true is physical exhaustion, as may occur in illness, mal—nourishment, over work or emotional exhaustion, as may occur when a person has struggled with conflicts and has found them too much for him, the person's capacity is "see straight", to think clearly, or to organize himself to do something may be at low-ebb. In these circumstances it may be necessary for the case worker to provide such physical or psychological supports as will restore the person equilibrium before he can being to face up to and tackle his problem. 4. Some problems arouse high feelings is

60%

MATCHING BLOCK 132/544

SA Social Case Work Block 2.pdf (D164874044)

a person—emotions so strong that they over power his reason and deft his conscious controls. Sometimes these feelings are realistically called for, as

great grief at a death or great anxiety over serious illness. In other instances they may be "over reactions", caused by the problem's bringing to life old, dormant emotions that add their strength to the present one's. High and strong feeling disintegrates a person's capacities—"it pulls him to pieces", when the problem

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MATCHING BLOCK 131/544

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sets off a conflagration of feeling, a person's thought process, delicately alluned as they are to his emotion, become clouded and tumbled about.

In such instances the case worker needs both to relieve the person's feelings and to lessen the impact of the problem so that the person may begin, with case work sustainment, to try to "see straight", to analyze the situation in its effects upon him and his upon it, and to think of alternative adaptations.

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SA Social Case Work Block 2.pdf (D164874044)

The problem may be within the person; that is, he may have become subject to or victim if, emotions that chronically, over a longtime, have governed his thinking and action.

In such instances the person's feelings are not necessarily, acute and high but may run long and deep—so deep, perhaps, as to be almost unknown to their owner. Yet they, remain alive and active, harassing about in the unconscious mind, vitally affecting what their victim sees". 6.

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MATCHING BLOCK 151/544

SA Social Case Work Block 2.pdf (D164874044)

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

Such persons, characteristically impulsive or products of life experiences that have kept than constandy "running to stay where they are", tend to see living as a series of unrelated episodes, as "happenstances". In some instances, these blindness have become ingrained in the personality (again, neurosis); in others, however the difficultilies

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chiefly in the person's lack of experience in organizing his powers to grapple with problems. In the case work relationship, a constant medium is provided that is accepting, nurturing and supporting, at the sometime that the stimulus of

problems-

98%**MATCHING BLOCK 135/544****W**

solving work is injected to promote the client's effort to feel, to be or to act in the ways leading to his/her better social adjustment. The case work process sustains and fortifies the functions of the client's ego. The first part of the case work process, as in all problem-solving, is to ascertain and clarify the facts of the problem. The second aspect of case work problem-solving grows out of and interweaves with the

on going-

95%**MATCHING BLOCK 136/544****W**

eliciting of facts it is thinking through the facts. The conclusive phase of each problem-solving effort in case work is the making of some choice or decision. Stages of Problem solving process : 1. Preliminary statement of the problem. 2. Statement of the preliminary assumption about the nature of the problem. 3. Selection and collection of information 4. Analysis of information available 5. Development of a plan 6. Implementation of the plan, and 7. Evaluation of the plan.

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96%**MATCHING BLOCK 137/544****W**

Preliminary statement of the Problem : A clear statement of the problem is necessary before processing to subsequent steps. Often, problem statement tends to be vague, global and lacking in precision. For example, school dropouts or unwed mothers are often referred to as problems. A more adequate formulation in the area of unwed mothers might be: lack of educational resources for teenage pregnant girls. In this statement the need of the individual and society is education. 2. Statement of

the

100%**MATCHING BLOCK 138/544****W**

Preliminary assumptions about the nature of the Problem : This step is necessary to help make explicit the type of information needed for understanding and planning. As the problem is stated, implicit assumptions are made about its nature and cause, which provide indications as to the need in the situation and as to the block to need fulfillment. 3. Selection and Collection of Information : Sources

of

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information should include a variety of perspectives that may be chosen historical, social, psychological, biological, economic, political, religions and ethical under stings. Both the facts of the problem itself and the meaning of the problem to those concerned are important. Skill in the collection of information also calls for skill in communication and social inter action with person who are sources of the information. The values of social work call for the client to be a primary source. There is a need to determine and accumulate relevant evidence about the situation and this evidence needs to be related to the salient features of the situation. 4. Analysis of Information Available : Analysis of information is influenced and directed by the purpose for which the analysis is to be used. Other purposes include determination of feasible goals and possible outcomes and of possible plan of action interpretation of the meaning of the information gathered and evaluation. The cyclical nature of the process becomes apparent, for one returns

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analysis as an ingredient of each step of the process. The carrying out of the process generates new information. 5. Development of a Plan : Information and its analysis lead to understanding of what can be done to remove obstacles blocking need fulfillment. A social worker uses assessment in developing a plan of action. Plans develop from a consideration of a variety of possible strategies and techniques. As a plan becomes more specific, the social worker will return to early steps in the process to gather and analyze new

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94%**MATCHING BLOCK 141/544****W**

information needed for the specifics of planning. Consideration of a variety of plans is important in creative planning. 6. Implementation of the Plan : In social work, implementation involves interaction between people and is interventive in nature this action based on thinking that has its source in feelings about concern or head. In addition, it is action based on substantial knowledge from many sources that explains and predicts behaviour of persons in the situation. 7. Evaluation of the Plan : This step may result in redefinition of the problem, expanded information gathering and analysis, reformulation of the plan. If the goal has been reached, evaluation is an appropriate and necessary climax to the process. Regardless of the out come of the plan, evaluation of what happened can lead to an understanding that can be transferred to other situations and to more effective problem solving in those situations. The intent of the case work process is to engage the person himself/herself both in working on and in coping with the one or several problems that confront him/her and to do so by such means as may stand

his/

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her in good stead as he/she goes forward in living. These Therapeutic means are as follows : 1. The provision of a therapeutic relationship that sustains the client and effect the nature of his/her emotional relation to his/her problems. 2. The provision of systematic, though always flexible, way by which the client may discuss and work over the nature of his/her problem, his/her relation to it and its potential solutions; and 3. The provision of such opportunities and aids (those of communication and/ or resources) as will further exercise and implement the client's adaptive action upon his/her problem. Three essential operations of problem solving proccss are : 1. The facts that constitute and bear upon the problem must be ascertained and grasped. Such facts may be of objective reality and of subjective reaction, of cause and effect, of relatedness between the person and his/her problems, of the solution sought and of the actual means available. 2. The facts must be thought about. The facts must be played upon and organized by ideas-ideas springing from knowledge and experience and subject to the governing aim of problem solution.

NSOU ? PGSW-II 48 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 48 PRINTTECH — 4th PROOF / 22.12.2021 3.

85%**MATCHING BLOCK 143/544****W**

Some choice or decision must be made that is the end result of the consideration of the particular facts and that affects or intent of resolving the problem. The process can be conceptualized as having four major components, assessment, planning, action and termination. All though assessment proceeds planning, proceeds action and action proceeds termination the process is cyclical in nature.

94%**MATCHING BLOCK 144/544****W**

All four stages as well as the interactional process constitute intervention. All can influence changes in the transaction between clients and the systems in their environment. All can influence the social functioning of individuals and social system. The aim of case work process is to engage the client with his/her problem and his/her will to do some in a working relationship with the agency, its intentions and special means of helpfulness. The context of the process is a fairly constant one, and its method, a fairly systematic one—as constant and as systematic as a process keyed to living, feeling, changing human wings can be—while it yet remains fluid and flexible. Finally, for the solution or mitigation of many problems there must exist certain material means or accessible opportunities which are available to the

need full

100%**MATCHING BLOCK 145/544****W**

person and which he/she can be helped to use. Money, medical care, nursery

school, schoolship, shorts day with ones,

95%**MATCHING BLOCK 146/544****W**

recreational facilities—these are the kind of resources that person may need in order to resolve a given problem in his/her daily living. The case worker should know about these resources or know how to become informed of them. He/She should be able to pick the rightness imaginatively in their relation to the

clients problem. 2.5

82%**MATCHING BLOCK 147/544****W**

Principles of Case Work Principles are rule of action for guiding performance based upon a fundamental which influences, guides and directs. The principles are also referred to as qualities or elements as they are present in every good case work relationship and are the constitutive parts of the relationship (priestek). There are seven principles of the case work.

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76%**MATCHING BLOCK 148/544****W**

Principle of Individualization 2. Principle of purposeful expression of feelings 3. Principle of controlled emotional involvement 4. Principle of acceptance 5. Principle of non Judgemental attitude. 6. Principle of clients right to self-determination. 7. Principle of Confidentially. Let us discuss one by one and get a clear understanding on their application in the Indian context. 1. Principal of Individualization :

The first principle is that of individualization. Each client has to be perceived as a unique individual with a separate identity and not as one of a mass. Human beings are not born in a mass nor do they die in a mass, except in a catastrophe.

93%**MATCHING BLOCK 149/544****W**

Principle of individualization emanates from the basic recognition of each person as a unique entity. Individualization is one of the essential notes in the concept of a person who according to Bothus is "an individual substance of rational nature". Each person is individualized by his/her heredity, environment, innate intellectual capacity, strengths and limitation. Each person experiences unique life situation from birth, forms distinct interpersonal relationships. The thoughts, feelings, behaviours and capacities each individual are distinct and differ from each other.

100%**MATCHING BLOCK 150/544****W**

Case work help, therefore, must be differentiated to meet the particular needs of the individual clients and to help the clients use their abilities and resources for self help in order to work towards problem resolution.

92%**MATCHING BLOCK 154/544****W**

The client needs the workers undivided and individualized attention to discuss his/her problem by gaining worker's respect for his/her as an individual with rights and needs, the client feels understood. The success of helping relationship depends upon the individualization of each case by the worker, treating each person as a unique individual having social problem rather than being treated as a case/category/patient.

96%**MATCHING BLOCK 152/544****W**

Pre-Requisites for Application of Principle of Individualization ? An open and unbiased attitude : It is essential for the case worker to be aware of personal biases and prejudices and not to let them have an influence on the

NSOU ? PGSW-II 50 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 50 PRINTTECH – 4th PROOF / 22.12.2021

87%**MATCHING BLOCK 153/544****W**

case work relationship. Accurate assessment of the client's problem, his/her life situations requires the worker to be objective and free from pre conceived notions and Prejudices, if any. The Prejudices can pertain to diverse categories or groups like two caste, class or gender distinctions, destitute, drugabusers, alcoholize, criminals, sex workers, unwed mothers, people including in pre or extra marital relationships etc. A worker while handling cases must be honest and aware of personal feelings, needs and co-center transference tendencies. ? Knowledge of human behaviour :

A knowledge of the patterns of human behaviour is necessary, however, as a framework within which the individual is understood and helped. It guides the case worker

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MATCHING BLOCK 155/544

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in securing the significant facts and in discovering the true situation.

A case worker's own life experiences are helped but inadequate for effectively understanding the various people who come to social agencies. "Common sense" is a tremendous asset, but in the professional day-to-day service to people in needs to be supplemented by

93%

MATCHING BLOCK 156/544

SA

480E1230-Social Work with Individuals (Final P ... (D165107502)

knowledge and insight derived from the sciences, principally from medicine, psychology, psychiatry, sociology and philosophy. ?
Ability to listen and to observe : Hearing and seeing

is one of

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480E1230-Social Work with Individuals (Final P ... (D165107502)

the principal avenues of learning the individual. The client needs to talk and the

case worker

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needs to listen. The more the client is enabled to tell his story in his own way, to tell of his own feelings, the more the case worker learns. The worker gradually comes to see the person as he more about in his family and community relationships. He sees the wholeness of the social situation, together with the individuals feelings and problem relating to this whole. The client wants and needs someone to listen to him, not just in a friendly way, but in a competent, professional way. This means that the worker is expected,

to have. 1.

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MATCHING BLOCK 159/544

SA

480E1230-Social Work with Individuals (Final P ... (D165107502)

Thoughtfulness in details : Thoughtfulness in details, such as making appointment is an indication of individualization.

If the client is a mother of several small children and is asked for an appointment, hour would conflict with the map schedule or would see her to travel with the children in rush hours, she feels that his worker already understands her position to same context. If the client is a working man, he responds favourably to the worker who suggests a late afternoon or an evening appointment.
AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 51 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 51 2.

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Privacy in interview : The place of interview is important as a means of giving the client the sense that his confidences are being respected and of giving the

case worker

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MATCHING BLOCK 164/544

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the opportunity to devote full and undivided attention to him.

Privacy is the concrete manifestation of the agency's subscription

82%**MATCHING BLOCK 161/544****W**

to the principle of confidentiality. 3. Care in keeping appointment : As maintained earlier, appointments have to suit both the client and the case worker. Case worker must keep a diary and promptly keep the appointment. If at all the meetings have to be rescheduled due to an urgent work, client must be informed in advance. A promptly kept appointment gives a feeling of reassurance and importance to the client. 4. Preparation for interview : One of the best immediate preparation for individualizing the client to review the written case record. This helps in refreshing the details of the earlier discussion and enable the case worker to plan ahead for the next meeting. 5. Engaging the client : If the client becomes engaged according to his present capacity in the

study, diagnosis and treatment, he will feel secured that he is being dealt with as an individual. As he participates in presenting the necessary data, he can also be helped to understand the reason for the data and the fact that the data are collected purpose fully and in accordance with the clients problem or need.

94%**MATCHING BLOCK 162/544****W**

Enabling the client in selecting treatment goals and encouraging the person to make a choice stimulates client self confidence and demonstrate the principle of individualization. 6. Flexibility :

Although there is necessarily a certain degree of performance to the purpose of each case, there is also some change calling for flexibility. The treatment goals need to be modified with the constantly increasing knowledge of the client and his situation and of the continuous developments and changes in the clients life.

57%**MATCHING BLOCK 163/544****W**

The ability to adjust goals and methods calls for mature judgement. Objectivity, and the skill in the case worker. It is a specific way of individualizing the client

94%**MATCHING BLOCK 165/544****SA** 480E1230-Social Work with Individuals (Final P ... (D165107502)

to listen, but also to hear. The most vital concerns of the client may not be expressed loudly, explicitly and formally, but rather softly, hesitatingly and possibly hidden softly. Only careful listening to what the client is saying and to what he is not saying, can result in hearing the pertinent material.

NSOU ? PGSW-II 52 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 52 PRINTTECH – 4th PROOF / 22.12.2021 ?

88%**MATCHING BLOCK 166/544****SA** 470E1120-Social Work Practices with Individual ... (D165249726)

Ability to move at the clients pace : As the case worker sees each client, he must be able to begin where the client is and to proceed at the client's pace. This is a detail in individualization which can help the client participate fully in the study, diagnosis and treatment process; insensitivity to the clients pace can stave the entire helping process because the client feels that the case worker is "taking over". Correct pacing is the secret to the timing of every stage of the case work process, from the appointment for the intake interview to the terminating interview, it guides the fact gathering, the analysis and interpretation, the determination of the treatment goals and the use of resource pacing is the guide and the test of individualization. ? Ability to enter into the feelings of people : The feelings of the client are his most individual characteristics. Problems produce different feelings in different individuals. Individualization then requires a sensitivity and a response to these feelings. The principal quality of the response is warmth. "To be useful to another who is trying to change himself and his attitude, the social worker must have a gift for intimacy. He must be willing to enter into the feeling experience of the client, willing to listen to the view of his problem and of his experience, willing to go patiently along with him in his struggle for a solution". ? Ability to keep perspective : The emotional involvement, however, should be controlled and directed to the total situation, so that the

case worker

100%**MATCHING BLOCK 168/544****SA** 480E1230-Social Work with Individuals (Final P ... (D165107502)

constantly maintains a perspective. This perspective helps him to see the feelings as they are related to the objective situation and the individual as he is related to his family and social situation.

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MATCHING BLOCK 167/544

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Having a holistic perspective helps the case worker to keep the focus on the client in his/her entirety and analyze the

inter stay of the psychosocial, conscious and unconscious factors affecting the client. Means of Individualizing : Although the internal conviction of the case worker that individualization is vital to effective helping and the real desire to live this principle in practice is paramount, individualizing can and should be externalized, so that the client can not fail to feel it.

94%

MATCHING BLOCK 173/544

SA

480E1230-Social Work with Individuals (Final P ... (D165107502)

The following list of suggestions is only illustrative, but if contains a few practical means for individualizing and for transmitting the individualization to the client.

Principle of purposeful expression of feelings : Man is rational cognition and volition, and he is animal, having drives, impulse, feelings and emotions. The emotions are an integrate part of man's nature and their

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healthy development is necessary for the development of the total personality. One of

the greatest challenges in human living is to keep the emotions well ordered.

98%

MATCHING BLOCK 170/544

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In the modern helping professions the importance of well ordered emotional life has been eminently recognized. Both psychology and psychiatry have studied the normal, healthy role of

emotional in the personality structure.

80%

MATCHING BLOCK 171/544

W

The need for expression and for sharing experiences has been singled by social

worker as a very

72%

MATCHING BLOCK 172/544

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pertinent dynamic in case work relationship. Purposeful expression of feelings according to Biestek in the "recognition of the clients need to express the negative feelings. The case worker listen purpose fully, nieght there 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". The clients expression of feelings

is not expression for expression's sake, but for a purpose. It is directly related to his need for

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MATCHING BLOCK 174/544

SA

480E1230-Social Work with Individuals (Final P ... (D165107502)

acceptance, to his need to be treated as an individual to help the client in seeking from the social agency, to the purpose of the client worker relationship and to his need to participate in the solution of his own problems.

Purposeful Expression :

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The client's expression of feelings should of course serve a vital purpose in the case work process. The specific purpose in each interview may be single or multiple; it may change from case to case, from interview to interview and within the same interview. The following are some possible purposes. ?

Relieving Pressure : One purpose may be

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SA 480E1230-Social Work with Individuals (Final P ... (D165107502)

to relieve pressure and tensions and thus to help the client see his problem more clearly and objectively.

Feelings are expressed not just "to let off steam" but to free client for positive, constructive action. ? Assessment of Problem : Another purpose may be

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to understand more adequately the problem and the person of the client for more accurate study, diagnosis and treatment.

It helps the case worker form a more adequate evaluation of strengths and weaknesses. ? Psychological support : Listening to a persons feelings in relation to a problem is a form of psychological support. The client feels that he has shared his problem in a real way with the case worker and thus his burden has been lessened because he and the case worker are jointly carrying it. ? Working towards negative feelings : In some cases the negative feelings of the client may be the real problem. An expression of feelings, then brings them out into the open so that something can be done about them.
NSOU ? PGSW-II 54 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 54 PRINTTECH — 4th PROOF / 22.12.2021 ? Stengthening case work relationship : An important purpose may be to deepen the case work relationship. A deep relationship does not ordinarily happen suddenly; it must grow at an unforced pace, but its growth can be promoted by stimulating the expression of feelings that the client can comfortably and gradually express. The expression of feelings is a barometer of the depth of the relationship. Purposeful Limitations : Free association is not a case work technique; from the very first interview case work is focused upon the relation between the problem and the client, according to diagnostic thinking and treatment planning the focus is upon the purpose. This focusing means giving the interviews a direction and giving direction necessary mean operating with in constructive limitations. The limitations of the purposeful expression of feelings are as follows : 1. Agency constants :

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SA 480E1230-Social Work with Individuals (Final P ... (D165107502)

Agency function limits the expression of feelings to those which can be treated within the agency. It is obvious that in an agency which is not equipped to use intensive, therapy in deeply disturbing emotional problems, the case worker should not encourage the release of such intense feeling. In such an instance the case worker should limit his help with feelings to the kind of service the agency is equipped to offer. 2.

Work Load : Work load

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MATCHING BLOCK 178/544

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with the case worker determines the amount of time a case worker can devote its each case. For example, if a

case worker

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is handling fifty cases apart from regular agency work he/she may not have enough time to encourage expression of deeper feelings which require more time in each interview. 3. Premature expression of deep feelings : Case worker needs to be cautious in the early interview about client's premature expression of deeper feelings. For example, talking about intimate details of having undergone through a rape by a victim in the very first meeting may not be desirable. This may inculcate feelings of guilt and hamper the case work relationship. Case worker has to structure the entire case work process and slowly work towards building a relationship based on trust rather than allowing ventilation of deeper feeling at a premature stage. 4. Client engagement : Clients may have the tending to put the total burden of conflict resolution on the

case worker.

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Case worker must ensure engagement of the client in the helping process right from the beginning to avoid undue dependence on the worker.

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The role
of the case worker :

The function of the case worker is principally to create an environment in which the client will be comfortable in giving expression to

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his feelings. This include gaining trust, confidence of the client. Most clients talk at a superficial level and do not disclose their inner feelings till they are sure of the worker's accepting and permissive attitude towards client as an individual. Secondly, the case workers real desire to help and feeling with the client has to be communicated to the client at the "feeling" level. Creation of a permissive environment is essential for purposeful expression of feelings. This may be done in the following ways. ? Relaxed attitude :

The case worker

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should be relaxed in order to help the client feel

fairly and comfortable.

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Ensuring privacy during interviews, having comfortable furniture in the room are some of the important steps to make the client feel comfortable and open up. ? Preparation :

Although good case work requires a certain amount of preparation for each interview and

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MATCHING BLOCK 184/544

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prior to the interview, the case worker must go through the earlier case records. This would refresh the memory and prepare the worker in planning and structuring for the up coming interview. ? Listening :

Probably the most important element in creating the permissive attitude is the case worker'

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s ability to listen attentively and purposefully. When the worker gives his full attention the client feels his interest.

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By asking appropriate questions, making empathic comments, nodding and showing interest through facial

expression,

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case worker can demonstrate active listening to the client. Encouragement : The

case worker

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may need to encourage the client to express his feelings. Even when provided with an atmosphere in which he feels free to express himself, the client frequently will not do so without help.

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MATCHING BLOCK 189/544

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Thus by asking non-threatening questions, repeating important phrases or words being said by client, making comments, expressing empathy; worker can motivate the client to talk freely. Statements like "I realize how difficult this must be for you. What happened thereafter?" "How did you feel when this happened?" Are open ended statements/ questions that require elaborate expression of feelings by the client. Pace of Process : A sensitive awareness of the client's rate of movement in each interview, toward his case work goals is very necessary. His motivation to work

on his problem will be an indication of his

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need and desire to express feelings at any given time.

NSOU ? PGSW-II 56 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 56 PRINTTECH — 4th PROOF / 22.12.2021 Being realistic :

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Unrealistic reassurance, too early interpretation and too much interpretation can block the client's expression of feelings.

These are pitfalls into which a case worker who tends to over identify with a client is apt to stumble.

86%

MATCHING BLOCK 192/544

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The principle of purposeful expression of feelings aids in study and diagnosis in case work. This principle helps the case worker to gain invaluable material for study and gain a realistic understanding of the client and his/her progress in totality. This helps in seeking the problem clearly and working towards

the resolution.

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480E1230-Social Work with Individuals (Final P ... (D165107502)

PRINCIPLE OF CONTROLLED EMOTIONAL INVOLVEMENT : Every communicating is a two way process, when one person speaks directly to another person, he expects some kind of a response; silence would indicate a disinterest in communication and equivalently, a disinterest in the person. The content of the communication indicate the kind of response that is expected chorally speaking, the content can be classified into three categories; ideas only, feelings only, both ideas and feelings.

When a person approaches the information desk at a railway station and asks the clerk about the departure time of the next train for New York, he is communicating in ideas only. He is seeking information and is expecting a factual response. When an adult daughter, during the wake in a funeral parlor for her deceased mother, says to a relative. "It will be hard to get used to the fact that mother is gone", she is communicating her feelings primarily. Only a

78%

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feeling response would be appropriate. In case work interviews, the content of the communication most often is a combination of thought and feeling. The nature of content depends upon many things: the problem of the client, the function of the agency, the needs an feelings of the client in a particular interview, the changing moods of the client within an interview and the purpose of the case worker in the on going process of study, diagnosis and treatment. The social case worker needs the skill to communicate at both the thought and feeling levels. Case worker has to gain factual information and at the same time study client's ideas, thoughts and feelings. The element of controlled emotional involvement in a case work relationship according to Biestek, is the case worker's sensitivity to client's feelings and understanding of their meaning and a purposeful, appropriate response to the client's feelings. There are three components in demonstration of controlled emotional involvement;

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a) Sensitivity b) Understanding c) Response a) Sensitivity : Sensitivity means seeing and listening to the feelings of the client. Many times clients are unable to express their feelings verbally or are ready to divulge personal details. With the knowledge of human behaviour, observation and analytical skills, the case worker has to observe the minutest of the details and draw an understanding by putting them in proper perspective, language or the non-verbal communication can be effectively used as clues and indices to identify and interpret client's feelings. For example, use of hands, arms, and legs, pace, tone of speech, posture, eye contact, silence, repetitive body actions are important indicators of client's non-verbal feelings. b) Understanding : As a professional helping person, the case worker needs to understand the meaning of the feelings in relation to the client

and his problems. He needs to know what he is doing, what is going on when he stimulates the client to express his feelings, and how this expression is contributing to the goals in the case. The understanding is a continuous process; in each interview the understanding should increase and grow, but in many cases the case worker may have to be satisfied temporarily with a partial understanding and continue to strive towards a fuller understanding.

c)

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Response : Sensitivity and understanding are insufficient in themselves; they are means to the response. The case worker's response to the client on the feeling level is the most important psychological element in the case work relationship and it is perhaps the most difficult of the

case work skills.

If frightens the beginning case worker; if frequently mystifies and always intrigues the experienced practitioner because the response is individualized to each client and even to the changing moods of the client with in a single interview.

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Essentially it is a response of attitude and feeling, guided by knowledge and purpose. It is primarily an internal response where the case worker consciously and purposefully identifies with the feelings of the client. It is a sharing of a warmly human professional person with fine sensitivities of another human being who needs help (Biestek, 1957). The response of the worker should reflect the skill to probe in order to gather factual as well as feeling information from the client while verbalizing understanding. It should convey warmth and empathy to the client.

NSOU ? PGSW-II 58 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 58 PRINTTECH — 4th PROOF / 22.12.2021

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PRINCIPLE OF ACCEPTANCE : One of the most commonly used terms in social work is "acceptance".

Everyone seems to agree upon its importance, especially as it is lived by case worker in the relationship with the client but it remains

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MATCHING BLOCK 199/544

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one of the vaguest terms in our professional language. It is an important value in social work is that guides social workers to accept people as they are, with their strengths and limitation, potentialities and weakness, positive and negative feelings. In social work acceptance is related with "Quality of life" professional attitude, the central dynamic and a principle. According to Biestek (1957), action of acceptance is indicated as

the therapeutic understanding, respecting, loving, perceiving, acknowledging, helping and receiving. It would seem that

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480E1230-Social Work with Individuals (Final P ... (D165107502)

there are three steps in the action of acceptance : 1. Perceiving : The

case worker

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must first see and see objectively what he is accepting; 2. Therapeutic understanding : The case worker must see the object of acceptance in relation to the causes which brought about the object, in relation to what is meant to this person, and in relation to the purpose of the case work process in each individual case. 3. Acknowledging : It as a pertinent reality. The purpose of acceptance

was said to be "to respect his integrity as a fellow human being", "to help (the person) in need or trouble", "to add something to the comfort and happiness of the other person", and "in helping the person to get well.....to regain control of his own life and conduct." The purpose of acceptance in case work, all seem to agree, in therapeutic to help the client with his problem and needs. It differs, therefore, from acceptance in other interpersonal relationships, such as the acceptance of a social companion or a professional colleague or

95%

MATCHING BLOCK 202/544

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with spouse or siblings etc. Acceptance in case work process is therapeutic in nature as it aims at helping the client to deal with problems and needs. Distinction between Acceptance and Approval : An important standpoint in case work is the distinction between acceptance and approval. Acceptance does not mean concurrence with or approval of client's behaviour. To illustrate let us take an example of a man who committed a murder and now seeking help from a case worker. In this case, following the principle of acceptance would not apply that the worker's approval of the crime committed by the client. The worker would objectively

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study the client and assess the problem reasons that led the man to commit such a crime case worker would accept the client as an individual possessing all his dignity and worth as an individual. However, the worker would disapprove of the murder committed by the client. The worker should not verbally praise or condemn the act and show empathic interest in getting to know the client and his life situation better.

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MATCHING BLOCK 204/544

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It may be remembered that the client would not really be helped if his/her anti social behaviour (murder in this case) is apparently appreciated by the worker. The objective of acceptance is not the good, but the real.

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MATCHING BLOCK 205/544

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The purpose is to free the client from using defense mechanism and enabling him/her see the reality and realistically deal with the problem. Thus principle of acceptance as defined by Biestek (1957) is as follows : Principle of acceptance is a principle where the case worker perceives and deals with the client as he/she really is, including strength and weakness, congenial and uncongenial qualities, positive and negative, contractive and decontractive, attitude and behaviour, maintaining all the while a sense of the client's innate dignity and personal worth. Understanding the client better : The client who come to the social agency with a problem

is essentially a person who is dissatisfied with some aspect of his present living, sees the need for change, but can not make the change unaided due to environmental pressure

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MATCHING BLOCK 207/544

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480E1230-Social Work with Individuals (Final P ... (D165107502)

or limitation within his personality. He is not happy about himself; or rather he is ambivalent himself.

It is

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480E1230-Social Work with Individuals (Final P ... (D165107502)

ambivalence extends to the case worker : he realizes that he must reveal some of his short comings to the

case worker in order to be helped, while at the sanction

89%**MATCHING BLOCK 218/544****SA** 480E1230-Social Work with Individuals (Final P ... (D165107502)

he fears that the case worker, seeing him as he is, may think less of him as a person. He fears disapproval. This fear may cause any one number of reactions, depending on the nature of the problem and the personality of the client. He feels the insecurity of approaching someone he has never met; he may fear that his request for help will be refused; he may feel resentment against the conditions that make it necessary for him to seek help; and he may fear the self-involvement with the case worker. Therefore, the client constructs defenses, behind which he tries to hide a part of himself. He feels that it is unsafe for him to manifest something which he knows need to be manifested because they are pertinent to his problem.

To deal with the

81%**MATCHING BLOCK 209/544****W**

insecurity, the client makes use of a defense mechanism that helps the client to hide anxieties and inner feelings from one's self and from the worker.

NSOU ? PGSW-II 60 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 60 PRINTTECH — 4th PROOF / 22.12.2021

87%**MATCHING BLOCK 210/544****W**

In such a situation by making the client feel accepted, showing interest and genuine concern, the worker helps the client in reducing the anxiety and lowering the defence mechanisms. The principle of acceptance is the case work process as the client begins to express feelings and open up to the case worker. However, the client constantly checks the reactions of the worker to his/her disclosure of feelings especially negative feelings. Demonstration of Principle of Acceptance : ? Giving the client focussed response, directed to the needs of the client rather than worker's needs; ? Releasing client's potential for self help and exercising professional responsibility for the promotion of the growth of the client; ? Giving response that contain the elements of both thoughts and feelings; and ? Providing agency specific help to the client. Limitations of Principle of Acceptance : ? Inadequate knowledge of human behaviour. ? Counter transference. ? Case worker being Judgemental about the client's situation; ? Case worker's personal biases and prejudices; ? Unrealistic assurance by the worker. ? Confusion between acceptance and approval. ? Lack of respect for the client. PRINCIPLE OF NON JUDGEMENTAL ATTITUDE : One of the most talked about principle of case work that is also a difficult to practice is the principle of non Judgemental attitude. According to Briestek (1957), principle of non Judgemental attitude is defined as "Quality for case work relationship, it is based on a conviction that the case work function excludes assigning guilt or innocence or degree of client responsibility for causations of the problem or needs, but does include making evaluation Judgemental about the attitudes, standards or action of the client: the attitude which involves both thoughts and feeling elements, is transmitted to the client." Case work is a helping process where judgement would imply blaming the client and make him/her responsible for causing problems in his/her life. Let us take an

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92%**MATCHING BLOCK 211/544****W**

example of a woman who has approached a child guidance clinic to seek help for her daughter who is showing symptoms of depression. Being Judgemental in this case would imply blaming the mother for her daughter's condition. Similarly, passing a judgement on a HIV positive person would mean blaming the person for his/her physical condition and for contracting HIV. As mentioned earlier,

holistic understanding of the client and his/her life situation

100%**MATCHING BLOCK 212/544****W**

is necessary in the case work relationship. However, this does not give the case worker an authority to make Judgements about the clients. Understanding

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the client's perspective : Seeking outside support for conflict resolution is not an easy task. The necessity to seek help from an agency can itself produce a host of painful feelings. One of these feelings is the fear of being judged. In the initial interview, the client looks at the case worker as one of the members of the larger society which is often judgemental with fixed standards of Do's and Don'ts. The client fears of being labeled by the case worker, keeping in mind the preset standards of

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right and wrong. As a result of these feelings the client adopts by using defense mechanisms and is hesitant to express inner thoughts and feelings. In such a scenario, demonstration of a non Judgemental attitude helps the client "feel" assured of the case worker's disinterest in making any kind of judgement, in praising or condemning the client. As the relationship gradually strengthens, the client grows in faith in the worker and begins to discuss needs and problems, develop objective analysis necessary for constructive change. Evaluation of Attitudes, standards and action of

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client : There is a clear cut difference between being non judgemental towards the client and judging clients behaviour which may mood immoral. When the case worker refrains from judging the guilt or innocence of the client he/she objectively evaluates the attitudes standard and actions of the client. In order to understand this let us take the case of a women who is in a live-in relationship and seeking help to deal with problems with her lover. While dealing with such a case, the worker has no right to live the client a moral lecture on the grounds of her live in relationships, which is still not accepted in large parts of India. However the worker has to probe into her life situation in order to make evaluation of her behaviour. The purpose in this case would be to understand the client and this would aid in the treatment process. There are strong and valid reasons for practicing a non-judgemental attitude. The worker being a social worker is a member of the larger society and his/her function

NSOU ? PGSW-II 62 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 62 PRINTTECH – 4th PROOF / 22.12.2021 in the help of

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the client (and not condemn) with in the low and basic values of society. If the case worker is oblivious towards delinquent and immoral behaviour/ attitude of the client, the client would not feel understood and may underrate the worker's ability to provide professional help. Moreover the case worker has every right to have his/her own social, moral and spiritual values. The worker must, however, ensure that his/her personal values, beliefs, opinions and code of ethics are not imposed on the client in any way. The workers have no right to judge the client by personal standards. Demonstration of Principle of Non-Judgemental Attitude : ? Encouraging the client to open up and express own thoughts and feelings. ? Being respectful and attentive to the client throughout the case work relationship. ? Being aware of personal biases and prejudices and not letting them influence the case work relationship. E.g. the worker might have been socialized to develop a dislike for certain castes/castes/categories like alcoholize, differently abled, sex workers schedule caste/tribes etc. while in case work relationship with such clients, worker must ensure not to let personal dislike interfere in the helping process. The worker must recognize and control personal biases and develop capacity to see people objectively and not subjectively. ? Treat the client as a unique person. Worker should refrain from making references to people who have faced similar

problem. ?

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Understanding negative feelings of the client towards the worker should be related with the use of defense mechanism. PRINCIPLE OF SELF DETERMINATION :

Case worker is not philosopher by profession and seems to have little inclination in that direction. However, since they enter in peoples lives in a very practical and intimate way, they necessarily become involved in issues which have an inescapable connection with the philosophy of human living. Acknowledgment of the clients right to self determination is another principle in case work. Self determination refers to self direction and is a derivative of

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SA 2.2 Principles and process of working with ind ... (D111349362)

the philosophical assumption on the dignity and worth of the human being. The principle states that an individual has the right of making decision about matters pertaining to his/her life and that other people's decision about directing his/her life should not be

AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 63 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 63 imposed on him/her. In the case work situation, the social worker should not make decisions, choices or plans for the client. The client, however, can be guided and enabled to make her/his own decisions. Self determination like freedom, has its own limits. It is not an absolute right. The decision made by the client has to be within certain constraints imposed by the social obligation which states that the consequences of the decision should not be detrimental to others. Now should it be harmful to one self? Furthermore, the self determined act should be with in the socially acceptable standard of behaviour. In addition, every self-determined decision implies that the decision maker, the client, takes upon himself/herself the responsibility of carrying out the decision and handling the consequences. When the principle is viewed from this perspective, one can see that people vary in their capacity for self-determination. What follows in that the principle has to be exercised in accordance with the client's capacity for self-determination. Closely associated with the principle of self-determination is that of client's participation in the handling of the problems that he is confronted with. In a way, self-determination is a form of participation as it entails decision-making the client. The process of helping and being helped does not stop at the point of decision-making by the client, but it goes much further in terms of plan pursued and action taken. According to the principle, the client becomes the main actor in pursuing plans and taking action, where as, the social worker is only an enabler. PRINCIPLE

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OF CONFIDENTIALITY : Social work touches human life more intimately in many ways than many of the other helping and healing professions. The case worker, either in a home visit or in an office interview, is frequently the observer and regularly the recipient of confidential information concerning the client and his family. It may be a series of facts, or situation in the client's life which he shares with the

case worker or allows the case worker

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SA 480E1230-Social Work with Individuals (Final P ... (D165107502)

to observe, with the implicit or explicit understanding that the case worker preserve the information as a served trust. Confidentiality in social case work can be considered from two points of view; as an item in the professional code of either and as an element of the case work relationship. The

principle of confidentiality is very complex and difficult to apply concerned case work situation. Biestek (1957) has given the following definition of

NSOU ? PGSW-II 64 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 64 PRINTTECH — 4th PROOF / 22.12.2021 the

principle of confidentiality: " confidentiality

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MATCHING BLOCK 221/544

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is the preservation of secret information concerning the client which is disclosed in the professional relationship. Confidentiality is based upon a basic right of the client. It is an ethical obligation of the case worker is necessary for effective case work service. The client's right, however is not absolute. Moreover the clients secrete is often discussed with other professional persons within the agency and in other agencies; the obligation then binds all

equality". Ethical Obligation of the case worker :

91%

MATCHING BLOCK 223/544

SA 480E1230-Social Work with Individuals (Final P ... (D165107502)

Confidential can be defined as a fact or a condition, or the knowledge thereof, pertaining to a person's private life which is normally hidden from the eyes of others. Biestek (1957) has given three classes of confidential information: the natural secret the promised secrete, and the entrusted secret. The Natural Secret is information which, if revealed, would defame, injure or unjustly sadden the person. The obligation to preserve natural secrets binds everyone, regardless of the nature of the relationship. It may have become know by a relative, a friend, a stranger, or a professional person.

It may have become known to a social worker in an unofficial manner, out side the professional relationship. The basis of the right to natural secrets is man's natural right to his reputation. The social worker, therefore, has the obligation to safe guard such information concerning the client even when the information become known to the social worker and private individual, provided of course that another person's right does not separate the client's right.

86%

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SA 480E1230-Social Work with Individuals (Final P ... (D165107502)

The promised secret is one in which the case worker gives an assurance, a promise, after he has learned the secret information, that he will not divulge it. The subject matter of the promised secret may include the defamatory facts of a natural secret or it may include non defamatory facts about the clients personal life which he does not want revealed. The entrusted Secret is information which is communicated to a client with the precious explicit or implicit understanding that the matter will not be revealed. The

subject matter may or may not include a natural secret.

The entrusted secret implies a contractual agreement between two persons which binds the confident to secrecy even when the matter is not of a defamatory nature.

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In case work relationship confidentiality includes all three types of secrets. There is always a presumption that the case worker should be ethically bound to keep the confidence of the client. However, since the case worker works with in an agency setup, the personal information shared by the client does not confine to the individual

AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 65 PRINTTECH – 4th PROOF / 22.12.2021 NSOU ? PGSW-II 65 worker but remains with in

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the agency. The agency should not be able to, provide services unless the information is shared by the case worker with colleagues/team mates. The information also gets recorded in the case files of the client. However, all the persons in the agency are bound to guard the confidentiality of the client. Limitations of principle of confidentiality :

The human right is absolute. The clients

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SA 480E1230-Social Work with Individuals (Final P ... (D165107502)

right to confidentiality is limited by (1) a higher duty to himself, (2) the rights of other individual, (3) the rights of the social worker, (4) the rights of the social agency and (5) the rights of the community.

Since the natural law is the source all rights and duties, there can be no real conflict between the client's right to confidentiality and the limiting duties and rights. The problem then, which is in some cases may be a very perplexing one, is to determine whether another right or duty is greater than the right to confidentiality or whether confidentiality supersedes then. In an actual case, however, the apparent conflict may be so extremely difficult to resolve that a consultation with persons specially qualified to assist in a solution would be necessary. These are the following discussion of five classes of possible conflicts in the practice of social work where general principles are involved. 1. Conflict within the client himself :

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An apparent conflict may exist between the clients right to preserve his secret and another of his right or duties. The solution of

the conflict requires a weighting of the rights involved. Care must be taken not to ex-aggerate either side.

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The presumption, however should always be that the right of confidentiality remains dominant untill clear evidence to the contrary appears. 2. Conflicts with the rights of another individual :

In some cases the client is so is tally connected with another person that preservation of the secret would continue a serious harm or damage to the other person. In other words, the preservation of the client's secret may appear to isolate unjustly the rights of an innocent person. Here again an examination and a weighting of both rights is necessary. 3. Conflict with the rights of the social worker : When the client communicates a secret to the social worker, the latter becomes aware of an obligation to keep the secret isolate.

83%**MATCHING BLOCK 229/544****W**

Occasionally by keeping the clients secret, the worker may forfeit his own personal rights, which may be more important than the client. The worker can not be expected to surrender his own rights in the performance of personal duty. 4. Conflict with the rights of the social agency : Every agency,

whether public or private, has been organized with a definite purpose; there by it has assumed some NSOU ? PGSW-II 66 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 66 PRINTTECH — 4th PROOF / 22.12.2021 very specific duties towards individuals, families and community generally. These duties are specified in agency by the kinds of services offered and the conditions under which they are offered. Corresponding to these duties are specific rights, which are the necessary means for fulfilling the duties. 5. Conflict with the rights of society as a whole : There is a conflict between the individual good and public good, between the individual right and the common welfare. Society has the duty of promoting the public good of maintaining peace and good order and of building programs which positively promote the physical, intellectual and moral welfare of the members of the community.

90%**MATCHING BLOCK 230/544****W**

The general principle is that the obligation of the entrusted secret cases when the preservation of the secret would constitute a real and a serious damage to the common good. 2.6

Summary The learner got an idea about the professional aspects of case work, they understood about phase & principles of this method. This will help us to know & understand the core concept of case work. We will now work with lots of professionalism & work more effectively with the client. 2.7 Exercises 1.

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What can be the role of Social Worker in understanding and dealing with the client. 2.

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At what stage can the Social functioning begin to emerge in the context of problem of the client? 3.

What are the characteristics and functions of a social case work agency? 4. What are the stages of problem solving process? 5. What are the requisites the application of individualization? 2.8
References 1.

Hamilton, G (1951) :
Theory and practice

97%**MATCHING BLOCK 233/544****W**

of social case work : Columbia University, press, New York. 2. Perlman, H (1957) : Social case work, a problem solving process, University of Chicago press, Chicago. 3.

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Banerjee, Gouri Rani (1951); case work, in Encyclopedia of social work, in India by Deshmukh.

AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 67 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 67 Unit 3 ? Introduction to Social Case Work-II Structure 3.1 Objective 3.2 Introduction 3.3

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Case Work-client Relationship 3.4 Attributes of Case Work-client Relationship 3.5 Use of Case

Work practice 3.6 Summary 3.7 Exercises 3.8 Reference 3.1 Objective Establishment of a good rapport or what is better known as the Client-Worker relationship is the pre requisite to initiate an effective and professional Case-Work practice. In this unit we shall try to understand the importance of the various attributes of Case-Worker client Relationship as well as find out the different fields in which Case Work may be successfully applied. 3.2 Introduction The method of Case Work is an important tool for dealing with the individual problems. It is not only a way of finding out the problems of a client but also to discover the strengths of the client. Therefore without establishing a professional relationship, we cannot carry out case work practice fruitfully.

The relationship between

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the case worker and the client is of utmost importance. In a case work relationship however, case worker on the role of a professional helper while client is the person who needs help.

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In the Indian context, the concept of self fulfillment and self-expression go hand in hand with the concept of conformity to the group norm. In

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practice of social case work time and again, one see that the needs of the clients are not limited to their material needs only

but mental and emotional needs also. An active approach can geared to suitable solutions case work is now practiced in a variety of agencies or human service organisations.

NSOU ? PGSW-II 68 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 68 PRINTTECH — 4th PROOF / 22.12.2021 3.3 Case Worker Client Relationship Lives can not be lived with out relationship to other people. All institutions are built around relationship. Institutions minus relationship have no existence. Help or troubles emanate from our relationship with the fellow human beings. Whether one is troubled or helped by some one, relationship exist between them. Thus relationship is an "emotional bond" between people who interact with each other. It can be said to be a "transmission belt" of communication, a set of attitudes and response between the interacting units. According to perlman (1957), "it is a condition in which two persons with same common interest between them, long term or temporary, interact with feelings. Relationship leaps from person to other at the moment when same kind of emotion moves between them".

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Coyle (1948) considers relationship as "a discernible process by which people are connected to each other and around which the group takes its shape and form" which Biestek (1957) consider as "the dynamic interactions of attitudes and emotion". Thus relationship is a natural phenomenon occurring between persons interacting with each other singly or in

group.

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Relationship can be, then, shaped, manipulated or developed as we intend it to be.

How relationship can and should be used to help persons with problems has been a serious concern of not only social work but of other professions too like that of psychiatry, psychology etc.

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social work always recognized the importance of human interacting and attempt to use relationship in a conscious and deliberate manner to benefit the people it worked with

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social work literature is full of description of relationship from various angles only because of its great importance in a helping process. Richmond (1917), in her earliest work, has pleaded for an intensive study and use of social relationship in social case work. Social case workers focus should be on "skill in discovering the social relationship by which a given personality has been defined; an ability to get at the control core of the difficulty in these relationships; and power to utilize the direct action of mind upon mind in their adjustment." None can deny the utility and importance of human relationship in promoting change and development. When relationship is established and used by a social worker consciously, purpose fully and deliberately to help client(s), it is called professional relationship. It is characterized by "conscious purposiveness growing

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out of the knowledge of what must go into achieving its goal" (Perlman, 1957).

It is the medium through which knowledge of human nature and social interaction are need and through which they are given the opportunity to make choices, both about receiving and using the help.

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Thus one finds that "relationship is the basis of all help."

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Vital relationship between people arise out of shared and emotionally changed situation.

Relationship is a catalyst, on

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enabling dynamism in the support, nurture and feeling of people's energies and motivation toward problem solving and the use of help.

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The climate for growth of human personality, the nutrient for its development and the stimulus for its subtle adoption are emotionally

changed relationship

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with other human beings. The very first contact that most persons have when they are born is with their mothers. Parent child relationship is the most vital relationship that contributes in a major way towards laying the foundation for one's personality development, confidence, attitudes towards self and others. It would be no exaggeration to state that our very existence largely depends on relationship with people around us—our family, friends, colleagues, relatives and others.

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Nature of relationship : According to Helen Harries Perlman (1957); Relationship is a human beings feeling or sense of emotional bonding with one another. It leaps into being like an electric current or it emerges and develop contiously when emotion is aroused by and invested in someone or something and that someone or something "connects back" responsively. We feel "related" when we feel at one with another (person or object) in some

heart felt way. Relationship

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may be "good" or "bad", brief or enduring, complex and heart felt or superficial and skin deep, swift and spontaneous or carefully built. But whatever be its nature and substance its dynamics are the presence, recognition, deposit, relection and responsiveness of emotion between individuals or between a person and an object or activity by which he/she has been moved. The emotions felt and shared may be joy as well as anguish, gratification as well as deprivation, hope and despair, merriment and despondency rage and gracefulness, guilt and hostility and any or all of these. To illustrate, a child who is extremely attached to his/her parents, feels joyous on meeting them. On the other hand, an abandoned child would react in a different way on meeting the family. The emotions felt in the latter case may range from hatred, anger to resentment. In most mutually reciprocative relationships, there is a hunger for emotional bonding and dependency like in parent child

relationship.

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In the usual life of an adult, hunger for emotional bonding with others is gratified in

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many ways—in love and friendship bonds, in marriage and in parenthood. The words used to describe a meaningful relationship are—warmth, love,

case,

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acceptance, responsiveness, concern and understanding. It may be remembered that any relationship that seeks to enable a person, child or adult to feel secure and more forward, to risk new learning and new experiences combines a warm acceptance of the person in his/ her uniqueness as a human being. Relationship in case work : Relationship is termed as the soul of social case work. The relationship between the case worker and the client is of utmost importance. It is the principal of life which vivifies. The process of study, diagnosis and treatment makes case work a living warmly human experience. Social

case

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work thrives in its belief in the basic worth and dignity of individuals and enhancing their capacities to reach their human potential to the fullest. Relationship between the case worker and the client is the medium through which the knowledge of human nature and of the individual is used. Knowledge alone, without skill in relationship is inadequate. Relationship is also the channel of the entire case work process; through it, flow of mobilization of the capacities of the

95%**MATCHING BLOCK 255/544****W**

individual and mobilization of the community resources; through it flow the skills in interviewing, study diagnosis and treatment (Biestek 1957). Uniqueness of case work client Relationship : Case work client relationship differs from other relationships that exist in society at large like the parent-child, teacher-pupil, friend-friend and colleague-colleague

relationship. The case work relationships differ from the

90%**MATCHING BLOCK 256/544****W**

other relationships on a number of points. One needs to analyze and compare other relationships with case work relationship keeping in mind the levels of equality, mutual benefit being derived, presence and the level of emotional involvement in the relationship. Firstly, it may be borne in mind that case work relationship is temporary in nature. It begins with the referral of the client to the case worker with a problem and terminates after the completion of the case work process and treatment. Parent-child relationship or relationship between siblings are life long relationships as they are tied by blood and kinship. Secondly, the emotional component in the case work relationship is not very deep and penetrating. This is unlike the relationships that exist between the spouses, parent-child or siblings. Though case work process is an emotionally charged one, it is operationalism in such a way that the expressing of emotions is controlled and purpose full, focusing towards achieving clear-cut goals of clients well being and treatment. Such an approach is missing in the relationship cited above. The third difference between

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case work relationship and others, is based on the levels of equality and mutuality. For example, friend-friend relationship is characterized by its equality, mutual help and sharing. The case worker and the client are fundamentally equal as human beings. In case work relationship however, case worker takes on the role of a professional helper while client is the person who needs help. Thus the grounds of equality are not uniform since in this relationship, case worker is the person having knowledge, skills and is assigned to help the client through a professional relationship.

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Thus, this type of relationship is not based on mutual help and equality. One can also compare the case work relationship with that of a teacher-pupil relationships, which is more on an intellectual level.

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However, in this relationship, there is hardly any intentional use of emotional involvement. If at all emotions do crop-up in the teacher-student relationship, they are accidental and more on the part of the pupils rather than the teachers. Case work relationships are through out highly charged with emotions in a purposeful manner. Case worker client relationship also differs from other professional relationships such as doctor-patient, Psychiatrist client. From an Indian perspective, health has become a serious area of concern. The medical sources available are insufficient and lack

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adequate infrastructure, quality and maintenance doctor's is consider only next to god. It is not a custom to question the doctor about the nature of one's illness, leave aside inquiring about the line of treatment. Patients in most cases are the passive recipients of medical treatment being administrated by the doctor. This is in contrast to the case work client relationship where client is an equal partner in the treatment process and is encouraged to open up and express inner thought and feelings. The only relationship that case work is close to yet

destine of in its finer aspects an

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with the psychiatrist-client relationship. In this relationship, client is encouraged to talk about his/her problem. However, the psychiatrist focuses on the unconscious mind of the client in contrast to the case worker who pays attention on the environmental manipulation and working on the personality maladjustment at the conscious level of the client's mind. 3.4

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Attributes of Case Work Relationship Case work client relationship goes much beyond merely a friendly relationship between the case worker and the client. Clients bring into the case work relationship,

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their feelings, attitudes and behaviour which they have experienced with others. The client therefore tends to react to the case worker situation in a manner derived from his/her personal experiences. Case work focuses on understanding the client, his/her psychological needs and making a "contact" to build the relationship. If this contact is to be of any value at all, the client must have confidence in the workers good faith and the worker must have respect for the client as an individual. It is the responsibility of the case worker to establish this relationship. This professional relationship is formed with the purpose of developing in the client a personally satisfying and serially useful life. It is the individualized purpose which is unique to every relationship and is set to be achieved in each case. The conscious purposive and deliberate efforts to develop a helping relationship comprises of the following attributes : 1. Warmth : Warmth connotes some positive, lively outgoing interest in another person (or object or actively), for reaching out to take in another with pleasure or compassion (Perlman : 1979). By exhibiting open "Warmth" attitude, case worker is able to convey to the client his/her openness and concern to understand the client's problem, client's attitudes and sharing of experiences. Warmth is demonstrated by the worker when he/she attends to the client with attention, listens patiently, give confidence and conveys an understanding of the client's problem. 2. Empathy :

Perlmen (1979) explain

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SA MSWS-12 social work with individuals (Repaired ... (D117055443)

this as "feeling with and into another person, being able to get into his shoes". Thus, one tries to know what the client feels and experience without getting lost in the process. Rogers (1966) explain empathy as "the perceiving of the internal frame of reference of another with accuracy and with the emotional components which pertain

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as if one were the other person but without ever losing the "as if condition". Empathy communicates that the worker understands the depth of the feeling of the client and that he is with him. It requires an imaginative capacity. Comments like the following communicate empathy "I understand that you

an upset". It

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can understand how disturbed you are because of.....", "It must be difficult for you to.....". "Empathy does not mean the loss of objectivity. It can be learned and developed so that the therapist the world of the client as he sees it".

The helper can be effective in communicating empathatic understanding when he— 1. Contracts with intensity upon the helpee's expression, both verbal and non- verbal.

AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 73 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 73 2. Concentrates on responses that are interchangeable with the helper. 3. Formulates his responses in language that is most attentive to the helper. 4. Responds in a feeling tone similar to that communicated by the helper. 5. Is most responsive (interacts with the helper) 6. Having established an interchangeable base if communication, mores tentatively towards expanding end classifying the helpee's experiences at higher levels. 7. Concentrates upon what is not being expressed by the helpee (the deepest level if empathy involves feeling in what is missing rather than simply dealing with what is present), and 8. Employ the helpee's behaviour as the best guide line to assess the effectiveness of his response. 3.

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Genuineness : To be genuine and congruent, the worker relies on his moment to moment felt experiences in his relationship with the client. Genuineness should reflect from the workers behaviour and permeate his all interactions with the client. A genuine and congruent relationship consists of a consistent and honest openness and behavior matching with the verbalised intension and values of social work.

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Genuineness is the product of life experiences that makes it possible to be self observant, self-aware and self accepting of strength and limitations (

Perlman 1979) :

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SA MSWS-12 social work with individuals (Repaired ... (D117055443)

The worker should be consistent in his communications and behaviour towards the client. If he says that he is honest, he must accept it when he consists mistakes. Similarly, his claim to help the client must get expressed in his efforts. Congruence implies workers what he feels inside.

If we are genuinely entereded in the clients welfare, it is bound to

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SA MSWS-12 social work with individuals (Repaired ... (D117055443)

show up properly. To be genuine and congruent, one must understand oneself in terms of one's capabilities, attitudes, prejudices, personal values, temperament, etc. Knowledge of agency and its policies, procedures, role, commitment to the clients welfare will facilitate being genuine. Rogers (1954) has emphasized this as one of the most important factors (others being empathy and positive regards) for effecting

change in the clients.

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If possible, the worker may however, assure the client of making an effort to seek information about the agency and getting back to the client within a stipulated time. The worker must also then get back to the client or give a source of contact that may provide the requisite information. 4. Authority : Authority is an essential element of case worker client relationship. Authority has been referred to by Perlman (1979) as "ability" to be used for the

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client and not over or against the client. Authority in a case work relationship does not mean domination or

with full

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imposition. Client has the right to accept, reject or modify advice given by the worker. Authority rather conveys the meaning of carrying those rights and powers that are inherent in special knowledge and are vested in special functions (Perlman 1957).

Social workers have always been concerned with the use of authority as a tool to help clients who need protective kind of services and whose ego functioning is poor.

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Social Case Work Block 1.pdf (D164874043)

Authority is the power delegated to the practitioners by society (client and agency) because of his status and expertise in the field.

Power denotes the inherent ability or the admitted right to rule, govern or determine. Authority refers to the power because of rank or office to give commands, enforce obedience and make a decision. Herein, the worker (practitioner) occupying a certain position in the agency is perceived as having power to influence the client to move towards the desired goal of change and growth.

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Having authority does not make the worker superior to the client. It rather implies that the case worker possesses the expertise in understanding, assessing and dealing with the problem faced by the client. Authority is that of knowledge and expertise. The client goes to a worker in need of help who has the authority of knowledge and skill, someone who knows more than him/her.

Authority is always present in the worker-client relationship and the worker can not be divested of the authority and power as he is the provider/ supplier of the services the client needs. This also means, therefore, that worker-client relationship can not be on equal terms. Power emanating authority becomes apparent when the worker gives appointment, includes other members of the family in the treatment process, explains him the dynamics of various situations and questions. 5. Transference and counter

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Social Work with Individ and Groups Block 1.pdf (D164882170)

Transference : Transference is the tendency in every human being to relate the emotions and attitudes that have developed during his growth to those people in his immediate environment.

The individual who brings to his object relationships his fantasied needs and who gives to the object fantasied qualities, is manifesting the phenomenon of transference.

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Social Work with Individ and Groups Block 1.pdf (D164882170)

This means that he is transferring to a real person's feelings, attitudes and fantasies which

come from his unconscious mind and which are residuals of his infantile experiences.

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The most frequently encountered necessity to "work" a relationship occurs with the phenomenon called transference or transference reactions. To any emotionally charged relationship, each of us bring conscious and unconscious feelings and attitudes that originally arose in or still belong to the earlier important relationship (Perlman 1957). For

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example, in case work with an adolescent girl to help her regarding her career options, the worker listens to the girl's aspirations and dilemmas. The worker helps her to draw a choice of careers helping her to keep in mind her aptitude as well as preferences and also arranges for her visit to a nearby vocational training centre. In such a case, what may

happens in

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that the girl may be coming to feel towards the worker as she felt towards her mother/grand mother when she was young. The degree of emotional satisfaction which the client gets from such a relationship

in for

beyond the realistic limits of the
case worker-client

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relationship. These transferred elements could be affection, attraction or repulsion yearning or defensiveness, liking or disliking and may occur at any point in the helping relationship. Transference is said to have taken place, when the client reacts inappropriately, with excessive or distorted feelings towards the case worker. As seen in many case work

relationship, clients often remark to the case

96%**MATCHING BLOCK 282/544****W**

worker, you are like a father/mother/sister to me or may say, let us be friends. Transference may also manifest itself in the way the client reacts towards the worker by being very obedient, helpless and approval seeking. The worker has to recognize these non verbal cues. The effort in the case work relationship is to maintain reality and to keep the client and the worker aware of their joint objective, their separate and realistic identities and their focus upon working some better adaptation between the client and his/her current problem. Transference manifestations needs to be recognized, identified and dealt with as they occur. Every effort has to be made to manage the case work relationship and to give minimum encouragement to transference (Perlman: 1957). The case worker may also be expected to

an

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unconsciously transfer into the professional relationship, certain positive or negative reactions that are realistically uncalled for, example, distrust and hostility or strong feelings of attachment. This phenomenon is called counter transference that is, transference on the part of the helping person. Any subjective involvement on the part of the case worker with the client or clients problem may be part of a real counter transference or it may represent only a single instance of loss of professional objectivity. To illustrate, let us take up the case of a medical social worker who worked at the emergency ward of the hospital and was handling a man who had brought his wife to the hospital in a critical condition from a road accident. The man was in a heightened state of emotional trauma while maintaining about the hope for his life and how the accident had taken place. The worker got so moved with the details of the case that she began to identify with the man and somehow related his life with her own. Finally when

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his wife died, both the client as well as the worker sobbed. In this case, the worker got involved with his own personal feelings and lost the objectivity. She was unable to provide professional help that she ought to. The case worker must remain objective throughout the helping relationship and be aware of his/her own feelings. If at all, they do crop up, they must be handled and controlled. 3.5

Use of

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Case Work Practice Fields of case work practice needs to look at the setting where the client gets help for his/her concern. Case work is practiced in variety of agencies or human service organizations. Various human service agencies which offer case work services to help people in distress are, social service departments of hospitals and clinics. Family counselling centres, residential institutions for children and adults, social institutions and mental health settings.

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Though case work is a generic method, when it is combined with activities of other field or profession (other than social work), differences arise from the special contribution of that field be it medicine, psychiatry or criminology. The practice of case work is conditioned by the primary or major functions of a secondary setting for case work. For instance, one of the principles of the case work in that client should be helped to verbalize his difficulties, in medical setting which is a secondary setting for case work. This principle has to be modified

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certain cases e.g. the patient's condition may not be such that medically it would be advisable to make the client talk. Under such circumstances the case worker has to modify his/her approach and find out how best

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into clash with the practice of another profession. A case worker has also to see how the practice of case work in collaboration with other professions can make both the profession more effective so far as human welfare is concerned.

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Case work practical in primary settings like family welfare agency, has the primary function to help people with social problems. In secondary settings like hospitals, schools, courts etc., the case work function is to facilitate people to make optimum use of the services and promotion of human welfare. Though case work is a generic method, which is combined with activities of other field or profession (other than social work), differences arise from the special contribution of that field be it medicine, psychiatry or criminology. The practice of case work is conditioned

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by the primary or major functions of a secondary setting for case work. For instance, one of the principles of the case work is that client should be helped to verbalize his difficulties. In a medical setting, which is a secondary setting for case work, this principle has to be modified in certain cases e.g. the patient's condition may not be such that medically it would be advisable to make the client talk. Under such circumstances the case worker has to modify his/her and find out how best he/she could be of service without coming into clash with the practice of another profession. A case worker has also to see how the practice of case work in collaboration with other professions can make both the professions more effective so far as human welfare is concerned. In family case work,

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efforts are concentrated upon family as a social unit and the individuals as

a member there of.

The problem centre on family relationships or adjustment and/or any aspect of a family life. Family case work can be said to be the basic to all case work. For instance in the practice

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of case work in any setting like medical case work or psychiatric case work, family case work is included. However in family service agencies where case work should be practiced today an effort to limit the scope of work to certain family problems such as child placement, marriage counselling, problems of unmarried mothers etc., instead of dealing with all problems relating to the family indebtedness, involving financial relief, parent-child relationship and marital disharmony. ? Medical setting : In India case work is practiced in some places in connection with

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medicine, e.g. medical social work in hospitals and clinics run by government and other private bodies.

In the field of psychiatry,

73%

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case work is practiced in the child guidance clinics, mental hospitals, psychiatric clinics, psychiatry departments

as

88%

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general hospitals and crisis intervention centres as a part of psychiatric case work.

Social case work is utilized in the one patient of psychiatric case work,

97%

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the wards and special clinics. The heavy work load of doctors in large government hospitals generally leads to lack of clear communication between the medical staff and the patients and their families. In such a situation, the main role expected of social workers are those of mediator, enabler, coordinator of services, case manager, mobilizer of the resources in terms of material and man power and a member of the team of professionals. The major task of the social case worker is to work with the patient and his family.

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Case work is practiced in the institutions proceeding mental health service for e.g. child guidance clinics, mental hospitals, psychiatric clinics, psychiatry departments in general hospitals and crisis intervention centres as a part of psychiatric case work. In this setting, psychiatrists and psychologists are the main professional group in charge of care and treatment of the mentally ill

and

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or emotionally disturbed persons. The patients may be attending ODPS, day care or may be hospitalized. The main task of the case worker are to maintain constant contact with the family of the patient, mediate between the doctors and the patient are his family, provide counselling to the patient assist in discharge of the patient in order to rehabilitate him/her back into the society to which he/she belongs. The worker also provides necessary support to the family and helps the family members to understand the needs of the mentally ill person. ? Social case work with chronically and terminally ill patients : The patients who are suffering from chronic illness like diabetes, asthma and heart disease need help in understanding their illness and the demands of the treatment and adjusting their life styles to the limitation imposed by condition. The families of the patients also need support and guidance in dealing with the patient's condition that may have long term implications for the entire family. In some cases, specially among those belonging to lower income groups, the financial burden may need to be eased out by identifying and mobilizing resources in the kinship network or the community at large. While working with the terminally ill patients, the first dilemma the worker faces is to inform the patient and his family about his/her illness. The patients suffering from a terminal illness like cancer, HIV/AIDs have additional stress factor. The stress is caused by the thought of death and the anxiety about the family after the death of the patient. The tasks of the case worker include : ? Ensuring palliative care to reduce the pain and discomfort. ? Taking about death and releasing the stress. ? Preparing and involving the patient in this future planning about the family after death and various unmet tasks. ? Providing opportunity and support to the family to accept the illness and talk about the consequences in the long run. ? Providing emotional and material support to the family.

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94%**MATCHING BLOCK 300/544****W**

case of HIV/AIDs the case worker need to handle the issues related to stigma and discrimination faced by the patient and the family at various levels.

85%**MATCHING BLOCK 301/544****W**

CASE WORK IN RESIDENTIAL INSTITUTIONS : ? Case work has also entered the field of criminology : And in some places is practical in connection with Juvenile welfare board, adult courts, probation, parole and after case work.

Case work treatment in institutional settings relies as heavily upon efforts towards

92%**MATCHING BLOCK 302/544****W**

role-adaptation in the client as upon role adjustment in the primary groups of which both the client and the persons who referred him are his members. In the correctional field, the probation officer interprets the delinquent's behaviour to the judge and to the police officers. The delinquent mode of adaptation to the combination of internal and external for us that directed him into the role of delinquent requires the some kind of study and assessment as pursued with case

workers and clients. In the

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work with institutionalized delinquents and criminals, the case worker has ready access to those who define the social role of inmate and who observe the

clients in their

91%**MATCHING BLOCK 304/544****W**

daily role performance. In such institutional settings, the case worker is part of the world to which he is trying help the client adapt more satisfactorily. ? Case work with children's homes : Children who are destitute, orphans, runaways, vulnerable to violence, abuse or moral danger are generally placed in children's homes. Most of these homes operate under the provisions of Juvenile Justice Act and therefore provide custodial care to children for specific time period. Social case worker is expected to help each inmate adjust to the life within the home and achieve psychological development. As the children have often gone through traumatic experiences before they are placed in homes it is very important for them to come to terms with their life, talk about it and get over the pain and the sense of betrayal. The worker is expected to provide pastoral care, liaison with schools where children go for education help, children develop positive relationship within the institution and prepare for life after their stay in the home is over. ? Case work in homes for the aged : The stresses of modernization and break down of joint family structures has led to adult children sending their aged parents to residential institutions. The residents to these homes need nursing, understanding and emotional support. The case workers in these institutions help the residents to cope up with loss of loved ones, illness, lack of energy, homeliness, loss of economic

NSOU ? PGSW-II 80 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 80 PRINTTECH — 4th PROOF / 22.12.2021 independence and the thought of approaching

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death. The case worker enables the client maintain his/her self esteem, mobilize community resources like children and youth to spend time with the residents of the old age home, talk to them and offend to their simple errands. ? Case work

in Education setting :

95%**MATCHING BLOCK 306/544****W**

Case work practice is very popular in the school setting. The school case worker, working with the pupil in trouble in school setting, goes through a similar course of study and assessments, usually knowing through a referral statement from a classroom teacher or principal what social expectations the child is failing to meet. Case work in such situations may involve direct work not only with the child but also with his parents. The child's performance of roles in extra familial settings is related theoretically to current experience and probably the past experience in the control role relationships between parents and children. The goal of the school social work is to re enforce the child's potential strengths and capacities for satisfying, effective and acceptable performance in the role of pupil. To achieve this goal in an institutional setting like the school, the case worker directly works with teacher and also with other school personnel, in an effort to help them understand some of what underlies the child's behaviour and to adjust their expectations for the

role

90%**MATCHING BLOCK 307/544****W**

of pupil, so that a given child's capacities for role adaptation to these standard may be understood and seen as falling

with in a some what broadened definition of acceptable behaviour for the pupil. ?

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Case worker's role in child welfare : One of the important roles that child welfare agencies are suppose to play is foster care and adoption services. The case worker has a good idea about the chain that child is going to manifest in foster home and hence the case worker tries to mach the attributes of the child with that of family environment. Similar is the role of case worker in the adaptation services. The case worker sees to it that role demands of a family do not exceed the child's capacities for role adaptation. In the child welfare, the primary concern of the case worker is to keep the child in his home with his/her parents as far as possible. Otherwise the next possible thing

89%**MATCHING BLOCK 309/544****W**

that a case worker tries to provide an environment where the child's growth and development will occur in the desired direction. ? Case work with diffently abled : The main tasks of the case worker is to fulfill the objectives of the organisation such as : ? Care ? Rehabilitation—vocational training, education (depending upon their capacity)

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Offering services according to governmental provisions and special concessions. ? Advocacy to reduce

and

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remove social discrimination against differently abled; ? Facilitating the client's acceptance and understanding of his/her situation and also recognition of his/her potential. Giving support to the client (both emotional and action oriented) is an important intervention offered by the case worker. The case worker also works with the family of the client to cope them with the situation, to understand the needs of the client and to learn the home management of the client. ? Case work in organizations working with women : Social case workers are employed in family counselling centres, crime against women cells, legal aid cells, family courts and rape and crisis intervention centres. The role of the case worker is to help the victims to come out of the trauma and deal with the self confidence and self esteem of the client. They also work with the family so as to mobilize their support for the client so that the client can deal in a better manner with his/her problem. ? Case work in organizations working with victims of disaster : There is an increasing need for the individualized help for the victims of disaster—whether natural or man made. Some of the common experiences of most of the victims of the disaster are trauma, loss of loved ones, loss of livelihood or assets, homelessness, feeling of helplessness, anguish, hostility, lack of community feelings, sense of fatality and unrealistic expectations from the worker. In this situation, the client needs individualized care to overcome debilitating impact of the crisis. The first step of the case worker intervention is to bring them out of the trauma, then provide emotional support and build in them hope for a secure future. Once the client has emerged from the trauma, the case worker engages the client in the planning and implementation of the action plan to facilitate the rehabilitation process. ? In the field of labour welfare : There is a general need for introducing case work to deal with varied social problems of workers in industries, individual problem of absenteeism, alcoholism, depression, stress related disorders, drug addiction etc. among the factory workers are the concerns for the case workers.

NSOU ? PGSW-II 82 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 82 PRINTTECH — 4th PROOF / 22.12.2021 3.6 Summary In this unit we learnt the ways in which a case worker may establish rapport with their client. This unit will help to understand the importance of the professional relationship between the clients the case worker. 3.7 Exercises 1.

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Explain the term relationship. Why is it considered as ingredient for the delivery of case work relationship? 2. How is the case work relationship is different from the other social and professional relationship? 3. What are the attributes of case

worker-client relationship? 4. What is the scope of social case work in correctional setting? 5. Family case work is said to be basic to all the case work practice. Do you agree? Show reasons. 3.8 References 1.

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AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 83 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 83 Unit 4 ? Some Key Concepts in Social Case Work (Self, Communication, Accountability etc.) Structure 4.1 Objective 4.2 Introduction 4.3 Knowledge of Self 4.4 Professional Self 4.5 Life style and Philosophy of Life 4.6 Skills 4.7 Values 4.8 Accountability 4.9 Communication 4.10 Relationship 4.11 Summary 4.12 Exercise 4.13 References 4.1 Objective 1. Development of a framework for a continuous process of developing knowledge of self. 2. A beginning of the process of self-knowledge needed in the practice of social work. 3. Understanding of human need at various stages of the human development process. 4. Identification of personal needs that arise from human development, human diversity and membership in a social systems. 5. Identification of some of the helping skills that needed to be developed. 6. Understanding the concepts of authority and responsibility and their relationship to the values of self-determination and social responsibility. 7. Identification of the knowledge and skills that needed to be developed in order for the social worker to function in the multi person worker situation.

NSOU ? PGSW-II 84 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 84 PRINTTECH — 4th PROOF / 22.12.2021 4.2 Introduction In the interaction of generalist social worker and client, the social worker is first a person with life experience, human needs, and a personal life style and value system. The worker is also a helping person with skills for interaction with individuals and groups and for developing relationship. The worker brings to the helping situation a knowledge base that provides understanding about persons in situation, knowledge of helping methods and of means for implementing those methods and knowledge gained from other helping situation. The worker also brings a value system based on professional values, agency and community values and his own personal values. In complex society with complex social problems and multiple human needs, it is sometimes advantageous for the worker to become part of a multi person helping system. A multi person helping consists of several workers who are involved in providing the needed service in a collaborative manner. Each worker has special knowledge or skill that is necessary for goal attainment. To explore the meaning of the concept of the worker, three topics will be considered : (1) The worker as a person or knowledge of self, (2) The helping person and (3) The multi person helping system. 4.3 Knowledge of Self It has been said that the most important tool a social worker possesses is herself. To use that tool skillfully and knowledgeably, a worker must have considerable self- knowledge. This calls for a kind of introspective stance that seeks to bring personal concerns, attitudes and values into the area of conscious thought. It calls for a continuous search for self-understanding and for a reasonable degree of comfort with the discovered self. Social workers develop this self knowledge in a variety of ways. The process of suppression or discussion of practice situation and problems with peers has always been an important means of developing self-knowledge. Others can often see how our unrecognized concerns, attitudes and values affect our interaction with others and

AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 85 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 85 our helping capacity. Social worker need to be open to help from others as a means of developing self-understanding. Another way social workers develop self- understanding is through the study of human behaviour. Psychological, Sociological, thropological and biological knowledge that explain human functioning can be the source of considerable self understanding. It is important to recognize one's self as having imperfections, but it is equally important to keep such awareness within the limits of reality. Medical students tends to believe that they have the disease they are studying. Social work students sometimes believe that the dysfunctional situation they are studying are operational in their own functioning and see symptoms pathology or a deviance in than selves. If this identification is realistic it can be helpful to self-understanding. Care needs to be taken, however, not to become overly introspective and to assume dysfunction that is not really there. A balance needs to be reached in which introspection is sufficient to gain needed self- knowledge but not so much as to become overwhelming. Self-knowledge can not be developed all at once; it needs to grow over a period of time. It is also important to learn to deal with the recognition of one's imperfection in a manner that supports self worth and dignity. Another useful way for a beginning social worker to develop self-knowledge is to conduct organized self study. This entails thinking about one's life style and Philosophy of life, moral code and value system, rools, life experience, personal needs and personal functioning. Meaning and concept of Self : It is a reflective state of self-focused attention in which a person evaluates himself or herself and attempts to attain correct and consistency in beliefs and behaviour. Each individual has their own unique pattern of abilities, interests and personality traits. Self-understanding pinpoints the likes, dislikes, strengths and other traits that inspires personal growth by helping people define their identity. More over one's self concept is a collection of belief about one- self. Generally, self-concept embodies the answer to "who am I?" Self-concept is distinguishable from self-awareness, which refers to the extent to which self- knowledge is defined, consistent and currently applicable to one's attitude and dispositions.

NSOU ? PGSW-II 86 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 86 PRINTTECH — 4th PROOF / 22.12.2021 Definition of Self : A person's essential being that distinguishes them from others, especially considered as the object of introspection or reflexive action. "The self is an individual person as the object of its own reflective consciousness. Since the self is a reference by a subject to the same subject, this reference is necessarily subjective. The sense of having a self or self-hood-should, however, not be confused with subjectivity itself". [Wikipedia] 'Self is defined as the total being of a person awareness of the individual or qualities of the individual.' 4.4 Professional Self The professional self is that part of the social worker that is guided and informed by the values, ethics and principles of the social work profession. It represents a way of conducting one self as a social worker. The professional self aims to be trust worthy, reliable, responsible and accountable. What is professional use of self? The use of self means efficiently and rationally using the knowledge, skills and values of the social work profession to enhance the well-being of a client—whether individual, group, community or a society as a whole. Definition of professional self : Professional identity is one's self as perceived in relation to a profession and to one's membership of it. Professional identity is created through one's beliefs and attitudes, values, motives and experiences through which individuals define themselves, in their current or anticipated professional life. The use of self in social work practice is the combining of knowledge,, values and skills gained in social work education with aspects of one's personal self, including personality traits, belief system, life experiences and cultural heritage. (Dewane, 2006) Again the conscious use of self is the term. Used by social workers to describe the skill of purposefully and intentionally using "his her motivation and capacity to communicate and interact with others in ways that facilitate change". (Sheafor & Herijsi, 2003, P.69)

AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 87 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 87 4.5 Life style and Philosophy of Life People are different because of both heredity and environment. Such differences affect the manner in which life is lived and how life's problems are dealt with. Some people are practical and matter of fact; others are sympathetic and friendly; others are enthusiastic and insightful, still others are logical and well organized. Some people prefer to deal with technical facts and objects; others prefer to give practical help and services to people, some like to understand and communicate with people; others like to deal with technical and theoretical developments. Some people are physically strong with no disabling handicaps; others may have limited sight or physical stamina or other disabilities, people differ according to gender, socio-economic class, cultural group and religious beliefs. People differ in the way they learn and in their capacity for learning. They have different energy levels. All these factors effect life style. Life style is the number in which we function in meeting our human needs, in interaction with others and in our patterns of work, play and rest. His important not only to describe life style but also to be aware of why a particular life style is preferred. A philosophy of life—which is related to life style in that life-style is affected by philosophy to life—is even more basic to self-understanding. One's philosophy of life includes beliefs about people and society and about human life, its purpose and how it should be lived. In identifying one's philosophy of life, some questions to be asked are: what are my beliefs about the nature of humanity? Is humanity innately good or evil? What should be the relationship between man and woman? What is the place of work, family and recreation in a person's life? When is dependence on another person acceptable? What responsibility does each person have for the well-being of his or her fellow human beings? What is the relationship of person's to a higher being to god? What is the relationship of persons to the natural world? One's philosophy of life affects all we are, feel, think and do. A philosophy of life is often strongly dependent on religious leaihings or beliefs to which a person has been exposed. The influence of these early beliefs can result in their rejection or in adherence or commitment to them. It is important that a philosophy of life be well thought out and reflect the person each of us is. One's philosophy of life changes with growth and experiences.

NSOU ? PGSW-II 88 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 88 PRINTTECH — 4th PROOF / 22.12.2021 Moral Code and value system : A moral code and value system are closely related to one's philosophy of life. A moral code is a specification to that which is considered to be the right or wrong in terms of behaviour. One's value system includes what is considered desirable/preferred. The actions and things we consider valuable are also prioritized so that a system of values exists. A person's moral code and value system are affected by cultural heritage, family influences, group affiliations (including religions affiliations) and personal and educational experience. For some people, the moral code is prescribed and fixed regardless of the situation. For others the moral code is determined by a set of principles that guides moral and value decisions but that allows for some degree of flexibility; for still others, these decisions are dependent on the situation. Florence Kluckholm and Fred Strodback have discussed value orientations and identified several dimensions along which people develop a value system : 1. Human nature : Is it evil, neutral, mixture of good and evil or good. 2. Relationship of individual to nature; should it be subjugation to nature, harmony with nature or mastery over nature. 3. Time orientation : Is the emphasis placed on past, present or future? 4. Actively : Should activity focus on being, in becoming or doing? 5. Relationship : Should its nature be one of lineality, collaborative or individuality. Identifying one's position on each of these five dimentions can give some indication of basic values—one's way of responding to needs and situations. For example : if a person sees people as basically evil, her response to behaviour she does not like may be to punish in order to exact "good" behaviour. Such a presupposition carries a belief that people's inclination is to be bad and punishment is needed to curb undesirable behaviour. On the other hand, seeing people as good carries a belief that people will try to do what is right, consider others and their needs and work for what is right. The stance that human nature is good seems more in keeping with social work values than the stance that human nature is bad. Family and cultural Roots : As a person thinks about life-style, philosophy of life, moral code and value system, the importance of roots—cultural and family back

AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 89 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 89 ground—should become clear individuals have different reactions to their roots. Some feel comfortable continuing the traditions and life style of past generations; others reject all or a part of that way of life. Many become confused and are uncertain about what should be continued and what should be rejected; others find a balance between using the part of their roots they find useful and making adoptions and changes necessary to function in their present life situation. One method of gaining understanding about one's cultural heritage is to spend time studying that heritage. This can be done through formal causes; by reading books about people who belong to that culture or about cultural heritage; and by taking with family members about family customs, life style and beliefs. The genogram, a family tree that specifies significant information about each individual for at least three generation, is a useful tool for gaining understanding of one's family. From studying a genogram one can identify the effect of such things as death, size of family, birth position in family, naming patterns and major family behaviour patterns to name a few. This method of studying the family as a system can yield much previously unrecognized information and help person see not only the place she has filled in a family but also how she has been influenced by the family. There are other ways of considering family influence that aid in the quest for self-knowledge. The study of the family from a sociological and psychological point of view provides insight into the family. Discussion with family member about important events in the life of the family are another useful method for gaining deeper understanding about the family and its way of functioning. Life experiences : The study of family and cultural roots yields some understanding of experiences important in shaping the person. In addition to experiences with in the family, other experiences are important, including educational experience—The experience of learning, the knowledge learned and attitude towards learning. Other meaningful experiences include those with one's peers and those in one's community and neighbourhood and involve all kinds of people—those who are different because of age, race, enthic background and mental or physical disabilities. Experiences in organized group situations and in religions activities and experiences related to illness, disability poverty or abundance of economic resources are also important.

NSOU ? PGSW-II 90 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 90 PRINTTECH — 4th PROOF / 22.12.2021 Identification of life experiences that have significant personal impact is yet another way of developing self-knowledge. It is helpful to evaluate how each of these significant life experiences relates to other life experiences and how each affects ways of thinking, feeling and acting. Also to be considered is how an experience results from a particular set of previous life experiences. Personal needs : Another area of knowledge is understanding one's needs and how they are dealt with. This includes personal needs as related to common human needs, that result from human diversity and needs that arise from relationships with social system. In thinking about common human needs, the focus is on the need for food, clothing, shelter, care, safety, belongingness and opportunity for growth and learning. An understanding of personal need includes how needs are met and the adequacy of the need provision. It is also useful to consider personal development patterns in the area of physical development. An understanding of human development provides information about expected development at a specific age; it is important to consider the development expected in relation to preceding development. Also involved are biological needs, which encompass such issues as health and wellness, disease and disability, physical strength and limitation, changes in the body and its functioning due to ageing and the need for physical closeness. Identification of the current development stage is necessary before consideration can be given to the needs of individuals. For example during the period of rapid physical growth and development in early adolescence a person has a need for additional food to support the growing body. Eric Erikson and others have identified psychological need at various stages of human development. Identification of these needs give rise to developmental tasks that must be accomplished if psychological need during each stage is to be fulfilled. Another dimension of human functioning from which common human needs arise is the spiritual dimension. Spiritual development has often been considered a part of religions development. Carlton Cornett defined spirituality as "the individual's understanding of and response to meaning in life; time and morality; expectations regarding what, if any thing, follows death; and belief or non-belief in a higher

AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 91 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 91 power." It follows than, that spiritual development is the process a person goes through in developing as a spiritual being. Although social work has paid little attention to these area, it in one that is extremely important in understanding the formation of a value system and philosophy of life. It is particularly important to the self-knowledge a social worker needs to develop a professional value base. A second area of personal need arises because of human diversity. Need because of diversity relates to how identification or affiliation with a particular group has affected the person. Diversity refers to differences related to age, class, gender, color, culture, disability, ethnicity, marital, family structure, race, national origin, religion, sex and sexual orientation. A third area of personal need raised because of each person's interrelatedness with other persons—his or her membership in social system. Systems such as the family, peer groups, institutions of work and education, organizations, the neighbourhood and community, and cultural groups all place expectations and responsibilities on their members. People have a need to respond to these expectations and responsibilities. Individuals can accept expectations and responsibilities and can negotiate with the system to modify expectations and responsibilities. Personal functioning : Self-knowledge includes identification and understanding of one's life style, philosophy of life, moral code, value system, roots, and personal needs. It also includes an understanding of how these factors affect day to day functioning. This involves identifying how one learns, how one shares self with others, how one responds to a variety of situation and how one's biases and prejudices play a role. Also important is how one feel about one self and this affect day to day functioning. Self knowledge includes understanding how one meets personal needs; how one deals with freedom and restrictions; how accepts change, both in on self and in one's environment; how one views one's responsibility towards the social system of which one is a part; and what one's role are in those system. Fundamental to self-knowledge is a healthy self image or a sense of positive self- worth or self-esteem. When the worker is able to achieve positive esteem, self- knowledge in the area mentioned about become more accessible. Negative self-worth leads to defensiveness and a greater like. That both self-image and one's view of

NSOU ? PGSW-II 92 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 92 PRINTTECH — 4th PROOF / 22.12.2021 others will be distorted. Positive self-worth is linked to the cardinal social work belief in the ingrate value and worth of all human beings. However, by making mistakes, we prove that we are human. Accepting one self as worth while in spite of one's flaws and mistakes allows one to view one self and others more genuinely. 4.6 Skills Skill is the practice component that brings knowledge and values together and converts them to action and need. A sociological definition of skill is also useful in understanding the meaning of the term; a complex organization of behaviour (physical or verbal) developed through learning and directed towards a particular goal or centered on a particular activity. The more recent literature seems to use the term skill rather than enterventive repolarize in discussing the action component of practice. Morales and see for state that "the skill of trial work requires both the appropriate selection of techniques for a particular situation and the ability to use techniques effectively." They discuss how this selection is based on a conscious use of knowledge and state that social work values filter this knowledge in determining appropriate skills for use in providing service. They believe that skill is needed both for the selection of appropriate techniques and for the ability to use techniques effectively. They define skill as the social worker's capacity to set in motion—"in a relationship with the client (individual, group, community)—guided psychosocial intervention process is of change based on social work values and knowledge in a specific situation relevant to the client. The change that beings to occur as the result of this skilled intervention is effected with the greatest degree of considerations for and use of the strengths and capacities of the client. This would seem to point to a consideration of how to enable the client to use these strengths and capacities not only in the helping situation but on other areas of human functioning. Social work does not have one skill but a wide variety of skills useful for many different situations. It would seem appropriate to use the term skill for the action component of practice and to use the term skillful in discussing the component manner in which skills are used.

AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 93 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 93 Several attempts have been made to identify the core, base or basic skills needed by all social worker. Betty Baer and Ronald Faderico have organized the skills component of practice into four areas; (i) information gathering and assessment, (ii) The development and use of the professional self, (iii) Practice activities with individuals, groups and communities and (iv) Evaluation they listed the needed skill cluster in each of these areas and translated these skills into ten competencies. Included in these competencies are skills in working with and on behalf of oppressed and disadvantaged population. This requires an appreciation for and valuing of diversity and an ability to see strengths in those who are different. Given the amount of prejudice in our society it takes a great deal of skills to overcome the barriers among various groups. This includes skill at recognizing barriers within ourselves as well as those our clients may bring with them. It means being open and creative in building bridges and tolerating complexity rather than seeking simplicity. So social workers need to develop skills in self-awareness, empathy, and relationships, especially as these relate to race, culture, gender, age, sexual orientation and disabilities. Based in part on this formulation as well as numerous other statements about the nature of social work practice, other formulations have been developed. Skillfulness develops over time as a result of practice in the use of various techniques and methodologies. The development of skillfulness involves not only the application of knowledge and the operationalization of values but also the use of the worker's individual attributes and the development of a personal style of work. A useful analogy in understanding the development of skillfulness (and thus competence and personal style) is the musician. Musicians develop their skills and competence only after long hours of practice. Practice that starts with learning such simple bases as fingering, note reading and time concepts over then progresses to more and more complex techniques and music. The musician's personal style develops in the interpretation of the music. Similarly, it is only the social worker learns to blend the cognitive and interactive skills that skillfulness develops.

4.7 Values Knowledge and values are often confused. It is important to distinguish between these two important component, in social work practice. Knowledge in atleast NSOU ? PGSW-II 94 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 94 PRINTTECH — 4th PROOF / 22.12.2021 proficiency probable; it is used to explain behaviour and to conceptualize practice. Values are not provable; they are that what is held to be desirable; they are used to identify what is preferred. This includes preferable assumptions about human behaviour and preferable ways of helping knowledge assumptions and value assumption are used to different ways in the helping unclear or several definition of the term value are useful for developing on understanding of the term. Mariel Pumphney had defined values as follows. "Values are formulation of preferred behaviour helped by individuals or social groups. They imply a usual preference for certain means, ends, and conditions of life, often being accompanied by strong feeling." A source from outside the field of social work is also useful in the search for understanding the terms value. The literature of value classification sees values as (1) guides to behaviour, (2) growing but of personal experiences, (3) modified as experiences accumulate and (4) evolving in nature. This literature provides additional understanding about the nature of values by noting that the conditions in which values operate often conflicting demands, that is, several, values are functioning in the same situation and each calls for conflicting modes of functioning or end states. Milton Rokeach defines value as "an enduring belief that a specific mode or end state of existence is personally or socially preferable to an opposite or converse mode or end state of existence". He goes on to state that values, rather than standing alone, exist in systems that is individual values are organized in such a manner that they have a relative importance to other values. Values are being relatively enduring as belief upon which persons act by preference and as modes of conduct or end state of existence. Value beliefs are conception of what is desirable. There is an emotion or feeling aspect of it and thus lead to action. Values originate in part from the society of which a person is a part. If individuals are thought of as evil it is difficult to believe that individuals have worth and dignity. Factors that influence the values individual hold include. (1) Their cultural heritage, (2) Values held by individuals and groups with which they are associated, (3) personal experience and (4) the views they hold about human beings and the nature of the human situation. Social workers have often ignored the importance of religious or spiritual values in the lives of people but religious beliefs and spiritual framework are important

AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 95 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 95 sources for the development of beliefs. They strongly impact the value system of both individuals and culture groups Value conflicts develop as individuals are exposed to the differing value systems upon which they are expected to act. The social value system contains values generally held by the dominant segment of society. Social work practice is based on a set of values that is often expressed in such principles as the worth and dignity of the individual, the right to self-determination, and the right to confidentiality. Gordon expressed these values in the following manner. "He is good and desirable for man to fulfil his potential, to realize himself and to balance this with equal effort to help others fulfil their capacities and realize themselves." Aptekar has expressed these same ultimate values in a slightly different manner. Worth and dignity of a man as related to the well-being and integrity of the group.....progress and development of individual and society as related to the security of individual and the society". Armando Morales using Charles Levy's scheme for organizing values, have identified values held by the social work profession : Preferred conception of People 1. Social workers believe in inherent worth and dignity. 2. Each person has an inherent capacity and drive towards change that can make life more fulfilling. 3. Each person has responsibility for himself and his fellow human beings including society. 4. People needs to belong. 5. There are human needs common to each person, yet each person is unique and different from others. Code of ethics flow from values, they are values in action and as such they are preferred instrumentalities for dealing with people. Wermer Bochm has stated that values are behavioural expectation and preference in specific situations. Ethical codes specify what fought to be done in professional practice. Growth and change in the profession of social work as well as shortcomings in the old code made it desirable to develop this new code of ethics. 'The new code includes' issues such as use of electronic media and more specific guidelines for worker behaviour in relationships with client. It also ties ethical principles directly to social work values.

NSOU ? PGSW-II 96 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 96 PRINTTECH — 4th PROOF / 22.12.2021 Valuing is a common human experience. It allows person to identify what they hold on high esteem—the objects, instruments, experiences, conditions, qualities and objectives that are worthy of human effort and interest. It is particularly important for the social worker to engage in the process of valuing. Each worker has developed an individual value system that at least in part is related to the society and cultured value system of which he is a part. The social work values are also similar to the social value system in same respect, but there are differences. Social workers must recognize these differences and develop ways of dealing with the tensions and conflicts that result from them. They must be aware of their own values so that unexamined values do not influence their practice. 4.8

Accountability In recent years, more emphasis has been placed on accountability in the social welfare field. In its simplest form, accountability is a responsibility. However, the complexity of accountability begins to become apparent when one asks the question. Accountability to whom? The social worker is responsible to the client for upholding his part of any agreements for contacts and for providing the service agreed on. The social worker is also responsible to the profession for upholding social work values and the NASW code of ethics in delivering services. The social worker is responsible to the agency that employs the worker for delivering the service within guidelines, programmes and policies developed by the agency. Concept of Accountability : Accountability is an assurance that an individual or an organisation will be evaluated on their performance or behaviour related to something for which they are responsible—corporate accountability involves being answerable to all an organisations stake holders for all actions and results. Accountability is the means by which individuals and organisations report to a recognized authority or authorities and are held responsible for their actions. Accountability, in terms of ethics and governance, is equated with answerability, blame worthiness, liability and the expectation of account-giving. As an aspect of governance, it has control to discussion related to problems in the public sector, non- profit and private and individual context. Accountability is when an individual or

AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 97 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 97 department experiences consequences for their performance or actions. Accountability is essential for an organisation or society. Without it, is difficult to get people to assume ownership of their own actions because they believe they will not face any consequences. Accountability definition : It is "The quality or state of being accountable, especially an obligation or willingness to accept responsibility or the account for one's action". Accountability is accepting responsibility and it can be personal or very public. A government has accountability for decisions and laws affecting. Accountability is an assurance that an individual or an organisation will be evaluated on their performance or behaviour related to something for which they assigned too. The objective of accountability is being accountable helps every one involved to learn from your current activities and work more effectively in the future. This is a very important aspect of accountability to beneficiaries, managers, trustees and donors. It is the engine that helps people improve how they work. Another objective of accountability programme (OAP) is a multi-phased process that creates a sustainable productivity culture in support of short and long term strategic in a plan period. Accountability eliminates the time and effort you spend on distracting activities and other unproductive behaviour. When you make people accountable for their action you're effectively teaching them to value their work. When does right, accountability can increase your team members skills and confidence. Accountability is good for business in other ways as well. When leaders can own up to the mistakes they make, they can more easily find a way to fix the problem and move forward. On the other hand, a leader who is in denial, a mistake likely would not be able to work though it as quickly. Effective accountability requires not only clearly defining it, but also performing the following orienting, emoting, engaging and communicating. Accountability across a team or organisation is impossible if people are not oriented properly on what they are to focus their attention and efforts on action. Accountability was self driven skill one that made you feel good, accomplished and without boundaries. People learn to trust themselves and they trust their own process of acquiring informations, learning to apply that information to their job and owning the result of their work. Responsibility—being accountable not

NSOU ? PGSW-II 98 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 98 PRINTTECH — 4th PROOF / 22.12.2021 only means responsible for something but also ultimately being answerable for action. Also accountability is something what hold a person to only after a task is done or not done. Accountability enables people to use their effort and time more constructively rather than focusing on unproductive actions. Accounting empowers people to be in control of their action in their personal and business life. People can create their own opportunities rather than availing any thing it is also empowers employees to not only recognize the critical gaps between current and derived results and take ownership for closing the same. It is important to establish a great level of trust at the work place. Records : One important area of accountability regards maintaining records and the use of information about the client, social work has always placed considerable emphasis or

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recording. Process recording—a narrative report of all that happened during a client contact, including the worker's feelings and thinking about what has happened—

is a form that at one time received great emphasis and was frequently used in the educational and supervisory processes. In recent years it has not been used as often in part probably because it is extremely time consuming. Also, the intensive individual supervision of workers, which was once considered essential to social work and which made extensive use of recording important, is no longer considered desirable in many settings. Process recording, however is still a technique that has value for students as they and their field supervisors evaluate their work. Therefore, recording is important for Accountability. 4.9 Communication Our very social existence is dependent upon the skill of communication. One communicates in order to learn the socially approved ways of acting, to know what others think of him, what behaviour please or displeases those around him, and to exchange information and ideas with them. One relates, influences and develops mutual confidence only through various skills of communication. Definition and Principle of Communication : Communication is giving or receiving a message from to another individual with the

conscious intent of eliciting and evoking a response and checking out its meaning. Communication refers to all behaviour both verbal and non-verbal,

which occurs in a social context. Another

AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 99 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 99 word for communication could be "interaction". Fabun (1960) puts it very simply, "The interactions between the happening" that is you and the 'happenings' that are not you, are the raw, basic stuff we try to communicate about." Communication therefore, can be through words, the way we stand, the tone of our voice, the way we look another i.e., any behaviour that we use to express what we are experiencing. There is a message in communication, it may be expressed verbally, non-verbally or through posture or body language. Basic elements involved in the process of communication by message can discerned as given below :- 1. The intentions, ideas, feelings of the sender, and the behaviour he selects to engage in, all of which lead to his sending a message which conveys some content. 2. The sender encoding his message by translating his ideas, feelings and intentions into a message appropriate for transmission. 3. The transmission of the message to the receiver. 4. The channel through which the message is transmitted. 5. The receiver decoding the message by taking the stimuli received and interpreting its meaning. 6. The receiver responding internally or externally to the interpretation of the message. There is always some amount of noise in these steps. All our communications pass through these processes though we are usually not aware of it. The principles discussed below speak about the nature of communication which if assimilated will facilitate our communication and sender it effectively. 1. Communication is an interaction situation wherein the participant are affected by each one's behaviour: Every message is simultaneously a stimulus to new behaviour and a response to prior behaviour of the receiver. No message should be isolated for what has occurred before between the communicants if we really want to understand the message. 2. One does communicate : We do communicate even when we are ignoring the message of another or maintaining complete silence. An easy way to NSOU ? PGSW-II 100 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 100 PRINTTECH — 4th PROOF / 22.12.2021 understand this would be to think what you would do with some one. You did not want to interact with passed a smile to you. Even by ignoring him, you will still be communicating. 3. The message received is not necessarily assessment : We usually retake to others as if there was only one reality the way we perceive the world. We all leaves as separate individuals with different experiences and different views of reality. How we interpret verbal or non-verbal messages may be quite different from the meaning intended by the speaker. 4. Communication occurs simultaneously at more than one level : We communicate on the level of the literal constant of the information being conveyed as well as on the relationship level. In other wards, we do not convey information to the receiver verbally only. We are telling the other person how we see our relationship with him, how we see for selves and how he should interpret our message. The effective communication is an impotant ingredient of the functioning action system. It is impotant for all social workers to develop good communication skills. Communication is the sending and gathering and receiving masseges between two persons. Effective communication occurs when the persons involved in a situation accurately perceive the messages of the other person and in which the messages are send in a way that allows the receiver to take action or respond to the sender in ways that facilitate. The purposes of communication in the social work interection include :- 1. Gathering information need for the helping endeavor including strengths and resources. 2. Exploring ideas, feeling and possible ways to meet need based on the strengths and resources with in the client and the eco system. 3. Expressing thoughts. 4. Structuring the work of the action system. 5. Providing support, informing, advising, encouraging and giving necessary direction.

AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 101 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 101 Communication is a process. The sender conceptualizes the message and through a transmitter (voice or visual production) sends the message through a channel (sensory and modern technological means) to a receiver that interprets the message cognitively and effectively. This results in response, another message and or/an action. The response may result on feedback, a means for the sender to evaluate the effectiveness of the message. One other factor of the process is interference or noise interference consist of those influences from outside the process that affect the message while it is in the channel and cause distortion of the message as it reaches the receiver. Each part of the process has a particular function and special problems that can interfere with the effectiveness of the communication. The sender must conceptualize the message in a way that is understandable to the receiver. This requires understanding how the receiver deals with and interprets ideas and information: The transmission of the message takes place not only through verbalization but also through non-verbal means. Non-verbal communication takes place through vocal tone and behaviours, such or gestures, facial expression etc. The motivation, needs feelings and attitudes of the sender influence the manner in which the message is transmitted. The message has content, the specific words used—and it has meaning—how the content is treated: The choice of words, the order of ideas and words, the use of human and silence all contribute to the quality of the message. Special attention needs to be paid to cultural and personal differences in the meaning of words. Different culture can have different attitudes, values and beliefs that influence how words are interpreted. Beyond the cultural aspect, each of us has unique and individual life experiences. For example, take the word 'mothers'. For some one who has had a warm, loving relationship with his mother, the world will evoke positive feelings. However if a person had experienced the death of his mother at an early age, the word 'mother' will probably be associated with grief and loss. Even siblings can have different ideas of their mother based on their individual perceptions.

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 Conceptualization Transmission Receiving Interpretation of of channel of of message message message message Sender Receiver
 Receiving response Channel Sending response or action Feedback or action Communication As the message travel through the
 channel, the possibility of distortion is great. The recognition of distortion and noise is a recognition of the transitional nature of
 communication. The manner in which the message is received also influences the effectiveness of the message. The receiver may
 perceive or interpret the message in a manner different than the intention of the sender. The receiver may not comprehend the
 meaning of the message as intended or may receive only part of the message Feedback is the means ascertaining if the message
 received and the message intended by the sender are sufficiently similar to make the communication effective. Feedback is sending a
 message about a received message to the sender of that message. Effective communication is communication in which the out come
 is the accomplishment of the purpose intended by the sender. Message that have the best chance of being effective are those in
 which. 1. The verbal and non verbal messages are congruent. 2. The message is simple, specific and intelligible. 3. The receiver can
 understand what is meant by the sender. 4. There is sufficient repetition for the receiver to sense the importance of this message from
 among other messages being received simultaneously. 5. There has been sufficient reduction of both psychological and actual noise.
 6. Feedback has been solicited from the receiver and sufficient time taken to ensure that the original message was received.
 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 103 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 103 Effectiveness in
 communication is affected by the credibility and honesty of the sender of the message. The receiver who has reason to trust the
 competence and reliability of the sender will tend to be receptive to the message and its expectations. Effective communicators tune
 into and are sensitive to the feelings and situation of those they are communicating with. They are assertive with out being overly
 aggressive or confrontational. Often the one to one communication is not with the client but with other professionals with significant
 others in the client's environment or with people who may in same way be involved in situation that one blocking client need
 fulfillment. These relationship are particularly important when the focus is on organizational or community change. When social
 workers find them selves in situations where the view point of the other may be different from their own, clear communication is
 imperative. Sometimes the differences can resolved through clarification of messages, other times a clear understanding of the
 differences allows work to progress. Brett Seabury has identified several problems that confront social workers in their communication
 with clients and significant others. 1. Double messages—Two contradictory messages are received simultaneously or in close
 succession. 2. Ambiguous messages—There messages have little meaning or several possible messages for the receiver. 3. Referent
 confusion—The words have different meaning to each person, or they may be professional Jargon not understood by the other
 person involved in the communication. 4. Selective attention and interpretation—This causes distortion of the message or confusion
 as to meaning. 5. Overload—This is the receiving of more messages than a receiver can interpret and respond to at any one time. 6.
 Rilual or order incongruence—This is the failure of the message sequence to follow expected or habitual behavioural patterns. 7.
 Regulator incompatibility—The use of eye contact and pattern of speaking and listening that regulate the communication of one partly
 in the

NSOU ? PGSW-II 104 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 104 PRINTTECH — 4th PROOF / 22.12.2021 interchange are
 not known to, used by or are unacceptable to another partly in the interchange. Other barriers to effective communication are
 inattentiveness assuming the understanding of meanings and using the communication for purposes different than those of others in
 the interchange (having hidden agendas). Cross-cultural communication is particularly problematic because the structure of messages
 differs from culture to culture. Even if the same language used, words are used differently or have different meanings. Each culture has
 its own idioms and expression and the syntax (form) of the language may be different. The differences make it difficult to listen to the
 messages and make it likelihood of misunderstanding great. The social worker must overcome the barriers of effective
 communication it the action system is to function to reach its goals. In social work communication is dialogue. The worker and client
 openly talk together and seek mutual understanding. This is the essence of communication in its most effective form. This kind of
 communication adds vitality to, nourishes and sustain the process of working together, the interaction. 4.10 Relationship Lives can not
 be lived without relationship to other people. All institutions are built around relationship. Institutions minus relationship have no
 existence help or troubles emanate from our relationship with the fellow human beings whether one is troubled or helped by some
 one, relationship does exist between them. Thus relationship in an emotional bond between people who interact with each other. It
 can be said to be a 'transmission belt' of communication, a set of responses and attitude between the interacting units. According to
 northern (1969), relationship consist "primarily of emotional responses which ebb and flow from person to person as human
 behaviour evoke different affective reactions." According to Perlman (1951), "His a condition in which two persons with some common
 interest between them, long term or temporary, interact with feelings." Relationship leaps from one person to the other at the
 moment when some kind of emotion mores between them.

88%	MATCHING BLOCK 317/544	SA MSWS-12 social work with individuals (Repaired ... (D117055443)
Coyle (1948) considers relationship as" a desirable process by which people are connected to each other and around which the group takes its shape and from" while Biestek		

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considers it as "the dynamic interactions of attitudes and emotion." Thus relationship is a natural phenomenon occurring between person interacting with each other singly or in groups. Relationship can be then shaped, manipulated or developed as we intend it to be.

The social work relationship is both professional and a helping relationship. A professional relationship is the one in which there is an agreed on purpose, one that has a specific time; one in which the worker devotes self to the interests of the client; and one that carries the authority of specialized knowledge, a professional code of ethics and specialized skill. In addition a professional relationship is controlled in that the worker attempts to maintain objectivity towards the work at hand and to be aware and in charge of her own feelings, reactions, and impulses. The helping Relationship : A great deal has been written about the nature of helping relationship. The characteristics that appear are as follows. 1. Concern for other— An attitude that reflects warmth sincere liking friendliness, support and an interest in the client. It communicates a real desire to understand person in situation. 2. Commitment and Obligation— A sense of responsibility for the helping situation. Dependability and consistency are also involved. The worker must have a willingness to enter into the world of others, with its hurts and joys, its frustration and commitments. 3. Acceptance—A non judgemental, noncritical attitude on the part of the worker, as well as a realistic trust of the client and respect for the clients feelings. Belief that the client can handle her own problems and can take charge of her own life. 4. Empathy—An ability

to communicate to the client that the worker cares, has concern for the client's is hearing what the client is perceiving, wants to understand and is hearing and understanding. 5. Clear Communication—The capacity to communicate to the client

in ways that enable the client to fully understand the message being sent. 6. Genuineness—The worker is honest about self and his own feelings. An ability to separate the experiences and the feelings of the worker from NSOU ? PGSW-II 106 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 106 PRINTTECH — 4th PROOF / 22.12.2021 those of the client. Genuineness on the part of the worker allows the client to become what he wants to be. 7. Authority and Power—The expectation that the client will work to fulfil needs and responsibilities and will want to resolve the situation. This involves encouraging the client to go beyond the present level of functioning and providing guidance and resources so that the goals can be reached. It involves insistence that the client do what she can for herself. The worker's knowledge and skills are a base for authority and power. 8. Purpose—The helping relationship has a purpose known to and occupied by, both worker and client. According to Bewah Compton, this is the most important characteristics. There is some disagreement about the place of advice giving in helping. Advice is tangible evidence of help. If advice is given, it should be done selectively and as a result of mutual problem solving by worker and client. It should be presented in a non demanding manner as some thing that might be tried, leaving the final decision for its use to the client. Another characteristics of the helping situation is the help that can be given by the client to the worker. The client helps the worker understand the situation or culture or diversity. This is help and should be recognized as such. An interdependent relationship encourages growth rather than dependency and is more helpful to the client. 4.11 Summary We learnt about the key concept of social case work which are required to work efficiently. These ideas will help us to know about the needs & problems of the client, & thus develop skills to carryout our professional activities with lots of responsibility & accountability. 4.12 Exercises 1. Why knowledge of self is important to a case worker? 2. What do you mean by the term 'self'. AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 107 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 107 3. What is the meaning of professional self ? 4. What areas of Self-knowledge should you examine in order to develop greater helping capacity? 5. What is the difference between a philosophy of life and value system? 6. What are the 5 dimensions which people develop in value system? 7. What do you mean by the term "Skill"? 8. What is the useful manner in which you develop skills in your daily living? How can you use this method in learning social work skills? 9. What values do you hold about people and their relationship to each other? 10. How will your values affect the manner in which you work with clients and others in social work situation? 11. How do you deal with situation in which your values and societal values are different? 12. Define accountability. How do you consider that accountability is important in social work practice? 13. Define communication. Discuss the purpose of communication. 14. Do you consider communication plays an important role in the lives of human beings? How? 15. Do you consider relationship is the key note of all types of work? Discuss. 16. Discuss the characteristics of relationship. 4.13 References 1. Upadhyay, R.K. Social case work, Rawat Publications, New Delhi 2001. 2. Abraham, Julies. "Making Team work" 1969 3. Dubey, S. "Prospective of social work process" Rawat Publications, New Delhi, 2001. 4. Erikson, V. Lois "The changing Adult : An integrated Approach" Social case work, March 1984 NSOU ? PGSW-II 108 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 108 PRINTTECH — 4th PROOF / 22.12.2021 5. Johnson, Wendell (1951), "Being Understanding and Understood", ETC-8, S spring. 6. Jonson, Louise. C (1983) Social work practice; A generalistic Approach, Boston, Allyn and Bacon. 7. Goldstin, Howard (1973), Social work practice; A unitary columbia, University of South Carolina press. 8. Hamilton, Gordon (1951), Theory and practice of

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Pincus and Menahan (1970), Social work practice, columbia: University of South Caroline press. 12. Rapoport, L (1969), Social case work; An appraises and an Affirmation, Smith College Studies in social work. 13. Talf, Jessie (1927) 'The relation of function to process in case work; Journal of social work process. 14. Smally, Rulh E, (1967) : Theory of social work practice, New York Columbia University press. 15. Richmond, Mary (1917), Social Diagnosis, New York, Russel Sage foundation.

AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 109 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 109 Unit 5 ? Case Work Process Structure 5.0 Objective 5.1 Introduction 5.2 System Theory 5.3 Role Theory 5.4 Intake 5.5 Study 5.6 Diagnosis 5.7 Treatment 5.8 Crisis Intervention 5.9 Assessment 5.10 Problem Solving Process in Case Work 5.11 Termination 5.12 Evaluation 5.13 Summary 5.14 Exercises 5.15 References 5.0 Objective The objective of this unit is to impart knowledge about the casework process entailing its all components. The learners would get an idea about the various theoretical aspects which will help them to understand social conditions in which a social worker has to work. 5.1

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Introduction Social case work, a primary method of social work, is concerned with the adjustment and development of the individual towards more satisfying human

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relations. Better family life, improved schools, better housing, more hospitals and medical care facilities, protected economic conditions and better relations between religious groups help the individual in his adjustment and development. But his adjustment and development depend on the use of these resources by him. Sometimes due to certain factors, internal or external, he fails to avail existing facilities. In such situations, social case worker helps him. Thus, in social case work one to one relationship works in helping the individual for his adjustment and development.

To do case work, one has to understand the case work process, its tools and techniques along with the skills and attitudes of a case worker. This particular unit will reflect the same. Before embark upon the case work process, it would not be irrelevant to gloss over very briefly the system and role theory which are the crux of social work practice vis-à-vis social case work practice. 5.2 System Theory System theory first came to the full attention of the scientific community in the 1960s. It is not in itself a body of knowledge, rather it is content-free and is highly abstract set of assumptions or rules that can be applied to many fields of study to understand systematic change. Bertalanffy was the founding father of system theory, offered the following definition of a system as follows : A system is defined as a complex of components in mutual interaction. Concepts and principles of system theory are not limited to material systems, but can be applied to any (whole) consisting of interacting (components). Every system has a unique, discernible structure. Structure refers to the pattern of stable relationships among the members in the system and is based on the functions that each person carries out. Every system has a sub-system (a component of a system that is a system of its own). A sub-system may be thought of as an entity that is simultaneously a part and a whole. It contributes to the understanding that system members operate or behave at more than one systems level. Subsystems are commonly formed in families by generation, by sex, by interest, and by function.

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Role is the sum total of the cultural patterns associated with a particular status.

All the systems have two interrelated systems of roles—the instrumental, dealing

AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 111 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 111 with socio-economic tasks, and the expressive, dealing with emotions. Members of a system play both the roles at different times in their life. The establishment of a hierarchy, or the ranking, power, and control of the various members of a system, is another property of a system. Energy is also another important property of a system, which deals with system's capacity to act, to maintain itself, and to effect change. All the systems have the attributes of morphostatic and morphogenic dimensions. Morphostatic refers to the disinclination towards accepting changes in the system, which is taking place in the environment. On the contrary morphogenic implies that systems are always open to change. These can also be termed as open and close system. Every system must maintain balance between change and maintenance. Homeostasis, the most commonly used term to describe a system's ability to achieve balance, is the inclination of a system to restore its balance when threatened. Equilibrium is a system's ability to maintain balance without input from the environment. Steady state, the most desirable term used when speaking about a system's balance, occurs when a whole system is in balance and is maintaining a viable relationship with its environment. Entropy, on the other hand, is the tendency of a system to run down or become disordered or disorganized. Adaptability of a system refers to the attainment of a dynamic steady state and demonstrates an innate capacity for growth and development. Adaptive system must manifest some degree of plasticity and irritability vis-à-vis its environment, to maintain an interchange, have a source of variety or a pool of potential response to meet the changing environment. Isomorphism also signifies another property of a system which speaks about when two systems resemble each other. It can be best exemplified when two families have same value system and cultural background. Some basic assumptions of system theory, which are very crucial for case worker to conceptualize are: 1. A social system comprises interrelated members who constitute a unit, or a whole. 2. A change in any one member of the social system affects the nature of the social system as a whole. NSOU ? PGSW-II 112 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 112 PRINTTECH — 4th PROOF / 22.12.2021 3. A social system is adaptive or globally oriented and purposive. 4. There is a high degree of interdependence and internal organization among members of a social system. 5. A system's environment is that which is defined as outside the system's boundaries. 6. All systems are subsystems of other (larger) systems. 7. Transactions or movements across a social system boundaries influence the social systems' functional capacity and internal make up. 8. There is interdependency and mutual interaction between and among social systems. 9. The organizational 'limits' of a social system are defined by its established or arbitrarily defined boundaries and identified membership. 10. Boundaries give the social system its identity and focus as a system, distinguishing it from other social systems with which it may interact. 11. Change within or from without the social system that moves the system to an imbalance in structure will result in an attempt by the system to re-establish that balance. 12. The life of a social system is more than just the sum of its participants' activities. Rather, a social system can be studied as a network of unique, interlocking relationships with discernible structural and communication pattern. It is always perceived that every case worker while interacting with people has to come with close contact distinctly with six systems : ? Client system ? Target system ? Action system ? Agency system ? Professional system ? Problem-identification system People may be considered to be a part of a client system when (a) they have either asked for or sanctioned the worker's services; (b) they are expected to benefit

AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 113 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 113 from those services; (c) they have entered into an explicit or implicit contract with the worker. The change agents 'need to change or influence in order to accomplish their goals' is the target system. The target system and the client system often overlap when it is the client, or the client's part in an intersystem transaction, which needs to be changed. The term action system is used to describe those with whom the social worker interacts in a cooperative way to accomplish the purpose of the change effort. There are an endless number of different action system in which the worker may be engaged. Social workers may be viewed as agency system or change agents who are specifically employed for the purpose of planning and working with the six systems toward the planned change. The agency or organization that employs them or of which they are a part can be thought of as the change agent system. Professional system is made up of the professional associations of social workers, the educational system by which workers are prepared. The values and the culture of the professional system strongly influence both the required and the permitted actions of the worker as change agent. The problem-identification system is the system that acts to bring a potential client to the attention of the worker. At the initiation of its contact with the worker, or the change agent system, it might be considered the client system. 5.3 Role Theory The structure of a social system may be described as a network of roles. The term role refers to the socially expected behavior prescribed for a person occupying a particular social status or position in a social system. Social norms for the position provide guides for the attitudes, feelings, and behavior that are permitted, expected, or prohibited for the individual filling that role. These norms will differ from culture to culture. In other words, the cultural environment in which the system finds itself will set different norms and expectations for role occupants. For example, all culture have prescribed specific role behavior for a woman filling the role and status of mother within the family system. However, these prescribed attitudes and behavior may differ significantly depending upon the cultural environment of the particular family system. Three related concepts relating to role are the notions of role set, role complementarily, and role conflict.

NSOU ? PGSW-II 114 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 114 PRINTTECH — 4th PROOF / 22.12.2021 When a role is either ascribed or achieved it is often found that certain aspects of the self are developed and brought out and certain aspects are neglected and often very consciously repressed. However, the more rigid and circumscribed the notion or role behavior, and the more certain characteristics of the person are tied to role position, the more stress individuals may feel in being placed in, or even in self-selecting that role. Role incongruity, another construct in role theory, has been defined as a situation in which one's own perception of one's role is defined from the expectations of significant others in the system or the environment. The example of role incongruity is often found in the differing expectations for the behavior of the client system held by social worker and the client system, or conversely, the difference between the client's notion of the role of the worker and that held by the worker. To summarize, the following concepts from role theory are important to case workers who are intimately working with individual having various sets of problems. ? Certain behaviours are prescribed relative to our position within that system. ? Every role involves both our own expectations and abilities and one or more others. ? Social functioning may be seen as the sum of the roles performed by a human system. ? There are emotionally charged value judgments on how people carry out their roles both on the part of the person occupying the role position and others. ? The notion of the role expectation implies that there are certain social norms that set the outside limits for congruent, non conflicted interactions, and transaction between positions within the system and between systems. ? The concept of role, role functioning, role expectations, and role transactions may be used to increase the knowledge base used for the assessment of the problem situation. Role failure and/or role conflict will tend to follow such as, ? The loss or absence of resources necessary to a system's ability to perform a role well. ? When systems are thrust into new roles without knowing the role expectations.

AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 115 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 115 ? When there is a conflict in role expectation on the part of interacting system. ? When there is a conflict of role expectations within the cluster of roles carried by one system. ? When there is ambiguity on the part of other systems as to role expectations. ? When the individual as a system or as a member of a social system, is deficient or handicapped in physical, intellectual, or social capacities demanded by the role. ? When crisis situations suddenly and without warning disrupt previous role patterns. 5.4

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Intake Intake is an administrative procedure, and not a process of social

casework
but it is very crucial and backbone

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SA 480E1230-Social Work with Individuals (Final P ... (D165107502)

of social case work process, 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 intake worker (

sometime case worker is called

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SA SOCIAL CASE WORK SLM FOR ODL.pdf (D123772683)

intake 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. During one or two skillfully conducted interviews with the would-be client, the caseworker is able to assess; (1) What are the needs/problems of applicant person, and (2) How and where his needs can be best met. This obviously requires that the intake worker finds out the nature of need, if it can be met in the present set-up of agency's p[olicies, procedures, services and personnel, and what sort of competence and provisions will be helpful and is required to tackle his problem. How does the worker view the person and his problems diagnostically is also important to be mentioned. If his agency cannot serve the client's needs, which agency and which type of service are required to tackle his problems, and the need for referral are also decided at this stage by the intake worker.

NSOU ? PGSW-II 116 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 116 PRINTTECH — 4th PROOF / 22.12.2021 Areas for probing for intake ?

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Appropriateness and intensity of feelings. ? Nature of defense mechanisms he frequently uses. ?

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SA 470E1120-Social Work Practices with Individual ... (D165249726)

The nature of request and its relation to his problem, and the cause of his problem, as the client sees. ?

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The stage of the problem at which the person, through whom, and the reasons because of which, comes to the agency. ? His personal and social resources including material and financial position. ? The state of his physical and mental health. ? Whether the request relates directly to his needs/problems ? His adjustment to his social functions in job, family, etc. ?

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Nature of family, its status, values, relationship pattern within the family etc. ? Reactions to the worker and seeking help from the agency and sex of caseworker who will be suitable to help the person. 5.5

97%**MATCHING BLOCK 331/544****SA** 470E1120-Social Work Practices with Individual ... (D165249726)

Study According to Richmond, the caseworker 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. An exhaustive collection of facts about the client and his situation is called study—the first step (process) in the continuum. Psycho-social study is an ongoing process which begins with the first knowledge of the case, takes place in every interview, and extends over the entire contact. It may be defined as that part of the casework process which brings together the facts about a case and is distinctly different from the assessment of the meaning of the facts. The study involves exploration, observation and documentation of both objective and subjective facts from a variety of sources. 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 this 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.

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Mutual engagement in the process is essential. It provides the caseworker with the client's own view of the problem. It gives the client an opportunity to clarify the problem in its various aspects, permits him to air his feeling about his situation, and gives him a satisfaction that genuine efforts are being made to help him. While fact-gathering proceeds until the case is closed, there is usually an emphasis on study at the time a case is opened. The extent and the breadth of the study depends on the situation presented by the client, the purpose and goals in seeking help, the situation as perceived by the worker, the range of treatment modes available, treatment potential and motivation for treatment, and on the agency structure and function. One needs to learn to determine the kind of study to be carried out in relation to these factors. 5.6

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Diagnosis Perlman (1957) has described three types of diagnosis that is carried on in social case work process. These are: 1. Dynamic diagnosis 2. Clinical diagnosis 3. Etiological diagnosis Dynamic diagnosis It gives an understanding of the current problem of the client and the forces currently operating within the client, within social environment and between him/his environment. It gives the answers of the questions—what is 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 services and resources by which the problem may be affected?. The nature of such diagnosis is changeable because it is the beginning phase of social case work practice. 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 qualities of client's personality maladaptation and malfunctioning in his behavior. The clinical diagnosis describes both the nature of the problem and its relation to the client and the helping

NSOU ? PGSW-II 118 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 118 PRINTTECH — 4th PROOF / 22.12.2021 means and goals.

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Such type of diagnosis is useful only when it becomes apparent that a disorder of personality accompanies the social disorder, creating and complicating it. Etiological diagnosis It is concerned with the explanation of the beginning and life-history of problem of the client, basically that problem 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 (Perlman, 1957). Etiological diagnosis is more useful in explaining or rigid reactions.

When
in spite of the

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fact that the client's present problems are in the centre of attention, the client's responses are not in accordance with, the past history and its appraisal in the light of client's current capacities, goals and problems are used for the 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.

Methods of data collection

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for diagnosis The data for diagnosis can be collected by at least three primary means : Interviews—Interview guides are used for collecting information. There are a number of guides prepared by psychologists having the categories of information: client's behavior during the interview and physical description; presenting problems, nature of problems, historical setting, events

etc.

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Checklists and Inventories—The following inventories may be used: The Fear Survey Schedule , questionnaire on client's perception of himself , family functioning and marital functioning, sexual functioning and instruments for assessing environments. Direct observation—Observation in those situation in which the behavior actually occurs, e.g., home or place of work makes the work of diagnosing very easy. Steps in diagnosis The following steps are taken while diagnosing a problem : ? The worker begins to focus on problematic behavior. He begins with the survey of both functional and dysfunctional behavior in

the environment. He

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classifies the various complaints and problems in terms of excesses and deficits. He evaluates client's personal strength as well as of his environment. ? He specifies the target behavior. This involves an attempt of breaking down complex behavior into their component parts, being as clear and precise as possible about them. ? Baseline

data are

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collected to specify those events that appear to be currently controlling the problematic behavior. ? The collected information is summarized in an attempt to anticipate and major problem in treatment and as a way of beginning to establish objectives for treatment. ? Selecting priorities for treatment

is

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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. 5.7 Treatment Social case work consists of those processes which develop personality through adjustments consciously affected between men and their social environment. Generally, two types of efforts are required for social adjustment-environmental modification and/or change in behaviour and attitudes. Early case work treatment was placed on modification through the environment. Later on the development of ego psychology helped case workers to use intensive and direct treatment techniques. Now the aim of social case work treatment is to restore the individual to social functioning or to help him develop

the

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capacity in order that he may achieve at one and at the same time his own and society's betterment. According to Hamilton, treatment is the sum total of all activities and services towards helping an individual with a problem. The focus is the relieving of the immediate problem and, if feasible, modify any basic objectives difficulties which precipitated it. The social case work treatment are as follows : ? To prevent social breakdown; ? To conserve client's strength;

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To restore social functioning; ? To provide happy experiences to the client; ? To create opportunities for growth and development; ? To compensate psychological damage; ? To increase capacity for self-direction; ? To increase his social contribution; Thus the objectives are 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 (1973).

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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 ego and functioning of the person- situation system. It is based on certain principles. ?

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470E1120-Social Work Practices with Individual ... (D165249726)

Change in the client is brought largely through a correctional emotional experience in the relationship and through stimulating growth experiences in the social reality. ?

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The success of the treatment programme is based on the utilization of the relationship purposefully. ?

81%**MATCHING BLOCK 346/544****SA**

470E1120-Social Work Practices with Individual ... (D165249726)

Nature and extent of both the social and psychological factors differ in each situation, treatment goals and techniques are planned after the careful study of the particular needs of the client. ? The focus of discussion in the interview is centered on the

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470E1120-Social Work Practices with Individual ... (D165249726)

problem and ways of resolving it. Attention is paid to know the obstacles (both situational and behavioural) that stand in the way of solution. ?

Social

therapy and psycho-therapy are the two broad classification of

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social case work treatment. Treatment process Social case work treatment process begins with the initial contact with the client. The process of treatment passes through many phases:

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Initial phase ? Motivation and role induction. ? Primary contract. ? Diagnosis and assessment. ? Establishing treatment goals. ? Developing treatment plan. ? Preparation for actual treatment. ? Treatment in practice. ? Monitoring and evaluating the effects of treatment. ? Planning of follow-up termination of therapeutic relationship. 5.8

Crisis Intervention Crisis Caplan has provided various definitions of crisis. He considers that a crisis is provoked when a person faces a problem for which he appears not to have an immediate solution and that is for a time insurmountable through the utilization of usual methods of problem solving. A period of upset and tension follows during which the person makes many attempts at the solution of the problem. Eventually, some kind of adaptation and equilibrium is achieved which may leave the person in a better or worse condition than prior to the crisis. Caplan suggests that the essential factor determining the occurrence of a crisis is an imbalance between the perceived difficulty and importance of the threatening situation and the resources immediately available to deal with it; the crisis refers to the person's emotional reaction not to the threatening situation itself. Caplan's crisis theory is grounded in the concept of homeostasis. According to him, the organism constantly endeavours to maintain a homeostatic balance with the outside environment. When this balance is disturbed either by physiological or psychological forces, the individual engages in problem solving activities designed to restore this homeostatic balance. A crisis is considered an upset of a steady or homeostatic state. Parad has also adopted Caplan's definition of crisis, but stresses the importance of the individual's perception of what constitutes a crisis. According to him, the crisis is characterized by the following phenomena :

NSOU ? PGSW-II 122 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 122 PRINTTECH — 4th PROOF / 22.12.2021 ? Specific and identifiable stressful event. ? Perception of that event as meaningful and threatening. ? The response to the event and ? Coping tasks involved in successful adaptation. The event precipitating the crisis must be perceived by the person as a stressful situation before it becomes a crisis. Sifneos has identified 4 components of a crisis which are : 1. The hazardous event that starts the chain of reactions which leads to the crisis. Sometimes it is a sudden unexpected event, while other times it can be a developmental change. 2. A vulnerable state of the individual which is essential for the crisis to develop. 3. The precipitating factor that is the final event or circumstance that makes the hazardous event unbearable and results in the crisis. 4. The state of active crisis. Baldwin had talked about six types of crisis : ? Dispositional crises produced by problematic situations that can be remediated through an appropriate management such as making a referral, providing information and/or education, making administrative change, etc. ? Crisis of anticipated life transitions that reflect normal life transitions over which the person may have little control. ? Psychiatric emergencies, in which general functioning is severely impaired. ? Crisis reflecting psychopathology, in which pre-existing or current psychopathology complicates their resolution. ? Crisis resulting from traumatic stress, which are precipitated by external stressors or situations that are unexpected, uncontrolled and emotionally overwhelming. ? Maturational/developmental crises, that results from attempts to deal with interpersonal situations that reflect internal unresolved problems.

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Social Case Work Block 2.pdf (D164874044)

Lindemann, Caplan and other theorists have provided a firm theoretical basis for what has come to be known as crisis intervention.

AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 123 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 123 Butcher, Stelmachers and Maudal have discussed the historical origins of crisis intervention. The high incidence of traumatic neuroses in World War II created a great need for expanded psychological services: as a result of it, new treatment approaches were developed to meet the needs of the soldiers who experienced stress related neuroses. The treatment was given to them in the Unit as soon as possible after the breakdown and its aim was mainly to relieve the symptoms.

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Ewing has defined crisis intervention as the informed and planful application of techniques derived from the established principles of crisis theory, by persons qualified through training and experience to understand these principles, with the intention of assisting individuals or families to modify personal characteristics such as feelings, attitudes and behavior that are judged to be maladaptive or maladjustive.

Hafer and Peterson ,in a less formal definition, refer to crisis intervention as the kind of psychological first aid that

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enables to help an individual or group experiencing a temporary loss of ability to cope with a problem or situation.

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Levels of crisis treatment Jacobson, Strickler and Morley have discussed different levels of crisis treatment : Environmental manipulation—In this case the helper serves as a referral source, getting the client in touch with a resource person or facility. General support—It consists basically of active listening in a non threatening manner, allowing the person to speak in some detail about his problem without challenging him. Generic manipulation—It is helping the person resolve a crisis by accomplishing certain psychological tasks that are the same for all the people experiencing the same crisis regardless of individual differences. Individual approach—It focuses on the specific needs of the person in crisis and emphasizes the assessment of the psychological and psychosocial processes that are influencing the client. It looks at the specific psychological tasks and problem solving activities that each person must accomplish in resolving a particular crisis. These levels of intervention are not mutually exclusive although there is usually one that is predominantly used in the treatment process. Therefore, it is possible to use an environmental manipulation and at the same time use a generic or individual approach or other combinations of treatment strategies.

NSOU ? PGSW-II 124 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 124 PRINTTECH — 4th PROOF / 22.12.2021 Models of crisis intervention
 Re-compensation Model—It is a patient-oriented model, that is, it focuses on the patient exclusively. The main goal of the treatment intervention is to stop the decomposition, gets the symptoms under control and return the patient to his pre- crisis levels of functioning. The model does not aim at explaining the failure to cope nor at understanding the past dynamics of the person that led him to the crisis. Moreover, there is not much concern about the person's future adjustment. The military treatment of the traumatic neuroses is a typical example of the re-compensation approach to treatment. Stress-Oriented-Model—It takes into account the stress event. The goal of the intervention is to achieve successful resolution of the specific tasks posed by the stress event. It emphasizes the development of problem-solving strategies and coping skills and it is concerned with the future adjustment of the individual to other stressful situations. This model has been developed to great extent by Lindemann and Caplan. System-Oriented Model—It is one advocated by Langsley and Kaplan; it takes into account the social field in which the person deals with the crisis. It is based on the belief that not only the development but also the outcome of the crisis depend in part on the social field of the person in crisis, and therefore emphasizes the system approach to intervention. Family- Oriented crisis treatment is an important development of this model, which is based on the assumption that the symptoms of the family member who seeks treatment are usually an expression of family conflicts. These are the three basic models on which most of the crisis intervention strategies are based and the case worker has to adopt any one of these or combination of all. While all of them seek a resolution of the crisis state, they focus on different aspects, namely the individual, the stress event and the system, in their attempt to deal with the crisis situation. Goals of crisis intervention Although the goals of the crisis intervention have been stated in various ways by different authors, there seems to be some agreement with respect to the main focuses of the intervention. France (2005) states that restoring or improving the adjustment of the individual can be considered one of the main aims of crisis intervention. He
 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 125 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 125 points out that crisis is distressing timelimited episodes, which mean that they end with or without outside help. Crisis intervention aims at limiting the duration and severity of these episodes. Puryear defines the minimum goals of crisis intervention as alleviating the immediate pressure and restoring the individual to at least his pre-crisis level of functioning. He points out that ideally the resolution of the crisis should be a growth experience that leaves the person better equipped to cope with future difficulties. Rapoport has discussed 4 main goals for crisis intervention : ?

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Relief of symptoms. ? Restoration to the optimal level of functioning that existed before the present crisis. ? Understanding of the relevant precipitating events that contributed to the state of disequilibrium. ? Identification of remedial measures that can be taken by the client or family those are available through community resources.

The process of crisis intervention Various authors have attempted to describe the process of crisis intervention; some have focused in the succession of psychological tasks that the individual follows during the treatment, others on the problem-solving activities in which the person in crisis needs to be involved. Most authors cover to a certain extent the different functions of the crisis therapist during the treatment process : Lindemann states the following : 1. Accept the pain of bereavement. 2. Review his relationship with the deceased and become acquainted with the alterations in his own modes of emotional release. 3. Express sorrow and sense of loss. 4. Find an acceptable formulation of his future relation to the deceased. 5. Verbalize his feelings of guilt and find persons around him who he can use as primers for the acquisition of new patterns of conduct. According to Aguilera ; ? The client should be helped to gain an intellectual understanding of the crisis.

NSOU ? PGSW-II 126 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 126 PRINTTECH — 4th PROOF / 22.12.2021 ? The client is helped in expressing his present feelings towards the crisis. ? The client and the therapist explore alternative ways of coping with the crisis. ? Both of them work on anticipatory planning. According to Kalafat; ? Establish a therapeutic relationship with the client. ? Define the problem. ? Explore the feelings associated to it. ? Review previous attempts to resolve the problem. ? Explore the alternatives and develop a plan of action. Smith has also discussed about the tasks to accomplish during the process of treatment : ? Identify with the client the precipitating event. ? Discuss how the client feels about the crisis, allowing emotional catharsis. ? Explore with the client how he has tried to cope with the crisis that is the problem-solving activities and coping skills that he has used. ? Assess whether or not the client can be helped on an outpatient basis; this is particularly important in those crisis in which there is a suicidal and/or homicidal risk. ? Explain to the client why he is in a state of crisis. ? Discuss with the client tasks that he can accomplish in successfully resolving the crisis. According to Butcher; ? Offering emotional support. ? Providing opportunities for catharsis. ? Listening selectively for workable material. ? Providing factual information and clearing up misconceptions when necessary. ? Formulating the problem situation. ? Being empathic and to the point. ? Predicting future consequences if the patient follows his present course of action.

AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 127 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 127 ? Clarifying and reinforcing adaptive mechanisms. ? Working out a contract with the client. ? Follow-up of the client's progress after termination of treatment. Puryear and France have emphasized the focus on problem-solving during the treatment process. According to them problem-solving begins with the therapist recognizing the client's distressing emotions and seeking to clarify the reasons that led to the initial contact with the therapist. The release of tension is achieved through the client's share of feelings; relating them to conditions that influenced the development of their crisis, increases the emotional insight and control of the client. Considering the alternatives to the problem and developing an action plan that describes the behavior intended to alleviate the problem are the last steps of the problem-solving process. Technical characteristics of crisis intervention Promptness of intervention—It was pointed out the heightened susceptibility of a person to intervention during a crisis period. This has been one of the reasons for the emphasis on the immediate access to the person in a crisis. As Rapoport points out, that a little help rationally directed and purposively focused at a strategic time is more effective than more extensive help given at a time of less emotional accessibility. It is therefore important to take advantage of the person's readiness to work. The availability of crisis intervention within 24 hours of the client's initial contact has been regarded as optimal. Present centeredness—Crisis intervention is focused on the client's present problems, particularly those that precipitated his request for help. It is important to maintain this narrow focus in order to utilize the treatment more effectively. Butcher and Koss consider that the achievement and maintenance of focus is one of the most important technical aspects of crisis intervention. Time limits—It is important to set time limits on the treatment. As a result of the time constraints, the treatment goals are limited. Patterson and O' Sullivan have stated that the goals of most crisis intervention programmes can be achieved in 3012 sessions. The client's awareness of it enhances and maintains the client's motivation and speeds up their change process. Preventive emphasis —Crisis intervention seeks not only to resolve the present crisis and to relieve the symptoms, but also help the clients develop new problem-

NSOU ? PGSW-II 128 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 128 PRINTTECH — 4th PROOF / 22.12.2021 solving procedures and more adaptive mechanisms for coping with future problems and crisis. Sometimes crisis intervention may serve as a stepping stone to other therapeutic services, preparing the client for further treatment. Reality orientation—It is helpful to confront the client with the unrealistic or maladaptive nature of his beliefs or behaviours and to point out the possible negative consequences of the perseverance of current patterns. It is important to help the client develop and maintain clear and correct cognitive perceptions of his situation and problems. Family and community involvement—It has been noted that a crisis is usually also experienced to some extent by the family and social network of the referred person. Therefore it becomes very important to involve the family and the community in the treatment process as soon as possible, in order to facilitate not only the resolution of the crisis but also the post-crisis adaptation of the individual. Therapist role—The time limitation of crisis intervention forces the crisis therapist to be much more active and directive than he would be in 'traditional' psychotherapy. It has been noted that traditional attitudes of therapists such as objectivity, uninvolvement and non-directiveness are not appropriate in the crisis context. The therapist must be able to actively explore areas of interest and to direct the conversation toward those topics that might help in the resolution of the therapist's flexibility, ability to use various therapeutic techniques and adapt his intervention to meet the patient's needs. Therapeutic relationship —Developing a working relationship quickly becomes a critical aspect of the intervention due to the time limitation to the treatment. Therefore positive transference is essential in crisis intervention. The client should have at least a somewhat hopeful expectation that the therapist may be able to help him. Therapeutic tools—The use of reflection is often helpful at the initial stage of the intervention, since it communicates understanding, gives the client and opportunity to clarify his feelings and keeps the focus of the interaction on the client. Interpretations aimed at the achievement of insight can be pursued but with caution .Problem- solving techniques are some of the most important tools used in the intervention process. Analysis, advice or interrogation can also be used in appropriate circumstances.

AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 129 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 129 Selection of patients—France has noted that crisis intervention is most effective with essentially 'normal' people who are experiencing overburdening problems. Traditionally it has been considered that the clients' best suited for crisis intervention programmes were: those in whom the behavior problem is of acute onset, those whose previous adjustment has been good, those with good ability to relate and those with high initial motivation. Duration and the severity of the problem, diagnosis and motivation for treatment are the criteria as being most often used in the selection process. Lang 91974), however believes that crisis intervention can be used with chronic or deeply entrenched problems too. Use of lay therapists—There is a growing trend toward the use of para- professional and non-professionals as crisis therapists. While at one time their use was considered the answer to a critical manpower shortage, their contribution has proved to be extremely valuable. As McGee (2010) points out 80% of suicide prevention and crisis intervention centers are operating with non-professionals as their primary staff resource. Professional people are often used in the role of consultants. It is important to develop valid criteria for screening and evaluating the effectiveness of lay therapists in doing crisis work.

5.9 Assessment The first step in the generalist social work process is assessment, sometimes referred to as diagnosis. Interviews are a very important source of information in assessing the problem. The assessment phase of the social case work process also includes the study aspect of "study, diagnosis, and treatment" the classic description of the social case work process. Assessment is the phase being discussed when the term analysis is used. The development of understanding about individuals, families, small groups, agencies, and communities an important aspect of assessment. The same understanding about any system that are requisite for professional interaction with that system are the core of the assessment stage of the interventive or service process. A social study is an assessment. The content of group meetings is another important source of information. Observations of individual and group behavior in the community are also important sources. Questionnaires and other research tools are sometimes used to gather needed information as are various psychological tests.

NSOU ? PGSW-II 130 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 130 PRINTTECH — 4th PROOF / 22.12.2021 Assessment is an essential ingredients for the individualization of people and social systems. So, assessment can be

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defined as a process and a product of understanding on which action is based.

It is the collection and analysis of information, the fitting together of available facts so they yield meaning. Barker (2003) said " Assessment is a process of determining the nature, cause, progression and prognosis of a problem and the personalities and situations involved therein: the social work function of acquiring an understanding of a problem what causes and what can be changed to minimize or resolve it. Assessment is a complex process at the core of the service process. The need for development of an understanding of clients, whether they are individuals, families, or small groups, and of the system in the client's environment in relation to the interactional process. These schemes are tools for gather information. They provide a structure for information gathering, but care must be taken that relevant information that falls outside the scheme is not overlooked. Assessment, although a creative process, is also scientific in that it is a manifestation of the problem solving process. Some of the important characteristics of assessment are : It is ongoing—It takes place throughout the life of the helping endeavour. During the early stage it is a primary focus. However, during later stage when the work of doing something about need, of solving the problem, of intervening into transactions among system takes place, assessment is also a concern. As the client and worker engage in their work together, new information becomes available and new understandings emerge. These then become a part of the ongoing assessment. The ongoing assessment process leads to greater understanding about persons and situations as the social case work process-the working together of worker and client- progresses. Assessment is twofold, focusing both on understanding the client in his situation and on providing a base for planning and action—Information must be gathered about the people and systems involved, about their interrelationship and their environment. Information should be collected about the need, block to need fulfillment, the problem, and the people and systems significant to the need and problem. It is also important to determine strengths, limitations, motivation for change, and resistance to change that are applicable to the persons and the systems involved. When dealing with larger system, it is important to gather information

AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 131 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 131 about the demography of the situation and the problem being considered. Also it may be important to gather information about interagency relationships, coordination, and cooperation; funding and other resources available or potentially available; attitudes, values, and cultural factors that may affect the problem solving work. This information is gathered in many different ways. Of prime importance is the client's perception and feelings about the problem and the situation. The manner in which the client tells the story, including observation of nonverbal communication, provides important information. Judgments about the consistency of the story, pattern of interaction and behavior and the client's cognitive capacity, and coping mechanisms can develop from listening to the story. Other sources of information may be previous case records and reports, from other interested persons. When gathering information about large system such as community, both key persons in the community and those involved with the problem should be used as informants. The information being collected should always be connected to the problem being worked on. Assessment is a mutual process involving both client and worker—The client is involved in all aspects of assessment to the maximum of his or her capacity. The primary content to be assessed arises from the worker-client interaction in the interview or in group discussions. Content also arises from the information provided as the worker observes the client in the interview or in group discussions. It arises from observations of the client in life situation. The worker discusses observations and other information and knowledge with the client in establishing the meaning of the facts or the understanding of client in situation. The client's response is an important part of the information to be obtained. The client is also made aware of the relationship of the understanding and the interventive planning, possibilities and limitations. There is movement within the assessment process—The movement usually is from observation of parts of the service situation, to identification of information needed for understanding, to collect facts about parts of the service situation, to explanation of the meaning of the facts collected, to putting together facts and their meanings about various parts in order to understand the total situation. The initial observation is usually through the eyes of the client. As the client describes these observations to the worker, the worker adds additional observations. Together, the worker and the client identify the parts of the situation. The parts identified include

NSOU ? PGSW-II 132 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 132 PRINTTECH — 4th PROOF / 22.12.2021 those that are impacting on the situation in any significant way. The worker and client then identify the information they need to understand the situation. Both horizontal and vertical explorations are important—In early stages of assessment it is usually helpful to look at the situation horizontally; the situation is examined in breadth to identify all possible parts, interactions, and relationship. The purpose of this horizontal exploration is to determine the block to need fulfillment. Later, those parts identified as most important to the situation or to the solution of the problem are examined vertically or in depth. The information gathering process can move from horizontal to vertical and back to horizontal several times as the worker and client explore the need, problem, and the situation. The knowledge base is used in developing understanding—The worker uses his knowledge base as one means for developing understanding of the client in the situation. The understanding of an individual takes into consideration factors of human development and human diversity. The understanding of a family is related to what is known about family structure and family process. The understanding of an agency considers knowledge of bureaucratic structures. The understanding of community functioning calls for knowledge of economics and political science. The understanding of a family with a retarded child calls for knowledge about mental retarding and family reactions to having a mentally retarded family member. Assessment is individualized—Human situations are complex; no two are exactly the same. Each assessment is different and is related to the differential situation of the client. It takes into consideration the different parts of the situation and relates these to the unique whole that emerges. Assessment identifies in life situations, defines problems, and explains their meaning and pattern—Assessment makes use of the problem-solving process in specifying the need and what is blocking need fulfillment. Judgment is important—Many decisions must be made regarding each assessment. Decisions include what parts to consider, which part of the knowledge base to apply, how to involve the client, and how to define the problem. The kinds of decisions that are made greatly affect the content and interpretation of that content. There are limits to the understanding that can be developed—No assessment is ever complete. Not only is it impossible to gain complete understanding of any situation but it is also undesirable. Understanding takes time. Clients in need are

AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 133 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 133 seeking help, and this help often must be given quickly. The worker must decide what understanding is necessary to give that help and then be aware of new understanding that develops in giving the help. The worker also must be comfortable with the uncertainty of limited understanding.

5.10 Problem Solving Process in Case Work The social case work process is carried out in interaction with individuals—worker, client, and significant others. The interaction may be person to person or may involve systems of people. Thus, it is important for the worker not only to have skill in the use of the process in her own thinking but also to be able to carry the process out in interaction with others. Indeed, her role is often to enable or teach others to participate in interactive problem solving. The outstanding characteristics of the problem solving process in social case work practice is the inclusion of the client as much as possible in the work at each step of the process. The client expresses the need of concern that is the source of the problem. The client also finds much of the information needed in the process, validated information sought from other sources, participates in developing the plan of action and in implementing and evaluating it, and develops problem-solving skills to use in coping with other life situations. Problem-solving, a creative and cognitive process is used by the worker to think about a social work situation in order to develop understanding of the client in the situation, identify the problem to be worked on, and formulate possible plans and ways of intervention. Problem solving process is used with clients and significant other persons with the capacity to affect a client's situation in an important way to move through study, assessment, planning, action, and termination. Interaction in nature, it complements the cognitive problem solving process. Further understanding of this process is gained by considering each step. Problem or concern brought to worker or agency—Usually the problem is not well specified when someone comes to an agency with a difficulty of their own or one about which they are concerned for someone else. Usually they are assigned to a worker to explore the concern, to identify the needs involved, to identify the blocks to need fulfillment, to formulate the problem to be worked on. Sometimes the concern is such that the worker goes out to a prospective client to determine if there

NSOU ? PGSW-II 134 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 134 PRINTTECH — 4th PROOF / 22.12.2021 is need and a willingness to explore it with the worker. Occasionally, the worker and client have a mandate from a legal body to work on a need or problem. Initial statement of problem and its possible causes by worker and client— At this point the worker begins to determine with the client if the client sees the need and problem in the same way that the worker does. The worker asks what is the problem? Why does the problem exist? The situation in which the problem takes place and the seriousness of the problems are discussed. Necessary clarification and modification occur to see if agreement can be reached. With at least some beginning agreement about the nature of the need and problem to be worked on, worker and client begin to explore together what might be causing the problem. The worker's preliminary assumptions are considered together with the client's thinking about the situation. The client is asked to give feedback on whether these assumptions might be valid. The worker shares with the client what might be happening in the situation. The worker uses his knowledge base to explain the situation and to identify the underlying factors related to the problem. Dealing with values is central to social case work practice. The social case worker must be concerned with both societal and personal values, with the client's and with her own. The worker also must function within the framework of social work values and ethics. The worker must be comfortable with discomfort as the search continues for congruence between believe and doing for resolution of conflict among values. This calls for tolerance and patience. When exploring causality, social workers look to the client's own behavior, the situation in which the client is functioning relative to the problems, and to environmental factors that may be contributing to the problem. Determination of desirability of continuation by worker and client—Worker and client discuss the kind of the worker also discusses with the client the kind of help available and the worker's recommendations. They discuss whether the agency and the worker are the appropriate source for help. Sometimes all a person needs is something to help formulate their problem or to design the steps to be taken to unblock need fulfillment. In such situation the client may decide not to continue. In other situations the client does not want to use the help offered, which the client can choose to refuse unless she is mandated to receive service. Sometimes the worker or agency may not be able to provide the service that is indicated. In which case the

AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 135 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 135 worker would refer the client to an appropriate source of help? If no appropriate help is available, the worker may consider some means of resource development for the clients help the client or for future clients. Selection of information to be sought—If the worker and client decide to continue to work together, the worker discuss with the client the information he needs a an order to more fully understand the problem and the situation. The client is asked to suggest people who may be of help. Family and friends are involved if this is appropriate. The worker may also begin to obtain information about resources that may be useful in the given situation. The context of the problem is given particular attention. Problems arise in a particular context and must be solved in that context. Without a thorough understanding of the relationship of the context to the problem and how the context would affect any plan and its implementation, information of vital importance may be missed. Collection of information—Once the necessary information is identified, worker and client carry out the tasks needed to collect the information. Wherever possible, the client is used as the primary source for the information. Sometimes clients do not realize the importance of a piece of information so the worker must take responsibility to explore the situation with the client. It is often advisable to collect similar information from several sources so the validity can be checked. Assessment of person in situation by worker and client—After gathering necessary information, the worker uses her knowledge base to consider the meaning of the information, She compares information from various sources, considers the influence of values and biases that may be at work, and develops an explanation of what seems to be client's view of the situation given this assimilated information. Adjustments are made based on any new information the client may provide. The worker and client again determine the desirability of working together. Determination of goals, outcomes, and constraints of any plan by worker and client—If the decision is to continue to work together, the worker and client discuss what the outcome of their work together should be. The worker shares his thinking about what might be accomplished together, based upon the worker's cognitive problem solving. They discuss what should be accomplished and how much time and energy both the worker and the client can give to working together on the problem. Any other constraints that may be at work are identified and

NSOU ? PGSW-II 136 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 136 PRINTTECH — 4th PROOF / 22.12.2021 discussed. Preliminary goals for the work together are developed. A preliminary contract is also developed. Determination of possible plans of action by worker and client—The worker and client now begin to discuss ways in which they may go about reaching the goals. The worker again shares responsibilities based on her use of the cognitive problem-solving process. The worker's knowledge of possible strategies and resources that might be available is most important at this stage. The worker discusses implementation of the use of the various suggested plans. It is also important to be sure the means of the plans relate to the goals to consider ends before means. Worker and client consider together what they know of the context of the problem and how each of the plans might work in that context. The client expresses reactions to and preferences for the various suggested plans. Synthesis and choice of plan including development of detail tasks, techniques—Together the worker and client now decide on how they are going to proceed in working on the problem at hand. They specify what is to be done, with whom, and by when. Goals are modified if necessary. Usually the final plan is a synthesis of the suggested plans of both the worker and the client. Contract between worker and client—When agreement is reached between the worker and client, a contract may be written or a verbal agreement made./ The worker should be sure that the client understands the various parts of the contract, what the client can expect of the worker, and the client's own responsibilities in this situation. The worker should also explore any negative feelings that the client may have about the contract before it is finalized. Implementation of plan—The worker and the client now can proceed to do what it is that have contracted to do together. The worker only does for the client what the client cannot do for himself. The worker gives the client help, support, and direction in carrying out his tasks. Evaluation by worker and client—Whenever it seems appropriate the worker and client stop to see how their plan is working out. Are expected changes happening? If not, whether there is a need to change the plan or the contract? Are the goals feasible or appropriate? This evaluation is particularly important when the tasks laid out in the contract have been accomplished. In that case, the focus is on whether the goals have been reached.

AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 137 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 137 Return to appropriate step or termination—If the goals have been reached, it is time to move to the termination phase, unless there is some agreement that there are other problems to be worked on. If other problems remain, the process begins anew. If the goals have not been reached, consideration needs to be given as to why they have not been reached. The worker and the client determine together whether to return to some earlier step or to terminate at this point. 5.11 Termination The final stage of the case work process is termination, or the ending stage. Although ending the process is often slighted, it is nevertheless an important aspect of the social work endeavour. Termination is planned from the beginning of the work together of worker and client. A social work relationship that focuses on meeting the needs of the client terminates when those needs are met. The time line that is a part of the plan of action specifies the anticipated time for termination. The termination work can enhance the client's social functioning. It can also add to the understanding developed by both client and worker as they worked together. Any ending arouses feelings that may be strong. These feelings can be used as a means for growth, or they can be denied or suppressed, perhaps to arise and interfere with later social functioning. Handling a termination is an important skill for case workers to develop. Evaluation is closely related to termination. Evaluation takes place during the entire social work process, but it is an important aspect of any planned termination. In considering termination, two areas will be discussed : (a) the kinds of termination and the reasons for clients' and workers' terminating a helping relationship; (b) the content of the termination process-dealing with feelings, stabilizing change, and evaluating with clients. Termination is an aspect of social case work that is often given inadequate consideration. Endings are painful for workers as well as for clients. Workers sometimes make decisions about the desired goals of service that prolong the time of service beyond that which the client desires. This has resulted in many unplanned terminations. Many researches have shown that :

NSOU ? PGSW-II 138 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 138 PRINTTECH — 4th PROOF / 22.12.2021 ? Recipients of brief, time-limited treatment show at least as much durable improvement as recipients of long-term, open-ended treatment. ? Most of the improvement associated with long-term treatment occurs relatively soon after treatment has begun. ? Regardless of their intended length, most courses of treatment turn out to be relatively brief. In recent years an emphasis is given on short-term service. The service considers the client's desires and expectations in the planning to a greater extent than in long-term service. Plans are much more specific, with specific goals and time frame for reaching those goals. Goals are also measurable so it is much easier to know when the purpose of the service has been fulfilled, the goals met, and the contract fulfilled. The ending is more apt to be planned by the worker and the client rather than the client deciding that the worker's help is no longer needed. Termination can take place at any point in the process: when the goals set by the worker and client have been reached and the client feels comfortable in carrying out those goals without help from the worker; when clients feel that sufficient help has been given so they can meet the need or deal with the problem on their own; when it becomes apparent that no progress is being made or the potential for change is poor; or when a worker or an agency does not have the resources needed by the client or does not have the sanction of the agency to deliver the service needed. This last condition may result in a referral. Sometimes clients terminate because the systems upon which they are dependent are threatened by the possibility of change in the client and influence the client to terminate. If a worker is leaving an agency, termination activity results in transfer to another worker within an agency or referral to another agency for continued service. It may also result in a decision by the worker and the client to work on another goal or use another strategy in reaching an elusive goal and thus continue together with a new plan of action. Termination is an expectation discussed with clients from the beginning of the work together; it is planned for by the worker and the client together. When a worker senses that the client is not using the help being offered, or when the client is missing appointments or in other ways is indicating that termination may be advisable. It is

AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 139 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 139 time to discuss possibility of termination. This is done to maximize the benefit that can come from a planned termination and to minimize feelings of anger and guilt that might interfere with seeking help in future. When the worker-client relationship is being terminated because the worker is ending employment or is being transferred to a new position, special consideration should be given to the client's feelings. In some cases this is also a good time for the client to terminate with the agency as well. At other times, the decision is to transfer the client to a new worker. The client may be angry because the worker is breaking a contract. The client may be feeling deserted or may have a reawakening of old feelings about previous separations. The worker may be experiencing feelings of guilt about leaving the client and breaking the contract. The worker also may be absorbed in plans for a new job or in the demands of a new situation. When a worker finds it necessary to engage in the termination process with a client because of his own plans to leave his current position, it is important to bring the client's feelings into open, however painful. Sometimes clients can also deal with previous painful separations through this. The worker should be prepared to accept the client's anger, and resentment and, whenever possible, should also help the client accept the new worker. Often a useful technique is for the worker to introduce the client to the new worker and for all three persons to discuss the work that has been done and the possibilities for future work. In order for a case worker to be effective in terminating with clients, she needs to be aware of some blocks to effective termination that arise because of her feelings and attitudes. There may be a tendency for the worker to hang on to clients. This may arise because of a reluctance to terminate a relationship in which the worker has been getting some of her own needs met. The hanging on may be because of a need to control others. Other reasons for hanging on may be that the worker expects more of the client or the situation than is warranted or that the worker is ambitious and is seeking 'the perfect case'. Sometimes a worker wants to compensate for what the client may have lost in relationships or otherwise. Awareness of these feelings and a focus on the client's needs and goals can prevent these blocks to effective termination. Another factor of the termination phase is the nature of the worker-client relationship. Anytime a close working relationship develops, both the worker and the

NSOU ? PGSW-II 140 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 140 PRINTTECH — 4th PROOF / 22.12.2021 client are apt to have strong reactions to termination. Where this is the case, more time must be allowed for the termination process so that feelings of loss can be handled properly. It should not, however, be assumed that all clients view termination as loss; some, especially those mandated to service, may view termination with relief. Other clients view the work together as a necessary interlude in their lives but are pleased because they have gained understanding and coping skills so they can get on with the business of living without further help from the worker. If worker and client have developed the habit of consciously terminating each session together, they have developed a good base on which to develop the termination of work together. Summarizing each session-what has been done and what is to be done-should give the client a good sense of the process and how much time there is before the work is completed and termination takes place. Planning termination should avoid a surprise ending and the feelings of desertion that go with such ending. Evaluating at the end of each session should give the worker an understanding of the client's sense of the work together and allow for corrections so that unplanned or precipitous termination does not take place. What has been done in a small way at the end of each session can then be done in a more complete manner at the end of the work together. Components of termination Disengagement—Endings bring about a cessation of relationships. If relationships have been meaningful, feelings are aroused and should be dealt with. An unplanned termination leaves the client to deal with these feelings on her own, which often results in a sense of unfinished business. It is assumed that the client is aware that termination will take place when goals have been reached. Nevertheless, when faced with actual termination, the client and the worker should face the reality of their feelings. The next reaction to termination is usually a period of emotional reaction. Feelings or emotions may arise from fear of loss or fear of the unknown. There may be feelings of sadness or of grief over the impending loss; there may be anger. There may be an arousal of feelings associated with old wounds from previous disappointments and separations. There may be regression to old patterns of behavior. Regression may be a client's attempt to say that she is not ready for termination. At

AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 141 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 141 this stage it is important for the worker to accept the client's feelings and to help the client examine these feelings and the fears, anxieties, and past experiences that are the source of feelings. Acceptance and help in the examination of feelings enables a working through of the feelings. In a sense, the client is helped to go through a process of mourning and is enabled to disengage from the relationship in a helpful manner. Another means of dealing with disengagement is reminiscing about or reviving what has been done in the work together. Doing this can help clients see the positive aspects of the work together as well as help them to develop the understanding that growth often has pain associated with it. At this time, workers also should try and minimize any guilt the client may have about the work together. Clients sometimes regress when termination approaches; sometimes they also introduce new problems. The worker and client together need to examine why these new problems have been introduced and whether there is a valid reason for continuing the service with a focus on the new problems or whether the client can indeed work on these problems in other ways. The social case worker needs to develop skill in disengaging from relationships with clients. This needs to be done with consideration for, and sensitivity to, a client's feelings and needs. A useful technique for disengagement is to taper off involvement with the client as feelings are dealt with and other work of termination is completed. Appointments may be set further apart or more emphasis placed on what the client is to do for herself. The worker needs to develop self-awareness about his own reactions to separation and loss. If the worker has difficulty with these tasks, he is going to be less able to help the client deal with the tasks of separation. The worker may wonder how to react to the intense feelings of the client that may arise in the process of termination. These feelings may be related not only to loss or grief over loss but to dissatisfaction about what the worker and clients have been able to do together. Everyone tends to ignore or downplay that which is uncomfortable. If, because of their own discomfort, workers do not adequately reach for the client's feelings about termination and about their work together, they will fail to allow growth by the client in the management of feelings and in coping with life tasks. The work of disengagement then is reached not only to the particular social work situation but to past and future losses of the client and social worker. In helping the

NSOU ? PGSW-II 142 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 142 PRINTTECH — 4th PROOF / 22.12.2021 client disengage, the worker is sometimes helping the client deal with past losses and unresolved feelings about their losses. Also, the client is being provided with coping mechanisms for dealing with future loss, with understanding for dealing with grief and other experiences related to loss, which is, after all, a part of all human functioning. To bypass or minimize the disengagement process is to lose an opportunity for client growth. Stabilization of change—In helping a client deal with the feelings of termination and disengagement from the relationship, the client and the worker often review what has happened in the work together. This is also helpful in stabilizing the change that has taken place. It helps clients understand how they have grown and what has led to the growth. It also gives clients guidelines as to how future problems might be approached and dealt with. It gives clients the feeling that they have resources that can enable them to make it on their own and to know what those resources are. One way to work on stabilization of change is for the worker and the client to review what has happened as they worked together. The time together should be considered a part of the ongoing social functioning of the client. It should be seen as one step, an important step, of the growth that results in better coping with life tasks and in more adequate social functioning. This view implies there are other steps to be taken, not with the worker but through new relationships or in ongoing coping with life situations. Continued growth is one way of stabilizing the change that has taken place. Worker and client can discuss the next steps and how the client can go about taking these steps. They plan ways of obtaining needed supports and resources for the client to use in taking these steps. Stabilization can also be encouraged by discussing possible goals for future growth and resources that can be used to enable growth. This discussion can examine how change took place as the worker and client worked together. The problem solving processes that was used can be examined and the worker can maximize the client's understanding of this process. The worker can also make certain the client understands the dysfunctional patterns that caused the problem they have been working on. This is done so the client can spot potential problems at an earlier stage and attempt to bring about change before serious problems develop. Through the work of stabilizing the change, the worker gives the client realistic hope that the client can function without the worker's help. She attempts to establish

AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 143 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 143 within the client a sense of accomplishment and a sense of competence. The client's fears are recognized, examined, and suggestions are made about how to deal with them. The stabilization of the change is an important stage in growth and change. Without conscious efforts to carry out the tasks involved in the stabilization, the client's capacity to sustain the desired change may be lessened. Evaluation—Third component of termination is evaluation. Evaluation does not take place only at termination but is an important ongoing part of the social work endeavour. It is, however, a particularly important component of the termination phase. As the worker and client engage in evaluation during termination, the major focus is on the goal or goals set as a part of the plan of action and on the client's need or needs as identified in the assessment process. The major question to be answered is: Did we accomplish what we set out to do? If the goal was achieved and the need met, then what has been determined to be the purpose of the service has been accomplished. If the goal was met but the need remains troublesome, then the goal may not have been the right goal or other goals must be met as well. When considering the outcome of service, it is useful to look at outcomes, not only from a behavioural point of view but also from the perspective of the attitudes involved or changed and the knowledge gained. It is also useful to look at the process of reaching the goal and to identify what has been useful and which parts of the process were not useful or might have been carried out differently. Any spinoffs or unexpected consequences of the work together should be noted. This aspect of evaluation is useful for both worker and client. It helps the client better understand how to cope with future problems and how to meet personal needs. It helps the worker gain greater understanding of the helping process and of means for working with clients. The worker's openness to evaluating what has happened involves a certain amount of risk because the worker's mistakes and limitations may come to light. The client may be overly critical or display undue satisfaction, which may be one way the client expresses negative feelings related to termination. The worker needs to accept these feelings without becoming defensive and, with the client, carefully examine the

NSOU ? PGSW-II 144 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 144 PRINTTECH — 4th PROOF / 22.12.2021 negative feelings and sort out reality from feelings of abandonment or unrealistic dissatisfaction. Perhaps one of the reasons workers have not put sufficient emphasis on the termination process is that it is indeed a time for examining the performance of the worker. This is a threatening experience, but one that is essential for good social work practice. The social case work endeavour is terminated through the intermingled activities aimed at disengagement, stabilization of change, and evaluation. Through these activities the client is helped to deal with feelings so that they will not inhibit future social functioning, and the client is readied to continue to grow and to cope with activities of living and with the environment and its expectations. 5.12 Evaluation As an ongoing part of the social case work process, evaluation is the means for determining if the goals and objectives of the social case work endeavour are being reached. It also involves looking at the means being used to reach goals and objectives. Evaluation identifies unexpected outcomes, both negative and positive from the helping activity. Evaluation should be continuous, but it becomes particularly important as each step is completed. Evaluation should occur after assessment to see that all needed information has been collected and that appropriate conclusions about the meaning of the information and about the client in the situation have been drawn. After planning, there should be evaluation to determine if the plan is complete and feasible. After action has been carried out, evaluation should be used to determine if the desired goals have been reached. Evaluation is also an important part of the termination process. Evaluation, then, is finding out what is expected to happen is really happening. It looks at completed work and determines which methods and strategies worked and why. It is an opportunity to check with clients and significant others to see how it is going from their viewpoint. Evaluation of one's work is a professional obligation for every social worker, and should be a continuous process. Programmes and agencies are obligated to carry out, on an ongoing basis, evaluation of the mission, purpose, and goals of the agency and its programmes. Evaluation is necessary if social case worker and the agencies for which they work are to be accountable to clients, support sources, and the general public.

AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 145 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 145 Accountability—In recent years, much emphasis has been placed on accountability in the social welfare field. In its simplest form, Accountability is responsibility. However, the complexity of accountability begins to become apparent when one asks the question: Accountability to Whom? The social case worker is responsible to the client for upholding his part of any agreements or contracts and for providing the services agreed upon. The social worker is also responsible to the profession for upholding social work values and the Code of Ethics in delivering services. The social case worker is responsible to the agency that employs the worker for delivering the service within guidelines, programmes, and policies developed by the agency. The agency, in turn, is responsible to the persons who provide support and sanction to the agency. This latter responsibility adds considerable complexity to accountability. Those who support the agency are a nebulous mass of individuals (e.g. taxpayers) who have no universally accepted goal for the service. The goals that do exist are often not congruent with the goals set by workers and clients. Accountability is complex because of the multiple constituency of the social agency and because of the systematic nature of persons in situations. It is very difficult if not impossible to identify cause-and-effect relationships or all variable that may be operating in any situation. Thus, adequate hard data are elusive. The complexity of social service organizations further adds to the complexity of accountability. In all its complexity, accountability becomes an ambiguous concept. Accountability has two components—efficiency and effectiveness. Efficiency refers to the cost of service. Because of the nature of human services, the counting of numbers of clients, time spent with clients, or cost of service in dollars and cents is not a sufficient way of accounting for work. Social costs also must be considered. This would include such things as how the service is impacting on the client's capacity to parent, or function in the work force. It would include how the service is affecting the functioning of systems in the client's immediate environment, or how the quality of life of the client, significant others, and the community in general is being affected. Effectiveness relates to whether the service leads to the goals for which it was intended. Because of the complexity of the human situation and many individuals with differing goals concerned about agency programmes, it is difficult to measure effectiveness. If goals that are measurable have been included in plans of action, however, it is possible to determine if those goals have been reached in a particular service situation. If agencies have well-defined purposes and goals, then evaluation and accountability have a sound base upon which to be carried out. The

NSOU ? PGSW-II 146 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 146 PRINTTECH — 4th PROOF / 22.12.2021 identification of goals and the evaluation of the service are key factors in accountability. Evaluation is not only important as a part of the social case work process but necessary for agency functioning in the contemporary social and political sense. There are a number of specific reasons for evaluation : ? To find out how effectively a programme is meeting its goals. ? To obtain information that will help restructure a programme or manage it more effectively. Perhaps the evaluator wants to see if a particular component should be eliminated or replaced. ? To identify models for others to follow, or to test a theory or an approach to a problem. ? To find out what staff members need in order to direct their programme effectively. ? To find out how well the programme is working from the client's point of view, and how to make it more effective. ? To improve public relations and funding efforts. ? To meet the requirements of a funding source. Kinds of evaluation—Planning for evaluation when developing a plan of action is one way of assuring that the plan of action is carried out in a way that yields maximum information to the worker, the client, and the agency. If the information to be used in evaluation is identified before the action of the social work process begins, there is a better chance that such information will be available for use in evaluation. In order to effectively and efficiently plan for evaluation, an understanding of the various kinds of evaluation and some of the means for carrying out the evaluation process is useful. Evaluation serves many purposes and takes a variety of forms. In its most simplified form, it is a worker thinking about what has happened and why it happened. Summative evaluation is concerned with outcomes and effectiveness. Formative evaluation is concerned with looking at the process of the work, at how the work during the various steps in the service influenced the final outcome of the work. Both types are important in social case work process, and so the evaluation process should have a balance of both types. A second classification is qualitative versus quantitative evaluation. The contemporary service delivery system has been highly influenced organizational

AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 147 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 147 management trends and the use of a quantitative base for evaluation. Clinical practice has also been influenced by behavioural psychology and its emphasis on measuring behavior. The trend toward computerization of information and records also supports the push for quantitative data. However, most social case workers believe that not all information can be dealt with in a quantitative manner. They believe there is a qualitative factor in human functioning. While behavior can be measured, feelings and emotions cannot, and qualitative measures are a better mechanism for evaluating them. A third classification is that of clinical versus management evaluation. While this classification might be closely related to the quantitative-qualitative classification (management generally using quantitative data; clinical generally using qualitative data).Management evaluation is used to make internal staffing and programme decisions and to substantiate need for services and resources to support services. Clinical evaluation is limited to use by professional persons (worker and supervisor) and the client directly involved in the situation being evaluated. Hard line evaluation focuses on aims and objectives set before the implementation of programmes. Some degree of scientific objectivity is involved in this type of evaluation. Soft line evaluation is based on impressions and opinions. Each result yields quite different kinds of information. The worker needs to determine if hard line information will adequately provide for the evaluation needs and appropriately tell the necessary story. If not, then soft line information should be used either to tell the story or to supplement the hard line information. Each type of classification points out a different dimension of evaluation. Each evaluative effort can be classified along a continuum related to each of the four classifications. When choosing evaluating methods and techniques, it is important to consider the requirements of the situation being evaluated, keeping the possibilities of all four of the above classifications in mind, and to choose methods that provide for the requirements of that particular situation. Techniques for use in evaluating The process of evaluation makes use of the same methods and techniques as does assessment, such as looking at information collected about the work and determining what has happened in the social case work endeavour. The information may be gathered specifically for evaluative purpose or it may be information developed as part of the social case work process.

NSOU ? PGSW-II 148 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 148 PRINTTECH — 4th PROOF / 22.12.2021 There are, however, some special techniques used to facilitate the evaluative process. These include various kinds of recording and a variety of research techniques, related to recording and research is the use of computer, a new and growing influence on evaluation. When planning for evaluation, social workers should look at various methods and techniques for collecting the information and choose those that can provide the information needed in the most reliable and efficient manner. This requires the same kind of creative planning used in developing the plan of action. 5.13 Summary We learnt about the Systems & Role Theory and also understood about the various phases of Case Work Process. We also learnt about the various ways of Crisis Intervention. These learning will help us to enhance the problems solving process in case work. 5.14 Exercises 1. Discuss briefly about systems Theory. 2. What are the three types of diagnosis according to Perlman? Explain them. 3. Define treatment according to Hamilton. What are the principles of treatment? 4. What do we mean by Crisis Intervention? Discuss any two models of Crisis Intervention. 5. Explain the term Accountability and discuss about its two components. 5.15 References 1.

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AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 149 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 149 Unit 6 ? Tools of Social Case Work Structure 6.0 Objective 6.1 Introduction 6.2 Tools of Social Case Work 6.2.1 Skill of an interviewer 6.3 Summary 6.4 Exercises 6.5 References 6.0 Objective The learners will get an orientation about the various tools of social case work which they would require while carrying out social work in the field. These tools enables the professionals to work in a much more efficient manner. 6.1 Introduction To carry out Social Case Work with lot of professionalism, one must adopt correct tools to deeply understand the clients situation and note down every single details which may be used for reference later. Let us know about it. 6.2 Tools of Social Case Work Home visit—The importance of family has been well recognized by the personnel in social work, especially those in the mental health field. Study of the emotional, social and physical aspects of family life is necessary to plan the treatment effectively. It is also very important to gather sufficient details of information so that our prediction has less chance of being based on hunches or prejudices, and this is achieved easily and effectively through home visits.

NSOU ? PGSW-II 150 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 150 PRINTTECH — 4th PROOF / 22.12.2021 Home visits aim at therapeutic, sustaining and preventive measures as well. It is also recommended that home visits should be used for diagnostic purposes, as well as for treatment and supervision of long-term patients in their own homes.

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By making home visits one sees the environment in which the patient lives, observes family and other relevant social interactions at first hand and develops a fuller diagnostic understanding of the patient for appropriate treatment planning. Home visit has thus become an

effective tool in total intervention programme. Active listening—It is a concept developed by Rogers (1966) in his 'client- centered therapy'. In active listening, we listen to what the person is saying, both the content and feelings expressed and we verbally acknowledge that we are hearing him. Our primary purpose is not to check out to see if we have received the intended message but rather to let him know that we are listening to and understanding what he is expressing. In active listening, we only rephrase the statements of the sender. We do not evaluate, give our own opinion, advice, or interpret. We continue active listening until the speaker indicates either verbally or non-verbally that he has stopped speaking for the time being. Active listening lets the sender know what I am hearing and that I am accepting his message and he is also encouraged to say more and more and to share his feelings. As he continues to talk and feel accepted and comfortable, he moves away from presenting problem to his deeper feelings. He becomes more aware of and gains new insights into his behavior and feelings. Active listening cannot be applied equally to all situations. For instance, if someone requests information about the location of a place etc., he probably will not appreciate if the response is like "you would really like to know where this place is?" It is up to the receiver to decide from verbal or non-verbal cues whether the person wants to pursue the subject or not. In a nutshell, we can be effective in communication when we learn and practice to (1) repeat the message, (2) use more than one channel, (3) specify and complete the messages, (4) own responsibility for our feelings, and (5) be congruent in our verbal and non-verbal communications. In all the helping professions, much of what we do is based on our ability to communicate effectively. An understanding of the basic premises of human communication and some of the common errors in sending or receiving of message is essential. Hopefully, through increasing our awareness of

AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 151 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 151 ourselves, and of how we affect others, and by developing skills in interpreting what another is expressing to us, we can enhance our capacity to communicate in both our professional and day-to-day life. Observation-Observation is a method that employs vision as its means of information collection. It implies the use of eyes rather than of ears and the voice. It is accurate watching and noting of phenomena as they occur with regard to the cause and effect of mutual relations. It is watching other persons' behavior as it actually happens without controlling it. For example, watching bonded labours' life, or treatment of widows and their drudgery at home provides graphic description of their social life and sufferings. Observation is also defined as "a planned methodical watching that involves constraints to improve accuracy". Lindzey Gardener (1975) has defined it as "selection, provocation, recording and encoding of that set of behavior and settings concerning organisms 'in situ' (naturalistic settings or familiar surroundings) which are consistent with empirical aims". In this definition, selection means that there is a focus in observation and also editing before, during and after the observations are made. Provocation means that though observers do not destroy natural settings but they can make subtle changes in natural settings which increase clarity. Recording means that the observed incidents/events are recorded for subsequent analysis. Encoding involves simplification of records. Relationship—How relationship can and should be used to help persons with problem has been a serious concern of not only social work but of other professions too like that of psychiatry, psychology etc.

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Social work always recognized the importance of human interaction and attempted to use relationship in a conscious and deliberate manner to benefit the people it worked with.

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Social work literature is full of description of relationship from various angles only because of its great importance in a helping process. Richmond (1917), in her earliest work, has pleaded for an intensive study and use of social relationship in social casework. Social caseworker's focus should be on "skill in discovering the social relationships by which a given personality has been defined; an ability to get at the central core of the difficulty in these relationships; and power to utilize the direct action of mind upon mind in their adjustment. None can deny the utility and importance of human relationship in promoting change and development. When relationship is established and used by a social

NSOU ? PGSW-II 152 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 152 PRINTTECH — 4th PROOF / 22.12.2021 worker consciously, purposefully and deliberately to help clients, it is called a

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professional relationship. It is characterized by "conscious purposiveness growing out of the knowledge of what must go into achieving its goal" (Perlman,1957).

In fact, relationship is the channel of entire casework process. It is the medium through which knowledge of human nature and social interaction are used, and through which, they are given the opportunity to make choices, both about receiving and using the help. Thus,

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one finds that relationship is the basis of all help.

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Professional relationship is formed with a particular purpose and it terminates once that purpose is served. This is in addition to the normative purpose of all professional relationship. i.e.,

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change in, or development of, human beings leading to a "personally satisfying and socially useful life". It is the individualized purpose which is unique to every relationship and is set to be achieved in each case. This purpose sets and determines how persons in the professional relationship will behave towards one another.

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The conscious, purposive and deliberate efforts to develop a helping relationship

contained element of : ?

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Purpose and concern for the client system; ? Expectations; ? Empathy and clear communication; ? Genuineness and acceptance; and ? authority

Interview—The interview is a primary tool of the case workers.

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It is the structure for operationalizing the interaction between a worker and a client.

Each social worker develops her own interviewing style. Interviewing is an art and skill, and learning how to interview is learned by doing it. Some guides to interviewing can be helpful to the person learning to interview. These guides include preparing for interview, the stages of interview, and skills used by the worker during the interview. Each interview should have a specific purpose or goal. Generally, this purpose may be to obtain the information needed for carrying out some task or function, or to work together to meet a client's need or solve a client's problems. The purpose of a specific interview will depend upon the stage of work together, the agency function

AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 153 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 153 and the method of service, and the client's needs and/or the nature of the problem or problems to be solved. In addition to purpose, several types of variables, listed below, affect the nature of the interview. 1. How the interview is initiated- Is it voluntary activity on the part of the client? Is it a formal, planned, regular interview or a walk-in request of the client? Or is it a life-space contact (one that takes place in the process of the client's daily activities)?. 2. Where the interview takes place- Does the interview take place in an office, at home, at hospital room, or some other setting? 3. The experience of the worker and client with each other- How this worker and this client had previous contact with each other? Is this encountering a part of a time-limited or long-term plan? Each interview will be

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MATCHING BLOCK 367/544

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different. The worker needs to be flexible in structuring and guiding the interview, depending on the interview's purpose and the needs of the client. It should be carried out in a manner that encourages interaction and relationship. In preparing for any interview the worker has three tasks : ? Planning the environment for the interview ? Planning the content of the interview ? Tuning In The worker thinks about the physical conditions of the interview. For an example, if the interview takes place in an office,

the worker arranges the office so as to encourage the work together. This can be done by giving some thought to the placement of desk and chairs. An office that is comfortable and does not have too many distracting features is ideal.

93%

MATCHING BLOCK 368/544

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In planning for the content of the interview, the worker will recall the goal and the purpose of the service and will identify the goal for this particular interview. The

tasks to be accomplished will be considered. Any additional knowledge or information needed will be obtained.

58%

MATCHING BLOCK 369/544

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The worker might review notes about the previous interview if there has been one. The structure of the interview and questions to be asked will be considered. This planning is done to give form and focus to the interview, but the worker

is prepared to be flexible and make changes if the client has unanticipated needs.

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In tuning, the worker first tries to anticipate the client's needs and feelings in the interview and

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MATCHING BLOCK 372/544

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think about his own response to those feelings and needs. The worker tries to become aware of his own feelings and attitudes that might interfere with effective communication.

Such awareness should minimize the impact of these feelings and attitudes on the interview. The worker also needs to prepare to help by dealing with personal needs and any work-related attitudes that might interfere with the

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MATCHING BLOCK 373/544

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work of the interview. All interviews have three stages : ? Beginning stage ? Middle stage ? Ending stage The beginning stage starts when the worker greets the client

by name and does whatever seems in order to make the client comfortable. The worker tries to reduce any tensions and discuss any hostilities that may exist and reaches out to the client to help him or her become an active participant in the interview. This can be done by asking the client to share any significant events since the last session.

83%

MATCHING BLOCK 374/544

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During the beginning stage, the worker will define the purpose of the interview or recall plans made in a previous session.

The client is given an opportunity to discuss this purpose and any special needs he might have at this time. The worker reaches for the client's feelings about the work to be done and accepts the client's sense of purpose and need by modifying

42%

MATCHING BLOCK 375/544

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the purpose and plan of the interview if necessary. When the worker senses that the client is ready to proceed to the work to be done, the worker

changes the focus of the interview. The worker may have to demand this work. The middle stage has then begun. The content of this phase depends on the task at hand.

76%

MATCHING BLOCK 376/544

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The worker needs to maintain proper timing attuned to the client's pace of work, to refocus content strays from the task, or to negotiate the purpose if that is indicated. The worker also should monitor the communication for its effectiveness.

In bringing the interview for an ending stage,

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MATCHING BLOCK 377/544

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the worker summarizes what has happened during the interview and how it fits into the service being offered. The

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worker and the client together plan the next steps, which will include work to be done by each before the next interview

and the purpose, goal, time, and place of the next interview. If this is a single interview or a final interview, the client is helped to say good-bye and given permission to come again if other needs or problems develop. 6.2.1 Skills of an interviewer An interviewer needs several skills such as : Observation skills—Clients give information and express feeling in nonverbal, behavioural ways. They also provide information and express feeling in the way in which other information is given and discussed.

81%

MATCHING BLOCK 379/544

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Sensitivity to this nonverbal material is useful for tuning into where the client really is in relation to the material being discussed, for checking the validity of the client's verbal expression, and for feedback

purposes. Workers should observe the following : 1. Body language— What is the client communicating by the way he or she sits, by behavior such as thumping on the desk with the fingers, by facial expression?. 2.

95%

MATCHING BLOCK 380/544

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Shifts in conversation— These shifts, particularly when always related to similar topics, can indicate that a particular topic is painful, or something the client does not want to discuss. 3. Association of ideas- Observing which ideas the client seems to associate with which other ideas can often give the worker an indication of unspoken feelings. 4. Recurrent references- When the client continues to bring up a subject, it indicates that it is a subject of importance to the client or one

with which the client would like help. 5. The

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MATCHING BLOCK 381/544

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content of opening and closing sentences— These sentences tend to contain particularly significant material. They also may give clues about

the client's attitudes toward self and the environment. 6. Inconsistencies

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MATCHING BLOCK 382/544

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or gaps— When these are present, it is an indication either that the material being discussed is threatening to the client or that the client is unwilling to openly share in this area.

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MATCHING BLOCK 383/544

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Points of stress— In cross-cultural systems, stress and conflict may indicate areas of inadequate knowledge about cultural aspects of the client's functioning. This may also indicate misunderstanding on the part of the client or areas of client's biasness or prejudice.

Listening skills—Of vital importance in any interview situation is listening- listening to what the client has to say and how the client responds to questions and responses. Beginning workers often place primary emphasis on the questions to be asked and on what they say. Good questioning does enable clients to provide necessary information, to consider alternatives, to work on the problem at hand. However, if the worker's listening skills are deficient; the full value of the interview will not be realized.

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MATCHING BLOCK 384/544

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Active listening-being with the client in her struggle to deal with difficulties and problems-is

the appropriate response at many points in the interview. Another reason to develop listening skills is because social workers are often in communication with persons whose language expression is somewhat different from their own. In listening, it is important to try to understand what the words mean to the client.

94%

MATCHING BLOCK 385/544

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Listening reflects an attitude of openness and acceptance, and it involves a sense of timing that allows the worker to focus on the client and what is being said

and

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MATCHING BLOCK 386/544

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does not shut off the communication by premature evaluation or advice. Questioning skills-

A first category of questions includes open and close ended questions. A close- ended question calls for a specific answer. An example would be: "What is your age?". These are used to gain factual information. An open- ended question is one that enables the client to define, discuss, or answer the question in any way they choose. An example would be: "What do you think is the reason why your child is not going to school?" The open-ended question allows expression of feeling and gives the worker the client's perception of the subject at hand.

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MATCHING BLOCK 387/544

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There are leading and responding questions. A leading question is used when it is desirable for a client to continue to explore the subject at hand. An example would be: "You have tried to cope with this problem, haven't you?" A responding question follows the lead of the client's response. An

example would be when a client has been discussing how he has tried to cope with a problem and the worker responds: "Tell me more about how you went about helping your child".

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In an answer-and-agree question, the client is expected to answer in such a way as to agree with the worker.

An example would be: "you are feeling much better today, aren't you?" This is usually not a good form of questioning to use because it blocks discussion and imposes the worker's ideas on the client. With most clients, it is better to ask questions so they contain single, rather than several ideas. A question with a number of ideas might be used when the worker is attempting to help the client recognize connection between the ideas. Questioning is one of the means used by a case worker to enhance relationships and communication. Focusing, Guiding and Interpreting Skills This group of skills comprises those used by the worker to enable the action system to accomplish the tasks necessary to reach the agreed upon objectives. It includes the capacity to paraphrase and summarize what has been said, to reflect feelings and ideas, to confront, and to elaborate. The effective use of these skills includes a sense of timing as to when to focus, when to interpret, and when to direct. Paraphrasing and summarizing often clarify what has been said. Clarification and elaboration enhance understanding. With understanding of issues and facts, the work can progress as a truly joint effort.

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MATCHING BLOCK 389/544

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It is worker's responsibility to direct the interview but not to control it. The worker

takes whatever material and expression of feeling is given by the client and,

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by focusing, guiding and directing, enables the process of the

work together to proceed toward the desired outcome. Climate-Setting Skills Three attributes have been identified as characteristics of interpersonal situations that seem to produce understanding, openness and honesty, which are enabling factors in the work of the action system. These three characteristics

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are empathy, genuineness, and non-possessive warmth. Empathy is the capacity to communicate to the client that the worker accepts and cares for the client.

Empathy communicates that at this point in time the client's welfare is to be considered before the worker's. Empathy is expressed by openly receiving and recognizing the feelings of the client, by accurately perceiving

NSOU ? PGSW-II 158 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 158 PRINTTECH — 4th PROOF / 22.12.2021 the client's messages, and by providing the client with concrete feedback about messages.

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Genuineness is the capacity of the worker to communicate to the client that the worker is trustworthy.

It is expressed by being willing to let the client know the worker as a person in ways that meet the client's need for such information. It also expresses congruence between the workers' verbal and non verbal messages. In addition, genuineness involves informing the client when the worker disagrees with the client and when the client's behavior and communication are inconsistent. This skill calls for honesty, but honesty communicated in a manner that is sensitive

75%

MATCHING BLOCK 399/544

SA SOCIAL CASE WORK SLM FOR ODL.pdf (D123772683)

to the client's feelings and concerns. Nonpossessive warmth is the capacity to communicate to the client both a concern and a desire for an intimacy that allows the client to make decisions, to have feelings negative and positive, and to feel worthwhile.

It has qualities of nonblame, closeness, and nondefensiveness. A warmth that is nonpossessive is displayed through positive regard and respect for the client and through thoughtfulness and kindness as well as appreciation for, and pleasure at, the client's growth and well-being. Interviewing is just one form of communication. The skills used in the interview can also be used in the less formal social work interactions. They are the same skills that encourage relationships to form and to be used and maintained. In the social case work endeavour, in the one-to-one action system, it is the responsibility of the social worker to move toward the client so that relationships may form and a common ground for communication may be established. To do this the social worker must understand the client and be willing to work with the client in meeting the client's and in solving the client's social-functioning problems. 6.3 Summary The learners got an idea about the important tools of case works, like, Home visit, Active listening & Interviewing. To get an indepth knowledge about the client we must carefully adopt these tools and know all the minute detail about them.

AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 159 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 159 6.4 Exercises 1. What are the different tools of Social Case Work? 2. How interview can be conducted effectively? What skills an interviewer needs? 3. Discuss the skill needed by an Interviewer. 6.3 References 1. Miller, Lisa (2006); Counselling Skills for Social Work; Sage Publications, London. 2. Caplan, G. (1964); Principles of preventive Psychiatry, Basic Books, Inc., New York. 3. Aguilera, D.C. (1970); Crisis Intervention : Theory and Methodology, The C.V. Mosby Company, ST. Louis. 4. James, R.K. (2015); Crisis intervention strategies (6 th ed.). Thomson- Brooks/Cole.

NSOU ? PGSW-II 160 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 160 PRINTTECH — 4th PROOF / 22.12.2021 Unit 7 ? Techniques of Social Case Work Structure 7.1 Objective 7.2 Introduction 7.3 Main techniques of Case Work are the followings 7.4 Role played by the therapist/caseworker 7.5 Summary 7.6 Exercises 7.7 References 7.1 Objective The learners will get an idea about various techniques required while practicing social case work. They will be able to learn about the role of the case worker as a therapist. 7.2 Introduction Only by adopting good Techniques a Social Case Worker can augment the treatment procedure. Proper Referral, Advocacy, Counselling are some of the major techniques that a Case Workers may adopt to solve any problem. Let us now discuss these techniques elaborately. 7.3 Main techniques of Case Work are the followings 1. Referral—Sometimes, before termination, cases are referred to another caseworker or therapist like group worker in the same or to other agency for some important reasons. This is a process by which client is enabled to become aware of other services and use them. In referral,

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the helping process does not end but it is the contact with a particular

caseworker which terminates. The client starts a new helping relationship with another therapist.

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Referral is done for various considerations: (1) when a different type of

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worker/therapy is required to achieve the finally formulated goals of treatment, and (2) when the worker and the client find it difficult to move to or assume new responsibility. The case may be referred to some other agency if, at some point, it

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decided that the client cannot be helped in this agency for some

reason, like lack of required services, etc.

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Referral involves preparation of a referral note which gives a very brief summary of the problem and the efforts undertaken to solve the problem along with psycho-social diagnosis. Preparation for referral should be done in the way preparation for termination is undertaken though referral stage is not the final stage. Preparation involves (1) explaining reasons

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referral, (2) talking of the positive and negative feelings involved in referral process, (3) tackling separation anxiety in one or two sessions, (4) handling the questions factually, and (5) preparing the client for new contact. 2.

Summarizing—A preferred technique is to summarize briefly major issues or conclusions at the end of a client-caseworker interview. This serves as a review for interviewer and client (s), as a method of clarifying misunderstood points and as a place from where to begin the next interview. In terminating a series of contacts, summarizing is a tool to assess movement, growth and change. As such, it serves as a source of hope for the future. The client and the therapist should discuss the possibility of renewed contacts in the future if it should become necessary. This is important so that the client does not feel completely alone and if it becomes necessary, can re-initiate contacts without losing face. 3. Generalization—This technique is used to minimize guilt or anxiety feelings in the client by generalizing the nature of events or reactions; for example, one can say, "every child masturbates during adolescent period; we all feel the same way in the situation you are passing through". In effect it tells the client that his feelings and reactions are universal and normal to the situation, therefore, he need not feel guilty or anxious about these events and/or reactions. 4. Partialization—In the initial phase of case work practice one may try to focus on only one aspect of the total problem instead of tackling the whole problem. i.e., focusing on only one part of the problem. In choosing one part NSOU ? PGSW-II 162 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 162 PRINTTECH — 4th PROOF / 22.12.2021 of the problem, one should be careful to see that the part problem chosen is of immediate importance to him and can be solved with the available resources in the shortest possible time. Once his immediate worries are tackled, it

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SA Social Case Work Block 1.pdf (D164874043)

will strengthen the relationship between the worker and client and increase the client'

s respect for the worker. 5.

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MATCHING BLOCK 401/544

SA 470E1120-Social Work Practices with Individual ... (D165249726)

Ventilation—The process of ventilation is the process of helping the client to air his feelings freely and to provide him with an atmosphere which makes free expression of the feelings easier. It frees the individual from fears, guilt feelings, and brings to light the hidden attitudes. The more intense the feelings, the better result through this process. This is usually used when the client is more tense or eager to come out with his inner feelings. This

ventilation process is also often called catharsis with minor differences.

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SA 470E1120-Social Work Practices with Individual ... (D165249726)

This technique may be used in certain unpleasant situations which might have arises in between the interviews. Ventilation is not only therapeutic but also diagnostic. The therapist should explore intently and stimulate the client, by questioning or commenting, to tell more about his situation and its various aspects. Only towards the end of session, the caseworker may use generalization and logical discussion to lesson his guilt. In the initial stages one should not minimize the anxiety lest he stops coming out with relevant materials necessary to help him. The caseworker may choose either to be totally passive or actively participating and directing. The client must feel that the worker is uncritical, tolerant and is listening to him. One should not permit ventilation when it is used as a defense mechanism to avoid further exploration. In such situations, it is better to divert his attention and help him to discuss the relevant matters concerning his problem. It should be avoided or used with caution in case of psychotics etc. Ventilation is used sometimes by the client to seek attention and sympathy from the worker or a gratification from talking freely about self. The caseworker should be conscious in all such situations and direct the interviews accordingly. 6.

Advocacy—It is an activity by an individual or group which aims to influence decisions within political, economic, and social systems and institutions. Advocacy can include many activities that a person or organization undertakes including media campaigns, public speaking, commissioning (often by lobby groups) is a form of advocacy where a direct approach is

AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 163 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 163 made to legislators on an issue which plays a significant role in modern politics. Advocacy in al, its forms seeks to ensure that people, particularly those who are most vulnerable in society, are able to- (1) have their voice heard on issues that are important to them, (2) defend and safeguard their rights, and (3) have their views and wishes genuinely considered when decisions are being made about their lives. Advocacy is a process of supporting and enabling people to— (1) express their views and concerns, (2) access information and services, (3) defend and promote their rights and responsibilities, and (4) explore choices and options. 7. Empathy—Empathetic communication involves the ability of the social caseworker to perceive accurately and sensitively the inner feelings of the client and to communicate his or her understanding of these feelings in language attuned to the client's experiencing of the moment. The first dimension of empathy, empathic recognition, is a precondition of the second dimension, demonstrating through accurate reflection of feelings that the caseworker comprehends the client's inner experiencing. Empathetic communication plays a vital role in nurturing and sustaining the helping relationship and in providing the vehicle through which the social caseworker becomes emotionally significant and influential in the client's life. In mandated circumstances in which involuntary clients are not seeking a helping relationship, conveying empathic understanding reduces the level of threat perceived by the client and mitigates his or her defensiveness, conveys interest and helpful intent, and creates an atmosphere conducive to behavior change. In addition, many clients live in environments that constrict resources and opportunities. Social worker's empathy with the social and economic context of problems is an important adjunct to empathy with personal experiencing. In responding to clients' feelings, social workers must avoid being misled by the conventional facades used to conceal emotions. As a consequence, the empathetic communicator responds to the feelings that underline such flippant messages as "Oh, no, it doesn't really matter" or "I don't need anyone" when the client is experiencing painful loneliness, or "I don't let anyone hurt me" when the client is finding rejection hard to bear. To enter the client's private world of practical experience, the social worker

NSOU ? PGSW-II 164 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 164 PRINTTECH — 4th PROOF / 22.12.2021 must also avoid making personal interpretations and judgments of the client's private logic and feelings that, in superficial contacts, might appear weak, foolish, or undesirable. Empathetic communication involves "stepping into the shoes of another", in the sense that the social worker attempts to perceive the client's world and experiences. When the client feels pressure from an involuntary referral, the empathetic social worker understands and is aware of that pressure and how it feels. At the same time, the social worker must remain outside of the client's world and avoid being overwhelmed by his or her fears, anger, joys, and hurts, even as the social worker deeply senses the meaning and significance of these feelings for the client. "Being with" the client means that the social worker focuses intensely on the client's affective state without losing perspective or taking on the emotions experienced by the client. 8. Limit-setting—This involves checking the behavior/activities of the client at a particular point because allowing him to act beyond that point will be detrimental to the client's interest. This can be achieved through use of authority or by shift of topics of discussion during the interview. Examples: "I think we have discussed this for long and now we will discuss...I don't think we can discuss this because...". 9. Reflection—People responds differently to their problems. They may express their feelings as fear, anger, anxiety or sadness about problems. E.g. depression may be expressed as short temper, irritable behavior, less interest in daily routine, inability to sleep, loss of weight and feeling of worthlessness and anxiety. Do not try to stop, let the person express his feelings, do not stop patient/ family members from crying. Do not take anger personally and try to stay calm. The case worker must recognize such feelings in a direct, unemotional way. The focus is kept on the emotions of the client and his/her subjective experiences in coping with the situation. Case worker reflects the contents and feeling of the other persons by responding back to the client and communicating a message though empathy, questioning or paraphrasing that conveys that case worker is listening and trying to understand case worker's circumstances.

AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 165 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 165 Reflecting is the process of paraphrasing and restating both the feelings and words of the speaker. The purposes of the reflecting are: ? To allow the speaker to 'hear' their own thoughts and to focus on what they say and feel. ? To encourage them to continue talking. ? To show the speaker that you are trying to perceive the world as they see it and that you are doing your best to understand his messages. Reflecting does not involve you asking questions, introducing a new topic or leading the conversation in another direction. Speakers are helped through reflecting as it not only allows them to feel understood, but it also gives them opportunity to focus their ideas. This in turn helps them to direct their thoughts and further encourages them to continue speaking. Two main techniques of reflecting are —(a) paraphrasing (already discussed) and (b) mirroring- it is a simple form of reflecting and involves repeating almost exactly what the speaker says. Mirroring should be short and simple. It is usually enough to just repeat key words or the last few words spoken. This shows you are trying to understand the speaker's terms of reference and acts as a prompt for him or her to continue. Be aware not to over mirror as this can become irritating and therefore a distraction from the message. Why you do it ? To show you understand how the person feels ? To reflect what you are observing rather than what you are hearing. ? To help the person evaluate their own feelings after hearing them expressed by someone else. How do you do it ? Listen to voice tone and watch for non-verbal cues that indicate feelings. ? Listen to what the person tells you about what they feel. ? State back your sense or hunch of what they are feeling. ? An active listener is already using aspects of this technique, but reflection requires taking even greater care in the following area. Regarding reflection restate what you believe the speaker has said to check for the accuracy of your understanding (e.g., "So you could not finish the assignment on

NSOU ? PGSW-II 166 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 166 PRINTTECH — 4th PROOF / 22.12.2021 time". "Then you think the time allotted was inadequate"). Even more importantly, reflect back the speaker's feelings as you have heard or inferred them (e.g., "You seem to feel anxious because you could not finish the assignment on time"). This interpretation of feelings is, of course, more tricky in that it often requires you to read between the lines, to infer feelings underlying what has been said (e.g., "You seem angry about the organization," rather than "So the department was recognized"). Thus you may want to use wording or voice tone make your inferences into questions, rather than statements (e.g., "So you feel anxious because you couldn't finish the assignment on time?" "Do you feel anxious because you could not finish the assignment on time?")

Guideline for reflecting ? Be natural. ? Restate what you have been told in simple terms. ? Listen for the basic message consider the content, feeling and meaning expressed by the speaker. ? Do not take the speaker's topic in a new direction. ? Always be non-directive and non-judgmental. ? Do not add to the speaker's meaning. ? Do not question the speaker unnecessarily. ? When restating, look for nonverbal as well as verbal cues that confirm or deny the accuracy of your paraphrasing. (Note that some speakers may pretend you have got it right because they feel unable to assert themselves and disagree with you).

10. Counselling—The traditional approach of defining the subject at the outset to help identify the scope of the field, while useful in a sense, may prove to be a stumbling block. Therefore, no attempt is made to define counselling at this stage, however from the point of view of social case work technique a working definition is given. 'Counselling', like the terms 'personality' and 'intelligence', has acquired different shades of meaning. This difficulty is due to the confusion between popular understanding of the term and technical and professional meanings of it. To counsel is to advise.

Individuals

AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 167 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 167 seek advice in a variety of situations. It is evident that from the earliest times man has turned to his fellow beings for advice, encouragement, sympathy, comfort and understanding. He has been able to survive his hostile and hazardous environment only because of the innate concern of his fellow beings for him. The goal of counselling is to help individuals overcome many of their future problems. In recent times, a rapid social change caused by industrialization and urbanization has led to varied and perplexing problems. For most people the pace of change is simply too fast and creates serious problems of adjustment. This means that counselling should start early in school continue in order to enable individuals to meet vocational and personal problems of adjustment in later life. Naturally, counselling has to minister to a variety of problems, such as educational, vocational, marital, parental and personal.

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MATCHING BLOCK 402/544

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Classification is the most important technique of counselling. It is a tool through

which

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the client becomes aware of certain attitudes. feelings, reality versus subjective concept and permits him to see himself and his environment in a more objective manner which allows better control of the himself

and

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of situations. Counseling may include the giving of information, explaining a regime and analyzing its issue, and analyzing the steps involved in a course of action. Counselling in

casework

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is provided to the clients under the following conditions : ? The individual is under a degree of tension, arising from incompatible personal desires or from the conflict of social and environmental demands with individual needs. The tension and stress so created are greater than the stress involved in expressing his feelings about his problems. ? The individual has some capacity to cope with life. He possesses adequate ability and stability to exercise some control over the elements of his situation. The circumstances with which he is faced are not so adverse or so unchangeable as to make it impossible for him to control or alter them. ? He is

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reasonably free from excessive instabilities, particularly of an organic nature. ? He possesses an adequate intelligence for coping with his life situations, with an intelligence rating of dull, normal or above.

NSOU ? PGSW-II 168 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 168 PRINTTECH — 4th PROOF / 22.12.2021 ? He is also

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able to express these tensions and conflicts either verbally or through other media. A conscious desire for help is advantageous, but not entirely necessary. ? He is reasonably independent either emotionally or spatially, of close family control. ?

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MATCHING BLOCK 408/544

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There is an opportunity for the individual to express his conflicting tensions in planned contacts with the counselor. ?

He is suitably aged-old enough to

94%

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deal somewhat independently with life, young enough to retain some elasticity of adjustment. In terms of chronological age this might mean roughly from ten to sixty. Similarities

and dissimilarities of casework and counselling : Similarities 1. Both have the same objective. 2. Both deals with same type of clients. 3. Both deals with the same type of problems. 4. The effectiveness of both depends on 'Relationship'. 5.

84%

MATCHING BLOCK 410/544

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Both believe in worth and dignity of the individual. 6. Both have common principles.

Dissimilarities a.

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MATCHING BLOCK 411/544

W

In counselling help is provided to the client without social service whereas the main base of help in social case work is social service. b. Agency is not essentially required in counselling but social case work is always practiced in an agency.

c. Counsellor is

88%

MATCHING BLOCK 412/544

W

self-dependent in his counselling but case work services are provided through agency.

d.

84%

MATCHING BLOCK 413/544

W

Social case work gives an emphasis on activity but in counselling the client is enabled to understand his problem. e. In counselling, an emphasis is laid on the problem, not the person concerned but in social casework the emphasis is basically on client and the type of service to be provided.

AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 169 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 169 f.

82%

MATCHING BLOCK 414/544

W

Concrete help is not provided in counselling. Counselor and client talk together on the problem but in social case work concrete service is rendered along with oral discussions. g. Counsellor is concerned most of the time with one type of problem as there are various counselling agencies but in case work client is studied and understood as a whole. 11.

88%

MATCHING BLOCK 416/544

SA

SOCIAL CASE WORK SLM FOR ODL.pdf (D123772683)

Exploration—It starts with questions about age etc. and proceeds to explore the

client's feeling and experiences with open-ended questions. If the worker is uncertain as to why the client is emphasizing a particular thing, or taking a question, or making a request, complaint, accusation, and so forth, it is wise to make further inquiry as to just what the client has in mind, and why it is important to him. Exploring through questioning and commenting is also useful when the worker wants clients to look in more depth at a certain subject.

93%

MATCHING BLOCK 417/544

SA SOCIAL CASE WORK SLM FOR ODL.pdf (D123772683)

This helps in collecting relevant data for diagnostic purposes and may lead the client to think various unexplored areas of the problem, thus helping him to have insight into the problem. 12.

Initialization—

96%

MATCHING BLOCK 418/544

SA 470E1120-Social Work Practices with Individual ... (D165249726)

We all have experienced anxiety whosoever we had to ask for help from persons unknown or formally known to us. Similarly, questions about self from unknown or formally known persons also create anxiety in us. Apart from this, when the client approaches the caseworkers, he is naturally suffering from some anxiety caused by his problems/non-fulfillment of his needs. The anxiety is tackled and the client's interest in solving his problem is sustained. Sustaining process becomes more useful when anxiety is greater as it quickly reduces his anxiety, makes him comfortable and thus builds his confidence in caseworker. Techniques used in sustaining process to maintain his/her current social functioning and interest in casework treatment are conveying acceptance, reassurance and encouragement.

Here , it is very important to talk about the technique of direct influence in case work : ?

100%

MATCHING BLOCK 419/544

SA 470E1120-Social Work Practices with Individual ... (D165249726)

Underlining : This involves approving or emphasizing a course of action, the client himself is contemplating upon. Here, the worker may use the sentences like, "I think this is realistic for you to...", "I think you are doing the right thing and the action should be taken as quickly as possible".

NSOU ? PGSW-II 170 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 170 PRINTTECH — 4th PROOF / 22.12.2021 ?

98%

MATCHING BLOCK 420/544

SA 470E1120-Social Work Practices with Individual ... (D165249726)

Suggestion : Herein a solution is raised in the client's mind by the worker and it is up to the client to accept or reject the idea. Since the worker is not emphatic on this suggestion; the client is free to reject the idea. For example, worker may say, "You can utilize this leisure time for painting or kitchen- garden etc". In case the client uses his leisure time for walking or playing, he is free to do so without any fear of criticism from the worker. ? Advice : This involves stating an opinion or taking a stand concerning certain issues which must be acted upon by the client in his own interest and which if not taken will be harmful to the client's interest. Physicians advice drugs which should be taken by the client if he wants to get cured.

98%

MATCHING BLOCK 421/544

SA 470E1120-Social Work Practices with Individual ... (D165249726)

Similarly, the caseworker advises actions which should be adopted by the client to solve the problems. ? Advocating : This is one step beyond the advice, i.e., putting certain urgency behind the advice offered. Advice is re-emphasized. It is offered in term of :it is essential and that would be very unwise not to do so". This is indicated when there is a chance of severe loss because of the client's ill-considered or impulsive action, or when enough time is not available for discussing consequences of the action being contemplated by the client. Such situations may be like a mentally disturbed person sticking to the home, a person likely to commit suicide, or running away from homes, etc. In all such situations, advocating becomes more useful because it saves the client from the big loss he may suffer because of his ill-considered action. However, no attempt should be made to create guilt in the client, when he fails, by telling him that "I told you so". ? Actual intervention : Herein the caseworker takes action to prevent the client from taking inadequately considered action or sees that he acts in a particular (the desirable) way. Examples are removing the patient to a hospital, placing the child in a hostel, etc. Use of these technique demands that the worker be fully convinced that the step is factually justified and necessary community resources and support are available. His action should be firm and polite without communicating any anxiety to the people around. Direct influence techniques should be avoided unless it is really justified and it should be, wherever possible, used in conjunction with the producers for development of understanding. To start with, most gentle form of influence should be used. The

AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 171 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 171

caseworker has to be very cautious and conscious of his own needs while suggesting and offering advice. 13.

Acceptance—Rogers (1961) attaches great importance to the principle of acceptance. The nature of a client-caseworker relationship is defined and set by this principle of the caseworker regarding the client unconditionally as a person of self-worth. Sometimes we have conditional acceptance which no social relationship can escape. The caseworker- client relationship is also a kind of social relationship and the parties, namely the caseworker and the client, may approach each other with different degrees of acceptance. This is not a healthy client-caseworker relationship. An ideal relationship is one in which acceptance is unconditional. Complete acceptance does not involve normative or judgmental attitudes. But it is deeply concerned with alleviating the misery of another person. A client-caseworker relationship reveals acceptance by words, gesture, posture and the client's as well as worker's experience of the feeling of being unconditionally liked, respected and understood. In this sense, acceptance is the essence of a client-caseworker relationship. 14. Confrontation—Herein the client is confronted with his own motor behavior, feelings, reactions etc. These are brought to his attention in its various aspects to help him to understand his own reactions to the situation/event/ person. This brings in insight necessary for effecting desirable change in his approach to deal with life situations. Examples: "You remember your eyes got red and your voice got raised when I... You remember you said 'No' when I requested you to see your hospitalized brother." 15. Role play—It refers to the spontaneous demonstration of the situation. It is a play enacted or character seen in real life consciously bringing out the feelings of the character brought into play. It is to uphold a particular phenomena or social issues through individual enactment. The purpose of the role playing are : ? Understand one-self and others. ? The role played by people in actual life. ? Examining personal attitude, feeling and behavior. ? Experimenting the new personal behavior. NSOU ? PGSW-II 172 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 172 PRINTTECH — 4th PROOF / 22.12.2021 ? Understanding the different aspects of a role and interaction between the roles. ? Asking the observers for their comments. ? Reflecting on and discussing the role play. Discovering insights and giving expression to them. ? Stopping the role play after 5-10 minutes or when the main points are over, ask for role players' own comments and experience. ? Briefly trying out the main roles. ? Intervening roles and their general characteristics. ? Selecting those who will be most effective in the roles. ? Choosing observers and briefing them as to what they should look for. ? Planning the role play and scenario in outline form by the main role players. ? Rehearsing and practicing for dealing with new situation. Discussing briefly the issue or problem or previous experience or relationship and deciding which are the important aspects to be included in the role play. ? Defining the purpose of a particular role play. ? Identifying roles and their general characteristics. 16. Modeling—Modeling is a technique in which a client's behavior is modified as a result of observing the appropriate and normal behavior of other people used as models. One may use modeling therapy for eliminating a child's fear of rabbits by making him observe that other children are playing with the rabbits without fear. Similarly, one's phobia of snakes may also be overcome through modeling therapy. Such patients may be made to observe both real and filmed incidents of people (models) and snakes in which people (models) may be seen approaching the snakes gradually with no signs of anxiety and fear. Modeling as a technique may also be used for learning more adaptable and desirable ways of personal and social adjustment. People may also be helped in the treatment of sexual dysfunctions by means of films or live models depicting practical techniques and normal sex behavior. 17. Reality therapy—RT is an approach to psychotherapy and counselling developed by Glasser (1960). RT differs from conventional psychiatry, AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 173 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 173 psychoanalysis and medical model schools of psychotherapy in that it focuses on what Glasser calls psychiatry's three Rs- realism, responsibility, and right-and-wrong, rather than symptoms of mental disorders. RT maintains that the individual is suffering from a socially universal human condition rather than a mental illness. It is in the unsuccessful attainment of basic needs that a person's behavior moves away from the norm. Since fulfilling essential needs is part of a person's present life, reality therapy does not concern itself with a client's past. Neither does this type of therapy deal with unconscious mental processes. In these ways reality therapy is very different from other forms of psychotherapy. The reality therapy approach to counselling and problem-solving focuses on the here-and-now actions of the client and the ability to create and choose a better future. Typically, clients seek to discover what they really want and how they are currently choosing to behave in order to achieve these goals. According to Glasser, the social component of psychological disorders has been highly overlooked in the rush to label the population as sick or mentally ill. Reality therapy attempts to separate the client from the behavior. Just because someone is experiencing distress resulting from a social problem does not make him sick; it just makes him out of sync with his psychological needs. 7.4 Role played by the therapist/caseworker Reality therapy seeks to treat patients who face difficulty in working out a relationship with others. So, the information of a connection of the patient with therapist is regarded as an important milestone at the start of the therapy. According to the therapists, bonding of the patients with their therapists is the most crucial dynamics that would facilitate the healing process. As soon as this bonding is stable, it can help to form a fulfilling connection outside the therapeutic environment. Patients receiving this kind of therapeutic treatment will learn various ways to strengthen relationships in the most suitable manner possible and that too in the absence of their therapists' safe relationship. Moreover, they will be able to use their newfound skills in their personal lives. Reality therapy says that when patients are able to use the skills, behaviours, actions and methods learned through the therapy in their personal lives, then they will

NSOU ? PGSW-II 174 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 174 PRINTTECH — 4th PROOF / 22.12.2021 be able to successfully work out external relationships as well. This will provide them with the satisfaction of leading a more fulfilling life. While traditional psycho-analysis and counselling often focus on past events, reality therapy and choice theory solutions lay in the present and the future. Practitioners of reality therapy may visit the past but never dwell on it. In reality therapy, the past is seen as the source of the client's wants and his or her ways of behaving, not as a cause. A client's "Quality World" is examined as to what this person wants in his life and it is realistic. Supposedly each person from birth has taken pictures or stored mental images that he wants in his Quality World. Also, each person strives to attain these things that have given pleasure in the past. Everyone's quality world is different, so naturally when people enter into a relationship their quality world most likely will not match up with their new partner. Principles used by the case worker while using reality therapy as a technique : ? Focus on the present and avoid discussing the past because all human problems are caused by unsatisfying present relationships. ? Understand the concept of total behavior, which means focus on what clients can directly act and think. ? Avoid discussing symptoms and complaints as much as possible since these are often the effective ways that clients choose to deal with unsatisfying relationships. ? Be patient and supportive but keep focusing on the source of the problem. ? Help them make specific, workable plans to reconnect with the people they need, and then follow through on what was planned by helping them evaluate their progress. Based on their experience, therapists may suggest plans, but should not give the message that there is only one plan. A plan is always open to revision or rejection by the client. ? Teach clients that legitimate or not, excuses stand directly in the way of their ability to make needed connections. ? Focus on specifics. Find out as soon as possible who clients are disconnected from and work to help them choose reconnecting behaviours. If they are completely disconnected, focus on helping them find a new connection.

AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 175 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 175 ? Remain non-judgmental and non-coercive, but encourage people to judge all they are doing by the Choice Theory Axiom. ? Avoid criticizing, blaming and/or complaining and help clients do the same. By doing this, they learn to avoid these extremely harmful external control behaviours that destroy relationships. ? Spend less time on what they cannot do directly such as changing their feelings and physiology. Feelings and physiology can be changed indirectly, but only if these is a change in the acting and thinking. 18. Family therapy—Family therapy has grown out of the realization that each member of a family is influenced by every other member. Usually, unhealthy intra familial relationships are responsible for the maladaptive abnormal behavior of a person. On the other hand, an abnormal person may prove a potent factor in turning the environment of family uncongenial and thus paving the way for making other members maladjusted and abnormal. A proper treatment procedure must care for the related factors in one's family along with his treatment. In order to bring about a desirable modification in the behavior of a person we have to take care of the interfamilial relationships within his or her family. If we attempt to change the person without changing the others in family, we may find family circumstances conspiring to keep him as he is. Family therapy is a challenging and promising approach. It helps the family members to discuss their attitudes with each other and acquire insight in the interfamilial relationship. It brings desirable changes in the whole family interaction, ensuring that changes in one person will not be counteracted by the behavior of others. This approach brings all or a large portion of the family under study and thus helps in maintaining the family's equilibrium and allows the family to work its adjustment problems as they occur. 19. Transference—It

94%

MATCHING BLOCK 423/544

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Social Work with Indiv and Groups Block 1.pdf (D164882170)

is the tendency in every human being to relate the emotions and attitudes that have developed during his growth to those people in his immediate environment.

The individual who brings to his object relationships his fantasized needs and who gives to the object fantasized qualities is manifesting the phenomenon of transference. This means that he

NSOU ? PGSW-II 176 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 176 PRINTTECH — 4th PROOF / 22.12.2021

100%

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Social Work with Indiv and Groups Block 1.pdf (D164882170)

is transferring to a real person feelings, attitudes, and fantasies which

come from his unconscious mind and which are residual of his infantile experiences and conflicts. A patient's transference to the analyst is only that part of the patient's reaction to the analyst which repeats the patient's reactions to a person who has, at some previous time, played an important role in the patient's life. When a patient recounts free associations, he soon speaks of events or fantasies of vital interest to himself, and when these are told, the listener is gradually invested with some of the emotions which accompany them. The patient gradually begins to feel that the sympathetic listener is loved or hated, a friend or an enemy, one who is nice to him or one who frustrates his needs and punishes him. The feelings toward the listener become more and more like those felt toward the specific people the patient is talking about, or, more exactly, those his unconscious "is talking about". This special case of object displacement during psycho-analysis is called transference. Transference in case work—Transference was introduced into social work parlance by Jessie Taft in 1924 who described it as "an emotional relationship to the client". Hamilton defines transference as a carrying over of irrational elements from other relationships, particularly in the past, displaced on to the social worker, reflecting unconscious motivation. All relationships are based on previous experiences with people, however, the psycho-analytic term 'transference' referring to specific irrational responses of the client to the worker, as though the worker was some person in client's previous experience, is frequently used to refer any positive or negative feelings of the client for the worker. In this sense, the therapeutic relationship would be viewed as a transference relationship, as opposed to a real relationship, thus permitting the worker to insulate himself or herself from any true reactions and personally meaningful interactions with the client. A simple example of transference would be that of a client who came from a home where his father was an arrogant and domineering person. As a man the client has never been able to get along with his boss or any other figure of authority. In the case work situation, he transfers to the case worker hostile feelings of the type he originally felt toward his father and accuses the case worker of the same arrogant treatment at the hands of his father.

AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 177 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 177 Types of transference—It is of two types—positive and negative. If the parents of the client have been friendly and helpful, even though imperfectly or unsuccessfully but with the child's (client) interest at heart, he

87%

MATCHING BLOCK 424/544

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will transfer a desire for help, friendship, guidance, emotional support and interest.

It is positive transference. If during client's early development the parents had not shown interest in him and were indifferent, then the client will transfer feeling of unfriendliness, suspicion and distrust. It is negative transference. If the transference is positive, help can be given more quickly and easily. When the transference is negative, then part of the work of the case worker is to help the client understand the origin of the negative feelings and work toward making them more positive. Use of transference—

88%

MATCHING BLOCK 425/544

W

There are three stages in dealing and using transference in social case work.

These stages are : 1.

91%

MATCHING BLOCK 426/544

W

Understanding the transference. 2. Utilizing the transference. 3. Interpreting the transference Understanding of the transference is essential for the worker as it helps to understand the behavior of the client and to recognize its significance in his development process. It also explains the present unconscious needs of the client. Understanding of the transference

gives an opportunity to the worker for the integration of factors i.e. the present behavior and problem, the environmental forces, the past experiences and earlier relationships.

72%

MATCHING BLOCK 427/544

W

Utilization of transference depends on the understanding of the social case work of the phenomena .It explains many cures or treatments of emotional disturbances by life situations and by fortunate relationship with other persons. The recognition of a transference need permits the establishment of a relationship between a case worker and a client which allows for the utilization of such techniques as suggestion, advice, counselling, and education. The interpretation of

the transference, that is,

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MATCHING BLOCK 429/544

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Social Work with Indiv and Groups Block 1.pdf (D164882170)

confronting the individual with the awareness that his behavior is the repetition of a specific unconscious

infantile constellation is definitely part of psycho-analytical therapy and requires the preparation of the individual by the careful analysis of his unconscious defenses.

NSOU ? PGSW-II 178 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 178 PRINTTECH — 4th PROOF / 22.12.2021 Use of Transference in Diagnosis The person, who comes for help, knows external factors of his problem and has little resistance discussing them. In such cases a positive reality relationship is sufficient for diagnosis. When the emotional factors are involved in the problem, the client will not like to disclose them easily and most of the time will avoid on that particular issue. In such cases transference becomes necessary because apart from the resistance due to personal reasons involved in the problem, he is not fully aware about his existence in him. Transference diminishes these resistances to some extent and thus helps him to talk more freely and friendly. It is transference which gives clues by which social case worker infers the nature of his underlying difficulties. It also gives an insight into the client's personality and helps in identifying his weaknesses as well as his strengths and ego functioning. On the basis of the understanding of the ego strength, social case worker prepares treatment plan for the client. Use of Transference Treatment In case work, transference is developed in terms of psycho-social interaction to reveal specific relationship and situations rather than being held within the worker- client focus as such. Transference is designed to free the patient sufficiently so that he may think and feel more realistically about his behavior and relationships, to support him in great feelings of adequacy and confidence, and to mobilize him to express his powers creatively in social situation.

94%

MATCHING BLOCK 432/544

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Social Work with Indiv and Groups Block 1.pdf (D164882170)

Transference promotes a feeling on the part of the client that his problem is being shared and case worker is genuinely interested in his welfare. This feeling of the client makes him easy, calm; less burdened with anxiety and opens the road for fruitful solution.

The feeling of sharing of the client is his identifications with the worker who develops transference. Thus the transference helps in treatment in a number of ways. ? The client feels relaxed. ? The client starts abandoning resistances. ? He perceives the problem situation more realistically. ? The mature ego strengths of the worker serve to reinforce the weak ego strengths of the client. AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 179 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 179 ? The worker, when he does not respond neurotically, helps the client to see and bear the reality. ? Identification with the worker gradually helps the client to strengthen his ego power and capacity for reality testing and problem solving. 20. Counter transference—Relationship is a two way process. Social case worker has also unconscious tendency to transfer out the client. As in the case of transference, these counter transference feelings, both positive and negative, are unconscious but operate with force. Therefore, it is

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MATCHING BLOCK 430/544

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the job of case worker to recognize his feelings and must control them. 21.

Clarification—This involves clarifying the reality as distinct and separate from fantasy. This seeks to correct distorted ideas that are unrealistic. This helps in developing awareness of unproductive repetitious behavior patterns and of the ego defenses operating in individual's such behavior patterns. Herein, the client is made aware of certain attitudes and feelings colouring his reality perception; once he is aware of it, he can see how his actions are against his own real interests. His awareness of his own attitudes and feelings helps him to see the situation objectively. He thus develops better control and takes decision according to his real needs and existing reality. Examples: How do you know that your father—in -law is angry with you? How can you say that college-going girls do not make good wives? Can you secure first division in the examination by studying for one hour daily only? 22. Interpretation—It is meaning (why) of the client's behavior in terms of the influence of his earlier experiences with parents and siblings on his current functioning. The current functioning is interpreted in terms of his experiences in childhood and he is made to realize that his own actions are against his own interest. Interpretation of the reaction of the client is done in terms of how (dynamic functioning) also, i.e., in terms of interaction between thinking and feeling, ego, id and superego, defense mechanisms and impulses etc. Examples: "Are you afraid of your boss because you were afraid of your father? Do you fulfill all the wishes of your wife irrespective of its cost because of your domineering sex urges". 23. Resource utilization— It is a very common technique of social caseworker which implies that all the resources available to the client, including

NSOU ? PGSW-II 180 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 180 PRINTTECH — 4th PROOF / 22.12.2021 interpersonal as well as community resources, are used to help the client and protect his legitimate interest. In this process, one can use the resources of friends, relatives, neighbours, public and private agencies, in addition to his own (client's) intelligence, psyche, education, talents etc., to help him to solve his problem and adjust to his environment. 24. Individualization—It is just opposite to generalization. Herein, the client is made to feel that the reactions/feelings are unique to the client and he should own responsibility for it if he is to solve his problem. This is required in those cases where the client avoids taking responsibility for his feelings/ reactions by generalizing it. One may say, for example, "I think, Mr.X, it you who feel like this. Others do not feel like this in such situations". 25. Paraphrasing— Paraphrasing has been regarded in professional literature as an influential reaction that greatly contributes to the process's progress. The counsellor rephrases the content of the client's message. This reaction encourages additional thoughts and new expressions which then aid the client in examining conflicts. Using paraphrasing during counselling also assists social case worker to clarify and brighten the client's expressions. ? Paraphrasing is rephrasing the main content of the client's message (usually in a shortened form) to clarify the essence of what he or she has just said. ? It is about stating thoughts from a different angle. ? It concentrates on immediate client statements. ? It is about taking what the client has said and repeating it back to them in one's own words BUT not necessarily using the same words. ? An accurate paraphrase would involve interchangeability of client's ideas. ? In summary, paraphrasing is simply just about condensing, capturing and stating in one's own words the important content message of what someone has just said. Paraphrasing is repetition of the jest of client's feelings by the counselor in their own words. For example, "You seem to be saying that you are afraid that your family is not going to take care of you". The clients might then agree with the interpretation. If not, the counselor can seek clarification by saying "will you please explain it with

AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 181 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 181 more details". Utilizing this technique, the case worker attempts to give feed back to the client; the essence or content of what the client has just said and clarifies understanding of the client's world. Clarification helps the client to come to understand themselves better. When you ask the client to explain something in more details or in a different way; by doing this clients not only explore their own feelings further, but will also feel that you are trying hard to understand their situation. In the process, case workers also tell the client about the scientific facts known to them. A paraphrase reflects the essence of the verbal content; it expresses the facts of the situation but pares away details. For instance, newscasters often repeat in their own words what people said during interviews. Each of you has observed the use of the paraphrase and has probably used paraphrasing, perhaps without noticing it. When you take notes in a class, you probably paraphrase the instructor's lecture. When you send a telegram, you condense the message into as few words as possible- again, a form of paraphrase. When to use paraphrase ????? When you have an hypothesis about what's going on with the client. ????? When the client is in a decision making conflict. ????? When the client has presented a lot of material and you feel confused. It is helpful for the case worker to repeat the client's preferred words especially if the client uses a particular word rather frequently. This is highly useful as it helps the client feel a higher degree of rapport with the social worker. Also, when a client shares a particular insight, parroting might help the insight to sink in further. The paraphrase has three main functions : Verification of perception—A paraphrase acts as a perception check. To verify that you have understood what the other person has said. This is especially helpful if you are confused, or if you feel you may be identifying too closely with the person's situation. If you have heard correctly, the client may respond to your paraphrase by saying "Yes", "That's it", or "Right". Clarification—It may clarify what the person has said, especially if you pick up trends, set up dichotomies, or list priorities. As an active listener with some objectivity, you may see these trends and priorities more clearly than the speaker.

NSOU ? PGSW-II 182 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 182 PRINTTECH — 4th PROOF / 22.12.2021 Demonstration of accurate empathy—A good paraphrase can demonstrate that you have what Carl Rogers called accurate empathy. Accurate empathy is a non- judgmental reflection of another person's world view; it is "walking a mile in another's shoes". It is important that a paraphrase be brief. It should almost always be shorter than what was originally said. Standard openings for a paraphrase are: "In other words," or "So I hear you saying— —". Key points to remember while paraphrasing 1. When restating in your own words bear in mind that you have to show a manner where the content and meaning of what has been said remains the same without any change. In other words, the social worker should not add or alter the meaning of the client's statement. 2. Also, such rephrasing statements should be void of judgment. 3. In addition, paraphrasing statements should be presented without an attempt to problem-solving. 4. Always check the accuracy of your paraphrasing with your client through phrases such as "Is that right?" 5. A tip for helping students who have difficulties in paraphrasing would be to slow down the pace of the helping relationship so that they would have more time to think. 6. During this time, social workers should try to recall the key message and attend to it. Also, recall key points and try to reconstruct it you're your own words. Moreover, many people have this conception that paraphrasing is merely putting the other person's ideas in another way. However, effective paraphrasing comes from an attitude, a desire to know what the other person means. Hence, it is essential to communicate the meaning that their words convey to you. Social case workers should remember to state paraphrases in a tentative way so the clients can correct errors, confirm accuracy or provide more details. Also, a tentative paraphrase helps to pave the way for open discussions that might lead to deeper explorations. Examples of such tentative statements are "Correct me if I'm wrong, but I'm sensing... and "Would I be right to say that you feel...".

AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 183 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 183 In the beginning stage, paraphrasing is especially important as the social case worker is just starting to understand how the client feels and thinks. The client has an opportunity to know that the social worker has been listening to them, is with them and is interested in what he or she has to say. Thus, paraphrasing has a powerful and positive effect as the client in turn would release their defense guard and would share more without fear. Sharing more would lead to new understanding or insights for client with respect to their feelings and problems. Through paraphrasing, client can also have an idea if the social worker has understood what he or she has said. If he or she feels that they have yet to be accurately understood by the social worker, then this provides them a chance to try to make the message clearer or correct the inaccuracy. Help the client by simplifying, focusing and crystallizing what they said. On the other hand, if the paraphrase is accurate, it engages the client more and makes them open up more. It may encourage the client to elaborate more. Paraphrasing is useful for confirming understanding such as confirming the social worker's perceptions. It provides a check on the accuracy of counsellor's perceptions. Paraphrasing helps in the process of sorting out important from less important information. This helps the client to not only focus on the content of his or her message but also aid them in organizing their disjointed thoughts. Lastly, it helps to highlight content when attention to feelings is too early or self-defeating. A good paraphrase : ? Captures the essence of what the person said; leaves out the details. ? Conveys the same meaning but usually uses different words. ? Is briefer than what the person said. ? Is tentative. ? Is clear and concise. Steps in paraphrasing Client, a 40-year old woman : "How can I tell my husband I want a divorce? He'll think I'm crazy. I guess I'm just afraid to tell him " ? Recall the message and restate it to yourself covertly. ? Identify the content part of the message..

NSOU ? PGSW-II 184 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 184 PRINTTECH — 4th PROOF / 22.12.2021 ? Wants divorce, but has not told husband because he will think she is crazy. ? Select an appropriate beginning: e.g., "It should like", "You think", "I hear you saying". ? Translate the key content into your own words: Want a divorce= break off, split; e.g., "It sounds like you have not found a way to tell your husband you want to end the relationship because of his possible reaction. Is that right?" ? Confirm the accuracy of the paraphrase. How it is done Restate basic ideas and facts in your own words. Introduce your paraphrase with such comments as : So, if I understand you right, you are saying.... (repeat what they just said in your own words)... Do I have it right? Let me see if I get what you mean. You are suggesting that... Is that it? Ok, your point is that....Correct? Use your paraphrasing to separate factual content from feelings by saying something like : - The factual situation is... (repeat their facts)... and the way you feel about that is... (Emphatically describe how you think they feel). Is that right? Move toward problem solving. - Client : I lost my job at the start of the year. On top of that I had marital problems with my husband. My children just don't seem to respect me. - Social case worker : The message I get is that you have had a number of serious things going wrong this year. - Client : I know it does not help my depression to sit around at home or stay in bed all day. - Social case worker : It sounds like you know you should avoid staying in bed or sitting around all day to help your depression. 26. Reassurance—It is used to allay unrealistic anxiety, guilts and apprehensions and create a sense of security in the client. The strength of reassurance depends upon the confidence the client has in the worker. The way the worker conducts himself in the situation can itself be reassuring to the client.

AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 185 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 185 His fantasies/irrational thinking can be discussed to show their baselessness, thus making the client comfortable and secure. For example, in the interview for jobs, the worker can explain the whole situation and thus make him believe that he had equal chance to be selected along with others and that his apprehensions about the interview board are baseless. Reassurance should be given only when the facts justify it. To cite an example, one may assure an anxious patient to be operated that there is every likelihood of its being successful. If someone tells him that the operation is bound to be successful, he is taking risk as one can never be fully sure of the operation's success. Insecure persons may seek unconditional reassurance, which should be avoided for obvious reasons. 27. Encouragement—It is done through expressing confidence in the client's abilities, recognizing his achievements and expressing pleasure in his success as we do when someone gets distinction in the examination or wins a match. It is useful with children and adults lacking self-confidence or with persons in critical situation. Like any other technique, encouragement should also be based on facts and not on false premises. False encouragement is detrimental to the growth of individual. Examples are congratulating someone when successful in some competition, or when something has been achieved. 28. Explaining—This technique is used for helping the client to understand the situation or events in its various aspects with possible implications for the clients. The worker tries to put all the aspects of the situation/event in detail and in proper sequence to enable the client to have better intellectual understanding and appreciation of the situation/event. This helps him to take proper decision and allays his apprehensions and corrects misconception. Sometimes one may take the help of theoretical knowledge also. 29. Catharsis—A catharsis is an emotional discharge through which one can achieve a state of moral or spiritual renewal or achieve a state of liberation from anxiety and stress. Catharsis is a Greek word and it means cleansing. In literature it is used for the cleansing of emotions of the characters. It can also be any other radical change that leads to emotional rejuvenation of a person. This technique is often used by the caseworker to elicit all pent up

NSOU ? PGSW-II 186 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 186 PRINTTECH — 4th PROOF / 22.12.2021 feelings from the client which facilitate to realize many dimensions of the problem the client is encountering. 7.5 Summary We learnt that why it is important to adopt the techniques while solving any client's problems. While going through this unit we came across several Social Work techniques and also learnt about the role of the Case Worker as a therapist. We must try to use these techniques in right situation to get the best result. 7.6 Exercises 1. Write any four techniques of Social Work with examples from your field work placement. 2. What is paraphrasing? Enumerate its key points. 3. Write a brief note on study, diagnosis and treatment. 4. Enumerate the principles used by case worker while using reality therapy. 5. Discuss the Differences between counselling & Case Work. 7.7 References 1. Holis, Florence (1953); "The Techniques of Case work" in Principles and Techniques of social Case Work (ed.) Cora, Kasius, F.S.A.A. New York. 2.

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Hamilton, Gordon (1956); Theory and Practice of Social Case Work; Columbia University Press, New York. 3.

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AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 187 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 187 Unit 8 ? Skills and Attitudes of Case Worker Structure 8.0 Objective 8.1 Introduction 8.2 Attitudes of Case Worker 8.3 Summary 8.4 Exercise 8.5 References 8.0 Objective In this unit the learners would get an idea about the various kinds of skill and attitudes required by the professional social workers while working in different situations. 8.1 Introduction

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Skill is the capacity to perform a task or act in such a way that the objectives are realized effectively and within the shortest possible time. Skill development depends upon training, practice, experience and knowledge of human behavior.

Basically, there are four skills required for effective casework practice. a) Skill in relationship b) Skill in exploring problems in depth c) Skill in the use of the resources d) Skill in finding out alternative solutions It has been discussed earlier that casework treatment is carried through relationship between the client and caseworker. This needs creating an atmosphere of trust, confidence and mutual respect wherein the client feels comfortable to express himself and asks for help.

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Skill lies in showing respect, and genuine interest in the client and his problems, respecting his opinions and values, and involving him in every stage of finding solution of his problems.

NSOU ? PGSW-II 188 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 188 PRINTTECH — 4th PROOF / 22.12.2021 The caseworker ought to possess skills in probing the details and developmental sequence of the problem. Caseworker's ability to help the client to tell his story and to identify his real problem

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requires capacity to listen to, express interest and show respect to the

client's versions along with understanding of human behavior in different conditions, and of social conditions and human problems. Obviously, this requires capacity to empathize with the client. Very often, services and material resources are used as tools to help the client to solve

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Social Case Work Block 1.pdf (D164874043)

his problems. Therefore, caseworker needs capacity to tap all such resources either available in the friends circle or with the relatives or in the community of the client in general to help him.

Caseworker's

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SOCIAL CASE WORK SLM FOR ODL.pdf (D123772683)

skill lies in locating and using these resources for helping the client in such a way that it does not damage his self-image, especially in out Indian settings. After having established a congenial relationship, explored his problems and tapped the needed resources, it is extremely important to discuss the possible approaches to solve the problem in

greater detail and with full clarity. Alternative courses of action need to be thrashed out vividly and concretely in terms of its advantages, disadvantages, implications for everyone likely to be affected by this decision.

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SOCIAL CASE WORK SLM FOR ODL.pdf (D123772683)

Skill lies in helping the client to understand each alternative with its all implications and to decide for the best possible course of action in the situation.

The suggested actions have to be according to his capacity, status, resources and community norms. 8.2 Attitudes of Case Worker

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have roots in the democratic social system. These contain certain ideas which are valuable to anyone engaged in social case work practice. 1. Every man has inherent worth and dignity-This is a fundamental value of democracy, therefore, of social case work too. He or she is worthy caring for the simple reason that he

or

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she is an individual, a human being capable of contributing to the growth of the society. It is because of this attitude that social workers attend to every person's need without an consideration of class, caste or creed etc., and serve anyone and everyone without any discrimination. They recognize the fact that every member, whatever be his handicap, has worth; therefore, he deserves to be respected and he is a

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dignified member of the society like anyone of the society. He had to be respected so that he can get all possible help and facilities to live a socially productive and personally gratifying life. 2. From this it follows that individual has right to self-determination, taking decisions about all the matters related to self as long as it does not interfere with the rights of others. One is considered to be capable of taking decisions about one's own future and the helper is only to tell him the pros and cons of his decisions to enable him to choose his own future course of action. 3. Every individual is the primary concern of society, has potential for and the right to growth and it is the responsibility of the society to provide equal opportunities to everyone to actualize his self. 4. Every individual in turn, has to contribute to the society's development by assuming his social responsibility, discharging his functions honestly and acting properly and adequately in his social roles. 5. The individual and society in which one lives are interdependent. Neither the individual nor the society can be conceived of without each other. 6. Basic human needs to be met by services which are not contingent upon conformity either to moral behavior or to race, nationality, religion, caste, etc. 7.

Man

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480E1230-Social Work with Individuals (Final P ... (D165107502)

is a bio-psycho-social who is in constant interaction with his environment. Social functioning

is determined by this interaction. When the child is born, he is nothing but a mere organism capable of bare minimum psychosocial processes. Mother starts training the child. She teaches the baby either to suck the bottle or mother. The training continues. The child learns where and when to pass faces, what to eat, what to put on, etc. It goes on further. He learns the language, how to address mother, father, guests, seniors, etc. This process of learning goes on and he becomes a person by learning the social manners, social customs, morals, laws, etc. He, as a member of the society, tries to establish his place in his group-family, neighbourhood, village, etc. So, he does not remain a mere organism but becomes a person through the process of socialization. What he is today, is the product of interaction of the organism with psychological, social and geographical factors. And, the social functioning (how does he act in relation to self and others) is the result of the interaction of man, who is a product of biological (physical), psychological NSOU ? PGSW-II 190 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 190 PRINTTECH — 4th PROOF / 22.12.2021 (thinking, feeling, perception, learning, memory etc.) and social (membership of the group which has its own norms, values, customs and a certain style of living) factors, with the environmental factors like the human beings, the living bodies, the climate, the amenities of life and the natural surroundings, etc. 8.

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Every person is unique as well as similar to others. 9.

Man

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can grow and change limited only by his inherent capacities and potentials.

This attitude implies that there is no limit to growth and development of an individual except the one imposed by our genetic potentialities inherited by us. For example, we cannot make a person with an I.Q. of 50 compete with a person of 100 I.Q. This attitude helps us plan our environment realistically and reduces our constraints involved in the process of helping others. 10. Within certain limits, man can be understood and helped. Man is, as discussed earlier, a product of a very subtle and complicated interaction process between bio-psycho-social (including environmental factors). Under no circumstances any one can understand this process to the fullest extent. Nobody can remember all that has happened to him during his earlier parts of life. This becomes more evident when we find that one invariably forgets what has happened to him even during one day. This is the human limitation. Hence, naturally, one can study and understand a person within certain limits only and thus the help to be given to him will be limited by the understanding of the man in question and the availability of various resources. 11. All problems in social functioning are psycho-social in nature and most are interpersonal as well. Social casework, to start with was more concerned with socio-psychological problems. With the advancement in the field, social casework has been described as a psychological process also dealing with psycho-social problems as well. The fact is that no unit of our functioning in the society, say any act is either purely psychological or social. It may originate in 'psyche' and get expressed in social (psycho-social) or it may originate in 'social' and get expressed through psyche (socio-psychological). For example, I think to present a pen to my child and I give it. This is psychosocial in nature. Similarly, when I see my teacher, I bow down and greet him, which is termed as a socio-psychological act. However, in all the AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 191 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 191 acts, we see both social and well as psychological components. Thinking takes place in a social context, and the why I think, has been patterned by the society. Our ideas, beliefs and attitudes have been learnt from the society and its culture. All the problems caseworkers deal with are psycho-social in nature, i.e. they have psychological as well as social components. (Here, psycho-social is used in terms of psychological and social and not in terms of which precedes the other one). The causative factors of the problem may be either in the psyche or in the social circumstances or in their interaction. Many a time, these problems have interpersonal components as well. 8.3 Summary To get the most effective result, it is important that the Case Workers must acquire some basic skills so that a meaningful relationship is established with the client, and their problems are explored & resolved. The case worker must also adopt a democratic attitude & give appropriate dignity to the client. 8.4 Exercises 1. Briefly elaborate the necessary skills of social case worker. 11. What should be the ideal attitudes of case worker? 8.5

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NSOU ? PGSW-II 192 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 192 PRINTTECH — 4th PROOF / 22.12.2021 Unit 9 ? Theoretical approaches in

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Social Casework Structure 9.1 Objective 9.2 Introduction 9.3 Principles of Social Casework 9.4 Schools of Social Casework 9.5 Theories of Social Casework 9.6

Summary 9.7 Key Words 9.8 Exercises 9.9 Reference 9.1 Objective This unit will provide a good understanding about the principles of social case work. Also provide scope to learn about thoughts of school of various theories

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of social case work. 9.2 Introduction Social Casework, a primary method of social work is concerned with the adjustment and development of the individual towards more satisfying human relations. But his/her adjustment and development depend on the use of available resources by him and within him. Sometimes due to certain factors, internal or external he/she fails to avail existing facilities. In such situation social caseworker by using different resources; both material and human helps the client. But before applying different techniques to the client in solving his/her psycho-social problems, he/she is required to know the theoretical framework of social casework practice. There are certain principles of social casework practice and these principles are the guidelines to work with client. Those principles have also been discussed here.

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Diagnostic and functional schools of thought have been explained along with the difference between the two. Theories and models of working with the individuals have got its place in the present unit. 9.3 Principles of Social Casework Let us quickly once again revise the principles of social casework are applied in establishing close relationship between social caseworker and the client. Relationship is the medium through which changes are brought in the behaviour and personality of the client. The term relationship in social casework was used for the first time by Miss Virginia Robinson in her book, "A Changing Psychology in Social Case Work" in 1939. The social casework relationship is the dynamic interaction of attitudes and emotions between the social caseworker and the client with the purpose of helping the client to achieve a better adjustment between himself and his/her environment. Thus the purpose of establishing relationship is to help the client with his/her psycho- social needs and problems. The relationship between caseworker and client may be more strengthened by using certain principles. These principles are :

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

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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. 2) Principle of meaningful relationship The purpose of establishing relationship in social casework is to change the behaviour of the client or to achieve adjustment in maladjusted situation. Meaningful relationship is developed in social casework by demonstrating the interests in client. He/she is convinced of the caseworker's warmth as an individual and conveys respect and caring for him/her. In return, the caseworker helps the client to trust in his/her objectivity and feel secured as worthwhile individual. 3) 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. 4) 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. 5) Principle of expression of feelings Purposeful expression of feelings is the recognition of the client's need to express his/her feelings freely, especially his/her negative feelings. The caseworker listens purposefully, neither discouraging nor condemning the expression of those

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feelings. Sometimes he/ she even stimulate and encourage them when the expression is of therapeutic nature. 6) The Principle of controlled emotional involvement The social caseworker tries to understand the client's feelings and emotions but he/she himself/herself does not involved emotionally in his/her problems. 7) Principle of non-judgmental attitude The non-judgmental attitude is a quality of the casework relationship. The caseworker does not blame the client for his/her problem nor he assigns any responsibility for his/ her miseries. He/she only evaluates the attitudes, standards or action of the client. 8) Principle of client self-determination The client's self-determination is the practical recognition of the right and need of clients to freedom in making his/her own choices and decisions. But this right is limited by the client's capacity for positive and constructive decision making. 9) Principle of self-awareness It means that caseworker should know his/her own strengths and limitations in dealing with client's problems. If he/she feels that the problems of the client are beyond his/her capacity, the client should be transferred to the appropriate authority. 10) Principle of social functioning Social functioning means the functioning of the individual in his/her social roles and relationships, with emphasis on his/her relation to the environment. The caseworker tries to assess the roles of the client and his/her capacity to perform these roles. 11) Principle of tuning behaviour Man has body, mind and intellect as three instruments of experiences through which life constantly pulsates. These three instruments have their own distinct characteristics in each person. Hence each person has unique personality. There is need of tuning three instruments for right perception and thinking. The social caseworker does it. 12) Principle of social learning Social learning is a pre-requisite to the changes that are inevitably involved in problem solving. The social learning processes involves :

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Arousing and focusing attention and concern, (2) Organising and evaluating the problem and planning future action, (3) Searching for and acquiring new information, (4) Providing opportunities to the client for new experience. 13) Principle of confidentiality Confidentiality is the preservation of the secret information concerning the client, which is disclosed in the professional relationship only. 9.4 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.

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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.

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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

him/her.

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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.

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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 closer. 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.

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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' 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 apprising 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. 9.5 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.

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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 is his/her need. 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

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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 behaviour modification: Simple Extinction In this technique, the reinforcement is removed to eliminate a maladaptive pattern of behaviour. This is especially helpful where maladaptive behaviour is being reinforced unknowingly 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 :

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assessment, b) construction of anxiety hierarchies, c) training in muscle relaxation, d) imaginary training, and

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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.

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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 differs on each of the member. The development of children is 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

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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 self-control 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 enforcements. 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.

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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 : a) It tries to release, energize and gives directions to the client's motivation for change. b) It tries to release and exercise the client's mental, emotional and action capacities for coping with the problem. c) 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.

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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 make 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. 9.6 Summary In this unit we have examined the similarities and differences between social casework, counselling and psychotherapy because these three methods are used in providing services to the individual client. There are different principles, which are significant in the practice of social casework, have been analyzed here. If the social worker working with the individual follows these principles he/she will be more useful to the client and will be able to perform his/her job efficiently. There are two schools of approaches in social casework—diagnostic and functional — are practiced in social casework. These have been highlighted with their main features. Certain important theories or models of social casework practice have also been narrated in this

unit.

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Key Words Counselling : It is a personal help directed toward the solution of a problem, which a person finds difficult to solve. It is always used for some particular purpose like marriage counselling, family counselling, etc. Therapeutic Interviewing : It is used where intra-psycho conflict is projected to the social environment. It is also used with neurotic patient or with behaviour disorders patient. For the analysis of the unconscious, techniques of free association, dream interpretation, analysis of resistance and transference are applied. Psychic Energy : It is an internal or psychological power of an individual, which gives him stimulus to work in the direction as required. It is determined largely by the favourable or unfavourable course of one's psycho-social development. Relationship : The relationship is the medium in social casework through which help is provided to the client. Communication : Communication is the medium through which an individual understands the personal and social environment of the client. When there is any fault in communication, problem arises. Social Diagnosis : Social diagnosis is the attempt to reach the exact definition of client's social problem. There are three types of diagnosis—dynamics, clinical and etiological. Social Treatment : Social treatment is the sum total of all activities and services directed towards helping a client with a problem. Three treatment methods are applied : (1) administration of public services, and (2) environmental modification, (3) direct treatment—counselling, therapeutic interviewing, insight development, psychological support, etc. 9.8

Exercises 1. List five principles of casework and analyse them. 2. Write three differences between diagnostic and functional schools. 3. Describe Systematic Desensitization Therapy.

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http://www.bdu.ac.in/schools/social-sciences/social-work/docs/studymaterials/Social_Case_Work_Practice_or_Working_with_Individuals_UNIT_IV.pdf <http://>

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Casework in Various Settings and Role of Social Worker Structure 10.1 Objective 10.2 Introduction 10.3

Characteristics

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of Social Casework Practice 10.4 Determinants of Fields of Practice 10.5 Fields of Social Case Work Practice 10.6 The Family 10.7 Hospitals 10.8

Case 1 — Hospital Based Casework 10.9 Case 2 — Family Work in the Community 10.10 Summary 10.11 Exercises 10.12 References 10.1 Objective This unit helps learners to understand of characteristics features of social case work, fields of social case work. Specifically we will learn to practice case work in family setting, Hospital setting with certain examples. 10.2

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Introduction Now that you have learnt about the concepts, process, and skills and techniques of Social Casework, it is time to look at how to apply these concepts and techniques (differential use), where will you apply them (location) and with whom (client groups). Social casework situation comes into existence when a person comes to a professional seeking help in connection with some concern / problem / issue which

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he/she is not able to deal with himself. The professional, the social caseworker, views these concerns in the light of the person's total social environment. 10.3 Characteristics of

Social Casework Practice

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All that you have learnt now needs to be applied to specific clients — in specific situations with similar or different problems and concerns — being served by different organisations. It will help you perform more effectively if you keep in mind the following features that characterize social casework practice, wherever you may be located: _ let me start by stressing the fact that casework help is not standardized. As we go along, we shall talk about different factors that may determine caseworker's differential response to a similar situation. ? The individual, the client, is seen as a whole — as a thinking, feeling, acting being — in continuous interaction with his total social environment. ? The Social Caseworker represents not only the agency which has employed, but also

his

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profession — Social Work. That is, he/she has to practice (use knowledge and skills & techniques) within the professional value-system, ethics and principles but at the same time be responsible for achieving the goals of the employing agency. ? While the Case Worker generally work within the service delivery systems devised by the organisation, he/she has a commitment to performing the role of a change — agent in case these systems are dehumanizing or degrading for the clients. ?

Case Worker has to be constantly aware of his/her

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personal self and make sure that it does not interfere in his/her social casework practice. ? It is all the more important in Social Casework because its clients' problems and concerns have heavy emotional component. ? Human problems of living are complex and multidimensional and require sensitive handling. ? Therefore, Social Casework practice may very often require interagency collaboration. ?

Social Case Worker

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will very often be a part of a team of professionals. In primary settings,

he/she is likely to be the main professional for service

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may have an ancillary status. It is important for him/her to communicate contribution as a social work professional to other professionals in the team. ? Social Casework service may be offered for prevention, promotion, cure/ remedy, rehabilitation, placement, reformation, palliative care, or for modification of social environment. 10.4 Determinants of Fields of Practice Fields of social casework practice are broad areas or settings in which casework method is utilized to help individuals and families. Various fields can be determined on the basis of the following components: a) Person-in-context—The context here includes the total social environment of the client a male adult with visual impairment, a middle-aged woman abandoned by her husband, an orphaned child in a Foundling Home. b) The concern or the problem requiring help—Destitution, chronic illness requiring major changes in life-style, drug dependence, rehabilitation, trauma caused by riots or serious accident, bereavement, role conflict, displacement. c) The human service organisations that provide the location for providing help, like, schools, hospitals, childcare institutions, short stay homes, institutions for the elderly and juvenile homes. The first two dimensions can be analyzed further from two perspectives : ? The needs perspective a) Common human needs—beside survival needs, every individual has needs for affection, for security, for achievement and for belonging (to a group). b) Special human needs—needs that arise because a person has a disabling impairment, is suffering from a chronic illness requiring major changes in life style, has deficit of coping or social skills, needs arising due to traumatic experiences like accident, riots, natural calamities or needs of very young or old persons. c) Societal caused needs—those that arise due to certain conditions in society itself, for example, discriminatory practices, oppression, deprivation, or displacements due to large developmental projects. The needs perspective helps the worker in understanding the source and extent of the problem as

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it applies in each case. It helps in knowing about the impact of the unfulfilled need of the client and his social environment. The worker is able to help the clients decide upon the action plan for dealing with their problematic situation by fulfilling the unmet needs. ? The life-span perspective An individual experiences a number of life changes as he/she goes through his life cycle, that is, from birth to death. She/he is seen as moving in life through a series of developmental stages, each stage requiring the individual to successfully complete some tasks before he/she moves on to the next one. In most cases, human beings move through this cycle without major unsettling stresses. But if the person is not able to achieve this transition smoothly, he/she may find life changes stressful and is thus unable to adapt to the new demands. A five-year-old child enters school, which is discipline-driven and formal, after the secure and free atmosphere of home. A young girl gets married, shifts to her matrimonial home and takes over the role of a wife and daughter-in-law. If she is not prepared for this transition, she may feel overwhelmed by the demands of her new situation and get depressed. A middle-aged man, gainfully employed, gets retired from his job. From a very busy life style with set routines, he/she now finds himself at loose ends, with a lot of time at his disposal. How well he/she is prepared to deal with the life changes will determine the level of his emotional well-being. d) The human service organisations: The mandate of these organisations is that of 'service', that is, to maintain and improve the general well-being and functioning of people. Examples of such organisations are schools, hospitals, correctional institutions, and social welfare and development agencies. Human Service Organisations are characterized by a) goals and objectives, b) specific client groups, c) personnel, d) programmes and services, e) service delivery systems, f) material resources and networks.

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Fields of Social Case Work Practice As we have already stated that any discussion of fields of casework practice needs to look at two components : client groups with some problem or concern and the setting where the clients get help with their concerns. Let us first describe in brief the client groups and some of their characteristics. The Individual Person and his/her interaction with social environment are influenced significantly by a number of factors. These factors determine as to how different clients react to a similar situation/problem/concern differently. Their expectations from the caseworker may also vary accordingly. Some of these factors are : ? Age : The needs and concerns, problems and difficulties faced by a child are invariably different from those of a young adult or an elderly person. Again, how the individual of any specific age group looks at the situation under study, feels about it and wants it to be handled may differ according to the age of the individual. ? Sex : The experiences and conditions of male and female persons in a given society are socially and culturally determined. The status in society (rights, privileges and power within the family and society at large), division of tasks, role expectation, role transitions, and role conflicts affect men and women differently. The stereotyping of image and roles tend to become oppressive and discriminatory for women specially. ? Caste : In Indian society, caste based discrimination affects individuals and families across age and sex divisions, although females suffer the most. The low status because of belonging to lower castes results in deprivation, oppression, and lack of opportunity, depression, apathy and inertia. ? Class : The income group an individual belongs to determine the life goals and motivation for striving for change. Outlook towards life and problems of living are likely to affect persons belonging to : a) lower income groups; b) middle income groups; c) affluent groups; or

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d) Those who are below poverty line. ? Religion : In a pluralistic society like India, belonging to minority groups' religion has its own difficulties. Religion holds a very important place in an Indian person's upbringing. Understanding of religious beliefs, customs and moral values is essential in helping a person. ? Region : People belonging to rural, urban or tribal areas tend to demonstrate specific response patterns and preferences in life. Persons hailing from a small city, a village or a metro city, are exposed to different stimuli. Their life experiences will, therefore, be different from one another. Their needs and expression of concerns may also be different. 10.6 The Family Family is a special social group wherein members are bound to each other by blood or marriage. The main function of family is child rearing, growth and development of each member. Families fulfil their social responsibility by socializing children in the culture of the society. In fulfilling their functions, families interact with a large number of social systems and organisations like, kinship network, religious and economic institutions, schools, the work place, civic authorities, welfare and legal framework etc. Unique patterns of interaction within the family (among members), and with outsiders evolve overtime. Family is a system wherein the experience of any one member affects the other members. A drug dependent son, a physically or mentally challenged child, the main earning member having problems at the work place, an elderly father / mother—all affect the social functioning of the family as a whole. Sometimes, the problem faced by one member is an expression of a serious problem with the basic interpersonal relationships, interaction and communication patterns within the family. Families go through a life cycle. Marriage takes place and children are born. Children go to school or work. The first child gets married—the daughter goes away or the daughter-in-law joins. The married son may or may not stay with the parents. The parents grow old and die. The son continues with the family. With each change in the composition of

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the family and role transition, various stresses occur. Most often, families are able to cope with these normal transitions. But, some special situations cause a sense of inadequacy in the families and they are forced to seek professional help. Some of the problems, which put too much strain on family's coping mechanisms, are severe marital discord, domestic violence, child abuse, incest and redundancy (unemployment). Let us now discuss some of these settings in brief to get an idea of what are their main features, what kind of problems or concerns they deal with and the kind of professional interventions Caseworkers provide to their clients— individuals and families.

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

? Institutions Providing Mental Health Care The caseworker works as a member of the team of professionals including psychiatrists, psychologists and occupational therapists. Psychiatrists are the main professional group in charge of care and treatment of the mentally ill or emotionally disturbed persons. The patients may be attending OPDs, day care, or may be hospitalized. The main tasks of the caseworker are to maintain constant contact with the family of the patient; mediate between the doctors and the patient/family; provide

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to the patient; assist in discharge and after care of the patient. The worker provides the necessary support to the family and helps the other family members understand the needs of the mentally ill person.

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

? Schools Schools are institutions for formal education, with a fixed routine, set syllabus, and a well-established pattern of teaching and learning. Teachers are the main professional group and they spend the maximum time with students. Schools vary in size— from small single teacher schools in the villages and tribal areas to large bureaucratic organisations with thousands of students. Schools may offer primary, middle, secondary or senior secondary education. Again, some may be Government

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schools/aided by the Govt. or fully private independent schools. Despite progressive and child-centred educational philosophy, schools are characterized by emphasis on syllabus (information content), formal examination system for evaluating achievements and formal teacher child relationships. In this context, the child very often is not able to get his basic human and educational needs fulfilled. This situation proves to be stressful to the child. Due to preoccupation with syllabus and maintaining discipline, teachers are unable to individualize the child's situation and there is a 'problem child' at hand. Hence, there is recognition of need for individualized. Social Casework service to help the child. School, however, offers an excellent opportunity to Caseworkers for offering preventive and promotive interventions beside remedial service. Transition of the child from entry to passing out from school coincides with the child's own maturation process. By anticipating the demands and stresses of a particular age group, appropriate interventions may be planned so as to avoid unnecessary emotional turmoil. By helping in the development of personality and life and social skills, the Social Caseworker can achieve the status of a partner in the educational process. Despite of its being a secondary setting of Social Casework practice, the Worker can easily demonstrate the vital contribution of Professional Social Work to fulfillment of educational goals of schools. The Social Caseworker works as a liaison between the family and the teacher. He/she acts as a mediator, enabler, teacher (giving necessary information), advocate (to highlight the negative impact of school norms and practices on the child), change- agent for the school's systems and procedures, and as a consultant for the staff of the school in matters regarding children's needs and well-being. ? Residential Institutions There are situations when individuals have to be removed from their natural environments and placed in residential institutions. Some of the institutions where social casework is practiced are as follows : a) Children's Homes : Children who are destitute, orphans, or have run away from home and cannot be sent back home; those who are violence, risk to health (e.g., healthy children of leprosy patients) or moral danger are generally placed in children's homes. Most of these Homes operate under the provisions of Juvenile Justice Act and, therefore, provide custodial care.

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Children are committed for specific periods. There is sometimes a feeling among inmates that they are under detention. Only in a small number of cases adoption and foster care services are or can be offered. Homes, run by the Govt. or voluntary organisations, are expected to provide custody and care to the children. Social Worker is an important professional here. Living arrangements may be dormitory or cottage types. Social Caseworker is expected to help each inmate adjust to the life within the Home and achieve psychosocial development. As the children have often gone through traumatic experiences before they are placed in Homes, it is very important for them to come to terms with their life, talk about it and get over the pain and the sense of betrayal. The worker is expected to provide pastoral care, liaison with schools where the children go for education, help children develop positive relationships within the institution, and prepare for life after the stay in the Home is over. b) Correctional Institutions : These include homes/ special schools for the delinquent, prisons, remand/observation homes, beggar homes etc. The main task of the Social Caseworker is to help those in conflict with law by enabling them to understand themselves and their relationship with others. They need to understand what is expected of them as members of society. The aim is to rehabilitate these persons—to help them in such a manner that they can engage in socially constructive activities once they go back to their homes. The worker helps the clients change /modify their values (so that they are in line with the social values); change their behaviour and response patterns. The residents of these institutions often have a feeling of hostility towards society or they suffer from a sense of inferiority and inadequacy. Social Casework aims at correcting these attitudes and feelings by modifying the clients' immediate environment, working with their families and maintaining a supportive professional relationship with them. The Caseworker works as a member of a team of professionals like, probation and parole officers, psychologists, psychiatrists, and vocational counsellors and educators. c) Homes for the Aged : The number of old age homes has been increasing in cities. The stresses and constraints of urban living have often led to adult children opting to send their aging parents or relatives to residential institutions.

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The residents in these homes need nursing care, understanding and emotional support. The caseworkers in these institutions help the residents cope with loss of the loved ones, illness, lack of energy, loneliness, loss of economic independence and the thought of approaching death. The caseworker enables the client maintain his/her self-esteem. He/she also helps the family deal with suppressed or open feelings of guilt so as to encourage them to maintain cordial relation with the client. The worker needs to identify and mobilize community resources like motivating and orienting volunteers to spend time with the residents, talk to them and attend to their simple errands. d) Residential institutions for women : Short stay homes, rescue homes, nari nicketans, widow homes etc. are some of the settings where casework practice takes place. Most of the inmates are those women who are destitute, abandoned or battered by their husbands, widows with no relative to give them support, victims of crimes including prostitution or kidnapping. These residents need to build their skills—vocational and social—to become independent persons capable of taking care of their lives. The caseworkers try to bring about conciliation between the client and her family, if any. Where marriage is indicated, pre-marital counselling is provided. ? Organisations Working with the Differently Abled There are residential and non-residential organisations offering variety of services to the differently abled. The main task of the caseworker is to fulfill the objectives of the organizations such as a) Care, b) rehabilitation - vocational training, education (depending upon their capacity), employment; c) offering services according to governmental provisions and special concessions; d) advocacy to reduce or remove social discrimination against the differently abled; and e) facilitating the client's acceptance and understanding of his/her situation and also recognition of his/her potential. Giving support to the client—both emotional and action oriented—is an important

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intervention offered by the caseworker. The caseworker also works with the family to help them cope with the situation, to understand the needs of the client, and to learn to take care of the client when he or she is at home. The worker very often acts as a broker, linking the client and or his/her family with the available community resources and networks of other organisations working in this area. ? Organisations Working with Victims of Disasters There is increasing recognition of the need for individualized help for the victims of disasters whether natural or man-made. Victims of natural calamities are victims of floods, earthquakes, and drought. Victims of man-made disasters include victims of communal violence (riots), serious accidents, mega projects of development etc. Some of the common experiences of most of the victims of disasters are trauma; loss of loved ones; loss of livelihood or assets; homelessness; feeling of helplessness; feeling of anguish or hostility (desire for revenge); loss of community feeling; despair and a sense of fatality or sometimes high/unrealistic expectations from the worker. Despite this commonness, the clients need individualized care to overcome debilitating impact of the crisis. Large-scale displacements due to mega projects like Dams lead to erosion of community and family life, absence of usual social control mechanisms, the tearing of the social fabric, and loss of livelihoods beside the problems of settling down in alien environments. Working with these persons is a big challenge for the Caseworker. It is not easy to win their trust as they have lost confidence in everyone around them. Very often, winning their trust is the first vital step towards taking them out of the traumatic experience. Beside offering them emotional support, the worker needs to build in them hope for a secure future. The worker enhances the client's resources by co-ordinating with various agencies—both governmental and voluntary. Giving information about the available services and provisions goes a long way towards instilling hope in the clients. The clients are helped in viewing their experiences rationally rather than emotionally. But, this can be done only after they have emerged from their trauma. Engaging the client in the planning and implementation of the action plan facilitates the client's rehabilitation and recovery from despair. ? Organisations Working with Women

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Social caseworkers are employed in family counselling centers, crime women cells, legal aid cells, family courts and women resource centers. The aim of the professional interventions is to enable women become empowered, confident, and independent and also utilizes available legal provisions and safeguards for her protection. There are increasing number of cases of rape victims. The worker has to help link the family with police, courts, hospitals, schools, and agencies working for

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rehabilitation of these victims. Special techniques are used to help the victim come out from trauma, and restore her self-confidence and self-esteem. The family also needs understanding and support of the worker in dealing with this situation. The sensitivity towards the discrimination women face in families and society is vital in arriving at accurate assessment of the condition under study. For illustrating Social Casework Practice two cases are presented below. 10.8 Case 1 — Hospital Based Casework Referral The attending doctor refers a woman patient admitted in the female surgical ward to the medical social worker of a government hospital. She is reported to be unwilling to undergo operation, which she has postponed twice before. The Casework Process Study The social worker, Binita met the patient, Mrs. M. in the ward and told her about the doctor's referral. Binita learnt that Mrs. M was 35 years old married woman. Theirs was a nuclear family. She had three children, aged 14, 10 and 5 years. All the children went to a school nearby. Mrs. M. was a housewife. A part time maid servant helped with a few of household jobs. Her husband's job required him often to be away from home. Mr. M had brought his wife to the hospital because of severe pain in her knee. The doctor had advised surgery. Binita explored further to enquire the reasons for the client's resistance to surgery by interviewing the client in the ward and her husband, both in the ward and during a home visit. The worker also spoke to the nurse on duty in case the client had shared

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any of her concerns with the nurses (using the collateral sources for information). She spoke to the doctor concerned to understand the client's medical problem and the chances of the client's recovery. The worker considered the following probable reasons (there could be even more than the ones listed) : a) Was it because of her anxiety as to who would look after her children during her long period of hospitalization? b) Was she scared of the process of operation, as Binita , the medical social worker, knew from her experience that surgery very often created panic in the patients and even their relatives? c) What was her husband's reaction to the doctor's advice? Did he offer any support to her operation? d) Who will attend to her during the post-operative period, because, according to hospital rules, only female attendant is allowed in the female wards? Assessment Binita, the worker, shared with Mrs. M, her understanding of the likely reason(s) for the latter's anxiety about the operation. Binita believed that it was important that Mrs. M confirmed the worker's definition of the client's problem before some solution could be worked out. (Communicating empathy and ensuring client's participation in the process.) Depending on the reason/s, Binita and Mrs. M could consider one or more of the following solutions : 1) Giving Information Binita could explain the exact problem Mrs. M was suffering from. It was possible that the patient might not have felt free to ask the doctor or the doctor never explained the problem in detail. Worker could also explain the complete process of surgery and the chances of recovery. (Based on facts gathered from the doctor himself.) Here she performed the role of a mediator between the patient and the medical staff. 2) Identifying and Mobilizing Family Support System ? Some female relative could be requested to be with children during the period of hospitalization; ? Husband could apply for leave from his office;

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could provide opportunity to Mr. M to express his anxiety. She could have sessions with

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husband and children to provide them emotional support. The family, then, could provide the necessary emotional support to the client. (Counselling sessions with the family members.) ? The eldest child could be helped to share some responsibility at home in the mother's absence. With the support of the worker, this experience could become a source of positive learning for children to learn to tackle difficult situations and to become independent. 3) Using Hospital Resources The medical social work department could arrange for an attendant for the client. 4) Any other Any other help that the client may need or any other suggestion that Mrs. M or Mr. M may now think of. Intervention The worker could assure the client that the surgery she was undergoing was well within the doctor's experience. (Based on facts gathered from the doctor himself, so that Binita could offer realistic assurance.) Following the principle of client's right to self determination, Binita could offer one or more of the interventions outlined earlier. Throughout the casework process, she communicated her availability to the client in case of need. Binita also worked as a member of the team of professionals responsible for the medical care of the patients being served by the hospital. Evaluation Mrs. M agrees to undergo surgery. The doctor who had referred the case acknowledges Binita's work and appreciates social work intervention in facilitating the patient's medical treatment. Termination The case is, therefore, formally closed. Binita describes the location of her office in the hospital and working hours and encourages them to meet her whenever they feel the need. They thank the worker for all that she had done for them. Follow-up Binita visits Mrs. M in the ward occasionally, before and after the operation. She seeks feedback about the client's recovery from the doctor and the nurses and passes it on to the family. She keeps in touch with Mr. M and enquires about the children.

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Meets the family at the time of discharge of the patient from the hospital. She ensures that the family is prepared to look after the patient at home during convalescence. In case, there is some unforeseen complication in the post-operative stage, Binita will have to initiate the casework process again. Activity-I Given the same case of the referral of a patient who is unwilling to undergo surgery, work out assessment in the following contexts/circumstances : 1. Patient is an office going male person. All other particulars are the same. 2. Patient is a woman from low-income family. Her husband is a construction site labourer. 3. The patient is a school going/non-school going child (male/female) aged 12 years. 4. The infection having become serious, the doctors may have to amputate the patient's leg above the knee. There is no risk to life on account of the operation. Select any of the family contexts discussed above. Write down your answers and discuss with your field instructor. 10.9 Case 2 — Family Work in the Community We shall now discuss a case where the social worker identified the client herself. The case also demonstrates proactive approach, that is, the worker did not wait for the client to seek help. Rather she offered her service to the client at the latter's own home. Referral Punam, a young trained social worker recently qualified, is working in a community-based organisation. She recently organised a women's group around weekly kirtan (Devotional music and worship day organised by women themselves. A Brahmin woman conducts the worship). The residents of the Basti belong to low- income groups, and mostly of lower castes. After one such session, Punam asked Mrs. P about her daughter-in-law Kala. Punam told Mrs. P that though Kala had arrived some time back, she had not been

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seen in the present group. Mrs. P invited Punam to visit their home and meet her daughter-in-law. During the home visit, Punam found that Kala was looking very ill, was obviously anaemic, and did not talk to Punam at all. Sensing Punam's concern, Mrs. P took Punam outside and started complaining about Kala. She informed Punam that Kala was very lazy, did not know how to cook or do other household work, and that Kala always pretended to be ill to escape work. Punam decided to take up the case to help the family. As the family had not asked the help, Punam had to explore the particulars of the family and gather other relevant information very slowly and discreetly (quietly) so that no member of the family felt offended. She learnt the following details about the family. The Social Casework Process Punam realized the importance of applying different principles of casework to be able to establish positive relationship not only with Kala, who Punam identified as her client, but also with Mrs. P and Mohan, Kala's husband. Only then could she hope to help Kala. She accepted Mrs. P Kala and Mohan; adopted a non judgemental attitude; created an atmosphere in which the persons concerned could share their experiences and feelings freely. (Principle of purposeful expression of feelings) She was careful not to allow her initial sympathetic attitude towards Kala and anger against Mrs. P to bias her and affect her exploration work. (Controlled emotional involvement) She had to keep an open mind to gather and interpret information. Study Punam interviewed Mrs. P in her shop. She visited Kala in the presence of Mrs. P and by involving both of them in conversation learnt various facts about their situations. Once or twice she met Mohan along with his mother to observe their interaction. (Using tools of interviewing and home Visit.) Mrs. P in late forties lost her husband when her two sons were still small. Her elder son had shifted, after marriage, to his own establishment in another Basti. Mrs. P owned the single room tenement, acquired by her as result of the slum clearance scheme of the City Government. She also owned a small shop near her home in which she sold simple items of daily needs. Her younger son Mohan, aged 20 years, worked as a worker in a factory nearby. He had left school after studying till class four. Mohan was under awe of his mother and obeyed her completely. Kala was 16 years old and belonged to a village in the district of Jhansi, in the State of

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Uttar Pradesh. She had studied upto 7th Standard and had been forced to leave studies. Kala was not used to cooking on kerosene oil stove. In the village, they used Chullah, with wood and cow dung cakes as fuel. There was a big family with something going on all the time. She had been very scared in the City, very unsure of herself. Her mother-in-law never liked anything that she did. Her husband did not bother about her or her health problems. She had been feeling weak and sickly for quite sometime but had not been taken to the doctor. Kala had become depressed and lost her appetite. She never had any energy to do work fast or properly. Mrs. P did not agree with these observations. Assessment After reflecting on the facts (objective facts and feelings about those facts and experiences), Punam arrived at the following inferences tentatively: ? Kala was from a village and found living in the city stressful; ? She was perhaps not prepared for marriage, being quite young; ? Kala found herself under constant scrutiny of her mother-in-law, Mrs. G, their family consisting of only three members; ? Her sickness could be more due to depression than actual physical reasons (psychosomatic symptoms); ? In any case, it was advisable to get her medical care to eliminate any physical causes of sickness; ? Kala perhaps expected more support from her husband which was not there. Mohan just did not react to the situation; ? He did not want to be blamed or nagged by the mother for having supported the wife as had been the case with his older brother; ? Mrs. P had felt hurt when her older son had left her; ? She wished to keep her younger son and daughter in-law under her control; ? She felt insecure. After long widowhood and its associated problems, she felt that she had the right to demand obedience from her son and daughter-in-law; ? She wished to prove to the community people that she had full control over her household.

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Plan of Action : Having achieved positive relationship with Mrs. P and Kala, Punam considered the following actions for initiating the process of helping the family : a) Medical Care 1) Convince Mrs. P to allow Kala to go to hospital for proper medical check-up. 2) To persuade Mohan to accompany Kala to the hospital, otherwise offer to escort Kala for medical check-up. This will also confirm whether Punam had really won the family's trust. b) Facilitating Role Transition 1) Help Kala accept her new roles of the daughter-in-law and that of wife. Provide her emotional support and an opportunity to express her feelings in a safe and encouraging professional relationship with Punam. c) Improving Interpersonal Relationships within the Family 1) Help Mrs. P understand difficulties of a young bride from a small village; 2) In a joint session, help Mrs. P spell out her expectations from Kala and let the latter express her anxieties; 3) Help the two women develop bonds of affection. d) Use of Social Intercourse for Kala's Resocialization 1) Persuade Mrs. P to let Kala join women's group to increase her interaction with the community people; 2) In case Mrs. P agreed to this suggestion of Punam, this had to be done very cautiously because women's curiosity and comments may create complications. That may undo all that. 3) Punam had accomplished. (Community pressures may have both positive and negative influence.) e) Assertiveness Training for Mohan 4) To try for a breakthrough with Mohan and help him to become more assertive without being disrespectful towards his mother (A tall order! Punam felt);

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Mohan could be persuaded to join some group of men in the community or at his work place; 6) Help Mohan take on the role of husband and feel responsible for Kala. f) Use of Community Resources 1) Identify some woman in the community who was friendly with Mrs. P and could help in reducing Mrs. P's antagonistic attitude towards Kala; 2) Enlist help of such a contact by ensuring that this woman understands Punam's intentions. f) Professional Relationship as an Intervention Intervention How many of the tasks listed above would actually be done depended, of course, on the family members reaction to the first task decided upon. Punam could not take her rapport with Mrs. P for granted. She had to continuously work at maintaining relationship with all the members. Relationship itself could be therapeutic (healing). Evaluation Kala carried on the medical treatment prescribed. Kala started talking more with her mother-in-law and took pains to cook food according to the latter's instructions. Mohan went with Kala to the hospital couple of times and worked in his mother's shop to enable her to take rest. Kala attended the kirtan along with Mrs. P. Mrs. P showed off her daughter-in-law proudly in the women's group. Kala had a good voice and sang devotional songs in the group, which were appreciated by other women. Termination and Follow-up As the things were under control and interpersonal relationships within the family improved, Punam reduced her visits to the family. As she continued to work in the Basti, she would greet them occasionally but terminated the case. 10.10

Summary

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Social Work with Indiv and Groups Block 1.pdf (D164882170)

We have seen that Social Casework Practice is determined by the client (person), his/her social environment (context), the problem and/or concern for which the client

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needs professional intervention (problem), and the setting in which the worker is employed and where the client meets the worker (place). Study of 'Person' and 'Problem' has two dimensions: 1) Needs and 2) Life Span (Developmental tasks and social roles concepts) perspectives. Understanding goals, services and service delivery systems, and resources of human service organisations (Place), in which the worker is employed, is very necessary for the caseworker to utilize casework process for helping the clients. You have also gone through a brief description of different client groups and settings where these client groups receive casework services. The Process of Social Casework (Study, Assessment, Intervention, Evaluation, and Termination and Follow-up) has been illustrated through two cases. The illustration and the questions raised in the Assignments will help you in appreciating various factors that are likely to influence assessments you arrive at and interventions you may decide to offer. The illustrations also sensitize you towards use of some of the principles and the skills in the Social Casework Process. You have also been able to get some idea of settings and areas of social casework practice to understand and appreciate its scope and relevance. 10.11

Exercises

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a) In case Mohan had been addicted to alcohol or drugs, what would be your action plan? b) If the husband and mother-in-law had been beating Kala (domestic violence), what would your action plan (interventions) be? c) What legal provisions are there for dealing with cases of Domestic Violence? d) In the light of the concept of "empowerment", work out an action plan for helping Kala. e) As a caseworker at a Remand Home, you are required to work with Mohan/ Mrs. P. Critically review the use of the principles of acceptance and non-judgmental attitude in such a case. Write down your answers and discuss with your field instructor.

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MSWS-12 social work with individuals (Repaired ... (D117055443)

http://www.bdu.ac.in/schools/social-sciences/social-work/docs/studymaterials/Social_Case_Work_Practice_or_Working_with_Individuals_UNIT_II.pdf

AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 231 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 231 Unit 11 ? Recording in Social Casework Structure 11.1 Introduction 11.2 Objectives 11.3 Types of Recording 11.4 Need for recording 11.5 Principles of Recording 11.6 Advantages of Record keeping 11.7 Aspects of Good Recording 11.8 Records and their Preservation 11.9 Contents of Casework Records 11.10 Methods of Collecting Information 11.11 Summary 11.12 Exercises 11.13 Reference 11.1

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Introduction In social casework practice, recording is defined as the process of writing down relevant information in a systematic manner about the person who has come to the agency seeking some help. The information is about the person, his or her problem, the social, economic, and health factors contributing to the situation of the person, the prognosis, the type of intervention, the progress of the intervention, and the procedures for termination or referral. Social casework practice involves many types of recording depending upon factors such as requirements of the agency, the theoretical perspective of the caseworker, the type of intervention, and so on. 11.2 Objectives ? To know the meaning of recording, ? To gain an insight into the purpose of recording,

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To understand the need for recording and its Principles, and ? To comprehend the different dimensions of recording. Recording is a written summary of the process of casework. The records of individuals are legally protected, except under special circumstances. Records allow case workers an opportunity to document their work with individuals and afford legal protection against suits, as they can show that caseworkers had followed an intervention plan based on an appropriate assessment. Recording is important as it publicizes the efficiency of the services. Facts have to be gathered, organized, and recorded for measurement of results. In the process of giving assistance to an individual there is also a need to record and document the proceedings for further follow-up and cross verification.

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What is a Case Record? A record literally means 'a formal writing of any fact or proceeding' and when used as a verb means 'to set down in writing or other permanent form'. Taking cue from this we can define case record as a written account of the casework proceedings. However, from the above statement one should not conclude that case recording is an easy, routine and simple task.

It is far from that because

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its a highly skilled and complex task. Recording is an important and integral part of casework procedure and is an output of the activity of the casework. The importance of recording lies both in the process as well as the product. For, an individual who is planning to become a caseworker, the art of record writing is worth striving to develop and perfect, not only because case recording is an essential part of good casework and is becoming a more important factor with the increasing complexity of social treatment, but also because the case record is fortunately or unfortunately often used as one of the important indexes of the caseworkers ability. A question often asked is, why do we need to write records? Do they really serve any purpose? The importance of case records can be ascertained when we look at their functions and the varied purposes they serve. Purpose of Recording According to experts, recording in social casework serves the following purposes : 1. It aids practice 2. It aids administration

AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 233 PRINTTECH — 4th PROOF / 22.12.2021 NSOU ? PGSW-II 233 3. It aids teaching and supervision 4. It aids research Purposes of recording in casework As an aid to practice : 1.

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helps in diagnosis and treatment 2. enables more effective interviewing and intervention 3. contributes to analytical reflection and improvement in casework practice 4. useful for organising and structuring of information/aids orderly thinking 5. refreshes the memory of the worker/increases retrospective understanding 6. enables better planning for subsequent interview 7. useful as a guide to new worker in correcting past mistakes 8. useful as an index for correction of polices 9. ensure continuity if any caseworker discontinues a case As an aid to Administration 1. ability of caseworker can be gauged 2. useful for future reference 3. useful in evaluation of agency 4. Allows sharing of information between agencies 5. helps in supervision and training of students As an aid to teaching

and supervision 1.

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to body of knowledge of social work, which is made communicable 2. enables students to develop analytical and interpretative skills 3. easy method of introducing students to practice As an aid to research 1. useful for social research and planning 2. contains accumulated experience 3. can help in providing statistical data on social problems

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Types of Recording From the literature available on casework recording no clear cut classification of records on the basis of their types is available. However, for our understanding we can give the following classification of recording. (a) Process (b) Summary (c) Verbatim (d) Non-Verbatim (i) Process Recording Process recording is a form of recording used frequently by the caseworker. In this type, the process of interview is reported and is a rather detailed description of what transpired with considerable paraphrasing. It preserves a sequence in which the various matters were discussed. It includes not only what both the worker and the client said but also significant reaction of the client and changes in mood and response. In this the interview and observation go hand-in-hand. It may be verbatim or non-verbatim reproduction. (ii) Summary Recording Summary is a good device for organising and analyzing facts. Summary points into meaning and relative importance of material gathered. A careful summary made at appropriate intervals reduces bulk, clarifies direction and saves the workers, time. Summary is commonly assumed to be a review or recapitulation of material that has already appeared in the record. It may be either topically arranged or may appear as condensed chronological narrative.

Types of Recording Process Summary Verbatim Non-Verbatim

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Mrs. Sheffield has defined summary in social casework recording as "A digest of significant facts in the client's history which has previously been recorded". Summary could be a diagnostic summary, periodic summary or closing summary. The closing summary is a summary made at the time the case is closed. To be most effective it should be written by the worker who was responsible for the case at the time of closing. The periodic summary is simply the summary of material previously recorded and is made at more or less regular intervals or at the end of more or less definite episodes in the family history. (iii) Verbatim Recording It is reproduction of factual data in the individual's own words. It is commonly used in casework because of its accuracy and objectivity. However, it should not become a mechanical reproduction of information because casework as an art requires an intelligent selection and rearrangement of material. As a part of training of the worker, verbatim recording may be of value in developing objectivity. Non-verbatim /narrative recording Narrative recording has been and still is a predominant style of recording. It is the style found in newspapers and magazines. It is the way we speak of the day's events, it is the way we write letters, and it is the ways we keep diaries. Narrative form of recording is preferred for reporting acts of practical helpfulness, events and most collateral visits or conferences. It may be used for the contents of the interview in all instances except when the process itself and use of relationship have special significance. 11.4

Need for recording

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There are compelling reasons to keep good records. Recording is an important and integral part of the case work procedure and is an output of the activity of the case work. The importance of recording lies in both the process as well as the product. As recording and documentation is part of every profession, case work recording is an inevitable part of the case work process. The demands of recording go along with the pressing demands of accountability and documentation in any profession.

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Principles of Recording There are some guiding principles for maintaining a good record

of
case work.**99%****MATCHING BLOCK 512/544****SA** SOCIAL CASE WORK SLM FOR ODL.pdf (D123772683)

However there is no such thing as an ideal or model record. A record is a flexible instrument, which should be adapted to the needs of the case. Each case is different, the conditions of work have marked differences and the recording therefore rests not on following an outline, but in the mastery of certain component processes. ? Accuracy, objectivity, simplicity, clarity and brevity should be observed in writing records. ? Facts and their interpretation should be distinguished between, as that leads to real objectivity of the subject matter. The outcome should be drawn in a balanced manner without attempting to influence the judgment of the reader. For example, frequent fights between the husband and wife might lead the case worker to interpret that the wife dislikes or hates her husband. ? The record must be orderly in its arrangement. The caseworker should think in advance what should be included and then set the material out in a logical sequence. ? The case work records are not meant to be literary masterpieces, therefore they should be written in simple language and simple style. ? A verbatim quote can sometimes depict a situation much better than a narrative description. Therefore, wherever possible, the reactions of the individuals should be recorded in their own words. ? There should be a certain degree of uniformity and standardization as to the form of observation. ? A record should have readability and visibility and should contain a clear and concise presentation of the material. For example, content can be organised under topical eadings such as interviews, home visits, and contact contacts. ? To maintain clarity and accuracy, avoid using words that are ambiguous. ? Note-taking, as far as possible, should be done immediately at the end of the interview and not during the interview. ? It should always be made clear who are involved in the situation, who is addressing whom and what the sources of information are.

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II 237 ? The details of every significant subject or situation should be given.

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In social casework practice, recording is defined as the process of writing down relevant information in a systematic manner about the person who has come to the agency seeking some help. The information is about the person, his or her problem, the social, economic, and health factors contributing to the situation of the person, the prognosis, the type of intervention, the progress of the intervention, and the procedures for termination or referral. Social casework practice involves many types of recording depending upon factors such as requirements of the agency, the theoretical perspective of the caseworker, the type of intervention, and so on.

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Advantages of Record keeping ? The process of writing records enables the case worker to reflect systematically on what has occurred and plan for future sessions. In other words, the process of making records enhances the quality of the case work process. ? Records provide the case worker with details such as the names of the people mentioned by the individual. This frees the case worker to concentrate on issues raised by the individual rather than recalling the details from one session to another. ? Systematic record-keeping makes any changes in the individual's material over a series of sessions more apparent. The case worker can also show the individual the progress of the case work process with evidence. ? As case workers seek to be professional and credible, they need to develop the record-keeping practice that supports them in performing their role and meets the public expectations of quality of service and accountability of any professional. This is regarded as an increasingly significant reason, which probably explains why most of the case workers around the country have chosen to keep records. Maintaining records in the case work process is the universal norm. Nevertheless, there is a minority of case workers who prefer not to keep records at all or only keep records for some individuals, usually when seeing individuals in settings that require records. Although casework recording is a key element in the process of casework practice, some caseworkers perceive it as a tedious and time consuming task that gets

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in the way of practice rather than enhancing it. They express the view that they spend too much time at their desk in writing the records. Some research into social caseworkers' attitude and experience of recording revealed the fact that the topic of recording has created many strong and ambivalent feelings. a) One needs to ensure that records are both secure and really confidential. For example, some case workers may work in settings where burglaries are so frequent that it is difficult to maintain secure records. Community-based services operating out of converted buses or other forms of mobile premises have to consider the possibility of the theft of the entire case work premises, including the records. b) Record-keeping may complicate trust-building with individuals. For example, case workers working with individuals who are vulnerable to legal prosecution, like female sex workers, illicit drug users and others, may have to take into account their clients' fear that the police or other authorities could seize any records. c) Record-keeping is time-consuming. d) Some case workers are opposed to the possibility of individuals acquiring a legal right to see records kept about them. Therefore, they prefer not to keep records. e) Some case workers have reservations about creating records which may be demanded by individuals for use outside the case work relationship in legal actions against others. They hope that an absence of records will enable them to concentrate on the therapeutic relationship without having to consider how that work would be viewed in a court of law. f) There is lack of training in the practice of recording. g) There are variable standards in recording practice. 11.7 Aspects of Good Recording ? Good recording is done with the participation of the person whose record it is. ? The views of the person whose record it is should be recorded including whether he or she has given permission to share information.

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The record should be accurate up to date of the process of casework which can be reviewed periodically and summarized at the end. ? It should include the decisions taken during the process and the reasons for these decisions. ? The chronology of significant events should be included in the record. ? The facts should be recorded distinctively from the opinions. ? Whatever is recorded should be evidence-based and ethical. ? The record should mention the assessment as well as the risk assessment. ? It should depict a clear and complete picture of care and support given up to date and the ensuing plan of action towards solving the problem of the person. ? The personal profile of the individual should include details such as name, age, gender, religion, language, region, educational level, and disability, if any, of the person.

11.8 Records and their Preservation Data protection refers to the set of privacy laws, policies and procedures that aim to minimize intrusion into one’s privacy. Once it is decided to keep the records, the existence of the records and the level of security with which they are protected have to be made known to the individual . There is a strong ethical argument that the individuals need to know these facts in order to be in control of the information that they decide to disclose to the case worker. The minimum standards suggest that the individuals should be informed about the security of the records. There are different kinds of procedures adopted by the case workers for security. First of all, physical security of the records is of paramount importance. Locking records in a desk or in a cupboard will prevent casual inspection by anyone. If there is a foreseen risk of some unauthorized person wanting to access the records , then the records have to kept in a safe under lock and key.

11.9 Contents of Casework Records There are no fixed rules about what must be included in case work/interview records or how they ought to be written. Case work records that we see vary

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considerably in style, from brief factual accounts which focus on what the individual reported to ones that include more of the case worker’s thoughts and responses. The guiding principle is that the type of record should be one that supports the therapy and enables it to be delivered with a reasonable standard of care. A good record is written as closely as possible in time to the events it records. Some case workers set aside ten minutes with individuals for this purpose. If there is any reason to think that a record might need to be produced for legal purposes, it is good to distinguish between what was directly observed, what the individual said and the case worker’s own response or thoughts. There is no single correct way of writing case work notes. It still appears to be a topic neglected in basic training. Each case worker has to develop a style that is sufficient to support the case work but without being excessive in what is recorded. There are some other items to be included in the record : ? Any written and signed consents to all interventions. ? Any written and signed contents to all passing of confidential information ? All appointments, including non-attendance by the individual ? Intervention contracts ? Up-to-date record of the case worker’s reasoning behind decisions about significant interventions and general strategies ? Consultations with anyone else about the individual ? Copies of any correspondence from the individual or relating to work with the individual ? Any instructions given to the individual and whether or not the individual acted on these. Matters not to be included in the process of Recording ? Records ought not to include anything that could disrupt the therapy if seen by an individual. ? Prejudice and abusive comments are to be avoided. ? Negative evaluations should only be included if they serve a therapeutic purpose, for ? example, a negative counter-transference would be justified if it is integral to the therapy and is a statement about the case worker’s internal processes, rather than directly ascribed to the individual.

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Format of Casework Records and their Templates There are a few components written about how best to structure case work records. There can be two sections. The first section contains useful background information about the individual and the contractual terms that case worker and the individual have agreed upon. Individuals’ records need to be clearly identified so that there can be no confusion regarding identity, because in large agencies it is not unusual to find two individuals with the same name. The caseworker might include : ? Individual s family name ? Other names ? Date of birth ? Address ? Contact phone numbers Where hand-written records are kept, it can be an advantage to label each page of the individual record with the individual’s full name so that the possibility of pages being inadvertently placed in the wrong file is minimized. Additional demographic information about the individual, if available, such as Marital status, Name of the partner or spouse, Names and ages of children, Referral source, and so on could be added. The notes for each case work session may include Date of the session, Factual information given by the individual, Details of the individual’s problems, issues, or dilemmas, Notes on the process that occurred during the session, the outcome of the case work session, the intervention used by the case worker, any goals identified, any contract between the individual and the case worker, matters to be considered in subsequent sessions, the counselor’s own feeling about the individual and the case work process, and the case worker’s initials or signature. (FORMAT FOR NOTES-TAKING) Date of the session _____
Factual information given by the individual _____

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<p>Details of the individual's problems, issues, or dilemmas _____</p> <p>_____</p> <p>_____ Notes on the process that occurred during the session _____</p> <p>_____ Notes on the outcome of the case work session _____</p> <p>_____ Notes on the intervention used by the case worker _____</p> <p>_____ Notes on any goals identified _____</p> <p>_____ Notes on any contract between the individual and the case worker _____</p> <p>_____ 11.10</p>		

Methods of Collecting Information The caseworker can make use of the Face sheet or Intake sheet, Eco-map, and Genogram to collect the necessary information about the client.

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<p>Face Sheet/Intake Sheet Face sheet or intake sheet as some prefer to call it is generally filled in at the initial phase of the casework process. Most of the social work agencies have a more</p>		

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<p>or less standardized proforma which has blanks for entries to be made by the worker related to the identification data such as name, age, occupation, family profile and other such information. The purpose of the face sheet is to give in a convenient form the objective social facts or situation of the client of a permanent character to particularize the case. Genogram A family genogram is the graphic representation of one's family tree. It gives a pictorial representation of the members along with a chronological statement of significant events. It helps in assessing a person's psychosocial characteristics or the interactional patterns of the family. The caseworker organizing the information can make it brief or extensive depending on the purpose it is to serve. Eco-map Though family experiences are significant, people are also greatly affected by the social context in which they live. Our record will not be complete if we do not depict this social context. An eco-map is an effective tool for this purpose. An eco map is an extremely useful tool for portraying the social context, because it provides a diagrammatic representation of a person and social world</p>		

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<p>and energy-depleting relationships between members of a primary social system such as family or household, and the outside world. The graphic nature of the eco-map highlights social strengths and social deficiencies and helps to identify areas of</p>			

conflict. It lets us know where the changes are

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<p>needed. The ecomap is a natural adjunct to the genogram.</p>			

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<p>Responsibility of the caseworker related to informing the client about records and recording The agency needs to establish and maintain good practices for collection of information from individuals availing of the caseworker's service. In this situation, the caseworker needs to 1. Be clear about the agency's reasons for collecting the information and explain the rationale to the person. 2. Be ready, with no resistance or surprise, to answer specific queries from individuals about the details he or she asks for, any forms to be completed or notes he or she makes.</p>		

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Deal with individuals' questions courteously, even if they ask in an abrupt or confrontational way. Individuals may feel uneasy about challenging the information systems and this unease can emerge in an apparently unfriendly way. 4. It is important that the agency commits to the view that individuals have the right to understand why information is requested. 5. Explain in a straightforward way how the person can access his or her own information, and the extent to which the information is available to others in the agency. In short, Social caseworkers should be open and honest with the person or his or her family where appropriate, from the beginning about why, what, how and with whom their information will, or could be shared. They must seek the person's agreement to share their information, unless it is unsafe or irrelevant to do so. 11.11 Summary In social casework practice, recording is defined as the process of writing down relevant information in a systematic manner about the person who has come to the agency seeking some help. Social casework practice involves many types of recording depending upon factors such as requirements of the agency, the theoretical perspective of the caseworker, the type of intervention, and so on. Recording is an important and integral part of the case work procedure and is an output of the activity of the case work. Although there is no such thing as an ideal or model record, there are some guiding principles for maintaining a good record. As case workers seek to be professional and credible, they need to develop the record-keeping practice that supports them in performing their role and meets the public expectations of quality of service and accountability of any professional. Some case workers have reservations about creating records which may be demanded by individuals for use outside the case work relationship in legal actions against others. They hope that an absence of records will enable them to concentrate on the therapeutic relationship without having to consider how that work would be viewed in a court of law.

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Once it is decided to keep the records, the existence of the records and the level of security with which they are protected have to be made known to the individual. Case work records vary considerably in style, from brief factual accounts which focus on what the individual reported to ones that include more of the case worker's thoughts and responses. Records ought not to include anything that could disrupt the therapy if seen by an individual. Prejudice and abusive comments are to be avoided. The agency has to be clear about its reasons for collecting the information and explain the rationale to the client. The caseworker should explain in a straightforward way how the client can access his or her own information, and the extent to which the information is available to others in the agency. 11.12

Exercises 1. What is a case record? What is its importance? 2. What are the important aspects of Record Keeping in case work? 3. Analyse the importance of Record Keeping in case work practice? 11.13 Reference

[http://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000032SW/P000436/ M014354/ET/1456828634ET20.pdf](http://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000032SW/P000436/M014354/ET/1456828634ET20.pdf)

<http://www.yourarticlelibrary.com/sociology/recording-as-an-important-method-to-learn-social-work-practice/36558>

<http://www.ignou.ac.in/upload/bswe-02-block1-unit-5-small-size.pdf>

NSOU ? PGSW-II 246 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 246 PRINTTECH — 4th PROOF / 22.12.2021 Unit 12 ?Review of Casework Record Structure 12.0 Objectives 12.1 Introduction 12.2 Objective of Casework Record Review 12.3 Advantage and Disadvantage of Record Review 12.3.1 Advantage 12.3.2 Disadvantage 12.4 Sources of Records 12.5 Process of Record Review 12.6 Points to be avoided while Record review 12.7 Summary 12.8 Exercise 12.9 Reference 12.0 Objectives The learners by now know about the importance of record keeping along with its various skills, techniques and principles. Record Review

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entails studying information that has already been recorded and involves summarizing the data, subjecting it to appropriate statistical analysis and drawing inferences

In this unit we will learn how to review these records for our future requirements. 12.1 Introduction Recording

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aims to support social workers and other social care staff to improve recording skills – how you write down what you have seen and done, your analysis of that, and what you plan to do as a result. It is based on the concept of PARTNERSHIP – that recording should be done, as much as possible, in conjunction with the person you are working with. The

importance of recording

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Recording is an integral and important part of social work and social care. It is not simply an administrative burden to go through as quickly as possible, but is central to good, person-centred support. Recording is vital: ? It supports good care and support ? It is a legal requirement and part of staff's professional duty ? It promotes continuity of care and communication with other agencies ? It is a tool to help identify themes and challenges in a person's life ? It is key to accountability – to people who use services, to managers, to inspections and audits ? It is evidence – for court, complaints and investigations It will enhance your practice and the support you can offer people if you can make good recording a central part of your work.

A "review of the Casework Records" is a classification and evaluation of what the case worker had already documented after interviewing a client. It is sometimes sufficient to browse the text quickly. We can not always trust our memory, we can never remember who said what, so it is better record everything and keep it handy for future review. A Case review consists of an overview, a summary, and an evaluation of the already available information. It may also include a discussion of methodological issues and suggestions for future reference.

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Record reviews, on the other hand, are based upon information that is already available in the form of records. If particular information is not recorded reliably, then it cannot be used for record reviews.

Reviewing the records lets us gain and demonstrate skills in two basic area- 1. Information seeking: The ability to scan the record efficiently, using manual and computerized methods. 2. Critical appraisal: The ability to identify unbiased and valid points from the case which has been reviewed. 12.2 Objective of Casework Record Review Record Review must be— a. Be organized around and related directly to the thesis or research question you are developing

NSOU ? PGSW-II 248 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 248 PRINTTECH – 4th PROOF / 22.12.2021 b. Synthesize further details from the available sources c. Identify areas of controversy in the literature d. Formulate questions that need further research The caseworkers conduct review to minutely study the available records and propose further strategies which can be taken up in that specific area. It is also done to find out the gaps in the information if any. The caseworkers conduct review to minutely study the available records and propose further strategies which can be taken up in that specific area. It is also done to find out the gaps in the information if any. Record Reviewing in social work profession is a very important stage and it is done after- ?????

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Regular check-up visit ????? Safeguarding disclosure ????? Joint Assessment ????? Dealing with a complaint ????? Difficult behaviour 12.3

Advantage and Disadvantages of Record Review 12.3.1 Advantages Conducting a record review has several advantages.

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It enables assessment of a large sample at limited cost. It enables easy collection of information which is routinely recorded. It minimizes recall bias for an event in the past. It also reduces the need for intrusion into clients' time for assessment as part of the study. For some types of data, record review may be the most feasible type of study. 12.3.2

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Disadvantages Variation in the manner in which data has been gathered and recorded in the charts limits the extraction and interpretation of the variables. Some records may be incomplete or lost in the course of time, leading to missing data. Also, records may not have been stored in an easily retrievable manner restricting the extent to which they could be utilized further.

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A variety of data sources can be utilized to collect information for a record review. These sources could be in the form of hard copies of case notes and case files, manually entered registers, and computerized databases. Data sources can include case notes, clients case files, attendance registers, counselling records,

national demographic records and so on.

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The national demographic databases (for events such as suicide, Rape etc) are reservoirs of information about a large population, and are representative of the community sample. But these extensive repositories require permissions and clearances before use for academic purposes. Also, sifting through such large databases may require extensive and dedicated computing time. The type of data source would determine the extent and type of information that can be gleaned from it. The selection of the data source is based upon both convenience as well as the requirements of the Caseworker. Certain extensive data sources may require significant resources and large organizational supports for processing. On the other hand smaller databases may provide information about a limited sample. Also, some data may be missing or become non-retrievable with any type of source, depending on the manner of recording and storage of data. Hence pragmatic and practical considerations quite often determine the usefulness of a data source for purposes of answering a clinical query. 12.5 Process of Record Review The process of clinical record review involves multiple step. The exact procedure and protocol needs to be modified in accordance with the type of study, nature of the data source and local constraints. Some of the basic and commonly followed steps are as discussed as

under:- 1. Identifying an appropriate data source. The identification of an appropriate

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data source that can answer the clinical question is the next major step. Data sources can include clinical case records in the outpatient or inpatient service, registration entries, adverse event monitoring systems, investigation report filing systems and so on. Each type of data source has inherent

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strengths and weaknesses which should be evaluated before its selection. The data source should also be assessed for accuracy and completion, which will determine the usefulness and generalizability of the data. Ethical aspects of data usage should be given due consideration; and appropriate clearances should be obtained. 2. Devising a data extraction instrument. A well-designed instrument to extract data from the case records to answer the clinical query is of immense importance. It is necessary to agree upon which variables are to be extracted and how the coding is to be done before the data extraction occurs. A manual may be prepared defining the various terminologies and enumerating the operational definitions for the coding process. 3. Extraction of the data. Data extraction should be carried out in accordance with the instrument devised and the definitions agreed upon beforehand. The person/people in-charge of coding the data should be clearly specified. In case data is extracted from technical or subjective case notes, it should be ensured that the data extractors have sufficient expertise. Preferably, two raters can be used to extract the data, and it is advisable to present an estimate of the agreement among the raters. Some differences are likely to crop up when subjective data is being extracted by different raters. 4. Re-evaluating a small dataset. A small subsample (approximately 10% of the total sample) can be reassessed to check agreement with the previously coded data and to determine the pattern and extent of inaccuracies, if any. This is especially useful when dealing with large data sets where cumulative inaccuracies may translate into substantial absolute values of discrepancy and limit generalizability of results. 5. Statistical analysis. Analysis of the data should be conducted using appropriate statistical methods. Analysis can range in complexity from simple semi-quantitative measures for qualitative data to hierarchical multivariate analysis. Excellent statistical software programs are available for carrying out computations in minimal time. It is prudent to involve a trained statistician while dealing with large datasets and conducting complex statistical analysis 6. Dissemination of findings. After conducting the record review, it is

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to archive and disseminate the results. This is useful to bolster the

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scientific evidence base on the subject studied through the record review. The results of the record review, even if negative, or challenging to the existing views, should be made known. 12.6

Points

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to be avoided while Record review There are certain potential areas where errors may crop up in record reviews. The clinicians and researchers may inadvertently miss out important components while reporting record reviews.

88% **MATCHING BLOCK 540/544** **W**

Common errors How to avoid? Not specifying the data source clearly Specifying the

data source clearly Records of the client/s who came to the agency, for what propose and what method was applied to tackle it must be mentioned Not specifying what elements of the Clearly mention the elements of the data

56% **MATCHING BLOCK 541/544** **W**

data were extracted Relevant data was extracted from the records Data was extracted from the records extracted from the records using a structured instrument and included age, gender, procedures conducted,etc. Not specifying who extracted the data Specify who extracted the information Data was obtained from the records with regard to their expertise in the field. Data must be extracted from the records by trained

professional in the particular field Not specifying ethical aspects No Mention the relevant ethical aspects in mention at all

79% **MATCHING BLOCK 542/544** **W**

context The study had waiver of informed consent as per guidelines of the Social Work Ethics. and

ensure that the infor- mation was kept confidential 12.7 Summary Record reviews are crucial instruments for collecting information investigative procedures in Social Work field and it also clearly explains about the outcomes of NSOU ? PGSW-II 252 AA(CD) A New Compose / MSW / P-II / B-2 (M-2) 252 PRINTTECH – 4th PROOF / 22.12.2021 such investigations.

75% **MATCHING BLOCK 543/544** **W**

The effective use of record reviews for looking into specific clinical questions needs accurate planning and use of right data sources. Record reviews have several advantages but their results should be interpreted keeping in view their limitations. Ethical issues, particularly pertaining to maintaining confiden- tiality of records, need to be taken into consideration. Appropriately conducted record reviews can help in effectively expanding the scientific knowledge base, and can provide information which may not be available through other means. 12.8

Exercise 1. What is review of case work record ? What are its objectives? 2. What are the advantages and disadvantages of Review of record? 3. What are the different sources of Records? 4. Discus the procedure for Reviewing of Records 5. What are the common errors that we commit while review of records and how can we avoid it 12.9 Reference <https://www.scie.org.uk/social-work/recording> <https://www.smu.ca/webfiles/guidelitreviewbrief.pdf> <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4225918/>

Hit and source - focused comparison, Side by Side

Submitted text As student entered the text in the submitted document.
Matching text As the text appears in the source.

1/544 **SUBMITTED TEXT** 18 WORDS **76%** **MATCHING TEXT** 18 WORDS

Process 109-148 Unit 6 ? Tools of Social Case Work 149-159
 Unit 7 ? Techniques of Social Case Work 160-186

SA Social Case Work Block 2.pdf (D164874044)

2/544	SUBMITTED TEXT	26 WORDS	55% MATCHING TEXT	26 WORDS
<p>the historical development of case work in west. It starts with concept of charity, then its journey from friendly visitors to modern professional case workers. Then we</p> <p>SA SOCIAL CASE WORK SLM FOR ODL.pdf (D123772683)</p>				
3/544	SUBMITTED TEXT	32 WORDS	79% MATCHING TEXT	32 WORDS
<p>and starting of professional Social Work with establishment of schools of social work in India. We also pointed out the impact of world wars, friendly visitors, contribution of Marry Richmond in the history of</p> <p>SA SOCIAL CASE WORK SLM FOR ODL.pdf (D123772683)</p>				
4/544	SUBMITTED TEXT	16 WORDS	100% MATCHING TEXT	16 WORDS
<p>about the problems faced by individuals and families in their day to day life and</p> <p>SA SOCIAL CASE WORK SLM FOR ODL.pdf (D123772683)</p>				
5/544	SUBMITTED TEXT	56 WORDS	61% MATCHING TEXT	56 WORDS
<p>A method is well understood to be an orderly way of procedure and therefore it is always carried out towards achievement of a specific aims. Case work is one such method that social workers use to help people of all ages and from various sections of society to enhance their social functioning and to cope more effectively with their problems.</p> <p>SA Kodzero Makunike Industrial Social Work Independent Study Final (1).docx (D52059512)</p>				
6/544	SUBMITTED TEXT	29 WORDS	98% MATCHING TEXT	29 WORDS
<p>All religions encouraged the helping of poor and helpless people. However it took professional shape in the late 19th and early 20th century. To date the actual beginning of social</p> <p>SA SOCIAL CASE WORK SLM FOR ODL.pdf (D123772683)</p>				
7/544	SUBMITTED TEXT	52 WORDS	75% MATCHING TEXT	52 WORDS
<p>Early Beginnings The Association for improving the condition of the poor (AICP) formed in America in 1843 approached the problem of poverty more individually than had been previously handled. The aim of AICP was to visit the poor at homes, to give counsel, to assist them particularly in obtaining employment, to instill self-respect and self-reliance</p> <p>SA SOCIAL CASE WORK SLM FOR ODL.pdf (D123772683)</p>				

8/544	SUBMITTED TEXT	14 WORDS	100% MATCHING TEXT	14 WORDS
<p>to inculcate the habits of economy and whenever absolutely necessary to provide such relief</p> <p>SA SOCIAL CASE WORK SLM FOR ODL.pdf (D123772683)</p>				
9/544	SUBMITTED TEXT	41 WORDS	91% MATCHING TEXT	41 WORDS
<p>The earliest organised effort in USA was the establishment of Charity Organisation Society in 1977. One as the aims of the Society was to find out the ways and means of helping the poor and needy and thus to organize, individualised service.</p> <p>SA SOCIAL CASE WORK SLM FOR ODL.pdf (D123772683)</p>				
10/544	SUBMITTED TEXT	15 WORDS	100% MATCHING TEXT	15 WORDS
<p>included the investigation of applicants to assess the need, central registration, recording and relief giving</p> <p>SA SOCIAL CASE WORK SLM FOR ODL.pdf (D123772683)</p>				
11/544	SUBMITTED TEXT	29 WORDS	85% MATCHING TEXT	29 WORDS
<p>They were kind hearted volunteers who visited poor families to assess their needs and to provide help, guidance and advise. They made their visits in act of charity and not</p> <p>SA SOCIAL CASE WORK SLM FOR ODL.pdf (D123772683)</p>				
12/544	SUBMITTED TEXT	27 WORDS	90% MATCHING TEXT	27 WORDS
<p>There were hundreds of volunteers who made their visits to the home of the poor and brought whatever they could in the way of understanding, sympathy, encouragement</p> <p>SA SOCIAL CASE WORK SLM FOR ODL.pdf (D123772683)</p>				
13/544	SUBMITTED TEXT	31 WORDS	87% MATCHING TEXT	31 WORDS
<p>comparatively little consciousness or the analysis of factors about social relationship. At the same time it was probably through the efforts of friendly visitors that the concept of scientific charity evolved and</p> <p>SA SOCIAL CASE WORK SLM FOR ODL.pdf (D123772683)</p>				
14/544	SUBMITTED TEXT	22 WORDS	93% MATCHING TEXT	22 WORDS
<p>visitor found the problem of all poor people is not alike and they should not be treated in the same manner. 1.5 Friendly Visitors</p> <p>SA SOCIAL CASE WORK SLM FOR ODL.pdf (D123772683)</p>				

15/544	SUBMITTED TEXT	33 WORDS	98% MATCHING TEXT	33 WORDS
<p>their task. They collected data about the needy individuals and families and helped them after assessing their needs. Paid Agents also maintained records including personal data and the type of help given to the</p> <p>SA SOCIAL CASE WORK SLM FOR ODL.pdf (D123772683)</p>				
16/544	SUBMITTED TEXT	17 WORDS	73% MATCHING TEXT	17 WORDS
<p>started at this time. Case work at this time was bared more on medical model. For sometime</p> <p>SA SOCIAL CASE WORK SLM FOR ODL.pdf (D123772683)</p>				
17/544	SUBMITTED TEXT	71 WORDS	91% MATCHING TEXT	71 WORDS
<p>was only confined to sick persons, a sick person to be treated was the priority. The term "work with case" was used for the first time in national conference in USA. The first professional training programme especially for the case work was started in the form of summer training. The impact of this training programme resulted in the need for more substantial training and School of Social Work attached to the agencies come into existence. When</p> <p>SA SOCIAL CASE WORK SLM FOR ODL.pdf (D123772683)</p>				
18/544	SUBMITTED TEXT	18 WORDS	66% MATCHING TEXT	18 WORDS
<p>Sir Dorabji Tata Graduate School of social work in Bombay, now known as the Tata Institute of Social</p> <p>SA 480E1230-Social Work with Individuals (Final Proof 07.03.2023).doc (D165107502)</p>				
19/544	SUBMITTED TEXT	15 WORDS	73% MATCHING TEXT	15 WORDS
<p>social service as a helping activity existed in one form or other through the ages. Social service as a helping activity has been in existence in India, in one form or other through the ages.</p> <p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
20/544	SUBMITTED TEXT	12 WORDS	87% MATCHING TEXT	12 WORDS
<p>N. M. Joshi, one of the founder of the trade Union movement</p> <p>SA MSW-03 Working with Individuals Unit-1 22-01-2023.pdf (D156677112)</p>				

21/544	SUBMITTED TEXT	23 WORDS	60% MATCHING TEXT	23 WORDS
<p>an organisation called the Social Service League in Bombay. The Social Service League conducted training programme for volunteers, whose services were later utilized for</p> <p>SA MSW-03 Working with Individuals Unit-1 22-01-2023.pdf (D156677112)</p>				
22/544	SUBMITTED TEXT	32 WORDS	98% MATCHING TEXT	32 WORDS
<p>Case work figured both as a Theoretical course and as a method of practice in the academic programme from the year 1946. The other methods of social work were incorporated into the curriculum later</p> <p>Case Work figured, both as a theoretical course and also as a method of practice in the academic from the year 1946. The other methods of social work were incorporated into the curriculum later.</p> <p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
23/544	SUBMITTED TEXT	41 WORDS	91% MATCHING TEXT	41 WORDS
<p>social work as a profession and as an academic programme has been enlarged and enriched by new perspectives ideas and theories. Case work will continues to be taught in schools of social work and used as a method of social work in different</p> <p>social work as a profession and as an academic programme has been enlarged and enriched by new perspectives, ideas and theories. Case Work still continues to be taught in school of social work and is used as a method of social work in different</p> <p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
24/544	SUBMITTED TEXT	20 WORDS	76% MATCHING TEXT	20 WORDS
<p>people suffering from famines, epidemics, flood and such other disaster and also for welfare programmes among the poor and the destitute (</p> <p>SA Social Case Work Block 2.pdf (D164874044)</p>				
25/544	SUBMITTED TEXT	76 WORDS	83% MATCHING TEXT	76 WORDS
<p>case workers, with due recognition of Psychological factor need to look into social factors intensively. They should study the client as a person in his social content, find out what social factors (including cultural and religions factors) hamper his happiness, what he and his community can do about this matter and how case workers can help him if one aspect the fact that start a person is today is the result of all his yesterday, than it logically follows that</p> <p>SA 470E1120-Social Work Practices with Individuals & Groups - Final ok - 03.09.21(ld 2656).docx (D165249726)</p>				
26/544	SUBMITTED TEXT	34 WORDS	73% MATCHING TEXT	34 WORDS
<p>of social living will be a part of his Psychie experience of tomorrow. Since case workers can have first hand knowledge or direct information of social situations, they can be well equipped for their unique method</p> <p>SA 470E1120-Social Work Practices with Individuals & Groups - Final ok - 03.09.21(ld 2656).docx (D165249726)</p>				

27/544	SUBMITTED TEXT	51 WORDS	91% MATCHING TEXT	51 WORDS
<p>Psychotherapy (case work therapy) though deeper understanding of social factors as they affect the personality and they can also utilise their knowledge of social situation in the social readjustment of their clients. Their therapy needs to be more and more in the line of Socio-Psychie therapy and not the Psychotherapy of a Psychiatrist. 1.11</p> <p>SA 470E1120-Social Work Practices with Individuals & Groups - Final ok - 03.09.21(ld 2656).docx (D165249726)</p>				
28/544	SUBMITTED TEXT	32 WORDS	63% MATCHING TEXT	32 WORDS
<p>there is a general tendency towards conformity to group norm on the part of the people. Consequently the traditional case work situation, where the individuals adjustment to his reality is disturbed due to</p> <p>there is a general tendency towards conformity to the group norm, on the part of the people. Hence in traditional case work situations the individual's adjustment to his/her reality disturbed to</p> <p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>				
29/544	SUBMITTED TEXT	16 WORDS	93% MATCHING TEXT	16 WORDS
<p>In India case work is practiced in some places in connection with medicine - medical social</p> <p>In India, case work is practiced in some places in connection with medicine, e.g., medical social</p> <p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>				
30/544	SUBMITTED TEXT	49 WORDS	88% MATCHING TEXT	49 WORDS
<p>In family case work, efforts are concentrated upon family as a social unit and the individuals as members thereof. The problems centre around family relationship or adjustments and/or any aspect of a family life. Family case work can be said to be basic to all case work, for in the practice of</p> <p>In family case work, efforts are concentrated upon family as a social unit and the individuals as members thereof. The problems centre on family relationships or adjustment and / or any aspect of a family life. Family case work can be said to be the basic to all case work. For instance, in the practice Scope of</p> <p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>				
31/544	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
<p>However, in family service agencies where case work should be practiced.</p> <p>However in family service agencies where case work should be practiced</p> <p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>				
32/544	SUBMITTED TEXT	33 WORDS	70% MATCHING TEXT	33 WORDS
<p>today an effort to limit the scope of work to certain family problems such as child placement, marriage counselling, meeting problems of unmarried another, etc. instead of dealing with all problems relating to the family</p> <p>today an effort to limit the scope of work to certain family problems such as child placement, marriage counseling, problems of unmarried mothers is apparent, instead of dealing with all problems relating to the family</p> <p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>				

33/544	SUBMITTED TEXT	24 WORDS	79% MATCHING TEXT	24 WORDS
<p>family indebtedness involving financial relief, parent-child relationship and marital disharmony. Case work has also entered the field of criminology and in same places is practised in</p>		<p>family indebtedness, involving financial relief, parent-child relationship and marital disharmony. ? Case work in residential institutions ? Case Work has also entered the field of criminology and in some places is practiced in</p>		
<p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>				
34/544	SUBMITTED TEXT	25 WORDS	100% MATCHING TEXT	25 WORDS
<p>In the field of labour welfare. There is a great need for introducing case work to deal with varied social problems of workers in industries.</p>		<p>In the field of labour welfare there is a great need for introducing case work to deal with varied social problems of workers in industries.</p>		
<p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>				
35/544	SUBMITTED TEXT	23 WORDS	73% MATCHING TEXT	23 WORDS
<p>new ideas and new ways of living. Case work should not be confirmed only to helping the client to adjust to the existing</p>		<p>new ideas and new ways of living. Case worker should not be confined to help the client to adjust to the existing</p>		
<p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>				
36/544	SUBMITTED TEXT	22 WORDS	84% MATCHING TEXT	22 WORDS
<p>In the end it may be started that a human being, be he a patient, mill worker, a student, a probationer or</p>		<p>In the end, it may be stated that a human being, be s/ he a patient, factory worker, a student, a probationer or</p>		
<p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>				
37/544	SUBMITTED TEXT	20 WORDS	85% MATCHING TEXT	20 WORDS
<p>a prisoner, if his problem is of social adjustment (either because his personally adversity affects the environment and/or because his</p>		<p>a prisoner, if his problem is of social adjustment (either because his personality, adversely affects the environment and / or because his/</p>		
<p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>				
38/544	SUBMITTED TEXT	12 WORDS	95% MATCHING TEXT	12 WORDS
<p>problems of adjustment for him) deserves help through the case work method.</p>		<p>problems of adjustment for him/her deserves help through the case work method</p>		
<p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>				
39/544	SUBMITTED TEXT	17 WORDS	82% MATCHING TEXT	17 WORDS
<p>This method in its truth, with its ever widening horizon, needs to be in search of numerous</p>		<p>This method in turn, with its ever widening horizon, needs to be in search of numerous</p>		
<p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>				

40/544	SUBMITTED TEXT	10 WORDS	100% MATCHING TEXT	10 WORDS
and novel skills to be of service to the suffering.		and novel skills to be of service to the suffering.		
W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf				
41/544	SUBMITTED TEXT	28 WORDS	77% MATCHING TEXT	28 WORDS
case work in India as the first professional social workers that did case work in India setting were trained in the American schools of social work. Case work was		case work influenced India as the first professional social workers who did case work in the settings were trained in the American Schools of Social Work. Case work was		
W http://ddceutkal.ac.in/Syllabus/MSW/Paper-5.pdf				
42/544	SUBMITTED TEXT	99 WORDS	85% MATCHING TEXT	99 WORDS
taught when the Sir Dorabji Tata Graduate School of social work, currently known as Tata Institute of Social Sciences was started in Bombay in 1936, and it become a method of practice in helping people with their problem of social functioning. Latter 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 attached to some welfare services are not trained social workers who used the method of care work considerably in their work are not given the designation of case workers as they are likely to use other methods as well. 1.13		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 attached to some welfare agencies are not trained case workers and those professionally trained social 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.		
W http://ddceutkal.ac.in/Syllabus/MSW/Paper-5.pdf				
43/544	SUBMITTED TEXT	25 WORDS	86% MATCHING TEXT	25 WORDS
many men and women came to know the meaning of social case work for the first time. The World War made a wide impact on social				
SA SOCIAL CASE WORK SLM FOR ODL.pdf (D123772683)				
44/544	SUBMITTED TEXT	15 WORDS	85% MATCHING TEXT	15 WORDS
In India culture and religion advocate the need to help the poor and needy.				
SA SOCIAL CASE WORK SLM FOR ODL.pdf (D123772683)				
45/544	SUBMITTED TEXT	39 WORDS	68% MATCHING TEXT	39 WORDS
The first professional social workers, who did case work in the Indian setting were trained in the American school of social work and later in 1936 Sir Dorabji Tata Graduate School of social work, now know as Tata Institute of Social		the first professional social workers who did case work in the Indian settings were trained in the American Schools of Social Work. work was taught when Sir Dorabji Tata Graduate School of Social Work known as the Tata Institute of Social		
W http://ddceutkal.ac.in/Syllabus/MSW/Paper-5.pdf				

46/544	SUBMITTED TEXT	15 WORDS	90% MATCHING TEXT	15 WORDS
<p>case work as a theoretical course and as a method of practice in the academic</p> <p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>		<p>Case Work figured, as a theoretical course and also as a method of practice in the academic</p>		
47/544	SUBMITTED TEXT	22 WORDS	73% MATCHING TEXT	22 WORDS
<p>efforts were paternalistic in nature and did not aim at making the individual independent. Thus there exist an important difference between modern professional</p> <p>SA SOCIAL CASE WORK SLM FOR ODL.pdf (D123772683)</p>				
48/544	SUBMITTED TEXT	41 WORDS	73% MATCHING TEXT	41 WORDS
<p>in India. 1.15 References 1. Banerjee (Miss) Gouri Rani (1965) : case work, in Encyclopedia of social work in India by Deshmukh. pp. 63. 2. Mathew Grace (1987) : Case work, in Encyclopedia of Social work in India, Ministry of Welfare, Govt. of India. 3. Upadhya, R.</p> <p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>		<p>in India, Ajmer: Sachin Publications Banerjee, Gauri Rani (19—); case work, in Encyclopedia of social work in India by Deshmukh. Mathew Grace (1987): Case Work, In Encyclopediad of Social Work in India, Ministry of Welfare, Govt Of India. Roberts, R.</p>		
49/544	SUBMITTED TEXT	17 WORDS	100% MATCHING TEXT	17 WORDS
<p>Younghusband, E. (1971) : New Development in case work, Volume II, London: George Allan & Unwin Ltd.</p> <p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>		<p>Younghusband, E. (1971), New Developments in Case Work, Volume II, London: George Allan & Unwin Ltd.</p>		
50/544	SUBMITTED TEXT	16 WORDS	96% MATCHING TEXT	16 WORDS
<p>different components of case work and relate to the role of a social worker in each</p> <p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>		<p>different components of social case work and relate to the role of a social worker in each</p>		
51/544	SUBMITTED TEXT	28 WORDS	65% MATCHING TEXT	28 WORDS
<p>is practiced in many organisation and institutions such as hospitals, clinics, courts, industry, military organisation, family welfare agency, child welfare agency, correctional settings, agency for aged, destitute, orphan etc. 1.14</p> <p>SA SOCIAL CASE WORK SLM FOR ODL.pdf (D123772683)</p>				
52/544	SUBMITTED TEXT	19 WORDS	86% MATCHING TEXT	19 WORDS
<p>The case worker must not be a listener only but also an active agent in helping the client to</p> <p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>		<p>The case worker must not only be a keen listener but also an active agent in helping the client to</p>		

53/544	SUBMITTED TEXT	23 WORDS	94% MATCHING TEXT	23 WORDS
<p>Problem solving implies that both the case worker and his/her clients are simultaneously and consciously, though differently, engaged in problem solving from the beginning.</p>		<p>Problem solving implies that both the case worker and his/her client are simultaneously and consciously, though differently, engaged in problem-solving from the beginning.</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
54/544	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
<p>Probably no process has been as troubling to case workers as diagnosis.</p>		<p>Probably no process has been as troubling to case workers as diagnosis.</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
55/544	SUBMITTED TEXT	30 WORDS	100% MATCHING TEXT	30 WORDS
<p>Principles of case work are principles of action, based upon a fundamental which influences, guides and directs. The principles are also referred to as qualities or elements as they are present</p>		<p>Principles of case work are principles of action, based upon a fundamental which influences, guides and directs. The principles are also referred to as qualities or elements as they are present</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
56/544	SUBMITTED TEXT	33 WORDS	75% MATCHING TEXT	33 WORDS
<p>the case worker and the client is of utmost importance. In a case work relationship however, case worker is on the role of a professional helper while client is the person who needs help.</p>		<p>The case worker and the client are fundamentally equal as human In a case work relationship however, case worker on the role of a professional helper while client is the person who needs help.</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
57/544	SUBMITTED TEXT	24 WORDS	100% MATCHING TEXT	24 WORDS
<p>In the Indian context, the concept of self fulfillment and self-expression go hand in hand with the concept of conformity to the group norm. In</p>		<p>In the Indian context, the concept of self fulfillment and self-expression go hand in hand with the concept of conformity to the group norm. In</p>		
<p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>				
58/544	SUBMITTED TEXT	24 WORDS	87% MATCHING TEXT	24 WORDS
<p>practice of social case work time and again, one see that the needs of the clients are not limited to their material needs only</p>		<p>practice of social case work, time and again, one sees that the needs of the clients are not limited to their material wants only.</p>		
<p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>				
59/544	SUBMITTED TEXT	15 WORDS	66% MATCHING TEXT	15 WORDS
<p>the seven principles of case work and the practice of social case work in India</p>				
<p>SA Social Work with Indiv and Groups Block 1.pdf (D164882170)</p>				

60/544	SUBMITTED TEXT	15 WORDS	73% MATCHING TEXT	15 WORDS
social work method, social case work. Social case work as a method of social work		Social Case Work Social Case Work: Social Case Work, a primary method of social work,		
W https://schoolcounsellorsofindia.blogspot.com/2012/04/social-case-work.html#!				
61/544	SUBMITTED TEXT	43 WORDS	82% MATCHING TEXT	43 WORDS
complex, dynamic and in evaluation. It is complex by virtue if varied knowledge which feed it, the ethical commitments which infuse if, the special auspices and condition of its practice, the objectives and ends which guide it, the skills which empower it. It is complicated		complex, dynamic, and evolving It is complex by virtue of the varied knowledge which feed it, the ethical commitments which infuse it, the special auspices and of its practice, the objectives and ends which guide it, the skills which empower it. It is complicated		
W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf				
62/544	SUBMITTED TEXT	37 WORDS	96% MATCHING TEXT	37 WORDS
by the fact that it deals with materials which are in interaction and change among themselves and also in response to the injection of case work itself. As it is experienced, practiced, or thought about, the social case work		by the fact that it deals with materials which are in interaction and change among themselves and also in response to the interaction of case work itself. As it is experienced, practiced, or thought about, the social case work		
W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf				
63/544	SUBMITTED TEXT	24 WORDS	100% MATCHING TEXT	24 WORDS
Social case work is a process used by certain human welfare agencies to help individuals to cope more effectively with their problems in social functioning.		Social case work is a process used by certain human welfare agencies to help individuals to cope more effectively with their problems in social functioning.		
W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf				
64/544	SUBMITTED TEXT	13 WORDS	83% MATCHING TEXT	13 WORDS
four essential components of case work in their relationships to one another.		four essential components of social case work in their relationship to one another:		
W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf				
65/544	SUBMITTED TEXT	47 WORDS	100% MATCHING TEXT	47 WORDS
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. Since this is the heart of almost any situation where a person seeks professional help, the distinctive characteristics must be delineated.		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. Since this is the heart of almost any situation where a person seeks professional help, the distinctive characteristics must be delineated.		
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66/544	SUBMITTED TEXT	29 WORDS	90% MATCHING TEXT	29 WORDS
<p>Case work is concerned with the release of resource in the immediate environment and capacities in the individual which may give him fuller and more satisfying life, both economic and</p> <p>SA 470E1120-Social Work Practices with Individuals & Groups - Final ok - 03.09.21(ld 2656).docx (D165249726)</p>				
67/544	SUBMITTED TEXT	15 WORDS	90% MATCHING TEXT	15 WORDS
<p>Problem? The problem arise from some need or obstacle or accumulation of frustrations or maladjustments and</p> <p>Problem: The problem arises from some need or obstacle or accumulation of frustrations or maladjustments, and</p> <p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
68/544	SUBMITTED TEXT	34 WORDS	62% MATCHING TEXT	34 WORDS
<p>these together, which threatens or has already attacked the adequacy of the persons living situation or the effectiveness of his effects to deal with it. What is the Place? The place is a social service agency or</p> <p>these together, which threatens or has already attacked the adequacy of the person's living situation or the effectiveness of his efforts to deal with it. Place: The place is a social service agency or a social department or</p> <p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
69/544	SUBMITTED TEXT	45 WORDS	82% MATCHING TEXT	45 WORDS
<p>The person is man, women or child any one who finds himself, or is found to be, in need of help in some aspect of historical—emotional living, whether the need be for tangible possessions or counsel. As he begins to receive such help, he is called a "client".</p> <p>SA 480E1230-Social Work with Individuals (Final Proof 07.03.2023).doc (D165107502)</p>				
70/544	SUBMITTED TEXT	22 WORDS	100% MATCHING TEXT	22 WORDS
<p>is a progressive transaction between the professional helper (The case worker) and the client. It consists of a series of problem—solving operations carried</p> <p>is a progressive transaction between the professional helper (the case worker) and the client. It consists of a series of problem solving operations carried</p> <p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
71/544	SUBMITTED TEXT	70 WORDS	94% MATCHING TEXT	70 WORDS
<p>agency. It is a particular kind of social agency and department in that if is sets 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.</p> <p>SA 470E1120-Social Work Practices with Individuals & Groups - Final ok - 03.09.21(ld 2656).docx (D165249726)</p>				

72/544	SUBMITTED TEXT	33 WORDS	83% MATCHING TEXT	33 WORDS
<p>The client of a social agency is like all the other persons we have ever known, but he is different too. In broad ways he is like all other human beings, in a</p>		<p>The client of a social agency is like the other persons one has ever known, but he/she is different too. In broad ways he/she is like all other human beings; in a</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
73/544	SUBMITTED TEXT	51 WORDS	75% MATCHING TEXT	51 WORDS
<p>more limited way he is like all other human beings of his age or time or culture. But, as we move from understanding him simply as a human being to understanding as this particular human being, we find that, with all his general likeness to other, he is as unique as his thumbprint.</p>		<p>more limited way he/ she like all other human beings of his age or time or culture. But, as one moves from understanding him/her simply as a human being to him/her as this particular human being, one finds that, with all his/her's general likeness to others, he/she is as unique as his thumbprint.</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
74/544	SUBMITTED TEXT	97 WORDS	91% MATCHING TEXT	97 WORDS
<p>the person is a man, women or child or any one who find himself/herself, or is found to be, in need of help in some aspect of his social-emotional living, whether the need be for tangible prosiness or counsel. As he/she starts to receive help, he/she is called a "client". A client is one who seeks professional help, one who employs the help of another or one who is served by a social agency or an institution. David Landy has identified the process a person goes through in seeking help or becoming a client : 1. The help seeker must decide something is wrong</p>		<p>The person is a man, woman or child or who finds himself/herself, or is found to be, in need of help in some aspect of his social-emotional living, whether the need be for tangible provisions or counsel. As he/she begins to receive help, he/she is called a "client". A client is one who seeks professional help, one who employs the help of another or one who is served by a social agency or an institution. David Landy has identified the process a person goes through in seeking help or becoming a client: 1. The help seeker must decide something is wrong. 2.</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
75/544	SUBMITTED TEXT	27 WORDS	100% MATCHING TEXT	27 WORDS
<p>The help seeker must face the probability that family friends and neighbours will know of his disability. 3. The help seeker must decide to admit to a helper</p>		<p>The help seeker must face the probability that family, friends and neighbours will know of his disability. 3. The help seeker must decide to admit to a helper</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
76/544	SUBMITTED TEXT	66 WORDS	100% MATCHING TEXT	66 WORDS
<p>he is in distress, failed or is not capable of handling his own problem. 4. The help seeker must decide to surrender enough sovereignty and autonomy to place himself in a dependency role. 5. The help seeker must decide to direct his search for help among persons and resources known to him. 6. The help seeker must decide to take time off a job or from other responsibilities to receive help. 7. The</p>		<p>he is in distress, failed or is not capable of handling his own problem. 4. The help seeker must decide to surrender enough sovereignty and autonomy to place himself in a dependency role. 5. The help seeker must decide to direct his search for help among persons and resources known to him. 6. The help seeker must decide to take time off a job or from other responsibilities to receive help. 7. The</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				

77/544	SUBMITTED TEXT	92 WORDS	91% MATCHING TEXT	92 WORDS
	<p>seeker may realize that in receiving help relationship with others may be threatened. The person seeking help brings to the helping situation concerns, needs and problem. The person comes with concerns, unmet needs and problems of social functioning. He/She comes from a societal and cultured milieu, a set of life experiences and a set of transactions with other persons that make the person unique yet sharing commonalities of human kind. The client of social agency is like the other persons one has ever known, but he/she is different too. In broad ways he/she is like all other human beings.</p> <p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>		<p>seeker may realize that in receiving help relationship with others may be threatened. The person seeking help brings to the helping situation concerns, needs and problems. The person comes with concerns, unmet needs and problems of social functioning. He/ She comes from a societal and cultural milieu, a set of life experiences, and a set of transactions with other person's that make the person unique yet sharing the commonalities of humankind. The client of a social agency is like the other persons one has ever known, but he/she is different too. In broad ways he/she is like all other human beings;</p>	
78/544	SUBMITTED TEXT	26 WORDS	100% MATCHING TEXT	26 WORDS
	<p>By nuance and fine line and by the particular way his/her bone and brain and spirit are joined, he/she is born and grows as a personality</p> <p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>		<p>By nuance and fine line and by the particular way his/her bone and brain and spirit are joined, he/she is born and grows as a personality</p>	
79/544	SUBMITTED TEXT	100 WORDS	95% MATCHING TEXT	100 WORDS
	<p>different in some ways from every other individual of his/her family, genus, or species. The client role calls for active participation in the helping endeavor, which includes furnishing appropriate information to inform the decision making progress. Participation in the decision-making process to the limits of the client ability and capacity and the carrying put of the mutually agreed upon tasks. Clients are of Served types : 1. Those who ask for appropriate help for themselves. 2. Those who ask for help for another person or system. 3. Those who do not seek help but are in some way blocking or threatening the social functioning of another person. (e.g. the</p> <p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>		<p>different in some ways from every other individual of his/her family, genus, or species. The client role calls for active participation in the helping endeavor, which includes furnishing appropriate information to inform the decision making process, participation in the decision-making process to the limits of the clients ability and capacity, and the carrying put of the mutually agreed upon tasks. Clients are of several types: 1. Those who ask for appropriate help for themselves. 2. Those who ask for help for another person or system. 3. Those who do not seek help but are in some way blocking or threatening the social functioning of another person (e.g., the</p>	
80/544	SUBMITTED TEXT	28 WORDS	100% MATCHING TEXT	28 WORDS
	<p>parent in a child protection case) 4. Those who seek or use help as a means to reach their own goals or ends. 5. Those who seek help but for</p> <p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>		<p>parent in a child protection case). 4. Those who seek or use help as a means to reach their own goals or ends. 5. Those who seek help but for</p>	

81/544**SUBMITTED TEXT**

174 WORDS

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174 WORDS

goals. Identification of clients type is the first step in the delivery of service, for the worker-client relationship and interaction will vary depending on the types of client and the nature if help sought. Felix Briestic has identified seven needs of clients as they come to the helping situation : 1. To deal with as an individual rather than a type or category. 2. To express feelings both positive and negative. 3. To be accepted as a person of worth, a person with innate dignity. 4. Sympathetic understanding of and response to feelings expressed. 5. To be neither judged nor condemned for the difficulty in which the clients find himself. 6. To make own choices and decisions concerning one's own life. 7. To help keep confidential information self as secret as possible. The client is a person with both needs and problem(s). The problem may be related to a client. No one can ever knew, the whole of another person, though may sometimes delude himself/herself to that effect. The reason for this lies not only in the sublet disentions and interlocking of any personality but also in the shift and

goals. Identification of clients type is the first step in the delivery of service, for the worker- client relationship and interaction will vary depending on the type of client and the nature of help sought. Felix Biestik has identified seven needs of clients as they come to the helping situation: 1. To be with as an individual rather than a type or category. 2. To express feelings both positive and negative. 3. To be accepted as a person of worth, a person with innate dignity. 4. Sympathetic understanding of and response to feelings expressed. 5. To be neither judged nor condemned for the difficulty in which the clients finds himself. 6. To make own choices and decisions concerning one's own life. 7. To help keep confidential information about self as secret as possible. The client is a person with both needs and a problem(s). The problem may be related to a client. No one can ever know the whole of another person, though may sometimes delude himself/herself to that effect. The reason for this lies not only in the subtle dimensions and interlacing of any personality but also in the shift and

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82/544**SUBMITTED TEXT**

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of new and old elements in the personality that take place continuously just because the person is alive in a live environment and is in interaction with it. Never the

of new and old elements in the personality that take place continuously just because the person is alive in a live environment and is in interaction with it. Nevertheless, the

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83/544**SUBMITTED TEXT**

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the person is a whole in any moment of his/her living. He/She operates as a Physical/Psychological, social entity, whether on the problem of his/her neurotic anxieties or of his inadequate income. He/She is a product-in-process, so to speak of his/her constitutional make up, his/her physical and social environment, his/ her past environment, his/her experiences, his/her present perception and reactions, and even his/her future aspiration. It is this physical-psychological-social-past- present-future configuration that he/she brings to every life situation he/she encounters. The person's behaviour has this purpose and meaning to gain satisfaction, to avoid and dissolve frustration and to maintain his/her balance-in-movement. To understand a person, it is important to know his/her parts of personality that is Id (life forces of the individual), ego, (conscious, drivers gliding our personality forces) and superego (inconcions, ethical values and principles) which have an important role in governing his/her behaviour. Whether a person's behaviour is not effective in promoting his/her well-being depends in large part upon the functioning of his/her personality structure. The forces of the human personality combine in three major function. (1) The life energies that seek satisfactory outlets; (2) The check system automatic or voluntary, that halts, modifies or rechannel these drives to make their ends acceptable to their owner and his/her environment and (3) The organising and governing operations that controls the negotiations and balance within the person himself/herself, as between what he/ she wants and what he/she can and ought to do and between himself and his/her physical environment. Freud, Pychologist defined them as id, ego and superego. The harmonious concerted action of these forces in one make for personal and social balance and competence; their discord of faultiness is revealed in behaviour that is personality thwarting or socially unacceptable. A person at any stage of his/her life is not only "a product" of nature but is also and always "in process" of bringing the present and becoming in the future. What happens to the individual today may be as vital to him/her as what happened yesterday. Those physical, social and interpersonal situations he/she encounters in his/her operations today as worker, parent, spouse, student or client will have an

the person is a whole in any moment of his/her living. He/she operates as a physical, psychological, social entity, whether on the problem of his/her neurotic anxieties or of his inadequate income. He/she is a product-in-process, so to speak, of his/her constitutional makeup, his/her physical and social environment, his/her past environment, his/her experiences, his/her present perceptions and reactions, and even his/her future aspirations. It is this physical-psychological-social-past-present-future configuration that he/she brings to every life-situation he/she encounters. The person's behaviour has this purpose and meaning to gain satisfaction, to avoid and dissolve frustration and to maintain his/her balance- in- movement.To understand a person, it is important to know his/her parts of personality that is Id (life forces of the individual), ego (conscious, drivers gliding our personality forces) and superego (unconscious, ethical values and principles) which have an important role in governing his/her behaviour. Whether a person's behaviour is or is not effective in promoting his/her well-being depends in large part upon the functioning of his/her personality structure. The forces of the human personality combine in three major functions: (1) the life energies that seek satisfactory outlets; (2) the check system, automatic or voluntary, that halts, modifies, or re-channel these drives to make their ends acceptable to their owner and his/her environment; and (3) the organizing and governing operations that controls the negotiations and balances within the person himself/herself, as between what he/she wants and what he/she can and ought to do, and between himself and his/her physical environment. Freud, a psychologist defined them as id, ego and superego. The harmonious concerted action of these forces in one makes for personal and social balance and competence; their discord of faultiness is revealed in behaviour that is personally thwarting or socially unacceptable. A person at any stage of his/her life is not only "a product" of nature but is also and always "in process" of being in the present and becoming in the future. What happens to the individual today may be as vital to him/her as what happened yesterday. Those physical, social and interpersonal situations he encounters in his/her operations today as worker, parent, spouse, student or client will have an

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84/544**SUBMITTED TEXT**

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relationship. The end of this process is contained in its means to so influence the client-person that he develops effectiveness in coping with his problem and/or to so influence the problem as to resolve it

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85/544

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368 WORDS

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impact upon him/her and will respond that can affect his/her development either morbidly or benignly. The person "being and becoming" behaviour is both shaped and judged by the expectations he/she and his/her culture have invested in the status and the major social role he/she carries—a man may be a father, a son, an employee, a club member and a client of the case worker, all in the space of a few hours. His/Her social role consists of the major function he/she carries at a given time with broadly designated behaviour, responsibility and rewards. His/Her conflict may be caused by his recognition of what his role calls for and his emotional inability to meet it. The person who comes as client to a social agency is always under stress. Regardless of the client's reason for coming for help, the client brings much more than concerns, needs or problems to the helping situation. The client brings the total self as a biological, psychological, cultural and spiritual being. This includes the resources of self and the personal environment and also environmental constraints. What the client brings includes perceptions of self and the situations and patterns of coping with stress and patterns of interpersonal relationships. The client's present need and or/problem is affected in part by the developmental needs that have been met and by needs arising from the diverse aspect of the client's life-style and from the expectations of the client's environment. One of the major tasks of the worker is to understand the client as a unique person in a unique situation. There can never be total knowledge about a client. That is impossible. The worker seeks knowledge about the client that is needed for giving the service to be delivered. The client is the major source of the facts used to develop the understanding of the person in the situation. Before a person seeks help from a social agency, he or she has usually attempted to deal with a problem in a way that has worked with previous problems, commonly known as "coping". Coping results not only in solving problems but in the reductions of tension and anxiety. If the coping is not successful, a person may then turn to his/ her natural support system, that is friends, relatives, associates etc. Thus individuals often come to the agency after a period of unsuccessful attempts to deal with their

impact upon him/her and will respond that can affect his/her development either morbidly or benignly. The persons "being and becoming" behaviour is both shaped and judged by the expectations he/she and his/ her culture have invested in the status and the major social role he/she carries- a man may be a father, a son, an employee, a club member and a client of the case worker, all in the space of a few hours. His/her social role consists of the major function he/she carries at a given time with broadly designated behaviour, responsibility and rewards. His/her conflict may be cause by his recognition of what his role calls for and his emotional inability to meet it. The person who comes as client to a social agency is always under stress. Regardless of the client's reason for coming for help, the client brings much more than concerns, needs or problems to the helping situation. The client brings the total self as a biological, psychosocial, cultural and spiritual being. This include the resources of self and the personal environment and also environmental constraints. What the client brings includes perceptions of self and the situations and patterns of coping with stress and patterns of interpersonal relationships. The clients present and/or problem is affected in part by the way developmental needs have been met and by needs arising from the diverse aspects of the client's lifestyle and from the expectations of the client's environment. One of the major tasks of the worker is to understand the client as a unique person in a unique situation. There can never be total knowledge about a client; that is impossible. The worker seeks knowledge about the client that is needed for giving the service to be delivered. The client is the major source of the facts used to develop the understanding of the person in the situation. Before a person seeks help from a social agency, he or she has usually attempted to deal with a problem in a way that has worked with previous problems commonly known as "coping". Coping results not only in solving problems but in the reduction of tension and anxiety. If the coping is not successful, a person may then turn to his or her natural support system ,that is, friends, relatives, associates etc. Thus, individuals often come to the agency after a period of unsuccessful attempts to deal with their

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Problem, according to the America Heritage dictionary is a "question or situation that present uncertainty, perplexity or difficulty". This definition is rather inadequate with calibration for defining this unit. 1. When does a situation become problematic? 2. When does a problematic situation become appropriate for social work concern? Clarification of the term becomes some what easier if one looks at problem interns of both need and social functioning. Concern for all need of human systems is the basis of the social work response. When the need is seen is mitigating a block to social functioning, a problem

Problem, according to the America Heritage dictionary is a "question or situation that presents uncertainty, perplexity or difficulty". This definition is rather inadequate without elaboration for in this unit. 1) When does a situation become problematic? 2) When does a problematic situation become appropriate for social work concern? Clarification of the term becomes somewhat easier if one looks at a problem in terms of both need and social functioning,. Concern for and need of human systems is the basis of the social work response. When the need is seen as mitigating a block to social functioning, a problem

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87/544	SUBMITTED TEXT	29 WORDS	100% MATCHING TEXT	29 WORDS
<p>concern to social work is said to exist. This concern should be understood also to include potential blocks to human functioning so as to include preventive as well as ameliorative</p>		<p>concern to social work is said to exist. This concern should be understood also to include potential blocks to human functioning so as to include preventive as well as ameliorative</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
88/544	SUBMITTED TEXT	25 WORDS	100% MATCHING TEXT	25 WORDS
<p>some unmet needs—economic, medical, educational, recreational—which hampers or undermines a person’s adequate living. Or it may be one of stress-Psychological. Social, physical-which causes the person to be</p>		<p>some unmet needs-economic, medical, educational, recreational-which hampers or undermines a person’s adequate living. Or it may be one of stress-psychological, social, physical-which causes the person to be</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
89/544	SUBMITTED TEXT	13 WORDS	88% MATCHING TEXT	13 WORDS
<p>as lying in some interacting relationship between himself and some other person or</p>		<p>as lying in some interacting relationship between himself and some other persons or</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
90/544	SUBMITTED TEXT	13 WORDS	100% MATCHING TEXT	13 WORDS
<p>in relation to the demands and expectation of the social role he</p>		<p>in relation to the demands and expectations of the social role he</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
91/544	SUBMITTED TEXT	34 WORDS	81% MATCHING TEXT	34 WORDS
<p>main considerations enter into the choice-of-problem focus. What the client wants and needs, what the case workers professional judgements points to as possible and desirable solutions; and what the agency is for and can offer.</p>		<p>main considerations enter into the choice of problem focus: 1) what the client wants 2) what the case worker’s professional judgment’s points to as possible and desirable solutions and 3) What the agency is for and can offer. 3.</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				

92/544	SUBMITTED TEXT	141 WORDS	97% MATCHING TEXT	141 WORDS
<p>of how a problem arises : 1. The problem arises from some need 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's living situation or the effectiveness of his/her efforts to deal with it. 2. The social functioning problem may rest in interpersonal relationships; for example, the inability of a parent to understand on adolescent children need and thus, is so strict that the relationship between parent and child is at the point where there is open rebellion and an inability to discuss the situation. 3. The problem may rest in an inability to negotiate with systems in the environment for e.g., a patient in a hospital is unable to ask the doctor the questions that are bothering the patient or to make his/her concerns known to the doctor. 4. The problem may rest in inadequate or</p>		<p>of how a problem arises: 1. The problem arises from some need 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's living situation or the effectiveness of his/ her efforts to deal with it. 2. The social-functioning problem may rest in interpersonal relationships; for example, the inability of a parent to understand an adolescent child's need and thus, is so strict that the relationship between parent and child is at the point where there is open rebellion and an inability to discuss the situation 3. The problem may rest in an inability to negotiate with systems in the environment for e.g., a patient in a hospital is unable to ask the doctor the questions that are bothering the patient or to make his/her concerns known to the doctor. 4. The problem may rest in inadequate or</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
93/544	SUBMITTED TEXT	20 WORDS	100% MATCHING TEXT	20 WORDS
<p>role performance, for example, the parent does not meet the nutritional needs of the child or maintain a suitable home for</p>		<p>role performance; for example, the parent does not meet the nutritional needs of the child or maintain a suitable home for</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
94/544	SUBMITTED TEXT	85 WORDS	100% MATCHING TEXT	85 WORDS
<p>child. May be one of deficiency; that is, an individual does not have either the material resources or the personal capacity (temporary or permanent) to carry out the task needed for coping with a situation. An older person with a limited income and limited physical capacity may not be able to maintain a home or fix nutritious meals. 5. One may not have the preparation needed to carry out a social role. For example, the mother who did not have adequate mothering as a child and has received no instruction in</p>		<p>child. May be one of deficiency; that is, an individual does not have either the material resources or the personal capacity (temporary or permanent) to carry out the task needed for coping with a situation. An older person with a limited income and limited physical capacity may not be able to maintain a home or fix nutritious meals. 5. One may not have the preparation needed to carry out a social role. For example, the mother who did not have adequate mothering as a child and has received no instruction in</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
95/544	SUBMITTED TEXT	18 WORDS	100% MATCHING TEXT	18 WORDS
<p>may not be able to properly care for her child because she just does not know how to</p>		<p>may not be able to properly care for her child because she just does not know how to</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
96/544	SUBMITTED TEXT	32 WORDS	95% MATCHING TEXT	32 WORDS
<p>small children. 6. May be due to disturbances or disorder resulting in intrapsychic turmoil, construction or distortion. For e.g. the person may be mentally ill or have some perpetual difficulties which result in using</p>		<p>small children. 6. May be due to disturbances or disorder resulting in intrapsychic turmoil, constriction or distortion. For e.g. the person may be mentally ill or have some perpetual difficulties which result in using</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				

97/544	SUBMITTED TEXT	35 WORDS	95% MATCHING TEXT	35 WORDS
<p>life situation. 7. May be there is discrepancies between expectations of a person and the demands of various segments of that person's environment. For example, an individual expects that food, clothing and shelter will be provided by</p>		<p>life situations. 7. May be there is discrepancies between expectations of a person and the demands of various segments of that person's environment. For example, an individual expects that food, clothing and shelter will be provided by</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
98/544	SUBMITTED TEXT	17 WORDS	100% MATCHING TEXT	17 WORDS
<p>social agency without work on his/her part, but the agency can only provide partially for those needs.</p>		<p>social agency without work on his/her part, but the agency can only provide partially for those needs. 8.</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
99/544	SUBMITTED TEXT	27 WORDS	64% MATCHING TEXT	27 WORDS
<p>Problem : There is probably no problem in human being living that her not been brought to social workers in social agencies. Problems of hunger for food and</p>				
<p>SA Social Work with Indiv and Groups Block 1.pdf (D164882170)</p>				
100/544	SUBMITTED TEXT	14 WORDS	100% MATCHING TEXT	14 WORDS
<p>may arise due to discrepancies between environmental demands and personal needs. For example, a</p>		<p>may arise due to discrepancies between environmental demands and personal needs. For example, a</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
101/544	SUBMITTED TEXT	45 WORDS	93% MATCHING TEXT	45 WORDS
<p>girl whose mother is ill is expected to care for younger siblings, but she needs time for completing her education and for socialization with her peers. According to perman, the social functioning focus of social work began to image when problems were seen not as pathological but as</p>		<p>girl whose mother is ill is expected to care for younger siblings, but she needs time for completing her education and for socialization with her peers. According to Perlman, the social functioning focus of social work began to emerge when problems were seen not as pathological but as</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
102/544	SUBMITTED TEXT	13 WORDS	100% MATCHING TEXT	13 WORDS
<p>part of life. Problems are frequent and unexpected in the human situation, and</p>		<p>part of life. Problems are frequent and unexpected in the human situation, and</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
103/544	SUBMITTED TEXT	30 WORDS	59% MATCHING TEXT	30 WORDS
<p>social role. 2. The multifaceted and dynamic nature of the clients problem make necessary the selection by the case worker and client of some part of it as the unit of work. 3.</p>		<p>social functioning. * The multifaceted and dynamic nature of the client's problem makes necessary the selection by caseworker and client some part of it as the unit for work.</p>		
<p>W https://schoolcounselorsofindia.blogspot.com/2012/04/social-case-work.html#!</p>				

104/544	SUBMITTED TEXT	103 WORDS	92% MATCHING TEXT	103 WORDS
<p>Problems in any part of a human beings living tent to have "chair reaction". This is because while in the study of a person he/she may be compartmentalized and analyzed as a biological or psychological or social entity, a person lives a dynamic interrelated whole, reacting to and upon the dynamic whole of his/ her environment. Whatever hurts one parts of his/her living will have its impact in other parts. 4. Any problem which a person encounters has both an objective and subjective finance. A problem may be seen and understood by an outlooker; it is self by its carrier, and it is experienced with the particularity of individual difference.</p>		<p>Problems in any part of a human beings living tend to have "chain reaction." This is because while in the study of a person he/she may be compartmentalized and analyzed as a biological or psychological or social entity, a person lives a dynamic interrelated whole, reacting to and upon the dynamic whole of his/her environment. Whatever hurts one parts of his/her living will have its impact in other parts. 4. Any problem which a person encounters has both an objective and a significance. A problem may be seen and understood by an onlooker; it is felt by its carrier, and it is experienced with the particularity of individual difference.</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
105/544	SUBMITTED TEXT	84 WORDS	96% MATCHING TEXT	84 WORDS
<p>Two aged man unable to work and needs money. This is a simple problem for which there is a ready solution in the form of age old assistance, yet it may not feel simple for the two. One may feel depressed by the problem itself that he is old, is found useless and is dumped by employees and so on. The other may accept his ageing and feels he has a right to be "given a hand", but his anger and anxiety are aroused by the solution proffered —he</p>		<p>Two aged men unable to work and needs money. This is a simple problem for which there is a ready solution in the form of age old assistance, yet it may not feel simple for the two. One may feel depressed by the problem itself-that he is old, is found useless, and is dumped by employers and so on. The other may accept his ageing and feels he has a right to be "given a hand", but his anger and anxiety are aroused by the solution proffered-he</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
106/544	SUBMITTED TEXT	43 WORDS	100% MATCHING TEXT	43 WORDS
<p>see why he must prove residence in his state or how he is expected to manage on so little money case worker must elicit and often deal with such feelings so that they may implement rather than obstruct the client's work on his/her problem. 5. Not only</p>		<p>see why he must prove residence in his state or how he is expected to manage on so little money. Case worker must elicit and often deal with such feelings so that they may implement rather than obstruct the client's work on his/her problem. 5. Not only</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
107/544	SUBMITTED TEXT	33 WORDS	95% MATCHING TEXT	33 WORDS
<p>the external (objective) and internal (subjective) aspects of the problem co-exist, but either one may be the cause of the other. Everyone encounters situation in ones social living that, by his/her own momentary or chronic</p>		<p>the external (objective) and internal (subjective) aspects of the problem co-exist, but either one may be the cause of the other. Everyone encounters situations in ones social living that, by his/her own momentary or chronic</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				

108/544	SUBMITTED TEXT	132 WORDS	90% MATCHING TEXT	132 WORDS
<p>to deal, with them, create internal problem in ourself case worker helps in problem solving, provide other things, an intervention which breaks or modifies the cause-effect chain of difficulties since this intervention may in itself prove problematic to the client, the said case worker must seek to understand his/her means and processes as astutely as is possible so that he/she may facilitate rather than complicate the clients problem solving efforts. The Place : The place is a social service agency or a social service department of another kind of human welfare agency. The place to which the person comes for help with his/her problem is known as social agency. The term "agency" has a misleading American sound, but it was used in British case work literature in the late nineteenth country. Present day usage refers to the institution with which the case worker practices</p>		<p>to deal with them, create internal problem in oneself. Case work help in problem solving, provides other things, an intervention which breaks or modifies the cause- effect chain of difficulties. Since this intervention may in itself prove problematic to the client, the social case work must seek to understand his/her means and processes as astutely as is possible so that he/she may facilitate rather than complicate the client's problem solving efforts. The Place The place is a social service agency or a social service department of another of human agency. The place to which the person comes for help with his/ her problem is known as a social agency. The term "agency" has a misleading American sound, but it was used in British case work literature in the late nineteenth century. Present day usage refers to the institution within which the case worker practices;</p>		
<p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>				
109/544	SUBMITTED TEXT	16 WORDS	100% MATCHING TEXT	16 WORDS
<p>Its purpose is to help individuals with the particular social handicaps which hampers good personal or</p>		<p>Its purpose is to help individuals with the particular social handicaps which hampers good personal or</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
110/544	SUBMITTED TEXT	13 WORDS	92% MATCHING TEXT	13 WORDS
<p>family living and both the problems created by faulty person-to-person, person-to-group or person-to-situation</p>		<p>family living and with the problems created by faulty person-to-person, person-to-group, or person-to-situation</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
111/544	SUBMITTED TEXT	42 WORDS	93% MATCHING TEXT	42 WORDS
<p>relationships. This agency's purpose and function come to life in the person and professional performance of the case worker. Social case worker agencies differ one from the other in a number of ways, but there are three major factors that determine their classification : 1.</p>		<p>relationships. This agency's purpose and functions come to life in the person and professional performance of the case worker. Social case work agencies differ one from the other in a number of ways, but there are three major factors that determine their classification: 1.</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
112/544	SUBMITTED TEXT	14 WORDS	100% MATCHING TEXT	14 WORDS
<p>source of support—public taxation (child welfare, physical and mental health programmes etc.) or voluntary contribution.</p>		<p>source of support- public taxation (child welfare, physical and mental health programmes etc) or voluntary contribution. 2.</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				

113/544	SUBMITTED TEXT	23 WORDS	100% MATCHING TEXT	23 WORDS
<p>Their source of professional authority—primary agencies carry full authority and responsibility—for their social functions and secondary agencies derive their authority—and responsibility from the host agency.</p>		<p>Their source of professional authority – primary agencies carry full authority and responsibility for their social functions and secondary agencies derive their authority and responsibility from the host agency. 3.</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
114/544	SUBMITTED TEXT	50 WORDS	97% MATCHING TEXT	50 WORDS
<p>Their special function and area of concern—primary agencies both public and private, may define certain areas of social needs as the particular fielding in which they give services. Secondary case work help is related to the work of some other profession, such as medicine, education or law and to its specific knowledge and purpose.</p>		<p>Their special function and area of concern- primary agencies both public and private, may define certain areas of social need as the particular fielding in which they give services. Secondary, case work help is related to the work of some other profession, such as medicine, education or law and to its specific knowledge and purpose.</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
115/544	SUBMITTED TEXT	14 WORDS	78% MATCHING TEXT	14 WORDS
<p>define certain areas of social needs as the particular field in which they give</p>		<p>define certain areas of social need as the particular fielding in which they give</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
116/544	SUBMITTED TEXT	24 WORDS	100% MATCHING TEXT	24 WORDS
<p>case work help is related to the work of some other profession, such as medicine, education or law and to its specific knowledge and purpose.</p>		<p>case work help is related to the work of some other profession, such as medicine, education or law and to its specific knowledge and purpose.</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
117/544	SUBMITTED TEXT	110 WORDS	80% MATCHING TEXT	110 WORDS
<p>solutions are usually found without professional help. The concern of social work narrowed to those problems in which persons cannot readily unblock the fulfillment of need with their own resources. Problem in social work usage refers to a social functioning situation in which need fulfillment of any of the person or system involved is blocked or her a significant potential of blockage, and in which the person involved can not by themselves remove the block to need fulfillment.</p> <p>Characteristics of client's Problem : 1. The problems within the purview of social case work are these which vitally affect or are affected by a person's social functioning. The problems may be some unmet needs—economic, medical, educational, recreation—which hampers or undermines a</p>				
<p>SA Social Case Work Block 2.pdf (D164874044)</p>				

118/544	SUBMITTED TEXT	162 WORDS	92% MATCHING TEXT	162 WORDS
	<p>The social agency is an organization fashioned to express the will of a society or of same group in that society. An agency embodies a society's decision to protect its members against social breakdowns, to prevent their maladjustments and/or to promote the development of better or higher levels of human functioning. 2. Each social agency develops a programme to meet the particular areas if needed with which it sets out to deal. The agency programme consists of the aids and activities by which its intent is translated into provisions of help. The ways and means which an agency programme provides will convey its function effectively or not, depending as a number of factors; money the knowledge and competency of the agency staff; the interest, resources and support of the community; the consistency between ascertained needs and the proffered means. 3. The social agency has a structure by which it organizes and delegate its responsibilities and tasks and governing policies and procedures by which it stabilizes and systematizes its operation-structure, as it may be depicted on an</p>		<p>The social agency is an organization fashioned to express the will of a society or of some group in that society. An agency embodies a society's decision to protect its members against social breakdowns, to prevent their maladjustments and/or to promote the development of better or higher levels of humans functioning. 2. Each social agency develops a programme by which to meet the particular areas of need with which it sets out to deal-The agency programme consists of the aids and activities by which its intent is translated into provisions of help. The ways and means which an agency programme provides will convey its function effectively or not, depending a number of factors: money, the knowledge and competency of the agency staff; the interest, resources and support of the community; the consistency between ascertained needs and the proffered means. 3. 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- structure, as it may be depicted on an</p>	
	<p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>			

119/544	SUBMITTED TEXT	49 WORDS	97% MATCHING TEXT	49 WORDS
	<p>organizational chart, is the agency's anatomy. The agency's body is made up of many members with different purposes and powers, all dependent upon one another in the body's total working. The structure of an agency identifies and assigns separate and joint responsibilities, authorities and tasks to each personal and demarcates the relationship</p>		<p>organizational chart, is the agency's anatomy. The agency's body is made up of many members with different purposes and powers, all dependent upon one another in the body's total working. The structure of an agency identifies and assigns separate and joint responsibilities, authorities and tasks to each personnel and demarcates the relationship</p>	
	<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>			

120/544	SUBMITTED TEXT	24 WORDS	100% MATCHING TEXT	24 WORDS
	<p>various functions in the total agency body. 4. The social agency is a living, adaptable organism susceptible to being understood and changed, much as other living</p>		<p>various functions in the total agency body. 4. The social agency is a living, adaptable organism susceptible to being understood and changed, much as other living</p>	
	<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>			

121/544	SUBMITTED TEXT	218 WORDS	93% MATCHING TEXT	218 WORDS
<p>agency structure may be seen as its anatomy, its operations may represent its physiology and the purpose, attitudes and goal directions of its personnel and board are its psychology. The circumstance of its inception, the person who nurtured it and the social situation if encounter will have affected the agency's present behaviour. 5. Every staff member in an agency speaks and acts for some part of the agency's function and the case worker, represents the agency in its individualized problem— solving help what a case worker can do with and for his client derives both from his professional commitment and skill and from the agency hires him/her. In order to represent the agency, he/she must be psychologically identified with the purpose and the policies of his/her agencies. Every social agency banks a fund of knowledge about the experience with the particular problems it has set out to solve. 6. The case worker while representing his/her agency is first and foremost a representative of his/her profession. The social case worker practices in the conviction that individual human welfare is the purpose and the test of social poling; that his/her attitude combine open enquiry with dedication to the people and the person he/she serves; that he/she maintains "social conscience" and that he/she conducts himself ethically in all his/her professional transactions. Social work is an agency based profession. The agencies provide environment of the worker-client interaction. This inter action often takes place in</p>		<p>agency structure may be seen as its anatomy, its operations may represent its physiology, and the purposes, attitudes, and goal directions of its personnel and board are its psychology. The circumstance of its inception, the person's who nurtured it and the social situations it encountered will have affected the agency's present behaviour. 5. Every staff member in an agency speaks and acts for some part of the agency's function, and the case worker represents the agency in its individualized problem- solving help-What a case worker can do with and for his client derives both from his professional commitment and skill and from the agency which hires him/her. In order to represent the agency, he/she must be psychologically identified with the purpose and the policies of his/her agencies. Every social agency banks a fund of knowledge about the experience with the particular problems it has set out to solve. 6. The case worker, while representing his/her agency, is first and foremost a representative of his/her profession-The social case worker practices in the conviction that individual human welfare is the purpose and the test of social policy; that his/her attitude combine open enquiry with dedication to the people and the person he/she serves; that he/she maintains "social-conscience" and that he/she conducts himself ethically in all his/her professional transactions. Social work is an agency-based profession. The agency is the immediate environment of the worker-client interaction. This interaction often takes place in</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
122/544	SUBMITTED TEXT	45 WORDS	90% MATCHING TEXT	45 WORDS
<p>office or building identified as the "agency". The influence of the agency is strong even when the interaction talks place else where in the community. As an employee, the worker is a part of the agency system and because of this the worker is accountable to the agency</p>		<p>office or building identified as the "agency". The influence of the agency is strong even when the interaction takes place elsewhere in the community. As an employee, the worker is a part of the agency system, and because of this the worker is accountable to the agency.</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
123/544	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
<p>The form and content of the service offered must be</p>		<p>The form and content of the service offered must be</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				

124/544	SUBMITTED TEXT	89 WORDS	90% MATCHING TEXT	89 WORDS
<p>purview and guidelines. The manner in which the agency is structured and functions greatly influence the nature of the worker-client interaction. The agency also provides resources for both the worker and the client. The agencies are established to carry out broad social functions as healing and rehabilitation is case of hospitals, ensuring good parent all care in the case of children department of the local authority and soon. The worker is expected to contribute to these objectives and to clarify and develop his/her own function within his broad social purpose. Yet, the most important aspect</p>		<p>purview and guidelines. The manner in which the agency is structured and functions greatly influence the nature of the worker-client interaction. The agency also provides resources for both the worker and the client. The agencies are established to carry out broad social functions as healing and rehabilitation in the case of hospitals, ensuring good parental care in the case of children's department of the local authority and so on. The worker is expected to contribute to these objectives and to clarify and develop his/her own function within this broad social purpose. Yet, the most important aspect</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				

125/544	SUBMITTED TEXT	89 WORDS	97% MATCHING TEXT	89 WORDS
<p>agency function is that it constitutes the meeting point of social worker and the client, it is what brings them together and gives meaning and sustenance to their continued contact. The community provides financial and other support and sanction for the agency; community attitudes impact the agency and its capacity to deliver services. It has also expectation for the nature and outcome of services. There are two kinds of expectation; the professional and the bureaucratic. The greater the organizations, the larger the differences. Bureaucratic expectation call for loyalty to the organization; acceptance of authority from</p>		<p>agency function is that it constitutes the meeting point of social worker and the client, it is what brings them together and gives meaning and sustenance to their continued contact. The community provides financial and other support and sanction for the agency; community attitudes impact the agency and its capacity to deliver services. It also has expectations for the nature and outcome of services. There are two kinds of expectations: the professional and the bureaucratic. The greater the organizations, the larger the differences. Bureaucratic expectations call for loyalty to the organization; acceptance of authority from</p>		
<p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>				

126/544	SUBMITTED TEXT	149 WORDS	92% MATCHING TEXT	149 WORDS
<p>achievement of goals, on specialization and efficiency. Professional expectations call for commitment to professional values and to the service of the client; ability to have a broad span of decision-making power, collegial relationship and an emphases on meeting client need and allowing for client self-determination and individualization. Before a worker can effectively deliver service as a professional in a Bureaucratic organization, the worker must first understand the organization. The first task in understanding the agency is to define its boundaries. The second task is to determine environmental factors that influence the structure and functioning the agency the third task is to understand the structure and functioning of the agency system. Social workers not only need to understand the agency in which they are employed but they also need to be able to understand other social agencies. This is important if the worker is to help the client in order to use the resources and services of other agencies. The Process : The</p>		<p>achievement of goals, on specialization and on efficiency. Professional expectations call for commitment to professional values and to the service of clients; ability to have a broad span of decision-making power; collegial relationship and an emphasis on meeting client need and allowing for client self-determination and individualization. Before a worker can effectively deliver service as a professional in a bureaucratic organization, the worker must first understand the organization. The first task in understanding an agency is to define its boundaries. The second task is to determine environmental factors that influence the structure and functioning of the agency. The third task is to understand the structure and functioning of the agency system. Social worker not only needs to understand the agency in which they are employed but they also need to be able to understand other social agencies. This is important if the worker is to help the clients in order to use the resources and services of other agencies. The Process The</p>		
<p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>				

127/544	SUBMITTED TEXT	135 WORDS	94% MATCHING TEXT	135 WORDS
	<p>the process, is a progressive transaction between the professional helper (the case worker) and the client. It consists of a series of problem solving operation carried out within a meaningful relationship. The end of these is contained in its means; to influence the client-person that he/she develops effectiveness in coping with his/her problem and/or to so influence the problem as to resolve it or reduce its effects. As the social worker develops skills in the problem solving process, thinking about the phenomena being confronted will begin to take place in orderly steps. These steps appear to be simple but are quite complex in application. Sal Hofstein states "process refers to the recurrent patterning of a sequence of change over time and in a particular direction. It is important to note three qualities of these process: 1) recurrent patterning or stages, 2) takes place over</p>		<p>The process, is a progressive transaction between the professional helper (the case worker) and the client. It consists of a series of problem solving operations carried out within a meaningful relationship. end of this process is contained in its means: to influence the client-person that he/she develops effectiveness in coping with his/her problem and /or to so influence the problem as to resolve it or reduce its effects. As the social worker develops skill in the problem-solving process, thinking about the phenomena being confronted will begin to take place in orderly steps. These steps appear to be simple but are quite complex in application. Sal Hofstein states: "Process refers to the recurrent patterning of a sequence of change over time and in a particular direction." It is important to note three qualities of this process: 1) recurrent patterning or stages 2) takes place over</p>	
	<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>			

128/544	SUBMITTED TEXT	120 WORDS	91% MATCHING TEXT	120 WORDS
	<p>Social work problems solving is finding a way through feeling, thinking and acting. It progresses, over time in a cyclical, irreversible manner that is focused on removing blocks to need fulfillment that individuals can not remove with their own resources. In order to understand what the case work process must include in its problem- solving help, it is necessary for the social case worker to take stock first of the kinds of blocking which occur in people's normal problem-solving effort. These six are among the most common : 1. A problem can not be solved if the necessary tangible means and resources are not available to the person. A client for instance, may see and assess his problem and its solution accurately and many lack only the material provision for it.</p>		<p>Social work problem solving is finding a way through feeling, thinking, and acting. It progresses over time in a cyclical, irreversible manner that is focused on removing blocks to need fulfillment that individuals cannot remove with their own resources. In order to understand what the case work process must include in its problem- solving help, it is necessary for the social case worker to take stock first of the kinds of blockings which occur in people's normal problem-solving effort. These six are among the most common: 1. A problem cannot be solved if the necessary tangible means and resources are not available to the person. A client, for instance, may see and assess his/her problem and its solution accurately and may lack only the material provision for it. 2.</p>	
	<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>			

129/544	SUBMITTED TEXT	28 WORDS	94% MATCHING TEXT	28 WORDS
	<p>Sometimes people are unable to solve their problems simply out of ignorance or misapprehension about the facts of the problem or the facts of existing ways of meeting it.</p>		<p>Sometimes, people are unable to solve their problems simply out of ignorance or misapprehension about the facts of the problems or the facts of existing ways of meeting it. 3.</p>	
	<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>			

130/544	SUBMITTED TEXT	22 WORDS	88% MATCHING TEXT	22 WORDS
	<p>depleted or drained of emotional or physical energy. He needs to mobilize himself— "Pull himself together"—when he must plan and act according to plan.</p>		<p>depleted or drained of emotional or physical energy. He/she needs to mobilized himself/herself- "pull himself together"- when he/she must plan and act according to plan. 4.</p>	
	<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>			

131/544	SUBMITTED TEXT	21 WORDS	79% MATCHING TEXT	21 WORDS
<p>sets off a conflagration of feeling, a person's thought process, delicately alluned as they are to his emotion, become clouded and tumbled about.</p>		<p>sets off a conflagration of feeling, a person's thought processes, delicately attuned as they are to his/her emotions become clouded and tumbled about. 5.</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
132/544	SUBMITTED TEXT	22 WORDS	60% MATCHING TEXT	22 WORDS
<p>a person—emotions so strong that they over power his reason and deft his conscious controls. Sometimes these feelings are realistically called for, as</p>				
<p>SA Social Case Work Block 2.pdf (D164874044)</p>				
133/544	SUBMITTED TEXT	29 WORDS	73% MATCHING TEXT	29 WORDS
<p>The problem may be within the person; that is, he may have become subject to or victim if, emotions that chronically, over a longtime, have governed his thinking and action.</p>				
<p>SA Social Case Work Block 2.pdf (D164874044)</p>				
134/544	SUBMITTED TEXT	36 WORDS	89% MATCHING TEXT	36 WORDS
<p>chiefly in the person's lack of experience in organizing his powers to grapple with problems. In the case work relationship, a constant medium is provided that is accepting, nurturing and supporting, at the sometime that the stimulus of</p>		<p>chiefly in the person's lack of experience in organizing his/her power to grapple with problems. In the case work relationship, a constant medium is provided that is accepting, nurturing and supporting at the same time that the stimulus of</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
135/544	SUBMITTED TEXT	70 WORDS	98% MATCHING TEXT	70 WORDS
<p>solving work is injected to promote the client's effort to feel, to be or to act in the ways leading to his/her better social adjustment. The case work process sustains and fortifies the functions of the client's ego. The first part of the case work process, as in all problem-solving, is to ascertain and clarity the facts of the problem. The second aspect of case work problem-solving grows out of and interweaves with the</p>		<p>solving work is injected to promote the client's effort to feel, to be or to act in the ways leading to his/her better social adjustment. The case work process sustains and fortifies the functions of the client's ego. The first part of the case work process, as in all problem-solving, is to ascertain and clarify the facts of the problem. The second aspect of case work problem-solving grows out of and interweaves with the</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				

136/544	SUBMITTED TEXT	70 WORDS	95% MATCHING TEXT	70 WORDS
<p>eliciting of facts it is thinking through the facts. The conclusive phase of each problem-solving effort in case work is the making of some choice or decision. Stages of Problem solving process :</p> <p>1. Preliminary statement of the problem. 2. Statement of the preliminary assumption about the nature of the problem. 3. Selection and collection of information 4. Analysis of information available 5. Development of a plan 6. Implementation of the plan, and 7. Evaluation of the plan.</p>		<p>eliciting of facts, it is thinking through the facts. The conclusive phase of each problem-solving effort in case work is the making of some choice or decision. Stages of Problem-solving Process</p> <p>1. Preliminary statement of the problem, 2. Statement of preliminary assumptions about the nature of the problem, 3. Selection and collection of information, 4. Analysis of information available, 5. Development of a plan, 6. Implementation of the plan, and 7. Evaluation of the plan. 30</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				

137/544	SUBMITTED TEXT	74 WORDS	96% MATCHING TEXT	74 WORDS
<p>Preliminary statement of the Problem : A clear statement of the problem is necessary before processing to subsequent steps. Often, problem statement tends to be vogue, global and lacking in precision. For example, school dropouts or unwed mothers are often referred to as problems. A more adequate formulation in the area of unwed mothers might be: lack of educational resources for teenage pregnant girls. In this statement the need of the individual and society is education. 2. Statement of</p>		<p>Preliminary statement of the problem-A clear statement of the problem is necessary before processing to subsequent steps. Often, problem statement tends to be vague, global, and lacking in precision. For example, school dropouts or unwed mothers are often referred to as problems. A more adequate formulation in the area of unwed mothers might be: lack of educational resources for teenage pregnant girls. In this statement, the need of the individual and society is education. 2) Statement of</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				

138/544	SUBMITTED TEXT	62 WORDS	100% MATCHING TEXT	62 WORDS
<p>Preliminary assumptions about the nature of the Problem : This step is necessary to help make explicit the type of information needed for understanding and planning. As the problem is stated, implicit assumptions are made about its nature and cause, which provide indications as to the need in the situation and as to the block to need fulfillment. 3. Selection and Collection of Information : Sources</p>		<p>preliminary assumptions about the nature of the problem- This step is necessary to help make explicit the type of information needed for understanding and planning. As the problem is stated, implicit assumptions are made about its nature and cause, which provide indications as to the need in the situation and as to the block to need fulfillment. 3) Selection and collection of information-Sources</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				

139/544	SUBMITTED TEXT	154 WORDS	93% MATCHING TEXT	154 WORDS
<p>information should include a variety of perspectives that may be chosen historical, social, psychological, biological, economic, political, religions and ethical under stings. Both the facts of the problem itself and the meaning of the problem to those concerned are important. Skill in the collection of information also calls for skill in communication and social inter action with person who are sources of the information. The values of social work call for the client to be a primary source. There is a need to determine and accumulate relevant evidence about the situation and this evidence needs to be related to the salient features of the situation. 4. Analysis of Information Available : Analysis of information is influenced and directed by the purpose for which the analysis is to be used. Other purposes include determination of feasible goals and possible outcomes and of possible plan of action interpretation of the meaning of the information gathered and evaluation. The cyclical nature of the process becomes apparent, for one returns</p>		<p>information should include a variety of perspectives that may be chosen from historical, social-psychological, biological, economic, political, religious, and ethical understandings. Both the facts of the problem itself and the meaning of the problem to those concerned are important. Skill in the collection of information also calls for skill in communication and social interaction with persons who are sources of the information. The values of social work call for the client to be a primary source. There is a need to determine and accumulate relevant evidence about the situation, and this evidence needs to be related to the salient features of the situation. 4) Analysis of information available- Analysis of information is influenced and directed by the purpose for which the analysis is to be used. Other purposes include determination of feasible goals and possible outcomes and of possible plans of action, interpretation of the meaning of the information gathered, and evaluation. The cyclical nature of the process becomes very apparent, for one returns</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				

140/544	SUBMITTED TEXT	83 WORDS	100% MATCHING TEXT	83 WORDS
<p>analysis as an ingredient of each step of the process. The carrying out of the process generates new information. 5. Development of a Plan : Information and its analysis lead to understanding of what can be done to remove obstacles blocking need fulfillment. A social worker uses assessment in developing a plan of action. Plans develop from a consideration of a variety of possible strategies and techniques. As a plan becomes more specific, the social worker will return to early steps in the process to gather and analyze new</p>		<p>analysis as an ingredient of each step of the process. The carrying out of the process generates new information. 5) Development of a plan-Information and its analysis lead to understanding of what can be done to remove obstacles blocking need fulfillment. A social worker uses assessment in developing a plan of action. Plans develop from a consideration of a variety of possible strategies and techniques. As a plan becomes more specific, the social worker will return to early steps in the process to gather and analyze new</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				

141/544	SUBMITTED TEXT	172 WORDS	94% MATCHING TEXT	172 WORDS
	<p>information needed for the specifics of planning. Consideration of a variety of plans is important in creative planning. 6. Implementation of the Plan : In social work, implementation involves interaction between people and is interventive in nature this action based on thinking that has its source in feelings about concern or head. In addition, it is action based on substantial knowledge from many sources that explains and predicts behaviour of persons in the situation. 7. Evaluation of the Plan : This step may result in redefinition of the problem, expanded information gathering and analysis, reformulation of the plan. If the goal has been reached, evaluation is an appropriate and necessary climax to the process. Regardless of the out come of the plan, evaluation of what happened can lead to an understanding that can be transferred to other situations and to more effective problem solving in those situations. The intent of the case work process is to engage the person himself/herself both in working on and in coping with the one or several problems that confront him/her and to do so by such means as may stand</p>		<p>information needed for the specifics of planning. Consideration of a variety of plans is important in creative planning. 6) Implementation of the plan-In social work, implementation involves interaction between people and is interventive in nature. It is action based on thinking that has its source in feelings about concern or need. In addition, it is action based on substantial knowledge from many sources that explain and predict behaviour of persons in the situation. 7) Evaluation of the plan-This step may result in redefinition of the problem, expanded information gathering and analysis, of reformulation of the plan. If the goal has been reached, evaluation is an appropriate and necessary climax to the process. Regardless of the outcome of the plan, evaluation of what happened can lead to an understanding that can be transferred to other situations and to more effective problem solving in those situations. The intent of the case work process is to engage the person himself/herself both in working on and in coping with the one or several problems that confront him/her and to do so by such means as may stand</p>	
	<p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>			

142/544	SUBMITTED TEXT	169 WORDS	97% MATCHING TEXT	169 WORDS
	<p>her in good stead as he/she goes forward in living. These Therapeutic means are as follows : 1. The provision of a therapeutic relationship that sustains the client and effect the nature of his/her emotional relation to his/her problems. 2. The provision of systematic, though always flexible, way by which the client may discuss and work over the nature of his/her problem, his/her relation to it and its potential solutions; and 3. The provision of such opportunities and aids (those of communication and/ or resources) as will further exercise and implement the client's adaptive action upon his/her problem. Three essential operations of problem solving proccss are : 1. The facts that constitute and bear upon the problem must be ascertained and grasped. Such facts may be of objective reality and of subjective reaction, of cause and effect, of relatedness between the person and his/her problems, of the solution sought and of the actual means available. 2. The facts must be thought about. The facts must be played upon and organized by ideas-ideas springing from knowledge and experience and subject to the governing aim of problem solution.</p>		<p>her in good stead as he/she goes forward in living. These therapeutic means are as follows: 1) The provision of a therapeutic relationship that sustains the client and effects the nature of his/her emotional relation to his/her problems; 2) The provision of a systematic, though always flexible, way by which the client may discuss and work over the nature of his/her problem, his/her relation to it and its potential solutions; and 3) The provision of such opportunities and aids (those of communication and/or resources) as will further exercise and implement the client's adaptive action upon his/her problems. Three essential operations of problem-solving process are: 1. The facts that constitute and bear upon the problem must be ascertained and grasped. Such facts may be of objective reality and of subjective reaction, of cause and effect, of relatedness between the person and his/her problems, of the solution sought and of the actual means available; 2. The facts must be thought about. The facts must be played upon and organized by ideas-ideas springing from knowledge and experience and subject to the governing aim of problem solution; 3.</p>	
	<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>			

143/544	SUBMITTED TEXT	55 WORDS	85% MATCHING TEXT	55 WORDS
	<p>Some choice or decision must be made that is the end result of the consideration of the particular facts and that affects or intent of resolving the problem. The process can be conceptualized as having four major components, assessment, planning, action and termination. All though assessment proceeds planning, proceeds action and action proceeds termination the process is cyclical in nature.</p>		<p>Some choice or decision must be made that is the end result of the consideration of the particular facts and that affects or has the intent of resolving the problem. The process can be conceptualized as having four major components: assessment, planning, action and termination. Although assessment planning, precedes action and action precedes termination, the process is cyclical in nature.</p>	
	<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>			

144/544	SUBMITTED TEXT	123 WORDS	94% MATCHING TEXT	123 WORDS
<p>All four stages as well as the interactional process constitute intervention. All can influence changes in the transaction between clients and the systems in their environment. All can influence the social functioning of individuals and social system. The aim of case work process is to engage the client with his/her problem and his/her will to do some in a working relationship with the agency, its intentions and special means of helpfulness. The context of the process is a fairly constant one, and its method, a fairly systematic one—as constant and as systematic as a process keyed to living, feeling, changing human wings can be—while it yet remains fluid and flexible. Finally, for the solution or mitigation of many problems there must exist certain material means or accessible opportunities which are available to the</p>		<p>All four stages as well as the interactional process constitute intervention. All can influence changes in the transactions between clients and the systems in their environment. All can influence the social functioning of individuals and social systems. The aim of case work process is to engage the client with his/her problem and his/her will to do something about it in a working relationship with the agency, its intentions and special means of helpfulness. The context of the process is a fairly constant one, and its method is a fairly systematic one—as constant and as systematic as a process keyed to living, feeling, changing human beings can be—while it yet remains fluid and flexible. Finally, for the solution or mitigation of many problems there must exist certain material means or accessible opportunities which are available to the</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
145/544	SUBMITTED TEXT	13 WORDS	100% MATCHING TEXT	13 WORDS
<p>person and which he/she can be helped to use. Money, medical care, nursery</p>		<p>person and which he/she can be helped to use. Money, medical care, nursery</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
146/544	SUBMITTED TEXT	49 WORDS	95% MATCHING TEXT	49 WORDS
<p>recreational facilities—these are the kind of resources that person may need in order to resolve a given problem in his/her daily living. The case worker should know about these resources or know how to become informed of them. He/She should be able to pick the rightness imaginatively in their relation to the</p>		<p>recreational facilities- these are the kind of resources any person may need in order to resolve a given problem in his/her daily living. The case worker should know about these resources or know how to become informed of them. He/She should be able to pick the right ones imaginatively in their relation to the</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
147/544	SUBMITTED TEXT	55 WORDS	82% MATCHING TEXT	55 WORDS
<p>Principles of Case Work Principles are rule of action for guiding perform ance based upon a fundamental which influences, guides and directs. The principles are also referred to as qualities or elements as they are present in every good case work relationship and are the constitutive parts of the relationship (priestek). There are seven principles of the case work.</p>		<p>Principles of case work are principles of action, based upon a fundamental which influences, guides and directs. The principles are also referred to as qualities or elements as they are present in every good case work relationship and are the constitutive parts of the relationship (Biestek). There are seven principles of the case work</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				

148/544	SUBMITTED TEXT	52 WORDS	76% MATCHING TEXT	52 WORDS
<p>Principle of Individualization 2. Principle of purposeful expression of feelings 3. Principle of controlled emotional involvement 4. Principle of acceptance 5. Principle of non Judgemental attitude. 6. Principle of clients right to self-determination. 7. Principle of Confidentially. Let us discuss one by one and get a clear understanding on their application in the Indian context. 1. Principal of Individualization :</p>		<p>Principle of Individualization B) Principle of Purposeful Expression of Feelings C) Principle of Controlled Emotional Involvement Principle of Acceptance E) Principle of Non Judgmental Attitude F) Principle of s Right to Self Determination G) Principle of Confidentiality us take these principles one by one and get a clear understanding on their application in the Indian context: A) OF INDIVIDUALIZATION</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
149/544	SUBMITTED TEXT	75 WORDS	93% MATCHING TEXT	75 WORDS
<p>Principle of individualization emanates from the basic recognition of each person as a unique entity. Individualization is one of the essential notes in the concept of a person who according to Bothus is "an individual substance of rational nature". Each person is individualized by his/her heredity, environment, innate intellectual capacity, strengths and limitation. Each person experiences unique life situation from birth, forms distinct inter personal relationships. The thoughts, feelings, behaviours and capacities each individual are distinct and differ from each other.</p>		<p>Principle of individualization emanates from the basic recognition of each person as a unique entity. Individualization is one of the essential notes in the concept of a person who according to Boethius is 'an individual substance of rational nature'. Each person is individualized by his/her heredity, environment, innate intellectual capacity, strengths and limitations. Each person experiences unique life situations from birth, forms distinct inter personal relationships. The thoughts, feelings, behaviours and capacities of each individual are distinct and differ from each other.</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
150/544	SUBMITTED TEXT	35 WORDS	100% MATCHING TEXT	35 WORDS
<p>Case work help, therefore, must be differentiated to meet the particular needs of the individual clients and to help the clients use their abilities and resources for self help in order to work towards problem resolution.</p>		<p>Case Work help, therefore, must be differentiated to meet the particular needs of the individual clients and to help the clients use their abilities and resources for self help in order to work towards problem resolution.</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
151/544	SUBMITTED TEXT	20 WORDS	100% MATCHING TEXT	20 WORDS
<p>Some people find problems difficult of solution because they have never developed systematic habits or orderly methods of thinking and planning.</p>				
<p>SA Social Case Work Block 2.pdf (D164874044)</p>				
152/544	SUBMITTED TEXT	38 WORDS	96% MATCHING TEXT	38 WORDS
<p>Pre-Requisites for Application of Principle of Individualization ? An open and unbiased attitude : It is essential for the case worker to be aware of personal biases and prejudices and not to let than have an influence on the</p>		<p>Pre Requisites for application of Principle of individualization ? An open and unbiased attitude: It is essential for the case worker to be aware of personal biases and prejudices and not to let them have an influence on the</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				

153/544	SUBMITTED TEXT	79 WORDS	87% MATCHING TEXT	79 WORDS
<p>case work relationship. Accurate assessment of the client's problem, his/her life situations requires the worker to be objective and free from pre conceived notions and Prejudices, if any. The Prejudices can pertain to diverse categories or groups like two caste, class or gender distinctions, destitute, drugabusers, alcoholize, criminals, sex workers, unwed mothers, people including in pre or extra marital relationships etc. A worker while handling cases must be honest and aware of personal feelings, needs and co-center transference tendencies. ? Knowledge of human behaviour :</p>		<p>case work relationship. Accurate assessment of the client's problem, his/her life situations requires the worker to be objective and free from pre conceived notions and prejudices, if any. The prejudices can pertain to diverse categories or groups like low caste, class or gender distinctions, destitute, drug abusers, alcoholics, criminals, sex workers, unwed mothers, people indulging in pre or extra marital relationships etc. A worker while handling cases must be honest and aware of personal feelings, needs and counter transference tendencies. ? Knowledge of human behaviour:</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
154/544	SUBMITTED TEXT	57 WORDS	92% MATCHING TEXT	57 WORDS
<p>The client needs the workers undivided and individualized attention to discuss his/her problem by gaining worker's respect for his/her as an individual with rights and needs, the client feels understood. The success of helping relationship depends upon the individualization of each case by the worker, treating each person as a unique individual having social problem rather than being treated as a case/category/patient.</p>		<p>The client needs the worker's undivided and individualized attention to discuss his/her problem. By gaining worker's respect for his/her as an individual with rights and needs, the client feels understood. The success of helping relationship depends upon the individualization of each case by the worker, treating each person as a unique individual having special problems rather than being treated as a 'case/category/patient'.</p>		
<p>W https://egyankosh.ac.in/bitstream/123456789/58730/1/BLOCK%202.pdf</p>				
155/544	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
<p>in securing the significant facts and in discovering the true situation.</p>				
<p>SA 480E1230-Social Work with Individuals (Final Proof 07.03.2023).doc (D165107502)</p>				
156/544	SUBMITTED TEXT	24 WORDS	93% MATCHING TEXT	24 WORDS
<p>knowledge and insight derived from the sciences, principally from medicine, psychology, psychiatry, sociology and philosophy. ? Ability to listen and to observe : Hearing and seeing</p>				
<p>SA 480E1230-Social Work with Individuals (Final Proof 07.03.2023).doc (D165107502)</p>				
157/544	SUBMITTED TEXT	14 WORDS	100% MATCHING TEXT	14 WORDS
<p>the principal avenues of learning the individual. The client needs to talk and the</p>				
<p>SA 480E1230-Social Work with Individuals (Final Proof 07.03.2023).doc (D165107502)</p>				

158/544	SUBMITTED TEXT	89 WORDS	91% MATCHING TEXT	89 WORDS		
<p>needs to listen. The more the client is enabled to tell his story in his own way, to tell of his own feelings, the more the case worker learns. The worker gradually comes to see the person as he more about in his family and community relationships. He sees the wholeness of the social situation, together with the individuals feelings and problem relating to this whole. The client wants and needs someone to listen to him, not just in a friendly way, but in a competent, professional way. This means that the worker is expected,</p> <p>SA 480E1230-Social Work with Individuals (Final Proof 07.03.2023).doc (D165107502)</p>						
159/544	SUBMITTED TEXT	16 WORDS	100% MATCHING TEXT	16 WORDS		
<p>Thoughtfulness in details : Thoughtfulness in details, such as making appointment is an indication of individualization.</p> <p>SA 480E1230-Social Work with Individuals (Final Proof 07.03.2023).doc (D165107502)</p>						
160/544	SUBMITTED TEXT	28 WORDS	92% MATCHING TEXT	28 WORDS		
<p>Privacy in interview : The place of interview is important as a means of giving the client the sense that his confidences are being respected and of giving the</p> <p>SA 480E1230-Social Work with Individuals (Final Proof 07.03.2023).doc (D165107502)</p>						
161/544	SUBMITTED TEXT	119 WORDS	82% MATCHING TEXT	119 WORDS		
<table border="0"> <tr> <td style="vertical-align: top;"> <p>to the principle of confidentiality. 3. Care in keeping appointment : As maintained earlier, appointments have to suit both the client and the case worker. Case worker must keep a diary and promptly keep the appointment. If at all the meetings have to be rescheduled due to an urgent work, client must be informed in advance. A promptly kept appointment gives a feeling of reassurance and importance to the client. 4. Preparation for interview : One of the best immediate preparation for individualizing the client to review the written case record. This helps in refreshing the details of the earlier discussion and enable the case worker to plan ahead for the next meeting. 5. Engaging the client : If the client becomes engaged according to his present capacity in the</p> <p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p> </td> <td style="vertical-align: top;"> <p>to the client. Care in keeping As mentioned earlier, appointments have to suit both the client and the case worker. Case Worker must keep a diary and promptly keep the appointments. If at all, the meetings have to be rescheduled due to an urgent work, client must be informed in advance. A promptly kept appointment gives a feeling of reassurance and importance to the client. d) Preparation for interview: One of the best immediate preparations for individualizing the client is to review the written case This helps in refreshing the details of the earlier discussions and enables the case worker to plan ahead for the next meeting. Engaging the client: Demonstrating the principle of individualization involves engagement of the client according to his/her capacity in the</p> </td> </tr> </table>					<p>to the principle of confidentiality. 3. Care in keeping appointment : As maintained earlier, appointments have to suit both the client and the case worker. Case worker must keep a diary and promptly keep the appointment. If at all the meetings have to be rescheduled due to an urgent work, client must be informed in advance. A promptly kept appointment gives a feeling of reassurance and importance to the client. 4. Preparation for interview : One of the best immediate preparation for individualizing the client to review the written case record. This helps in refreshing the details of the earlier discussion and enable the case worker to plan ahead for the next meeting. 5. Engaging the client : If the client becomes engaged according to his present capacity in the</p> <p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>	<p>to the client. Care in keeping As mentioned earlier, appointments have to suit both the client and the case worker. Case Worker must keep a diary and promptly keep the appointments. If at all, the meetings have to be rescheduled due to an urgent work, client must be informed in advance. A promptly kept appointment gives a feeling of reassurance and importance to the client. d) Preparation for interview: One of the best immediate preparations for individualizing the client is to review the written case This helps in refreshing the details of the earlier discussions and enables the case worker to plan ahead for the next meeting. Engaging the client: Demonstrating the principle of individualization involves engagement of the client according to his/her capacity in the</p>
<p>to the principle of confidentiality. 3. Care in keeping appointment : As maintained earlier, appointments have to suit both the client and the case worker. Case worker must keep a diary and promptly keep the appointment. If at all the meetings have to be rescheduled due to an urgent work, client must be informed in advance. A promptly kept appointment gives a feeling of reassurance and importance to the client. 4. Preparation for interview : One of the best immediate preparation for individualizing the client to review the written case record. This helps in refreshing the details of the earlier discussion and enable the case worker to plan ahead for the next meeting. 5. Engaging the client : If the client becomes engaged according to his present capacity in the</p> <p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>	<p>to the client. Care in keeping As mentioned earlier, appointments have to suit both the client and the case worker. Case Worker must keep a diary and promptly keep the appointments. If at all, the meetings have to be rescheduled due to an urgent work, client must be informed in advance. A promptly kept appointment gives a feeling of reassurance and importance to the client. d) Preparation for interview: One of the best immediate preparations for individualizing the client is to review the written case This helps in refreshing the details of the earlier discussions and enables the case worker to plan ahead for the next meeting. Engaging the client: Demonstrating the principle of individualization involves engagement of the client according to his/her capacity in the</p>					
162/544	SUBMITTED TEXT	26 WORDS	94% MATCHING TEXT	26 WORDS		
<table border="0"> <tr> <td style="vertical-align: top;"> <p>Enabling the client in selecting treatment goals and encouraging the person to make a choice stimulates client self confidence and demonstrate the principle of individualization. 6. Flexibility :</p> <p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p> </td> <td style="vertical-align: top;"> <p>Enabling the client in selecting the treatment goals and encouraging the person to make a choice stimulates client's self confidence and demonstrates the principle of individualization. f) Flexibility:</p> </td> </tr> </table>					<p>Enabling the client in selecting treatment goals and encouraging the person to make a choice stimulates client self confidence and demonstrate the principle of individualization. 6. Flexibility :</p> <p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>	<p>Enabling the client in selecting the treatment goals and encouraging the person to make a choice stimulates client's self confidence and demonstrates the principle of individualization. f) Flexibility:</p>
<p>Enabling the client in selecting treatment goals and encouraging the person to make a choice stimulates client self confidence and demonstrate the principle of individualization. 6. Flexibility :</p> <p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>	<p>Enabling the client in selecting the treatment goals and encouraging the person to make a choice stimulates client's self confidence and demonstrates the principle of individualization. f) Flexibility:</p>					

163/544	SUBMITTED TEXT	27 WORDS	57% MATCHING TEXT	27 WORDS
<p>The ability to adjust goals and methods calls for mature judgement. Objectivity, and the skill in the case worker. It is a specific way of individualizing the client</p>		<p>The ability to adjust goals and methods calls for mature judgement, objectivity and skill on the part of case worker. Flexibility is a special way of individualizing the client. 43</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
164/544	SUBMITTED TEXT	10 WORDS	100% MATCHING TEXT	10 WORDS
<p>the opportunity to devote full and undivided attention to him.</p>				
<p>SA 480E1230-Social Work with Individuals (Final Proof 07.03.2023).doc (D165107502)</p>				
165/544	SUBMITTED TEXT	49 WORDS	94% MATCHING TEXT	49 WORDS
<p>to listen, but also to hear. The most vital concerns of the client may not be expressed loudly, explicitly and formally, but rather softly, hesitatingly and possibly hidden softly. Only careful lastingly to what the client is saying and to what he is not saying, can result in hearing the pertinent material.</p>				
<p>SA 480E1230-Social Work with Individuals (Final Proof 07.03.2023).doc (D165107502)</p>				
166/544	SUBMITTED TEXT	243 WORDS	88% MATCHING TEXT	243 WORDS
<p>Ability to move at the clients pace : As the case worker sees each client, he must be abc to begin where the client is and to proceed at the client's pace. This is a detail in individualization which can help the client participate fully in the study, diagnosis and treatment process; insensitively to the clients pace can stace the entire helping process because the client feels that the case worker is "taking over". Correct pacing is the secret to the timing of every stage of the case work process, from the appointment for the intake interview to the terminating interview, it guides the fact gathering, the analysis and interpretation, the determination of the treatment goals and the use of resource pacing is the guide and the test of individualization. ? Ability to enter into the feelings of people : The feelings of the client are his most individual characteristics. Problems produce different feelings in different individuals. Individualization then requires a sensitively and a response to these feelings. The principal quality of the response is warmth. "To be useful to another who is trying to change himself and his attitude, the social worker must have a gift for intimacy. He must be willing to enter into the feeling experience of the client, willing to listen to the view of his problem and of his experience, willing to go patiently along with him in his struggle for a solution". ? Ability to keep perspective : The emotional involvement, however, should be controlled and directed to the total situation, so that the</p>				
<p>SA 470E1120-Social Work Practices with Individuals & Groups - Final ok - 03.09.21(Id 2656).docx (D165249726)</p>				

167/544	SUBMITTED TEXT	21 WORDS	93% MATCHING TEXT	21 WORDS
<p>Having a holistic perspective helps the case worker to keep the focus on the client in his/her entirety and analyze the</p>		<p>Having a wholistic perspective helps the case worker to keep the focus on the client in his/her entirety and analyze the</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
168/544	SUBMITTED TEXT	31 WORDS	100% MATCHING TEXT	31 WORDS
<p>constantly maintains a perspective. This perspective helps him to see the feelings as they are related to the objective situation and the individual as he is related to his family and social situation.</p>				
<p>SA 480E1230-Social Work with Individuals (Final Proof 07.03.2023).doc (D165107502)</p>				
169/544	SUBMITTED TEXT	13 WORDS	88% MATCHING TEXT	13 WORDS
<p>healthy development is necessary for the development of the total personality. One of</p>		<p>healthy development is necessary for the development of the total personality of</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
170/544	SUBMITTED TEXT	25 WORDS	98% MATCHING TEXT	25 WORDS
<p>In the modern helping professions the importance of well ordered emotional life has been eminently recognized. Both psychology and psychiatry have studied the normal, healthy role of</p>		<p>In the modern helping professions, the importance of a well ordered emotional life has been eminently recognized. Both psychology and psychiatry have studied the normal, healthy role of</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
171/544	SUBMITTED TEXT	13 WORDS	80% MATCHING TEXT	13 WORDS
<p>The need for expression and for sharing experiences has been singled by social</p>		<p>The need for expression and for sharing of experience has been singled out by social</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
172/544	SUBMITTED TEXT	62 WORDS	72% MATCHING TEXT	62 WORDS
<p>pertinent dynamic in case work relationship. Purposeful expression of feelings according to Biestek in the "recognition of the clients need to express the negative feelings. The case worker listen purpose fully, nieght there 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". The clients expression of feelings</p>		<p>pertinent dynamic in case work relationship. Purposeful expression of feelings according to Biestek is the "recognition of the client's need to express the negative feelings. The case worker listens 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". The s expression of feelings</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				

173/544	SUBMITTED TEXT	24 WORDS	94% MATCHING TEXT	24 WORDS
<p>The following list of suggestions is only illustrative, but if contains a few practical means for individualizing and for transmitting the individualization to the client.</p> <p>SA 480E1230-Social Work with Individuals (Final Proof 07.03.2023).doc (D165107502)</p>				
174/544	SUBMITTED TEXT	39 WORDS	96% MATCHING TEXT	39 WORDS
<p>acceptance, to his need to be treated as an individual to help the client in seeking from the social agency, to the purpose of the client worker relationship and to his need to participate in the solution of his own problems.</p> <p>SA 480E1230-Social Work with Individuals (Final Proof 07.03.2023).doc (D165107502)</p>				
175/544	SUBMITTED TEXT	47 WORDS	91% MATCHING TEXT	47 WORDS
<p>The client's expression of feelings should of course serve a vital purpose in the case work process. The specific purpose in each interview may be single or multiple; it may change from case to case, from interview to interview and within the same interview. The following are some possible purposes. ?</p> <p>SA 480E1230-Social Work with Individuals (Final Proof 07.03.2023).doc (D165107502)</p>				
176/544	SUBMITTED TEXT	18 WORDS	91% MATCHING TEXT	18 WORDS
<p>to relieve pressure and tensions and thus to help the client see his problem more clearly and objectively.</p> <p>SA 480E1230-Social Work with Individuals (Final Proof 07.03.2023).doc (D165107502)</p>				
177/544	SUBMITTED TEXT	18 WORDS	100% MATCHING TEXT	18 WORDS
<p>to understand more adequately the problem and the person of the client for more accurate study, diagnosis and treatment.</p> <p>SA 480E1230-Social Work with Individuals (Final Proof 07.03.2023).doc (D165107502)</p>				
178/544	SUBMITTED TEXT	21 WORDS	64% MATCHING TEXT	21 WORDS
<p>with the case worker determines the amount of time a case worker can devote its each case. For example, if a</p> <p>with the determines the amount of time a caseworker can devote to each case. For example, if a</p> <p>W https://egyankosh.ac.in/bitstream/123456789/58730/1/BLOCK%202.pdf</p>				

179/544	SUBMITTED TEXT	128 WORDS	74% MATCHING TEXT	128 WORDS
<p>is handling fifty cases apart from regular agency work he/she may not have enough time to encourage expression of deeper feelings which require more time in each interview. 3. Premature expression of deep feelings : Case worker needs to be cautious in the early interview about client's premature expression of deeper feelings. For example, talking about intimate details of having undergone through a rape by a victim in the very first meeting may not be desirable. This may inculcate feelings of guilt and hamper the case work relationship. Case worker has to structure the entire case work process and slowly work towards building a relationship based on trust rather than allowing ventilation of deeper feeling at a premature stage. 4. Client engagement : Clients may have the tending to put the total burden of conflict resolution on the</p>		<p>is handling fifty cases apart from regular agency work, he/she may not have enough time to encourage expression of deeper feelings which require more time in each interview. • Premature expression of deep feelings: Caseworker needs to be cautious in the early about client's premature expression of deeper feelings. For example, talking about intimate details of having undergone through a 16 Social Case Work rape by a victim in the very first meeting may not be desirable. This may inculcate feelings of guilt and hamper the casework relationship. Caseworker has to structure the entire casework process and slowly work towards building a relationship based on trust rather than allowing ventilation of deeper feeling at a premature stage. • Client Engagement: Clients may have the tendency to put the total burden of conflict resolution on the</p>		
<p>W https://egyankosh.ac.in/bitstream/123456789/58730/1/BLOCK%202.pdf</p>				

180/544	SUBMITTED TEXT	22 WORDS	100% MATCHING TEXT	22 WORDS
<p>Case worker must ensure engagement of the client in the helping process right from the beginning to avoid undue dependence on the worker.</p>		<p>Case Worker must ensure engagement of the client in the helping process right from the beginning to avoid undue dependence on the worker.</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				

181/544	SUBMITTED TEXT	82 WORDS	95% MATCHING TEXT	82 WORDS
<p>his feelings. This include gaining trust, confidence of the client. Most clients talk at a superficial level and do not disclose their inner feelings till they are sure of the worker's accepting and permissive attitude towards client as an individual. Secondly, the case workers real desire to help and feeling with the client has to be communicated to the client at the "feeling" level. Creation of a permissive environment is essential for purposeful expression of feelings. This may be done in the following ways. ? Relaxed attitude :</p>		<p>his/ her This includes gaining trust, confidence of the client. Most clients talk at a superficial level and do not disclose their inner feelings till they are sure of the worker's accepting and permissive attitude towards client as an individual. Secondly, the case worker's real desire to help and feeling with the client has to be communicated to the client at the 'feeling' level. Creation of a permissive environment is essential for purposeful expression of feelings. This may be done in the following ways: ? Relaxed attitude:</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				

182/544	SUBMITTED TEXT	68 WORDS	91% MATCHING TEXT	68 WORDS
<p>Agency function limits the expression of feelings to those which can be treated within the agency. It is obvious that in an agency which is not equipped to use intensive, therapy in deeply disturbing emotional problems, the case worker should not encourage the release of such intense feeling. In such an instance the case worker should limit his help with feelings to the kind of service the agency is equipped to offer. 2.</p>				
<p>SA 480E1230-Social Work with Individuals (Final Proof 07.03.2023).doc (D165107502)</p>				

183/544	SUBMITTED TEXT	26 WORDS	100% MATCHING TEXT	26 WORDS
<p>Ensuring privacy during interviews, having comfortable furniture in the room are some of the important steps to make the client feel comfortable and open up. ? Preparation :</p> <p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>		<p>Ensuring privacy during interviews, having comfortable furniture in the room are some of the important steps to make the client feel comfortable and open up. ? Preparation:</p>		
184/544	SUBMITTED TEXT	33 WORDS	90% MATCHING TEXT	33 WORDS
<p>prior to the interview, the case worker must go through the earlier case records. This would refresh the memory and prepare the worker in planning and structuring for the up coming interview. ? Listening :</p> <p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>		<p>Prior to the interview, the case worker must go through the earlier case records. This would refresh the memory and prepare the worker in planning and structuring for the upcoming interview. ? Listening:</p>		
185/544	SUBMITTED TEXT	10 WORDS	100% MATCHING TEXT	10 WORDS
<p>should be relaxed in order to help the client feel</p> <p>SA 480E1230-Social Work with Individuals (Final Proof 07.03.2023).doc (D165107502)</p>				
186/544	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
<p>By asking appropriate questions, making empathic comments, nodding and showing interest through facial</p> <p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>		<p>By asking appropriate questions, making empathic comments, nodding and showing interest through facial</p>		
187/544	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
<p>case worker can demonstrate active listening to the client. Encouragement : The</p> <p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>		<p>case worker can demonstrate active listening to the client. ? Encouragement: The</p>		
188/544	SUBMITTED TEXT	19 WORDS	100% MATCHING TEXT	19 WORDS
<p>s ability to listen attentively and purposefully. When the worker gives his full attention the client feels his interest.</p> <p>SA 480E1230-Social Work with Individuals (Final Proof 07.03.2023).doc (D165107502)</p>				

189/544	SUBMITTED TEXT	83 WORDS	87% MATCHING TEXT	83 WORDS
<p>Thus by asking non-threatening questions, repeating important phrases or words being said by client, making comments, expressing empathy; worker can motivate the client to talk freely. Statements like "I realize how difficult this must be for you. What happened thereafter?" "How did you feel when this happened?" Are open ended statements/ questions that require elaborate expression of feelings by the client. Pace of Process : A sensitive awareness of the client's rate of movement in each interview, toward his case work goals is very necessary. His motivation to work</p>		<p>Thus, by asking non threatening questions, repeating important phrases or words being said by client, making comments, expressing empathy; worker can motivate the client to talk freely. Statements like 'I realize how difficult this must be for you. What happened thereafter?' 'How did you feel when this happened?' are open ended statements/questions that require elaborate expression of feelings by the client. • Pace of A sensitive awareness of the client's pace of movement in each interview towards his/her casework goals is very necessary. s motivation to work</p>		
<p>W https://egyankosh.ac.in/bitstream/123456789/58730/1/BLOCK%202.pdf</p>				

190/544	SUBMITTED TEXT	10 WORDS	100% MATCHING TEXT	10 WORDS
<p>need and desire to express feelings at any given time.</p>		<p>need and desire to express feelings at any given time. ?</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				

191/544	SUBMITTED TEXT	32 WORDS	100% MATCHING TEXT	32 WORDS
<p>may need to encourage the client to express his feelings. Even when provided with an atmosphere in which he feels free to express himself, the client frequently will not do so without help.</p>				
<p>SA 480E1230-Social Work with Individuals (Final Proof 07.03.2023).doc (D165107502)</p>				

192/544	SUBMITTED TEXT	48 WORDS	86% MATCHING TEXT	48 WORDS
<p>The principle of purposeful expression of feelings aids in study and diagnosis in case work. This principle helps the case worker to gain invaluable material for study and gain a realistic understanding of the client and his/her progress in totality. This helps in seeking the problem clearly and working towards</p>		<p>The principle of Purposeful expression of feelings aids in study and diagnosis in case Purposeful expression of feelings helps the case worker to gain invaluable material for study and gain a realistic understanding of the client and his/her progress in totality. This helps in seeing the problem clearly and working towards</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				

193/544	SUBMITTED TEXT	16 WORDS	100% MATCHING TEXT	16 WORDS
<p>Unrealistic reassurance, too early interpretation and too much interpretation can block the client's expression of feelings.</p>				
<p>SA 480E1230-Social Work with Individuals (Final Proof 07.03.2023).doc (D165107502)</p>				

194/544	SUBMITTED TEXT	146 WORDS	78% MATCHING TEXT	146 WORDS
<p>feeling response would be appropriate. In case work interviews, the content of the communication most often is a combination of thought and feeling. The nature of content depends upon many things: the problem of the client, the function of the agency, the needs and feelings of the client in a particular interview, the changing moods of the client within an interview and the purpose of the case worker in the on going process of study, diagnosis and treatment. The social case worker needs the skill to communicate at both the thought and feeling levels. Case worker has to gain factual information and at the same time study client's ideas, thoughts and feelings. The element of controlled emotional involvement in a case work relationship according to Biestek, is the case worker's sensitivity to client's feelings and understanding of their meaning and a purposeful, appropriate response to the client's feelings. There are three components in demonstration of controlled emotional involvement;</p>		<p>feeling response would be appropriate. In case work interviews, the content of is most often a combination of thought and feeling (Biestek: 1957). The nature of content depends upon – problem of the client, function of the agency, needs and feelings of the client in particular interviews, changing moods of the client within an interview and the purposes of the case worker in the ongoing processes of study, diagnosis and treatment. The social case worker needs the skill to communicate at both the thought and feeling levels. Case Worker has to gain factual information and at the same time study client's ideas, thoughts and feelings. The element of controlled emotional involvement in a case work relationship according to Biestek, is the case worker's sensitivity to client's feelings and understanding of their meaning and a purposeful, appropriate response to the client's feelings. There are three components in demonstration of controlled emotional involvement: 1)</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				

195/544	SUBMITTED TEXT	125 WORDS	93% MATCHING TEXT	125 WORDS
<p>a) Sensitivity b) Understanding c) Response a) Sensitivity : Sensitivity means seeing and listening to the feelings of the client. Many times clients are unable to express their feelings verbally or are ready to divulge personal details. With the knowledge of human behaviour, observation and analytical skills, the case worker has to observe the minutest of the details and draw an understanding by putting them in proper perspective, language or the non-verbal communication can be effectively used as clues and indices to identify and interpret client's feelings. For example, use of hands, arms, and legs, pace, tone of speech, posture, eye contact, silence, repetitive body actions are important indicators of client's non-verbal feelings. b) Understanding : As a professional helping person, the case worker needs to understand the meaning of the feelings in relation to the client</p>		<p>a) Sensitivity b) Understanding c) Response a) Sensitivity: Sensitivity means seeing and listening to the feelings of the client. Many times, clients are unable to express their feelings verbally or are ready to divulge personal details. With the knowledge of human behaviour, observation and analytical skills, the has to observe the minutest of the details and draw an understanding by putting them in proper perspective. Body language or the non verbal communication can be effectively used as clues and indices to identify and interpret client's feelings. For example, use of hands, arms and legs, pace, tone of speech, posture, eye contact, silence, repetitive body actions are important indicators of client's non verbalized feelings. b) Understanding: As a professional helping person, the caseworker needs to understand the meaning of the client's feelings in relation to the client'</p>		
<p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>				

196/544	SUBMITTED TEXT	68 WORDS	93% MATCHING TEXT	68 WORDS
<p>PRINCIPLE OF CONTROLLED EMOTIONAL INVOLVEMENT : Every communicating is a two way process, when one person speaks directly to another person, he expects some kind of a response; silence would indicate a disinterest in communication and equivalently, a disinterest in the person. The content of the communication indicate the kind of response that is expected chorally speaking, the content can be classified into three categories; ideas only, feelings only, both ideas and feelings.</p>				
<p>SA 480E1230-Social Work with Individuals (Final Proof 07.03.2023).doc (D165107502)</p>				

197/544	SUBMITTED TEXT	86 WORDS	100% MATCHING TEXT	86 WORDS
<p>Essentially it is a response of attitude and feeling, guided by knowledge and purpose. It is primarily an internal response where the case worker consciously and purposefully identifies with the feelings of the client. It is a sharing of a warmly human professional person with fine sensitivities of another human being who needs help (Biestek, 1957). The response of the worker should reflect the skill to probe in order to gather factual as well as feeling information from the client while verbalizing understanding. It should convey warmth and empathy to the client.</p>		<p>Essentially it is a response of attitude and feeling, guided by knowledge and purpose. It is primarily an internal response where the case worker consciously and purposefully identifies with the feelings of the client. It is a sharing of a warmly human professional person with fine sensitivities of another human being who needs help (Biestek: 1957) The response of the worker should reflect the skill to probe in order to gather factual as well as feeling information from the client, while verbalizing understanding. It should convey warmth and empathy to the client.</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
198/544	SUBMITTED TEXT	44 WORDS	87% MATCHING TEXT	44 WORDS
<p>Response : Sensitivity and understanding are insufficient in themselves; they are means to the response. The case worker's response to the client on the feeling level is the most important psychological element in the case work relationship and it is perhaps the most difficult of the</p>				
<p>SA 480E1230-Social Work with Individuals (Final Proof 07.03.2023).doc (D165107502)</p>				
199/544	SUBMITTED TEXT	64 WORDS	83% MATCHING TEXT	64 WORDS
<p>one of the vaguest terms in our professional language. It is an important value in social work is that guides social workers to accept people as they are, with their strengths and limitation, potentialities and weakness, positive and negative feelings. In social work acceptance is related with "Quality of life" professional attitude, the central dynamic and a principle. According to Biestek (1957), action of acceptance is indicated as</p>		<p>one of the commonly used term in social work profession. It is an important value in social work is that guides social workers to accept people as they are, with their strengths and limitations, potentialities and weaknesses, positive and negative feelings. In social work, acceptance is related with 'quality of life, professional attitude, the central dynamic and a principle'. According to Biestek (1957), action of acceptance is indicated as</p>		
<p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>				
200/544	SUBMITTED TEXT	16 WORDS	100% MATCHING TEXT	16 WORDS
<p>PRINCIPLE OF ACCEPTANCE : One of the most commonly used terms in social work is "acceptance".</p>				
<p>SA 480E1230-Social Work with Individuals (Final Proof 07.03.2023).doc (D165107502)</p>				
201/544	SUBMITTED TEXT	14 WORDS	100% MATCHING TEXT	14 WORDS
<p>there are three steps in the action of acceptance : 1. Perceiving : The</p>				
<p>SA 480E1230-Social Work with Individuals (Final Proof 07.03.2023).doc (D165107502)</p>				

202/544	SUBMITTED TEXT	98 WORDS	95% MATCHING TEXT	98 WORDS
<p>with spouse or siblings etc. Acceptance in case work process is therapeutic in nature as it aims at helping the client to deal with problems and needs. Distinction between Acceptance and Approval : An important standpoint in case work is the distinction between acceptance and approval. Acceptance does not mean concurrence with or approval of client's behaviour. To illustrate let us take an example of a man who committed a murder and now seeking help from a case worker. In this case, following the principle of acceptance would not apply that the worker's approval of the crime committed by the client. The worker would objectively</p>		<p>with spouse, siblings, friends etc. Acceptance in case work process is therapeutic in nature as it aims at helping the client to deal with problems and needs. Distinction between Acceptance and Approval An important standpoint in case work is the distinction between acceptance and approval. Acceptance does not mean concurrence with or approval of client's behaviour. To illustrate, let us take an example of a man who has committed a murder and now seeking help from a case worker. In this case, following the principle of acceptance would not imply that the worker's approval of the crime committed by the client. The worker would objectively</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
203/544	SUBMITTED TEXT	68 WORDS	91% MATCHING TEXT	68 WORDS
<p>study the client and assess the problem reasons that led the man to commit such a crime case worker would accept the client as an individual possessing all his dignity and worth as an individual. However, the worker would disapprove of the murder committed by the client. The worker should not verbally praise or condemn the act and show empathic interest in getting to know the client and his life situation better.</p>		<p>study the client and assess the probable reasons that led the man to commit such a crime. Case Worker would accept the client as an individual possessing all his dignity and worth as an individual. However, the worker would disapprove of the murder committed by the client. The worker would not verbally praise or condemn the act and show empathic interest in getting to know the client and his life situations better.</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
204/544	SUBMITTED TEXT	37 WORDS	100% MATCHING TEXT	37 WORDS
<p>It may be remembered that the client would not really be helped if his/her anti social behaviour (murder in this case) is apparently appreciated by the worker. The objective of acceptance is not the good, but the real.</p>		<p>It may be remembered that the client would not really be helped if his/her anti social behaviour (murder in this case) is apparently appreciated by the worker. The objective of acceptance is not the good but the real.</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
205/544	SUBMITTED TEXT	95 WORDS	81% MATCHING TEXT	95 WORDS
<p>The purpose is to free the client from using defense mechanism and enabling him/her see the reality and realistically deal with the problem. Thus principle of acceptance as defined by Biestek (1957) is as follows : Principle of acceptance is a principle where the case worker perceives and deals with the client as he/she really is, including strength and weakness, congenial and uncongenial qualities, positive and negative, contractive and deconstructive, attitude and behaviour, maintaining all the while a sense of the client's innate dignity and personal worth. Understanding the client better : The client who come to the social agency with a problem</p>		<p>The purpose is to free the client from using defense mechanisms and enabling him/her see the reality and realistically deal with the problem. Thus, principle of acceptance as defined by Biestek (1957) is as follows: "Principle of acceptance is a principle where the case worker perceives and deals with the client as he/she really is, including strengths and weaknesses, congenial and uncongenial qualities, positive and negative feelings, constructive and deconstructive attitudes and behaviour, maintaining all the while a sense of the client's innate dignity and personal worth". Understanding the Client Let us to understand client's perspective. The client comes to the agency with some problem</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				

206/544	SUBMITTED TEXT	64 WORDS	83% MATCHING TEXT	64 WORDS
<p>must first see and see objectively what he is accepting; 2. Therapeutic understanding : The case worker must see the object of acceptance in relation to the causes which brought about the object, in relation to what is meant to this person, and in relation to the purpose of the case work process in each individual case. 3. Acknowledging : It as a pertinent reality. The purpose of acceptance</p>				
<p>SA 480E1230-Social Work with Individuals (Final Proof 07.03.2023).doc (D165107502)</p>				

207/544	SUBMITTED TEXT	17 WORDS	88% MATCHING TEXT	17 WORDS
<p>or limitation within his personality. He is not happy about himself; or rather he is ambivalent himself.</p>				
<p>SA 480E1230-Social Work with Individuals (Final Proof 07.03.2023).doc (D165107502)</p>				

208/544	SUBMITTED TEXT	20 WORDS	68% MATCHING TEXT	20 WORDS
<p>ambivalence extends to the case worker : he realizes that he must reveal some of his short comings to the</p>				
<p>SA 480E1230-Social Work with Individuals (Final Proof 07.03.2023).doc (D165107502)</p>				

209/544	SUBMITTED TEXT	25 WORDS	81% MATCHING TEXT	25 WORDS
<p>insecurity, the client makes use of a defense mechanism that helps the client to hide anxieties and inner feelings from one's self and from the worker.</p>				
<p>W https://egyankosh.ac.in/bitstream/123456789/58730/1/BLOCK%202.pdf</p>				

210/544	SUBMITTED TEXT	285 WORDS	87% MATCHING TEXT	285 WORDS
	<p>In such a situation by making the client feel accepted, showing interest and genuine concern, the worker helps the client in reducing the anxiety and lowering the defence mechanisms. The principle of acceptance is the case work process as the client begins to express feelings and open up to the case worker. However, the client constantly checks the reactions of the worker to his/her disclosure of feelings especially negative feelings. Demonstration of Principle of Acceptance : ? Giving the client focussed response, directed to the needs of the client rather than worker's needs; ? Releasing client's potential for self help and exercising professional responsibility for the promotion of the growth of the client; ? Giving response that contain the elements of both thoughts and feelings; and ? Providing agency specific help to the client. Limitations of Principle of Acceptance : ? Inadequate knowledge of human behaviour. ? Counter transference. ? Case worker being Judgemental about the client's situation; ? Case worker's personal biases and prejudices; ? Unrealistic assurance by the worker. ? Confusion between acceptance and approval. ? Lack of respect for the client. PINCIPL OF NON JUDGEMENTAL ATTITUDE : One of the most talked about principle of case work that is also a difficult to practice is the principle of non Judgemental attitude. According to Briestek (1957), principle of non Judgemental attitude is defined as "Quality fer case work relationship, it is based on a conviction that the case work function excluder assigning guilt or innocence or degree of client responsibility for causations of the problem or needs, but does include making evaluation Judgemental about the attitudes, standards or action of the client: the attitude which involver both thoughts and feeding elements, is transmitted to the client." Case work is a helping process where judgement would imply blaming the client and make him/her responsible for causing problems in his/her life. Let us take an</p>		<p>In such a situation, by making the client feel accepted, showing interest and genuine concern, the worker helps the client in reducing the anxiety and lowering the defense mechanisms. The principle of acceptance aids the case work process as the client begins to express feelings and open up to the case worker. However, the client constantly checks the reactions of the worker to his/her disclosure of feelings especially negative feelings. Demonstration of Principle of Acceptance ? Giving the client focussed response, directed to the needs of the client rather than worker's own needs; ? client's potential for self help and exercising professional responsibility for the promotion of the growth of the client; ? Giving responses that contain the elements of both thoughts and feelings; and ? Providing agency specific help to the client. Limitations of Principle of Acceptance ? Inadequate knowledge of human behaviour; ? Counter transference; ? Case Worker being judgemental about the client's situation; ? Case Worker's personal biases and prejudices; ? Unrealistic assurances by the worker; ? Confusion between acceptance and approval; ? Lack of respect for the client. E) PRINCIPLE OF NON JUDGEMENTAL ATTITUDE One of the most talked about principles of case work that is also a difficult one to practice is the Principle of non judgemental attitude. According to Biestek (1957), Principle of non judgemental attitude is defined as "Quality for case work relationship, it is based on a conviction that the case work function assigning guilt or innocence or degree of client responsibility for causations of the problem or needs, but does include making evaluating judgements about the attitudes, standards or actions of the client: the attitude which involves both thought and feeling elements, is transmitted to the client". Case Work is a helping process where judgment would imply blaming the client and making him/her responsible for causing problems in his/her life. Let us take an</p>	
	<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>			

211/544	SUBMITTED TEXT	58 WORDS	92% MATCHING TEXT	58 WORDS
	<p>example of a woman who has approached a child guidance clinic to seek help for her daughter who is showing sysmptoms of depression. Being Judgemental in this case would imply blaming the mother for her daughter's condition. Similarly, passing a judgement on a HIV positive person would mean blaming the for his/her physical condition and for contracting HIV. As maintained earlier,</p>		<p>example of a woman who has approached a child guidance clinic to seek help for her daughter who is showing symptoms of depression. Being judgemental in this case would imply blaming the mother for her daughter's condition. Similarly, passing a judgment on a HIV positive person would mean blaming the client for his/her physical condition and for contracting HIV. As mentioned earlier,</p>	
	<p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>			

212/544	SUBMITTED TEXT	22 WORDS	100% MATCHING TEXT	22 WORDS
	<p>is necessary in the case work relationship. However, this does not give the case worker an authority to make Judgements about the clients. Understanding</p>		<p>is necessary in the case work relationship. However, this does not give the case worker an authority to make judgements about the clients. Understanding</p>	
	<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>			

213/544	SUBMITTED TEXT	85 WORDS	91% MATCHING TEXT	85 WORDS
<p>the clients perspective : Seeking out side support for conflict resolution is not an easy task. The necessity to seek help from an agency can itself produce a host of painful feelings. One of these feelings is the fear of being judged. In the initial interview, the client looks at the case worker as one of the members of the larger society which is often judgemental with fixed standards of Do's and Don'ts. The client fears of being labeled by the case worker, keeping in mind the preset standards of</p>		<p>the clients. Understanding Client's Perspective Seeking outside support for conflict resolution is not an easy task. The necessity to seek help from an agency can in itself produce a host of painful feelings. One of these feelings is the fear of being judged. In the initial interviews, the client looks at the case worker as one of the members of the larger society which is often judgmental with fixed standards of Do's and Don'ts. The client fears of being labeled by the case worker, keeping in mind the preset standards of</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				

214/544	SUBMITTED TEXT	85 WORDS	95% MATCHING TEXT	85 WORDS
<p>right and wrong. As a result of these feelings the client adops by using defense mechanisms and is hesitant to express inner thoughts and feelings. In such a scenario, demonstration of a non Judgemental attitude helps the client "feel" assured of the case worker's disinterest in making any kind of judgement, in praising or condemning the client. As the relationship gradually strengthens, the client grows in faith in the worker and begins to discuss needs and problems, develop objective analysis necessary for constructive change. Evaluation of Attitudes, standards and action of</p>		<p>right and wrong. As a result of these feelings, the client adapts by using defense mechanisms and is hesitant to express inner thoughts and feelings. In such a scenario, demonstration of a non judgemental attitude helps the client 'feel' assured of the case worker's disinterest in making any kind of judgement, in praising or condemning the client. As the relationship gradually strengthens, the client grows in faith in the worker and begins to discuss needs and problems, develops objective analysis necessary for constructive change. Evaluation of Attitudes, Standards and Actions of</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				

215/544	SUBMITTED TEXT	165 WORDS	88% MATCHING TEXT	165 WORDS
<p>client : There is a clear cut difference between being non judgemental towards the client and judging clients behaviour which may mood immoral. When the case worker refrains from judging the guilt orinnocence of the client he/she objectively evaluates the attitudes standard and actions of the client. In order to understand this let us take the case of a women who is in a live-in relationship and seeking help to deal with problems with her lover. While dealing with such a case, the worker has no right to live the client a moral lecture on the grounds of her live in relationships, which is still not accepted in large parts of India. However the worker has to probe into her life situation in order to make evaluation of her behaviour. The purpose in this case would be to understand the client and this would aid in the treatment process. There are strong and valid reasons for practing a non-judgemental attitude. The worker being a social worker is a member of the larger society and his/her function</p>		<p>Client There is a clear cut difference between being non judgmental towards the client and judging client's behaviour which may be moral/ immoral. While the case worker refrains from judging the guilt or innocence of the client; he/she objectively evaluates the attitudes, standards and actions of the client. In order to understand this, let us take the case of a woman who is in a live-in relationship and seeking help to deal with problems with her lover. While dealing with such a case, the worker has no right to give the client a moral lecture on the grounds of her live in relationship, which is still not readily accepted in large parts of India. However, the worker has to probe into her life situation and make inquiries in order to make evaluations of her behaviour. The purpose in this case would be to understand the client and this would aid in the treatment process. There are strong and valid reasons for practicing a non judgmental attitude. The worker being a social worker is a member of the larger society and his/her function</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				

216/544	SUBMITTED TEXT	210 WORDS	92% MATCHING TEXT	210 WORDS
<p>the client (and not condemn) with in the low and basic values of society. If the case worker is oblivious towards delinquent and immoral behaviour/ attitude of the client, the client would not feel understood and may underrate the worker's ability to provide professional help. Moreover the case worker has every right to have his/her own social, moral and spiritual values. The worker must, however, ensure that his/her personal values, beliefs, opinions and code of ethics are not imposed on the client in any way. The workers have no right to judge the client by personal standards. Demonstration of Principle of Non-Judgemental Attitude : ? Encouraging the client to open up and express own thoughts and feelings. ? Being respectful and attentive to the client throughout the case work relationship. ? Being aware of personal biases and prejudices and not letting them influence the case work relationship. E.g. the worker might have been socialized to develop a dislike for certain castes/castes/categories like alcoholize, differently abled, sex workers schedule caste/tribes etc. while in case work relationship with such clients, worker must ensure not to let personal dislike interfere in the helping process. The worker must recognize and control personal biases and develop capacity to see people objectively and not subjectively. ? Treat the client as a unique person. Worker should refrain from making references to people who have faced similar</p>		<p>the client (and not condemn) within the law and basic values of society. If the case worker is oblivious towards delinquent and immoral behaviour/attitude of the client, the client would not feel understood and may underrate the worker's ability to provide professional help. Moreover, the case worker has every right to have his/her own social, moral and spiritual values. The worker must, however, ensure that his/her personal values, beliefs, opinions and code of ethics are not imposed on the client in any way. The worker has no right to judge the client by personal standards. Demonstration of Principle of Non Judgemental Attitude ? Encouraging the client to open up and express own thoughts and feelings ? Being respectful and attentive to the client throughout the case work relationship ? Being aware of personal biases and prejudices and not letting them influence the case work relationship. E.g. the worker might have been socialized to develop a dislike for certain castes/castes/categories like alcoholics, differently abled, sex workers, scheduled castes/tribes etc. While in a case work relationship with such 50 Basics of Social Case Work clients, worker must ensure not to let personal dislike interfere in the helping process. The worker must recognize and control personal biases and develop capacity to see people objectively and not subjectively. ? Treat the client as a unique person. Worker should refrain from making references to people who have faced similar</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
217/544	SUBMITTED TEXT	21 WORDS	90% MATCHING TEXT	21 WORDS
<p>Understanding negative feelings of the client towards the worker should be related with the use of defense mechanism. PRINCIPLE OF SELF DETERMINATION :</p>		<p>Understanding negative feelings of the client towards the worker should be related with the use of defense F) PRINCIPLE OF SELF DETERMINATION:</p>		
<p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>				
218/544	SUBMITTED TEXT	123 WORDS	89% MATCHING TEXT	123 WORDS
<p>he fears that the case worker, seeing him as he is, may thingless of him as a person. He fears disapproval. This fear may cause any one number of reactions, depending on the nature of the problem and the personality of the client. He feels the insecurity of approaching some one he has never met; he may fear that his request for help will be refused; he may feel resentment against the conditions that make it necessary for him to seek help; and he may fear the self-involvement with the case worker. Therefore, the constructs defenses, behind which he tries to hide a part of himself. He feels that it is unsafe for him to manifest something which he knows need to be manifested because they are pertinent to his problem.</p>				
<p>SA 480E1230-Social Work with Individuals (Final Proof 07.03.2023).doc (D165107502)</p>				

219/544	SUBMITTED TEXT	40 WORDS	90% MATCHING TEXT	40 WORDS
<p>the philosophical assumption on the dignity and worth of the human being. The principle states that an individual has the right of making decision about matters pertaining to his/her life and that other people's decision about directing his/her life should not be</p>				
<p>SA 2.2 Principles and process of working with individuals.docx (D111349362)</p>				

220/544	SUBMITTED TEXT	66 WORDS	91% MATCHING TEXT	66 WORDS
<p>OF CONFIDENTIALITY : Social work touches human life more intimately in many ways than many of the other helping and healing professions. The case worker, either in a home visit or in an office interview, is frequently the observer and regularly the recipient of confidential information concerning the client and his family. It may be a series of facts, or situation in the client's life which he shares with the</p>				
<p>SA 480E1230-Social Work with Individuals (Final Proof 07.03.2023).doc (D165107502)</p>				

221/544	SUBMITTED TEXT	67 WORDS	90% MATCHING TEXT	67 WORDS		
<table border="0"> <tr> <td style="width: 50%;"> <p>is the preservation of secret information concerning the client which is disclosed in the professional relationship. Confidentiality is based upon a basic right of the client. It is an ethical obligation of the case worker is necessary for effective case work service. The client's right, however is not absolute. Moreover the clients secrete is often discussed with other professional persons within the agency and in other agencies; the obligation then binds all</p> </td> <td style="width: 50%;"> <p>is the preservation of secret information concerning the client which is disclosed in the professional relationship. Confidentially is based upon a basic right of the client; it is an ethical obligation of the case worker is necessary for effective case work service. The client's right, however, is not absolute; Moreover, the client's secret is often shared with other professional persons within the agency and in other agencies, the obligation then binds all</p> </td> </tr> </table>					<p>is the preservation of secret information concerning the client which is disclosed in the professional relationship. Confidentiality is based upon a basic right of the client. It is an ethical obligation of the case worker is necessary for effective case work service. The client's right, however is not absolute. Moreover the clients secrete is often discussed with other professional persons within the agency and in other agencies; the obligation then binds all</p>	<p>is the preservation of secret information concerning the client which is disclosed in the professional relationship. Confidentially is based upon a basic right of the client; it is an ethical obligation of the case worker is necessary for effective case work service. The client's right, however, is not absolute; Moreover, the client's secret is often shared with other professional persons within the agency and in other agencies, the obligation then binds all</p>
<p>is the preservation of secret information concerning the client which is disclosed in the professional relationship. Confidentiality is based upon a basic right of the client. It is an ethical obligation of the case worker is necessary for effective case work service. The client's right, however is not absolute. Moreover the clients secrete is often discussed with other professional persons within the agency and in other agencies; the obligation then binds all</p>	<p>is the preservation of secret information concerning the client which is disclosed in the professional relationship. Confidentially is based upon a basic right of the client; it is an ethical obligation of the case worker is necessary for effective case work service. The client's right, however, is not absolute; Moreover, the client's secret is often shared with other professional persons within the agency and in other agencies, the obligation then binds all</p>					
<p>W https://schoolcounselorsofindia.blogspot.com/2012/04/social-case-work.html#!</p>						

222/544	SUBMITTED TEXT	48 WORDS	76% MATCHING TEXT	48 WORDS
<p>to observe, with the implicit or explicit understanding that the case worker preserve the information as a served trust. Confidentiality in social case work can be considered from two points of view; as an item in the professional code of either and as an element of the case work relationship. The</p>				
<p>SA 480E1230-Social Work with Individuals (Final Proof 07.03.2023).doc (D165107502)</p>				

223/544	SUBMITTED TEXT	88 WORDS	91% MATCHING TEXT	88 WORDS
<p>Confidential can be defined as a fact or a condition, or the knowledge thereof, pertaining to a person's private life which is normally hidden from the eyes of others. Biestek (1957) has given three classes of confidential information: the natural secret the promised secrete, and the entrusted secret. The Natural Secret is information which, if revealed, would defame, injure or unjustly sadden the person. The obligation to preserve natural secrets binds everyone, regardless of the nature of the relationship. It may have become know by a relative, a friend, a stranger, or a professional person.</p> <p>SA 480E1230-Social Work with Individuals (Final Proof 07.03.2023).doc (D165107502)</p>				
224/544	SUBMITTED TEXT	53 WORDS	88% MATCHING TEXT	53 WORDS
<p>In case work relationship confidentiality includes all three types of secrets. There is always a presumption that the case worker should be ethically bound to keep the confidence of the client. However, since the case worker works with in an agency setup, the personal information shared by the client does not confine to the individual</p> <p>In case work relationship confidentiality includes all three types of secrets. There is always a presumption that the case worker would be ethically bound to keep the confidence of the client. However, since the case worker works an agency set up, the personal information shared by the client does not confine to the individual</p> <p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
225/544	SUBMITTED TEXT	54 WORDS	86% MATCHING TEXT	54 WORDS
<p>the agency. The agency should not be able to, provide services unless the information is shared by the case worker with colleagues/team mates. The information also gets recorded in the case files of the client. However, all the persons in the agency are bound to guard the confidentiality of the client. Limitations of principle of confidentiality :</p> <p>the agency. The agency would not be able to provide services unless the information is shared by the caseworker with colleagues/ The information also gets recorded in the case files of the client. However, all the persons in the agency are bound to guard the confidentiality of the client. Limitations of Principle of Confidentiality ?</p> <p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>				
226/544	SUBMITTED TEXT	82 WORDS	86% MATCHING TEXT	82 WORDS
<p>The promised secret is one in which the case worker gives an assurance, a promise, after he has learned the secret information, that he will not divulge it. The subject matter of the promised secret may include the defamatory facts of a natural secret or it may include non defamatory facts about the clients personal life which he does not want revealed. The entrusted Secret is information which is communicated to a client with the precious explicit or implicit understanding that the matter will not be revealed. The</p> <p>SA 480E1230-Social Work with Individuals (Final Proof 07.03.2023).doc (D165107502)</p>				

227/544	SUBMITTED TEXT	22 WORDS	69% MATCHING TEXT	22 WORDS
<p>An apparent conflict may exist between the clients right to preserve his secret and another of his right or duties. The solution of</p>		<p>An apparent conflict may exist between the client's right to preserve own secret and another of his/her rights and duties. The solution of</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
228/544	SUBMITTED TEXT	28 WORDS	72% MATCHING TEXT	28 WORDS
<p>The presumption, however should always be that the right of confidentiality remains dominant untill clear evidence to the contrary appears. 2. Conflicts with the rights of another individual :</p>		<p>The presumption should always be that the right to confidentiality remains dormant until clear evidence to the contrary appears. ? Conflict with the rights of another individual:</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
229/544	SUBMITTED TEXT	49 WORDS	83% MATCHING TEXT	49 WORDS
<p>Occasionally by keeping the clients secret, the worker may forfeit his own personal rights, which may be more important than the client. The worker can not be expected to surrender his own rights in the performance of personal duly. 4. Conflict with the rights of the social agency : Every agency,</p>		<p>Occasionally by keeping the client's secret, the worker may forfeit own personal rights, which may be more important than the client. The worker can not be expected to surrender own rights in the performance of professional duty. ? Conflict with the rights of the social agency: Every agency</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
230/544	SUBMITTED TEXT	29 WORDS	90% MATCHING TEXT	29 WORDS
<p>The general principle is that the obligation of the entrusted secret cases when the preservation of the secret would constitute a real and a serious damage to the common good. 2.6</p>		<p>The general principle is that the obligation of the entrusted secret ceases when the preservation of the secret would constitute a real and serious damage to the common good.</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
231/544	SUBMITTED TEXT	15 WORDS	86% MATCHING TEXT	15 WORDS
<p>What can be the role of Social Worker in understanding and dealing with the client. 2.</p>		<p>What can be the roles of a social worker in understanding and dealing with the client?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>2.3</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				

232/544	SUBMITTED TEXT	18 WORDS	88% MATCHING TEXT	18 WORDS
<p>At what stage can the Social functioning begin to emerge in the context of problem of the client? 3.</p>		<p>At what stage can the social functioning of social work begin to emerge in the context of the problem of the client?</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>2.4</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
233/544	SUBMITTED TEXT	25 WORDS	97% MATCHING TEXT	25 WORDS
<p>of social case work : Columbia University, press, New York. 2. Perlman, H (1957) : Social case work, a problem solving process, University of Chicago press, Chicago. 3.</p>		<p>of Social Case Work, Columbia University Press, New York Perlman, H. (1957): Social Case Work-A problem solving process, University of Chicago Press, Chicago</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
234/544	SUBMITTED TEXT	15 WORDS	89% MATCHING TEXT	15 WORDS
<p>Banerjee, Gouri Rani (1951); case work, in Encyclopedia of social work, in India by Deshmukh.</p>		<p>Banerjee, Gauri Rani (19—); case work, in Encyclopedia of social work in India by Deshmukh.</p>		
<p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>				
235/544	SUBMITTED TEXT	12 WORDS	76% MATCHING TEXT	12 WORDS
<p>Case Work-client Relationship 3.4 Attributes of Case Work-client Relationship 3.5 Use of Case</p>		<p>Case Work Client Relationship 3.5 Attributes of Case Work Relationship 3.6 Principles of Case</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
236/544	SUBMITTED TEXT	32 WORDS	77% MATCHING TEXT	32 WORDS
<p>the case worker and the client is of utmost importance. In a case work relationship however, case worker on the role of a professional helper while client is the person who needs help.</p>		<p>The case worker and the client are fundamentally equal as human In a case work relationship however, case worker on the role of a professional helper while client is the person who needs help.</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
237/544	SUBMITTED TEXT	37 WORDS	95% MATCHING TEXT	37 WORDS
<p>right to confidentiality is limited by (1) a higher duty to himself, (2) the rights of other individual, (3) the rights of the social worker, (4) the rights of the social agency and (5) the rights of the community.</p>				
<p>SA 480E1230-Social Work with Individuals (Final Proof 07.03.2023).doc (D165107502)</p>				

238/544	SUBMITTED TEXT	24 WORDS	100% MATCHING TEXT	24 WORDS
<p>In the Indian context, the concept of self fulfillment and self-expression go hand in hand with the concept of conformity to the group norm. In</p> <p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>		<p>In the Indian context, the concept of self fulfillment and self-expression go hand in hand with the concept of conformity to the group norm. In</p>		
239/544	SUBMITTED TEXT	24 WORDS	87% MATCHING TEXT	24 WORDS
<p>practice of social case work time and again, one see that the needs of the clients are not limited to their material needs only</p> <p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>		<p>practice of social case work, time and again, one sees that the needs of the clients are not limited to their material wants only.</p>		
240/544	SUBMITTED TEXT	51 WORDS	87% MATCHING TEXT	51 WORDS
<p>Coyle (1948) considers relationship as "a discernible process by which people are connected to each other and around which the group takes its shape and form" which Biestek (1957) consider as "the dynamic interactions of attitudes and emotion". Thus relationship is a natural phenomenon occurring between persons interacting with each other singly or in</p> <p>SA MSWS-12 social work with individuals (Repaired).docx (D117055443)</p>				
241/544	SUBMITTED TEXT	13 WORDS	100% MATCHING TEXT	13 WORDS
<p>Relationship can be, then, shaped, manipulated or developed as we intend it to be.</p> <p>SA MSWS-12 social work with individuals (Repaired).docx (D117055443)</p>				
242/544	SUBMITTED TEXT	26 WORDS	88% MATCHING TEXT	26 WORDS
<p>social work always recognized the importance of human interacting and attempt to use relationship in a conscious and deliberate manner to benefit the people it worked with</p> <p>SA MSWS-12 social work with individuals (Repaired).docx (D117055443)</p>				

243/544	SUBMITTED TEXT	127 WORDS	87% MATCHING TEXT	127 WORDS		
<p>social work literature is full of description of relationship from various angles only because of its great importance in a helping process. Richmond (1917), in her earliest work, has pleaded for an intensive study and use of social relationship in social case work. Social case workers focus should be on "skill in discovering the social relationship by which a given personality has been defined; an ability to get at the control core of the difficulty in these relationships; and power to utilize the direct action of mind upon mind in their adjustment." None can deny the utility and importance of human relationship in promoting change and development. When relationship is established and used by a social worker consciously, purpose fully and deliberately to help client(s), it is called professional relationship. It is characterized by "conscious purposiveness growing</p>						
<p>SA MSWS-12 social work with individuals (Repaired).docx (D117055443)</p>						
244/544	SUBMITTED TEXT	15 WORDS	100% MATCHING TEXT	15 WORDS		
<p>out of the knowledge of what must go into achieving its goal" (Perlman, 1957).</p>						
<p>SA MSWS-12 social work with individuals (Repaired).docx (D117055443)</p>						
245/544	SUBMITTED TEXT	10 WORDS	100% MATCHING TEXT	10 WORDS		
<p>Thus one finds that "relationship is the basis of all help."</p>						
<p>SA MSWS-12 social work with individuals (Repaired).docx (D117055443)</p>						
246/544	SUBMITTED TEXT	20 WORDS	93% MATCHING TEXT	20 WORDS		
<table border="0"> <tr> <td>enabling dynamism in the support, nurture and feeling of people's energies and motivation toward problem solving and the use of help.</td> <td>enabling dynamism in the support, nurture and freeing of people's energies and motivation toward problem solving and the use of help.</td> </tr> </table>					enabling dynamism in the support, nurture and feeling of people's energies and motivation toward problem solving and the use of help.	enabling dynamism in the support, nurture and freeing of people's energies and motivation toward problem solving and the use of help.
enabling dynamism in the support, nurture and feeling of people's energies and motivation toward problem solving and the use of help.	enabling dynamism in the support, nurture and freeing of people's energies and motivation toward problem solving and the use of help.					
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>						
247/544	SUBMITTED TEXT	21 WORDS	90% MATCHING TEXT	21 WORDS		
<table border="0"> <tr> <td>The climate for growth of human personality, the nutrient for its development and the stimulus for its subtle adoption are emotionally</td> <td>The climate for the growth of human personality, the nutrient for its development, and the stimulus for its subtle adaptations are emotionally</td> </tr> </table>					The climate for growth of human personality, the nutrient for its development and the stimulus for its subtle adoption are emotionally	The climate for the growth of human personality, the nutrient for its development, and the stimulus for its subtle adaptations are emotionally
The climate for growth of human personality, the nutrient for its development and the stimulus for its subtle adoption are emotionally	The climate for the growth of human personality, the nutrient for its development, and the stimulus for its subtle adaptations are emotionally					
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>						

248/544	SUBMITTED TEXT	67 WORDS	90% MATCHING TEXT	67 WORDS
<p>with other human beings. The very first contact that most persons have when they are born is with their mothers. Parent child relationship is the most vital relationship that contributes in a major way towards laying the foundation for one's personality development, confidence, attitudes towards self and others. It would be no exaggeration to state that our very existence largely depends on relationship with people around us—our family, friends, colleagues, relatives and others.</p>		<p>with other human beings. The very first contact that all persons have when they are born is with their mothers. Parent child relationship is the most vital relationship that contributes in a major way towards laying the foundation for one's personality development, confidence, attitudes, towards self and others. It would be no exaggeration to state that our very existence is in terms of relationship with people around us – our family, friends, colleagues, relatives and others.</p>		
<p>W https://egyankosh.ac.in/bitstream/123456789/58730/1/BLOCK%202.pdf</p>				

249/544	SUBMITTED TEXT	68 WORDS	88% MATCHING TEXT	68 WORDS
<p>Nature of relationship : According to Helen Harries Perlman (1957); Relationship is a human beings feeling or sense of emotional bonding with one another. It leaps into being like an electric current or it emerges and develop contiously when emotion is aroused by and invested in someone or something and that someone or something "connects back" responsively. We feel "related" when we feel at one with another (person or object) in some</p>		<p>NATURE OF According to Helen Harris Perlman (1957), 'Relationship is a human being's feeling or sense of emotional bonding with one another. It leaps into being like an electric current or it emerges and develops cautiously when emotion is aroused by and invested in someone or something and that someone or something "connects back" responsively. We feel "related" when we feel at one with another (person or object) in some</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				

250/544	SUBMITTED TEXT	149 WORDS	97% MATCHING TEXT	149 WORDS
<p>may be "good" or "bad", brief or enduring, complex and heart felt or superficial and skin deep, swift and spontaneous or carefully built. But whatever be its nature and substance its dynamics are the presence, recognition, deposit, releption and responsiveness of emotion between individuals or between a person and an object or activity by which he/she has been moved. The emotions felt and shared may be joy as well as anguish, gratification as well as deprivation, hope and despair, merriment and despondency rage and gracefulness, guilt and hostility and any or all of these. To illustrate, a child who is extremely attached to his/her parents, feels joyous on meeting them. On the other hand, an abandoned child would react in a different way on meeting the family. The emotions felt in the latter case may range from hatred, anger to resentment. In most mutually reciprocative relationships, there is a hunger for emotional bonding and dependency like in parent child</p>		<p>may be 'good' or 'bad', brief or enduring, complex and or superficial and skin deep, swift and spontaneous or carefully built. But whatever be its nature and substance, its dynamics are the presence, recognition, deposit, reception and responsiveness of emotion between individuals or between a person and an object or activity by which he/she has been moved. The emotions felt and shared may be joy as well as anguish, gratification as well as deprivation, hope and despair, merriment and despondency, rage and gracefulness, guilt and hostility and any or all of these. To illustrate, a child who is extremely attached to his/her parents, feels joyous on meeting them. On the other hand, an abandoned child would react in a different way on meeting the family. The emotions felt in the latter case may range from hatred, anger to resentment. In most mutually reciprocative relationships, there is a hunger for emotional bonding and dependency like in parent child</p>		
<p>W https://egyankosh.ac.in/bitstream/123456789/58730/1/BLOCK%202.pdf</p>				

251/544	SUBMITTED TEXT	17 WORDS	100% MATCHING TEXT	17 WORDS
<p>In the usual life of an adult, hunger for emotional bonding with others is gratified in</p>		<p>In the usual life of an adult, hunger for emotional bonding with others is gratified in</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				

252/544	SUBMITTED TEXT	21 WORDS	100% MATCHING TEXT	21 WORDS
<p>many ways—in love and friendship bonds, in marriage and in parenthood. The words used to describe a meaningful relationship are-warmth, love,</p> <p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>		<p>many ways- in love and friendship bonds, in marriage and in parenthood. The words used to describe a meaningful relationship are- warmth, love,</p>		
253/544	SUBMITTED TEXT	94 WORDS	96% MATCHING TEXT	94 WORDS
<p>acceptance, responsiveness, concern and understanding. It may be remembered that any relationship that seeks to enable a person, child or adult to feel secure and more forward, to risk new learning and new experiences combines a warm acceptance of the person in his/ her uniqueness as a human being. Relationship in case work : Relationship is termed as the soul of social case work. The relationship between the case worker and the client is of utmost importance. It is the principal of life which visifies. The process of study, diagnosis and treatment makes case work a living warmly human experience. Social</p> <p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>		<p>acceptance, responsiveness, concern and understanding. It may be remembered that any relationship that seeks to enable a person, child or adult to feel secure and move forward, to risk new learning and new experiences combines a warm acceptance of the person in his/her uniqueness as a human being. 3.3 RELATIONSHIP IN CASE WORK Relationship is termed as the soul of social case work. The relationship between the case worker and the client is of utmost importance. It is the principal of life which vivifies the process of study, diagnosis and treatment and makes case work a living, warmly human experience. Social</p>		
254/544	SUBMITTED TEXT	73 WORDS	91% MATCHING TEXT	73 WORDS
<p>work thrives in its belief in the basic worth and dignity of individuals and enhancing their capacities to reach their human potential to the fullest. Relationship between the case worker and the client is the medium through which the knowledge of human nature and of the individual is used. Knowledge along, without skill in relationship is inadequate. Relationship is also the channel of the entire case work process; through it, flow of mobilization of the capacities of the</p> <p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>		<p>work thrives in its belief in the basic worth and dignity of individuals and enhancing their capacities to reach their human potential to the fullest. Relationship between the case worker and the client is the medium through which the knowledge of human nature and of the individual is used; knowledge alone, without skill in relationship is inadequate. Relationship is also the channel of the entire case work process; through it, flow the mobilization of the capacities the individual and mobilization of the</p>		
255/544	SUBMITTED TEXT	45 WORDS	95% MATCHING TEXT	45 WORDS
<p>individual and mobilization of the community resources; through it flow the skills in interviewing, study diagnosis and treatment (Biestek 1957). Uniqueness of case work client Relationship : Case work client relationship differs from other relationships that exist in society at large like the parent child, teacher-pupil, friend-friend and colleague-colleague</p> <p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>		<p>individual and mobilization of the community resources; through it flow the skills in interviewing, study, diagnosis and treatment (Biestek: 1957). 3.4 UNIQUENESS OF CASE WORK CLIENT RELATIONSHIP Case Work client relationship is different from other relationships that exist in society at large like the parent-child relationship, teacher-pupil, friend-friend and colleague- colleague.</p>		

256/544	SUBMITTED TEXT	167 WORDS	90% MATCHING TEXT	167 WORDS
<p>other relationships on a number of points. One needs to analyze and compare other relationships with case work relationship keeping in mind the levels of equality, mutual benefit being derived, presence and the level of emotional involvement in the relationship. Firstly, it may be borne in mind that case work relationship is temporary in nature. It begins with the referral of the client to the case worker with a problem and terminates after the completion of the case work process and treatment. Parent-child relationship or relationship between siblings are life long relationships as they are tied by blood and kinship. Secondly, the emotional component in the case work relationship is not very deep and penetrating. This is unlike the relationships that exist between the spouses, parent-child or siblings. Though case work process is an emotionally charged one, it is operationalism in such a way that the expressing of emotions is controlled and purpose full, focusing towards achieving clear-cut goals of clients well being and treatment. Such an approach is missing in the relationship cited above. The third difference between</p>		<p>other relationships on a number of points. One needs to analyze and compare other relationships with case work relationship keeping in mind the levels of equality, mutual benefits being derived, presence and the level of emotional involvement in the relationship. Firstly, it may be borne in mind that case work relationship is temporary in nature. It begins with the referral of the client to 36 Basics of Social Case Work the case worker with a problem and terminates after the completion of the case work process and treatment. Parent- child relationship or relationships between siblings are relationships as they are tied by blood and kinship. Secondly, the emotional component in the case work relationship is not very deep and penetrating. This is unlike the relationships that exist between the spouses, parent- child or siblings. Though case work process is an emotionally charged one, it is operationalized in such a way that the expression of emotions is controlled and purposeful, focusing towards achieving clear cut goals of client's well being and treatment. Such an approach is missing in the relationships cited above. The third difference between</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				

257/544	SUBMITTED TEXT	87 WORDS	97% MATCHING TEXT	87 WORDS
<p>case work relationship and others, is based on the levels of equality and mutuality. For example, friend-friend relationship is characterized by its equality, mutual help and sharing. The case worker and the client are fundamentally equal as human beings. In case work relationship however, case worker takes on the role of a professional helper while client is the person who needs help. Thus the grounds of equality are not uniform since in this relationship, case worker is the person having knowledge, skills and is assigned to help the client through a professional relationship.</p>		<p>case work relationship and others, is based on the levels of equality and mutuality. For example, friend-friend relationship is characterized by its equality, mutual help and sharing. case worker and the client are fundamentally equal as human beings. In a case work relationship however, case worker takes on the role of a professional helper while client is the person who needs help. Thus the grounds of equality are not uniform since in this relationship, case worker is the person having knowledge, skills and is assigned to help the client through a professional relationship.</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				

258/544	SUBMITTED TEXT	12 WORDS	87% MATCHING TEXT	12 WORDS
<p>Vital relationship between people arise out of shared and emotionally changed situation.</p>				
<p>SA MSWS-12 social work with individuals (Repaired).docx (D117055443)</p>				

259/544	SUBMITTED TEXT	33 WORDS	91% MATCHING TEXT	33 WORDS
<p>Thus, this type of relationship is not based on mutual help and equality. One can also compaire the case work relationship with that of a teacher-pupil relationships, which is more on an intellectual level.</p>		<p>Thus, this type of relationship is not based on mutual help and equality. One can also compare the case work relationship with that of a teacher-pupil relationship, which is more on an intellectual level.</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				

260/544	SUBMITTED TEXT	80 WORDS	92% MATCHING TEXT	80 WORDS
<p>However, in this relationship, there is hardly any intentional use of emotional involvement. If at all emotions do crop-up in the teacher-student relationship, they are accidental and more on the part of the pupils rather than the teachers. Case work relationships are through out highly charged with emotions in a purposeful manner. Case worker client relationship also differs from other professional relationships such as doctor-patient, Psychiatrist client. From an Indian perspective, health has become a serious area of concern. The medical sources available are insufficient and lack</p>		<p>However, in this relationship, there is hardly any intentional use of emotional involvement. If at all emotions do crop up in the teacher-student relationship, they are accidental and more on the part of the pupils rather than the teachers. Case Work relationships, as mentioned earlier are throughout highly charged with emotions in a purposeful manner. Case Worker client relationship also differs from other professional relationships such as doctor-patient and psychiatrist-client. From an Indian perspective, health has become a serious area of concern. The medical services available are insufficient and lack</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				

261/544	SUBMITTED TEXT	87 WORDS	92% MATCHING TEXT	87 WORDS
<p>adequate infrastructure, quality and maintenance doctor's is consider only next to god. It is not a custom to question the doctor about the nature of one's illness, leave aside inquiring about the line of treatment. Patients in most cases are the passive recipients of medical treatment being administrated by the doctor. This is in contrast to the case work client relationship where client is an equal partner in the treatment process and is encouraged to open up and express inner thought and feelings. The only relationship that case work is close to yet</p>		<p>adequate infrastructure, quality and maintenance. Doctor is considered only next to God. It is not a custom to question the doctor about the nature of one's illness, leave aside enquiring about the line of treatment. Patients in most cases are the passive recipients of medical treatment being administered by the doctor. This is in contrast to the case work client relationship where client is an equal partner in the treatment process and is encouraged to open up and express inner thoughts and feelings. The only relationship that case work is close to, yet</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				

262/544	SUBMITTED TEXT	50 WORDS	94% MATCHING TEXT	50 WORDS
<p>with the psychiatrist-client relationship. In this relationship, client is encouraged to talk about his/her problem. However, the psychiatrist focuses on the unconscious mind of the client in contrast to the case worker who pays attention on the environmental manipulation and working on the personality maladjustment at the conscious level of the client's mind. 3.4</p>		<p>with the Psychiatrist-Client relationship. In this relationship, client is encouraged to talk about his/her problems. However, the psychiatrist focusses on the unconscious mind of the client in contrast to the case worker who pays attention on the environmental manipulation and working on the personality maladjustment at the conscious level of the client's mind.</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				

263/544	SUBMITTED TEXT	29 WORDS	95% MATCHING TEXT	29 WORDS
<p>Attributes of Case Work Relationship Case work client relationship goes much beyond merely a friendly relationship between the case worker and the client. Clients bring into the case work relationship,</p>		<p>ATTRIBUTES OF CASE WORK RELATIONSHIP Case Work relationship goes much beyond merely a friendly relationship between the case worker and the client. Clients bring into the case work relationship</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				

264/544	SUBMITTED TEXT	221 WORDS	93% MATCHING TEXT	221 WORDS
<p>their feelings, attitudes and behaviour which they have experienced with others. The client therefore tends to react to the case worker situation in a manner derived from his/her personal experiences. Case work focuses on understanding the client, his/her psychological needs and making a "contact" to build the relationship. If this contact is to be of any value at all, the client must have confidence in the workers good faith and the worker must have respect for the client as an individual. It is the responsibility of the case worker to establish this relationship. This professional relationship is formed with the purpose of developing in the client a personally satisfying and serially useful life. It is the individualized purpose which is unique to every relationship and is set to be achieved in each case. The conscious purposive and deliberate efforts to develop a helping relationship comprises of the following attributes : 1. Warmth : Warmth connotes some positive, lively outgoing interest in another person (or object or actively), for reaching out to take in another with pleasure or compassion (Perlman : 1979). By exhibiting open "Warmth" attitude, case worker is able to convey to the client his/her openness and concern to understand the client's problem, client's attitudes and sharing of experiences. Warmth is demonstrated by the worker when he/she attends to the client with attention, listens patiently, give confidence and conveys an understanding of the client's problem. 2. Empathy :</p>		<p>their feelings, attitudes and behaviour which they have experienced with others. The client therefore tends to react to the case situation in a manner derived from his/her personal experiences. Case Work on understanding the client, his/her psychosocial needs and making a 'contact' to build the relationship. If this contact is to be of any value at all, the client must have confidence in the worker'good faith and the worker must have respect for the client as an individual. It is the responsibility of the case worker to establish this relationship. This professional relationship is formed with the purpose of developing in the client a personally satisfying and socially useful life. It is the individualized purpose which is unique to every relationship and is set to be achieved in each case. The conscious purposive and deliberate efforts to develop a helping relationship comprises of the following attributes: 1. Warmth: Warmth connotes some positive, lively, outgoing interest in another person (or object or activity), a reaching out to take in another with pleasure or compassion (Perlman: 1979). By exhibiting an open, 'warm' attitude, case worker is able to convey to the client his/her openness and concern to understand the client's problem, client's attitudes and sharing of experiences. Warmth is demonstrated by the worker when he/she attends to the client with attention, listens patiently, gives confidence and conveys an understanding of the client's problem. 2. Empathy:</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				

265/544	SUBMITTED TEXT	53 WORDS	94% MATCHING TEXT	53 WORDS
<p>this as "feeling with and into another person, being able to get into his shoes". Thus, one tries to know what the client feels and experience without getting lost in the process. Rogers (1966) explain empathy as" the perceiving of the internal frame of reference of another with accuracy and with the emotional components which pertain</p>				
<p>SA MSWS-12 social work with individuals (Repaired).docx (D117055443)</p>				

266/544	SUBMITTED TEXT	47 WORDS	100% MATCHING TEXT	47 WORDS
<p>as if one were the other person but without ever losing the "as if condition". Empathy communicates that the worker understands the depth of the feeling of the client and that he is with him. It requires an imaginative capacity. Comments like the following communicate empathy "I understand that you</p>				
<p>SA MSWS-12 social work with individuals (Repaired).docx (D117055443)</p>				

267/544	SUBMITTED TEXT	39 WORDS	94% MATCHING TEXT	39 WORDS
<p>can understand how disturbed you are because of.....", "It must be difficult for you to.....". "Empathy does not mean the loss of objectivity. It can be learned and developed so that the therapist the world of the client as he sees it".</p> <p>SA MSWS-12 social work with individuals (Repaired).docx (D117055443)</p>				
268/544	SUBMITTED TEXT	23 WORDS	93% MATCHING TEXT	23 WORDS
<p>Genuineness is the product of life experiences that makes it possible to be self observant, self-aware and self accepting of strength and limitations (</p> <p>Genuineness is the product of life experiences that make it possible to be self observant, self aware and self accepting of strength and limitations.</p> <p>W http://ddceutkal.ac.in/Syllabus/MSW/Paper-5.pdf</p>				
269/544	SUBMITTED TEXT	58 WORDS	91% MATCHING TEXT	58 WORDS
<p>Genuineness : To be genuine and congruent, the worker relies on his moment to moment felt experiences in his relationship with the client. Genuineness should reflect from the workers behaviour and permeate his all interactions with the client. A genuine and congruent relationship consists of a consistent and honest openness and behavior matching with the verbalised intension and values of social work.</p> <p>SA MSWS-12 social work with individuals (Repaired).docx (D117055443)</p>				
270/544	SUBMITTED TEXT	46 WORDS	95% MATCHING TEXT	46 WORDS
<p>The worker should be consistent in his communications and behaviour towards the client. If he says that he is honest, he must accept it when he consists mistakes. Similarly, his claim to help the client must get expressed in his efforts. Congruence implies workers what he feels inside.</p> <p>SA MSWS-12 social work with individuals (Repaired).docx (D117055443)</p>				
271/544	SUBMITTED TEXT	75 WORDS	96% MATCHING TEXT	75 WORDS
<p>If possible, the worker may however, assure the client of making an effort to seek information about the agency and getting back to the client within a stipulated time. The worker must also then get back to the client or give a source of contact that may provide the requisite information. 4. Authority : Authority is an essential element of case worker client relationship. Authority has been referred to by Perlman (1979) as "able ness" to be used for the</p> <p>If possible, the worker may however, assure the client of making an effort to seek information about the agency and getting back to the client within a stipulated time. The worker must also then get back to the client or give a source of contact that may provide the requisite information. 4. Authority: Authority is an essential element of case worker client relationship. Authority has been referred to by Perlman (1979) as ' ableness' to be used for the</p> <p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				

272/544	SUBMITTED TEXT	19 WORDS	100% MATCHING TEXT	19 WORDS
<p>client and not over or against the client. Authority in a case work relationship does not mean domination or</p> <p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>		<p>client and not over or against the client. Authority in a case work relationship does not mean domination or</p>		
273/544	SUBMITTED TEXT	38 WORDS	100% MATCHING TEXT	38 WORDS
<p>imposition. Client has the right to accept, reject or modify advice given by the worker. Authority rather conveys the meaning of carrying those rights and powers that are inherent in special knowledge and are vested in special functions (Perlman 1957).</p> <p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>		<p>imposition. Client has the right to accept, reject or modify advice given by the worker. Authority rather conveys the meaning of carrying those rights and powers that are inherent in special knowledge and are vested in special functions (Perlman: 1957).</p>		
274/544	SUBMITTED TEXT	56 WORDS	96% MATCHING TEXT	56 WORDS
<p>show up properly. To be genuine and congruent, one must understand oneself in terms of one's capabilities, attitudes, prejudices, personal values, temperament, etc. Knowledge of agency and its policies, procedures, role, commitment to the clients welfare will facilitate being genuine. Rogers (1954) has emphasized this as one of the most important factors (others being empathy and positive regards) for effecting</p> <p>SA MSWS-12 social work with individuals (Repaired).docx (D117055443)</p>				
275/544	SUBMITTED TEXT	60 WORDS	95% MATCHING TEXT	60 WORDS
<p>Having authority does not make the worker superior to the client. It rather implies that the case worker posses the expertise in understanding, assessing and dealing with the problem faced by the client. Authority is that of knowledge and expertise. The client goes to a worker in need of help who has the authority of knowledge and skill, someone who knows more than him/her.</p> <p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>		<p>Having authority does not make the worker superior to the client. It rather implies that the case worker possess the expertise in understanding, assessing and dealing with the problem faced by the client. Authority is that of knowledge and expertise. The Client goes to a worker in need of help who has the authority of knowledge and skills, someone who knows more than him/her.</p>		
276/544	SUBMITTED TEXT	22 WORDS	97% MATCHING TEXT	22 WORDS
<p>Authority is the power delegated to the practitioners by society (client and agency) because of his status and expertise in the field.</p> <p>SA Social Case Work Block 1.pdf (D164874043)</p>				

277/544	SUBMITTED TEXT	28 WORDS	94% MATCHING TEXT	28 WORDS
<p>Transference : Transference is the tendency in every human being to relate the emotions and attitudes that have developed during his growth to those people in his immediate environment.</p> <p>SA Social Work with Indiv and Groups Block 1.pdf (D164882170)</p>				
278/544	SUBMITTED TEXT	45 WORDS	96% MATCHING TEXT	45 WORDS
<p>The most frequently encountered necessity to "work" a relationship occurs with the phenomenon called transference or transference reactions. To any emotionally charged relationship, each of us bring conscious and unconscious feelings and attitudes that originally arose in or still belong to the earlier important relationship (Perlman 1957). For</p> <p>The most frequently encountered necessity to 'work' a relationship occurs with the phenomenon called transference or transference reactions. To any emotionally charged relationship, each of us bring conscious and unconscious feelings and attitudes that originally arose in or still belong to the earlier important relationships (Perlman: 1957). For</p> <p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
279/544	SUBMITTED TEXT	61 WORDS	100% MATCHING TEXT	61 WORDS
<p>example, in case work with an adolescent girl to help her regarding her career options, the worker listens to the girl's aspirations and dilemmas. The worker helps her to draw a choice of careers helping her to keep in mind her aptitude as well as preferences and also arranges for her visit to a nearby vocational training centre. In such a case, what may</p> <p>example, in case work with an adolescent girl to help her regarding her career options, the worker listens to the girl's aspirations and dilemmas. The worker helps her to draw a choice of careers helping her to keep in mind her aptitude as well as preferences and also arranges for her visit to a nearby vocational training centre. In such a case, what may</p> <p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
280/544	SUBMITTED TEXT	33 WORDS	82% MATCHING TEXT	33 WORDS
<p>that the girl may being to feel towards the worker as she felt towards her mother/grand mother when she was young. The degree of emotional satisfaction which the client gets from such a relationship</p> <p>that the girl may begin to feel toward the worker as she felt towards her mother/ grandmother when she was young. The degree of emotional satisfaction which the client gets from such a relationship</p> <p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
281/544	SUBMITTED TEXT	49 WORDS	97% MATCHING TEXT	49 WORDS
<p>relationship. These transferred elements could be affection, attraction or repulsion yearning or defensiveness, liking or disliking and may occur at any point in the helping relationship. Transference is said to have taken place, when the client reacts inappropriately, with excessive or distorted feelings towards the case worker. As seen in many case work</p> <p>relationship. These transferred elements could be affection, attraction or repulsion, yearning or defensiveness, liking or dislike and may occur at any point in the helping relationship. Transference is said to have taken place, when the client reacts inappropriately, with excessive or distorted feelings towards the case worker. As seen in many case work</p> <p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				

282/544	SUBMITTED TEXT	122 WORDS	96% MATCHING TEXT	122 WORDS
<p>worker, you are like a father/mother/sister to me or may say, let us be friends. Transference may also manifest itself in the way the client reacts towards the worker by being very obedient, helpless and approval seeking. The worker has to recognize these non verbal cues. The effort in the case work relationship is to maintain reality and to keep the client and the worker aware of their joint objective, their separate and realistic identities and their focus upon working some better adaptation between the client and his/her current problem. Transference manifestations needs to be recognized, identified and dealt with as they occur. Every effort has to be made to manage the case work relationship and to give minimum encouragement to transference (Parlman: 1957). The case worker may also expected to</p>		<p>worker, You are like a father/mother/sister to me or may say, let us be friends. Transference may also manifest itself in the way the client reacts towards the worker by being very obedient, helpless and approval seeking. The worker has to recognize these non verbal cues. The effort in the case work relationship is to maintain reality and to keep the client and the worker aware of their joint objective, their separate and realistic identities and their focus upon working some better adaptation between the client and his/her current problem. Transference manifestations need to be recognized, identified and dealt with as they occur. Every effort has to be made to manage the case work relationship and to give minimum encouragement to transference (Perlman: 1957). The case worker may also be expected to</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				

283/544	SUBMITTED TEXT	165 WORDS	90% MATCHING TEXT	165 WORDS
<p>unconsciously transfer into the professional relationship, certain positive or negative reactions that are realistically uncalled for, example, distrust and hospitality or strong feelings of attachment. This phenomenon is called counter transference that is, transference on the part of the helping person. Any subjective involvement on the part of the case worker with the client or clients problem may be part of a real counter transference or it may represent only a single instance of loss of professional objectivity. To illustrate, let up take up the case of a medical social worker who worked at the emergency ward of the hospital and was handling a man who had brought his wife to the hospital in a critical condition from a road accident. The man was in a heightened state of emotional trauma while maintaining about the have for his life and how the accident had taken place. The worker got so moved with the details of the case that she began to identify with the man and some where related his life with her own. Finally when</p>		<p>unconsciously transfer into the professional relationship, certain positive or negative reactions that are realistically uncalled for, for example, distrust and or strong feelings of attachment. This phenomenon is called Counter Transference that is, transference on the part of the helping person. Any subjective involvement on the part of the case worker with the client or client's problem may be part of a real counter transference or it may represent only a single instance of loss of professional objectivity. To illustrate, let us take up the case of a medical social worker who worked at the emergency ward of the hospital and was handling a man who had brought his wife to the hospital in a critical condition from a road accident. The man was in a heightened state of emotional trauma while narrating about the love for his wife and how the accident had taken place. The worker got so moved with the details of the case that she began to identify with the man and somewhere related his life with her own. Finally, when</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				

284/544	SUBMITTED TEXT	66 WORDS	91% MATCHING TEXT	66 WORDS
<p>his wife died, both the client as well as the worker sobbed. In this case, the worker got involved with him own personal feelings and lost the objectivity. She was unable to provide professional help that she ought to. The case worker mush remain objective through out the helping relationship and be aware of his/her own feelings. If at all, they do crop up, they must be handled and controlled. 3.5</p>		<p>his wife died, both the client as well as the worker sobbed. In this case, the worker got involved with her own personal feelings and lost the objectivity. She was unable to provide professional help that she ought to. The case worker must remain objective throughout the helping relationship and be aware of his/her own feelings. If at all, they do crop up, they must be handled and controlled.</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				

285/544	SUBMITTED TEXT	65 WORDS	89% MATCHING TEXT	65 WORDS
	Case Work Practice Fields of case work practice needs to look at the setting where the client gets help for his/her concern. Case work is practiced in variety of agencies or human service organizations. Various human service agencies which offer case work services to help people in distress are, social service departments of hospitals and clinics. Family counselling centres, residential institutions for children and adults, social institutions and mental health settings.		CASE WORK PRACTICE Fields of case work practice needs to look at the settings where the client gets help for his/her concerns. Case Work is practiced in a variety of agencies or human service organizations. Various human service agencies which offer case work services to help people in distress are social service departments of hospitals and clinics, family counselling centres, residential institutions for children and adults, social service departments in schools, child guidance clinics, institutions and mental health settings. ?	
	W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf			

286/544	SUBMITTED TEXT	89 WORDS	97% MATCHING TEXT	89 WORDS
	Though case work is a generic method, when it is combined with activities of other field or profession (other than social work), differences arise from the special contribution of that field be it medicine, psychiatry or criminology. The practice of case work is conditioned by the primary or major functions of a secondary setting for case work. For instance, one of the principles of the case work in that client should be helped to verbalize his difficulties, in medical setting which is a secondary setting for case work. This principle has to be modified		Though case work is a generic method, when it is combined with activities of other field or profession (other than social work), differences arise from the special contribution of that field be it medicine, psychiatry or criminology. The practice of case work is conditioned by the primary or major functions of a secondary setting for case work. For instance, one of the principles of the case work is that client should be helped to verbalize his difficulties. In a medical setting, which is a secondary setting for case work, this principle has to be modified	
	W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf			

287/544	SUBMITTED TEXT	35 WORDS	100% MATCHING TEXT	35 WORDS
	certain cases e.g. the patient's condition may not be such that medically it would be advisable to make the client talk. Under such circumstances the case worker has to modify his/her approach and find out how best		certain cases e.g. the patient's condition may not be such that medically it would be advisable to make the client talk. Under such circumstances the case worker has to modify his / her approach and find out how best	
	W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf			

288/544	SUBMITTED TEXT	37 WORDS	96% MATCHING TEXT	37 WORDS
	into clash with the practice of another profession. A case worker has also to see how the practice of case work in collaboration with other professions can make both the profession more effective so far as human welfare is concerned.		into clash with the practice of another profession. A case worker has also to see how the practice of case work in collaboration with other professions can make both the professions more effective so far as human welfare is concerned. ?	
	W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf			

289/544	SUBMITTED TEXT	86 WORDS	95% MATCHING TEXT	86 WORDS
<p>Case work practical in primary settings like family welfare agency, has the primary function to help people with social problems. In secondary settings like hospitals, schools, courts etc., the case work function is to facilitate people to make optimum use of the services and promotion of human welfare. Though case work is a generic method, which is combined with activities of other field or profession (other than social work), differences arise from the special contribution of that field be it medicine, psychiatry or criminology. The practice of case work is conditioned</p>		<p>Case work practiced in primary settings like a family welfare agency, has the primary function to help people with social problems. In secondary settings like hospitals, schools, courts, etc. the case work function is to facilitate people to make optimum use of the services and promotion of human welfare. Though case work is a generic method, when it is combined with activities of other field or profession (other than social work), differences arise from the special contribution of that field be it medicine, psychiatry or criminology. The practice of case work is conditioned</p>		
<p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>				

290/544	SUBMITTED TEXT	15 WORDS	90% MATCHING TEXT	15 WORDS
<p>This means that he is transferring to a real person's feelings, attitudes and fantasies which</p>				
<p>SA Social Work with Indiv and Groups Block 1.pdf (D164882170)</p>				

291/544	SUBMITTED TEXT	129 WORDS	98% MATCHING TEXT	129 WORDS
<p>by the primary or major functions of a secondary setting for case work. For instance, one of the principles of the case work is that client should be helped to verbalize his difficulties. In a medical setting, which is a secondary setting for case work, this principle has to be modified in certain cases e.g. the patient's condition may not be such that medically it would be advisable to make the client talk. Under such circumstances the case worker has to modify his/her and find out how best he/she could be of service without coming into clash with the practice of another profession. A case worker has also to see how the practice of case work in collaboration with other professions can make both the professions more effective so far as human welfare is concerned. In family case work,</p>		<p>by the primary or major functions of a secondary setting for case work. For instance, one of the principles of the case work is that client should be helped to verbalize his difficulties. In a medical setting, which is a secondary setting for case work, this principle has to be modified in certain cases e.g. the patient's condition may not be such that medically it would be advisable to make the client talk. Under such circumstances the case worker has to modify his / her approach and find out how best he/she could be of service without coming into clash with the practice of another profession. A case worker has also to see how the practice of case work in collaboration with other professions can make both the professions more effective so far as human welfare is concerned. ? In India, case work</p>		
<p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>				

292/544	SUBMITTED TEXT	13 WORDS	100% MATCHING TEXT	13 WORDS
<p>efforts are concentrated upon family as a social unit and the individuals as</p>		<p>efforts are concentrated upon family as a social unit and the individuals as</p>		
<p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>				

293/544	SUBMITTED TEXT	82 WORDS	82% MATCHING TEXT	82 WORDS
	of case work in any setting like medical case work or psychiatric case work, family case work is included. However in family service agencies where case work should be practiced today an effort to limit the scope of work to certain family problems such as child placement, marriage counselling, problems of unmarried mothers etc., instead of dealing with all problems relating to the family indebtedness, involving financial relief, parent-child relationship and marital disharmony. ? Medical setting : In India case work is practiced in some places in connection with		of case work in any setting like medical case work or psychiatric case work, family case work is included. However in family service agencies where case work should be practiced today an effort to limit the scope of work to certain family problems such as child placement, marriage counseling, problems of unmarried mothers is apparent, instead of dealing with all problems relating to the family indebtedness, involving financial relief, parent-child relationship and marital disharmony. ? Case work in residential institutions ? Case Work has also entered the field of criminology and in some places is practiced in connection with	
	W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf			
294/544	SUBMITTED TEXT	16 WORDS	100% MATCHING TEXT	16 WORDS
	medicine, e.g. medical social work in hospitals and clinics run by government and other private bodies.		medicine, e.g., medical social work in hospitals and clinics run by government and other private bodies.	
	W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf			
295/544	SUBMITTED TEXT	14 WORDS	73% MATCHING TEXT	14 WORDS
	case work is practiced in the child guidance clinics, mental hospitals, psychiatric clinics, psychiatry departments		Case Work is practiced in the institutions providing mental health services for e.g. child guidance clinics, mental hospitals, psychiatric clinics, psychiatry departments	
	W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf			
296/544	SUBMITTED TEXT	12 WORDS	88% MATCHING TEXT	12 WORDS
	general hospitals and crisis intervention centres as a part of psychiatric case work.		general hospitals and crisis intervention centers as a part of psychiatric case work.	
	W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf			
297/544	SUBMITTED TEXT	83 WORDS	97% MATCHING TEXT	83 WORDS
	the wards and special clinics. The heavy work load of doctors in large government hospitals generally leads to lack of clear communication between the medical staff and the patients and their families. In such a situation, the main role expected of social workers are those of mediator, enabler, coordinator of services, case manager, mobilizer of the resources in terms of material and man power and a member of the team of professionals. The major task of the social case worker is to work with the patient and his family.		the Wards and the Special clinics. The heavy work load of doctors in large government hospitals generally leads to lack of clear communication between the medical staff and the patients and their families. In such a situation, the main role expected of social workers are those of mediator, enabler, coordinator of services, case manager, mobilizer of the resources in terms of material and manpower and a member of the team of professionals. The major task of the social case worker is to work with the patient and his family.	
	W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf			

298/544	SUBMITTED TEXT	54 WORDS	89% MATCHING TEXT	54 WORDS
	<p>Case work is practiced in the institutions proceeding mental health service for e.g. child guidance clinics, mental hospitals, psychiatric clinics, psychiatry departments in general hospitals and crisis intervention centres as a part of psychiatric case work. In this setting, psychiatrists and psychologists are the main professional group in charge of care and treatment of the mentally ill</p>		<p>Case Work is practiced in the institutions providing mental health services for e.g. child guidance clinics, mental hospitals, psychiatric clinics, psychiatry departments in general hospitals and crisis intervention centers as a part of psychiatric case work. In this setting, psychiatrists and psychologists are the main professional group in charge of care and treatment of the mentally ill</p>	
	<p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>			

299/544	SUBMITTED TEXT	306 WORDS	95% MATCHING TEXT	306 WORDS
	<p>or emotionally disturbed persons. The patients may be attending ODPS, day care or may be hospitalized. The main task of the case worker are to maintain constant contact with the family of the patient, mediate between the doctors and the patient are his family, provide counselling to the patient assist in discharge of the patient in order to rehabilitate him/her back into the society to which he/she belongs. The worker also provides necessary support to the family and helps the family members to understand the needs of the mentally ill person. ? Social case work with chronically and terminally ill patients : The patients who are suffering from chronic illness like diabetes, asthma and heart disease need help in understanding their illness and the demands of the treatment and adjusting their life styles to the limitation imposed by condition. The families of the patients also need support and guidance in dealing with the patient's condition that may have long term implications for the entire family. In some cases, specially among those belonging to lower income groups, the financial burden may need to be eased out by identifying and mobilizing resources in the kinship network or the community at large. While working with the terminally ill patients, the first dilemma the worker faces is to inform the patient and his family about his/her illness. The patients suffering from a terminal illness like cancer, HIV/AIDs have additional stress factor. The stress is caused by the thought of death and the anxiety about the family after the death of the patient. The tasks of the case worker include : ? Ensuring palliative care to reduce the pain and discomfort. ? Taking about death and releasing the stress. ? Preparing and involving the patient in this future planning about the family after death and various unmet tasks. ? Providing opportunity and support to the family to accept the illness and talk about the consequences in the long run. ? Providing emotional and material support to the family.</p>		<p>or emotionally disturbed persons. The patients may be attending day care or may be hospitalized. The main task of the case worker are to maintain constant contact with the family of the patient, mediate between the doctors and the patient and his family, provide counselling to the patient, assist in discharge and aftercare of the patient in order to rehabilitate him / her back into the society to which he/she belongs. The worker also provides necessary support to the family and helps the family members to understand the needs of the mentally ill person. ? Social case work with chronically and terminally ill patients: the patients who are suffering form chronic illnesses like diabetes, asthma and heart disease need help in understanding their illness and the demands of the treatment, and adjusting their lifestyles to the limitations imposed by the condition. The families of the patients also need support and guidance in dealing with the patient's condition that may have long term implications for the entire family. In some cases, especially among those belonging to lower income groups, the financial burden may need to be eased out by identifying and mobilizing resources in the kinship network or the community large. While working with the terminally ill patients, the first dilemma the worker faces is to inform the patient and his family about his / her illness. The patients suffering from a terminal illness like cancer, HIV / AIDS have additional stress factor. The stress is caused by the thought of death and the anxiety about the family after the death of the patient. The tasks of the case worker include: ? Ensuring palliative care to reduce the pain and discomfort. ? Talking about death and releasing the stress. ? Preparing and involving the patient in his future planning about the family after death and various unmet tasks. ? Providing opportunity and support to the family to accept the illness and talk about the consequences in the long run. ? Providing emotional and material support to the family. ?</p>	
	<p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>			

300/544	SUBMITTED TEXT	24 WORDS	94% MATCHING TEXT	24 WORDS
	<p>case of HIV/AIDs the case worker need to handle the issues related to stigma and discrimination faced by the patient and the family at various levels.</p>		<p>case of HIV / AIDS the case worker needs to handle the issues related to stigma and discrimination faced by the patient and the family at various levels. ?</p>	
	<p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>			

301/544	SUBMITTED TEXT	35 WORDS	85% MATCHING TEXT	35 WORDS
<p>CASE WORK IN RESIDENTIAL INSTITUTIONS : ? Case work has also entered the field of cirminology : And in some places is practical in connection with Juvenile welfare board, adult courts, probation, parole and after case work.</p>		<p>Case work in residential institutions ? Case Work has also entered the field of criminology and in some places is practiced in connection with juvenile welfare board, adult courts, probation, parole and aftercare Work</p>		
<p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>				
302/544	SUBMITTED TEXT	74 WORDS	92% MATCHING TEXT	74 WORDS
<p>role-adaptation in the client as upon role adjustment in the primary groups of which both the client and the persons who referred him are his members. In the correctional field, the probation officer interprets the delinquent's behaviour to the judge and to the police officers. The deligunent mode of adaptation to the combination of internal and external for us that directed him into the role of delinquent requires the some kind of study and assessment as pursued with case</p>		<p>role- adaptation in the client as upon role-adjustment in the primary groups, of which both the client and the persons who referred him are his members. In the correctional field, the probation officer interprets the delinquent's behaviour to the judge and to the police officers. The delinquent mode of adaptation to the combination of internal and external forces that directed him into the role of delinquent requires the same kind of study and assessment as pursued with case</p>		
<p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>				
303/544	SUBMITTED TEXT	24 WORDS	100% MATCHING TEXT	24 WORDS
<p>work with institutionalized delinquents and criminals, the case worker has ready access to those who define the social role of inmate and who observe the</p>		<p>work with institutionalized delinquents and criminals, the case worker has ready access to those who define the social role of inmate and who observe the</p>		
<p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>				
304/544	SUBMITTED TEXT	223 WORDS	91% MATCHING TEXT	223 WORDS
<p>daily role performance. In such institutional settings, the case worker is part of the world to which he is trying help the client adapt more statisfactorily. ? Case work with children's homes : Children who are destitute, orphans, runaways, vulnerable to violence, abuse or moral danger are generally placed in children's homes. Most of these homes operate under the provisions of Juvenile Justice Act and therefore provide custodial care to children for specific time period. Social case worker is expected to help each inmate adjust to the life within the home and achieve psychological development. As the children have often gone through traumatic experiences before they are placed in homes it is very important for them to come to terms with their life, talk about it and get over the pain and the sense of betrayal. The worker is expected to provide pastoral care, liaison with schools where children go for education help, children develop positive relationship within the institution and prepare for life after their stay in the home is over. ? Case work in homes for the aged : The stresses of modernization and break down of joint family structures has led to adult children sending their aged parents to residential institutions. The residents to these homes need nursing, understanding and emotional support. The case workers in these institutions help the residents to cope up with loss of loved ones, illness, lack of energy, homeliness, loss of economic</p>		<p>daily role-performance. In such institutional settings, the case worker is part of the world to which he is trying to help the client adapt more satisfactorily. ? Case Work in children's homes: Children who are destitute, orphans runaways, vulnerable to violence, abuse or moral danger are generally placed in children's homes. Most of these Homes operate under the provisions of Juvenile Justice Act and therefore provide custodial care to children for specific time period. Social case worker is expected to help each inmate adjust to the life within the home and achieve psychosocial development. As the children have often gone through traumatic experiences before they are placed in homes, it is very important for them to come to terms with their life, talk about it and get over the pain and the sense of betrayal. The worker is expected to provide pastoral care, liaison with schools where children go for education help, children develop positive within the institution and prepare for life after their stay in the home is over. ? Case Work in Homes for the aged: The stresses of modernization and breakdown of joint family structures has led to adult children sending their aged parents to residential institutions. The residents in these homes need nursing care, understanding and emotional support. The case workers in these institutions help the residents to cope up with loss of the loved ones, illness, lack of energy, loneliness, loss of economic</p>		
<p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>				

305/544	SUBMITTED TEXT	38 WORDS	96% MATCHING TEXT	38 WORDS
<p>death. The case worker enables the client maintain his/her self esteem, mobilize community resources like children and youth to spend time with the residents of the old age home, talk to them and offend to their simple errands. ? Case work</p>		<p>death. The case worker enables the client maintain his /her self esteem, mobilize community resources like children and youth to spend time with the residents of the old age home, talk to them and attend to their simple errands. ? Case Work</p>		
<p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>				
306/544	SUBMITTED TEXT	162 WORDS	95% MATCHING TEXT	162 WORDS
<p>Case work practice is very popular in the school setting. The school case worker, working with the pupil in trouble in school setting, goes through a similar course of study and assessments, usually knowing through a referral statement from a classroom teacher or principal what social expectations the child is failing to meet. Case work in such situations may involve direct work not only with the child but also with his parents. The child's performance of roles in extra familial settings is related theoretically to current experience and probably the past experience in the control role relationships between parents and children. The goal of the school social work is to re enforce the child's potential strengths and capacities for satisfying, effective and acceptable performance in the role of pupil. To achieve this goal in an institutional setting like the school, the case worker directly works with teacher and also with other school personnel, in an effort to help them understand some of what underlies the child's behaviour and to adjust their expectations for the</p>		<p>Case Work practice is very popular in the school setting. The school case worker, working with the pupil in trouble in a school setting, goes through a similar course of study and assessments, usually knowing through a referral statement from a classroom teacher or principal what social expectations the child is failing to meet. Case Work in such situations may involve direct work not only with the child but also with his parents. The child's performance of roles in extra familial settings is related theoretically to current experience and probably the past experience in the central role relationships between parents and children. The goal of the school social work is to reinforce the child's potential strengths and capacities for satisfying, effective, and acceptable performance in the role of pupil. To achieve this goal in an institutional setting like the school, the case worker directly works with the teacher and also with the other school personnel, in an effort to help them understand some of what underlies the child's behaviour, and to adjust their expectations of the</p>		
<p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>				
307/544	SUBMITTED TEXT	21 WORDS	90% MATCHING TEXT	21 WORDS
<p>of pupil, so that a given child's capacities for role adaptation to these standard may be understood and seen as falling</p>		<p>of the pupil, so that a given child's capacities for role-adaptation to these standards may be understood and seen as falling</p>		
<p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>				
308/544	SUBMITTED TEXT	119 WORDS	91% MATCHING TEXT	119 WORDS
<p>Case worker's role in child welfare : One of the important roles that child welfare agencies are suppose to play is foster care and adoption services. The case worker has a good idea about the chain that child is going to manifest in foster home and hence the case worker tries to mach the attributes of the child with that of family environment. Similar is the role of case worker in the adaptation services. The case worker sees to it that role demands of a family do not exceed the child's capacities for role adaptation. In the child welfare, the primary concern of the case worker is to keep the child in his home with his/her parents as far as possible. Otherwise the next possible thing</p>		<p>Case worker has an important role to play in child welfare. One of the important roles that child welfare agencies are supposed to play is foster care and adoption services. The case worker has a good idea about the behaviour that child is going to manifest in foster home and hence the case worker tires to match the attributes of the child with that of the family environment. Similar is the role of case worker in the adoption services. The case worker sees to it that role demands of a family do not exceed the child's capacities for role-adaptation. In the child welfare, the primary concern of the case worker is to keep the child in his home with his/her parents as far as possible. Otherwise the next possible thing</p>		
<p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>				

309/544	SUBMITTED TEXT	51 WORDS	89% MATCHING TEXT	51 WORDS
<p>that a case worker tries to provide an environment where the child's growth and development will occur in the desired direction. ? Case work with differently abled : The main tasks of the case worker is to fulfill the objectives of the organisation such as : ? Care ? Rehabilitation—vocational training, education (depending upon their capacity)</p>		<p>that a case worker tries is to provide an environment where the child's growth and development will occur in the desired direction. ? Case Work in the organisations working with differently-abled: The main tasks of the case worker is to fulfill the objectives of the organisations such as: ? Care; ? Rehabilitation-vocational training, education (depending upon their capacity); ?</p>		
<p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>				

310/544	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
<p>Offering services according to governmental provisions and special concessions. ? Advocacy to reduce</p>		<p>Offering services according to governmental provisions and special concessions; ? Advocacy to reduce</p>		
<p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>				

311/544	SUBMITTED TEXT	331 WORDS	92% MATCHING TEXT	331 WORDS
<p>remove social discrimination against differently abled; ? Facilitating the client's acceptance and understanding of his/her situation and also recognition of his/her potential. Giving support to the client (both emotional and action oriented) is an important intervention offered by the case worker. The case worker also works with the family of the client to cope them with the situation, to understand the needs of the client and to learn the home management of the client. ? Case work in organizations working with women : Social case workers are employed in family counselling centres, crime against women cells, legal aid cells, family courts and rape and crisis intervention centres. The role of the case worker is to help the victims to come out of the trauma and deal with the self confidence and self esteem of the client. They also work with the family so as to mobilize their support for the client so that the client can deal in a better manner with his/her problem. ? Case work in organizations working with victims of disaster : There is an increasing need for the individualized help for the victims of disaster—whether natural or man made. Some of the common experiences of most of the victims of the disaster are trauma, loss of loved ones, loss of livelihood or assets, homelessness, feeling of helplessness, aguish, hostility, lack of community feelings, sense of fatality and un realistic expectations from the worker. In this situation, the client needs individualized care to overcome debilitating impact of the crisis. The first step of the case worker intervention is to bring them out of the trauma, then provide emotional support and build in them hope for a secure future. Once the client has emerged from the trauma, the case worker engages the client in the planning and implementation of the action plan to facilitate the rehabilitation process. ? In the field of labour welfare : There is a general need for introducing case work to deal with varied social problems of workers in industries, individual problem of absenteeism, alcoholism, depression, stress related disorders, drug addiction etc. among the factory workers are the concerns for the case workers.</p>		<p>remove social discrimination against differently abled; ? Facilitating the client's acceptance and understanding of his / her situation and also recognition of his / her potential. Giving support to the client (both emotional and action oriented) is an important intervention offered by the case worker. The case worker also works with the family to help them cope with the situation, to understand the needs of the client, and to learn the home management of the client. ? Case Work in working with women: Social case workers are employed in family counselling centres, crime against women cells, legal aid cells, family courts and rape and crisis intervention centres. The role of the case worker is to help the victim to come out of the trauma and deal with the self confidence and self esteem of the client. They also work with the family so as to mobilize their support for the client so that the client can deal in a better manner with his/her problem. ? Case Work in organisations working with victims of disaster: There is an increasing need for the individualized help for the victims of disasters – whether natural or manmade. Some of the common experiences of most of the victims of the disaster are trauma, loss of loved ones, loss of livelihood or assets, homelessness, feeling of helplessness, anguish, hostility, lack of community feeling, sense of fatality and unrealistic expectations from the worker. In this situation, the client needs individualized care to overcome debilitating impact of the crisis. The first step of the case work intervention is to bring them out of the trauma, then provide emotional support and build in them hope for a secure future. Once the client has emerged from the trauma, the case worker engages the client in the planning and implementation of the action plan to facilitate the rehabilitation process. ? In the field of labour welfare there is a great need for introducing case work to deal with varied social problems of workers in industries. Individual problems of absenteeism, alcoholism, depression, stress related disorders, drug addiction etc among the factory workers are the concerns for the case workers.</p>		
<p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>				

312/544	SUBMITTED TEXT	37 WORDS	65% MATCHING TEXT	37 WORDS
<p>Explain the term relationship. Why is it considered as ingredient for the delivery of case work relationship? 2. How is the case work relationship is different from the other social and professional relationship? 3. What are the attributes of case</p>		<p>Explain the term Relationship. Why is it considered as a necessary ingredient for the delivery of case work relationship? 37 Case Worker Client Relationship and Principles of Case Work 2) How is the case work relationship different from the other social and professional relationships? 3.5 ATTRIBUTES OF CASE</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				

313/544	SUBMITTED TEXT	14 WORDS	89% MATCHING TEXT	14 WORDS
<p>Upadhyay, R.K. (2003), Social case work, A therapeutic Approach, Rawat Publications, Jaipur, New Delhi.</p>		<p>Upadhyay, R. K. (2003), Social Case Work; A Therapeutic Approach, Rawat Publications, New Delhi</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				

314/544	SUBMITTED TEXT	17 WORDS	100% MATCHING TEXT	17 WORDS
<p>Mathew Grace (1987); case work in Encyclopedia of social work in India, Ministry of welfare, Govt. of</p>				
<p>SA 480E1230-Social Work with Individuals (Final Proof 07.03.2023).doc (D165107502)</p>				

315/544	SUBMITTED TEXT	21 WORDS	90% MATCHING TEXT	21 WORDS
<p>recording. Process recording—a narrative report of all that happened during a client contact, including the worker's feelings and thinking about what has happened—</p>				
<p>SA 2.MSW18R5005 Social Group Work.pdf (D120284684)</p>				

316/544	SUBMITTED TEXT	21 WORDS	100% MATCHING TEXT	21 WORDS
<p>conscious intent of eliciting and evoking a response and checking out its meaning. Communication refers to all behaviour both verbal and non-verbal,</p>				
<p>SA Social Case Work Block 1.pdf (D164874043)</p>				

317/544	SUBMITTED TEXT	27 WORDS	88% MATCHING TEXT	27 WORDS
<p>Coyle (1948) considers relationship as" a desirable process by which people are connected to each other and around which the group takes its shape and from" while Biestek</p>				
<p>SA MSWS-12 social work with individuals (Repaired).docx (D117055443)</p>				

318/544	SUBMITTED TEXT	36 WORDS	33% MATCHING TEXT	36 WORDS
<p>to communicate to the client that the worker cares, has concern for the client's is hearing what the client is perceiving, wants to understand and is hearing and understanding. 5. Clear Communication—The capacity to communicate to the client</p>		<p>to communicate to the client that the worker accepts and cares for the client. Genuineness is the capacity of the worker to communicate to the client that the worker is trustworthy and non-possessive warmth is the capacity to communicate to the client</p>		
<p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>				
319/544	SUBMITTED TEXT	32 WORDS	78% MATCHING TEXT	32 WORDS
<p>social case work, New York, Columbia University press. 9. Perlman, Helen (1957) : Social case work; A problem solving process, Chicago : University of Chicago press. 10. —(1979) Relationship : The art of helping people,</p>		<p>Social Case Work, New York: Columbia University Press Perlman, Social Case Work: A Problem Solving Process, University of Chicago Press, Chicago. Perlman, Relationship: The Heart of Helping People,</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
320/544	SUBMITTED TEXT	23 WORDS	100% MATCHING TEXT	23 WORDS
<p>Introduction Social case work, a primary method of social work, is concerned with the adjustment and development of the individual towards more satisfying human</p>		<p>Introduction Social case work, a primary method of social work, is concerned with the adjustment and development of the individual towards more satisfying human</p>		
<p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>				
321/544	SUBMITTED TEXT	81 WORDS	90% MATCHING TEXT	81 WORDS
<p>relations. Better family life, improved schools, better housing, more hospitals and medical care facilities, protected economic conditions and better relations between religious groups help the individual in his adjustment and development. But his adjustment and development depend on the use of these resources by him. Sometimes due to certain factors, internal or external, he fails to avail existing facilities. In such situations, social case worker helps him. Thus, in social case work one to one relationship works in helping the individual for his adjustment and development.</p>		<p>relations. Better family life, improved schools, better housing, more hospitals and medical care facilities, protected economic conditions and better relations between religious groups help the individual in his adjustment and development. But his adjustment and development depend on the use of these resources by him. Sometimes due to certain factors, internal or external, he fails to avail existing facilities. In such situations, social caseworker helps him. Thus, social casework one to one relationship, which works in helping the individual for his adjustment and development.</p>		
<p>W https://schoolcounselorsofindia.blogspot.com/2012/04/social-case-work.html#!</p>				
322/544	SUBMITTED TEXT	14 WORDS	89% MATCHING TEXT	14 WORDS
<p>Role is the sum total of the cultural patterns associated with a particular status.</p>		<p>role is used to designate the sum total of the cultural patterns associated with a particular status.</p>		
<p>W https://schoolcounselorsofindia.blogspot.com/2012/04/social-case-work.html#!</p>				
323/544	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
<p>Intake Intake is an administrative procedure, and not a process of social</p>		<p>Intake Intake is an administrative procedure, and not a process of social</p>		
<p>W http://ddceutkal.ac.in/Syllabus/MSW/Paper-5.pdf</p>				

324/544 **SUBMITTED TEXT** 38 WORDS **92% MATCHING TEXT** 38 WORDS

considers it as "the dynamic interactions of attitudes and emotion." Thus relationship is a natural phenomenon occurring between person interacting with each other singly or in groups. Relationship can be then shaped, manipulated or developed as we intend it to be.

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325/544 **SUBMITTED TEXT** 38 WORDS **88% MATCHING TEXT** 38 WORDS

of social case work process, 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 intake worker (

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326/544 **SUBMITTED TEXT** 13 WORDS **100% MATCHING TEXT** 13 WORDS

Appropriateness and intensity of feelings. ? Nature of defense mechanisms he frequently uses. ? Appropriateness and intensity of feelings. 9. Nature of defense mechanisms he frequently uses. 10.

W <https://schoolcounselorsofindia.blogspot.com/2012/04/social-case-work.html#!>

327/544 **SUBMITTED TEXT** 145 WORDS **94% MATCHING TEXT** 145 WORDS

intake 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. During one or two skillfully conducted interviews with the would-be client, the caseworker is able to assess; (1) What are the needs/problems of applicant person, and (2) How and where his needs can be best met. This obviously requires that the intake worker finds out the nature of need, if it can be met in the present set-up of agency's p[olicies, procedures, services and personnel, and what sort of competence and provisions will be helpful and is required to tackle his problem. How does the worker view the person and his problems diagnostically is also important to be mentioned. If his agency cannot serve the client's needs, which agency and which type of service are required to tackle his problems, and the need for referral are also decided at this stage by the intake worker.

SA SOCIAL CASE WORK SLM FOR ODL.pdf (D123772683)

328/544 **SUBMITTED TEXT** 20 WORDS **100% MATCHING TEXT** 20 WORDS

The nature of request and its relation to his problem, and the cause of his problem, as the client sees. ?

SA 470E1120-Social Work Practices with Individuals & Groups - Final ok - 03.09.21(ld 2656).docx (D165249726)

329/544	SUBMITTED TEXT	34 WORDS	100% MATCHING TEXT	34 WORDS
<p>Nature of family, its status, values, relationship pattern within the family etc. ? Reactions to the worker and seeking help from the agency and sex of caseworker who will be suitable to help the person. 5.5</p>		<p>Nature of family, its status, values, relationship pattern within the family, etc. 12. Reactions to the worker and seeking help from the agency and sex of caseworker who will be suitable to help the person.</p>		
<p>W https://schoolcounsellorsofindia.blogspot.com/2012/04/social-case-work.html#!</p>				
330/544	SUBMITTED TEXT	57 WORDS	55% MATCHING TEXT	57 WORDS
<p>The stage of the problem at which the person, through whom, and the reasons because of which, comes to the agency. ? His personal and social resources including material and financial position. ? The state of his physical and mental health. ? Whether the request relates directly to his needs/problems ? His adjustment to his social functions in job, family, etc. ?</p>		<p>The stage of the problem at which the person, through whom, and the reasons because of which, comes to this agency. 2. The nature of request and its relation to his problem, the cause of his problem, as the client the request relate directly to his needs/problems? 4. His adjustment to his social functions in job, family, etc. 5.</p>		
<p>W http://www.daga.co.in/pages/msw/PG-MSW-I-%20YEAR-MAJOR-(CW)Social%20Work%20Practice%20With%20Indiv ...</p>				
331/544	SUBMITTED TEXT	182 WORDS	97% MATCHING TEXT	182 WORDS
<p>Study According to Richmond, the caseworker 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. An exhaustive collection of facts about the client and his situation is called study—the first step (process) in the continuum. Psycho-social study is an ongoing process which begins with the first knowledge of the case, takes place in every interview, and extends over the entire contact. It may be defined as that part of the casework process which brings together the facts about a case and is distinctly different from the assessment of the meaning of the facts. The study involves exploration, observation and documentation of both objective and subjective facts from a variety of sources. 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 this 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.</p>				
<p>SA 470E1120-Social Work Practices with Individuals & Groups - Final ok - 03.09.21(Id 2656).docx (D165249726)</p>				

332/544

SUBMITTED TEXT

156 WORDS

95% MATCHING TEXT

156 WORDS

Diagnosis Perlman (1957) has described three types of diagnosis that is carried on in social case work process. These are: 1. Dynamic diagnosis 2. Clinical diagnosis 3. Etiological diagnosis

Dynamic diagnosis It gives an understanding of the current problem of the client and the forces currently operating within the client, within social environment and between him/his environment. It gives the answers of the questions—what is 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 services and resources by which the problem may be affected?. The nature of such diagnosis is changeable because it is the beginning phase of social case work practice.

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 qualities of client's personality maladaptation and malfunctioning in his behavior. The clinical diagnosis describes both the nature of the problem and its relation to the client and the helping

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. Diagnosis: Dynamic gives an understanding of the current problem of the client and the forces currently operating within the client, within social environment and between him/his environment. It gives the answers of the question – 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 services and resources by which the problem may be affected? The nature of such diagnosis is 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 qualities of client's mal adaptation and malfunctioning in his behaviour. The clinical diagnosis describes both the nature of the problem and its relation to the client and the helping

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333/544

SUBMITTED TEXT

137 WORDS

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137 WORDS

Mutual engagement in the process is essential. It provides the caseworker with the client's own view of the problem. It gives the client an opportunity to clarify the problem in its various aspects, permits him to air his feeling about his situation, and gives him a satisfaction that genuine efforts are being made to help him. While fact-gathering proceeds until the case is closed, there is usually an emphasis on study at the time a case is opened. The extent and the breadth of the study depends on the situation presented by the client, the purpose and goals in seeking help, the situation as perceived by the worker, the range of treatment modes available, treatment potential and motivation for treatment, and on the agency structure and function. One needs to learn to determine the kind of study to be carried out in relation to these factors. 5.6

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334/544

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69 WORDS

fact that the client's present problems are in the centre of attention, the client's responses are not in accordance with, the past history and its appraisal in the light of client's current capacities, goals and problems are used for the 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.

fact that the client's present problem are in the centre of attention, the client's response are not in accordance with, the past history and its appraisal in the light of client's current capacities, goals and problems are used for the 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.

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335/544	SUBMITTED TEXT	49 WORDS	83% MATCHING TEXT	49 WORDS
<p>for diagnosis The data for diagnosis can be collected by at least three primary means : Interviews—Interview guides are used for collecting information. There are a number of guides prepared by psychologists having the categories of information: client’s behavior during the interview and physical description; presenting problems, nature of problems, historical setting, events</p>		<p>for Diagnosis The data for diagnosis can be collected by at least three primary means: • Interviews: Interview guides are used for collecting information. There are a number of standard guides prepared by psychologists but most recent guide is of Gold fried and Davison having the categories of information: Client’s behaviour during the interview and physical description; presenting problem(s) (nature of problems, historical setting, events,</p>		
<p>W https://schoolcounsellorsofindia.blogspot.com/2012/04/social-case-work.html#!</p>				

336/544	SUBMITTED TEXT	83 WORDS	90% MATCHING TEXT	83 WORDS
<p>Checklists and Inventories—The following inventories may be used: The Fear Survey Schedule , questionnaire on client’s perception of himself , family functioning and marital functioning, sexual functioning and instruments for assessing environments. Direct observation—Observation in those situation in which the behavior actually occurs, e.g., home or place of work makes the work of diagnosing very easy. Steps in diagnosis The following steps are taken while diagnosing a problem : ? The worker begins to focus on problematic behavior. He begins with the survey of both functional and dysfunctional behavior in</p>		<p>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 Stourt), marital functioning (Knox), sexual functioning (Annon) and instruments for assessing environments (Moos). 3. Direct Observation: Observation in those situations in which the behavior actually occurs, e.g., Home 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 dysfunctional behaviors in</p>		
<p>W https://schoolcounsellorsofindia.blogspot.com/2012/04/social-case-work.html#!</p>				

337/544	SUBMITTED TEXT	49 WORDS	94% MATCHING TEXT	49 WORDS
<p>classifies the various complaints and problems in terms of excesses and deficits. He evaluates client’s personal strength as well as of his environment. ? He specifies the target behavior. This involves an attempt of breaking down complex behavior into their component parts, being as clear and precise as possible about them. ? Baseline</p>		<p>classifies the various complaints and problems in terms of excesses and deficits. He evaluates client’s personal strength as well as of his Environment. 2. He specifies the target behaviors. This involves an attempt of breaking down complex into their component parts, being as clear and precise as possible about them. 3. Baseline</p>		
<p>W https://schoolcounsellorsofindia.blogspot.com/2012/04/social-case-work.html#!</p>				

338/544	SUBMITTED TEXT	42 WORDS	95% MATCHING TEXT	42 WORDS
<p>collected to specify those events that appear to be currently controlling the problematic behavior. ? The collected information is summarized in an attempt to anticipate and major problem in treatment and as a way of beginning to establish objectives for treatment. ? Selecting priorities for treatment</p>		<p>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 and major problem in treatment and as a way of beginning to establish objectives for treatment. 5. Selecting priorities for treatment</p>		
<p>W https://schoolcounsellorsofindia.blogspot.com/2012/04/social-case-work.html#!</p>				

339/544	SUBMITTED TEXT	120 WORDS	98% MATCHING TEXT	120 WORDS
<p>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. 5.7 Treatment Social case work consists of those processes which develop personality through adjustments consciously affected between men and their social environment. Generally, two types of efforts are required for social adjustment-environmental modification and/or change in behaviour and attitudes. Early case work treatment was placed on modification through the environment. Later on the development of ego psychology helped case workers to use intensive and direct treatment techniques. Now the aim of social case work treatment is to restore the individual to social functioning or to help him develop</p>		<p>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. • SOCIAL TREATMENT Social work consists of those processes which develop personality through adjustments consciously affected-----between men and their social environment. Generally, two types of efforts are required for social adjustment – environmental modification and /or change in and attitudes. Early case work treatment was placed on modification through the environment. Later on the development of ego psychology helped social workers to use intensive and direct treatment techniques. Now the aim of social case work treatment is to restore the individual to social functioning or to help him develop</p>		
<p>W https://schoolcounsellorsofindia.blogspot.com/2012/04/social-case-work.html#!</p>				

340/544	SUBMITTED TEXT	71 WORDS	94% MATCHING TEXT	71 WORDS
<p>capacity in order that he may achieve at one and at the same time his own and society's betterment. According to Hamilton, treatment is the sum total of all activities and services towards helping an individual with a problem. The focus is the relieving of the immediate problem and, if feasible, modify any basic objectives difficulties which precipitated it. The social case work treatment are as follows : ? To prevent social breakdown; ? To conserve client's strength;</p>		<p>capacity in order that he may achieve at one and at the same time his own and society's betterment. 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, modifies any basic difficulties which precipitated it. The objectives social case work treatment are as follows: 1. To prevent social breakdown; 2. To conserve client's strength; 3.</p>		
<p>W https://schoolcounsellorsofindia.blogspot.com/2012/04/social-case-work.html#!</p>				

341/544	SUBMITTED TEXT	73 WORDS	93% MATCHING TEXT	73 WORDS
<p>To restore social functioning; ? To provide happy experiences to the client; ? To create opportunities for growth and development; ? To compensate psychological damage; ? To increase capacity for self-direction; ? To increase his social contribution; Thus the objectives are 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 (1973).</p>		<p>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 treatment is to 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.</p>		
<p>W https://schoolcounsellorsofindia.blogspot.com/2012/04/social-case-work.html#!</p>				

342/544	SUBMITTED TEXT	46 WORDS	100% MATCHING TEXT	46 WORDS
<p>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 ego and functioning of the person- situation system. It is based on certain principles. ?</p>		<p>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 ego and functioning of the person – situation system. It is based on certain principles: 1.</p>		
<p>W https://schoolcounsellorsofindia.blogspot.com/2012/04/social-case-work.html#!</p>				

343/544	SUBMITTED TEXT	97 WORDS	77% MATCHING TEXT	97 WORDS
<p>Such type of diagnosis is useful only when it becomes apparent that a disorder of personality accompanies the social disorder, creating and complicating it. Etiological diagnosis It is concerned with the explanation of the beginning and life-history of problem of the client, basically that problem 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 (Perlman, 1957). Etiological diagnosis is more useful in explaining or rigid reactions.</p> <p>SA Social Case Work Block 1.pdf (D164874043)</p>				
344/544	SUBMITTED TEXT	15 WORDS	100% MATCHING TEXT	15 WORDS
<p>The success of the treatment programme is based on the utilization of the relationship purposefully. ?</p> <p>W https://schoolcounselorsofindia.blogspot.com/2012/04/social-case-work.html#!</p>				
345/544	SUBMITTED TEXT	23 WORDS	100% MATCHING TEXT	23 WORDS
<p>Change in the client is brought largely through a correctional emotional experience in the relationship and through stimulating growth experiences in the social reality. ?</p> <p>SA 470E1120-Social Work Practices with Individuals & Groups - Final ok - 03.09.21(ld 2656).docx (D165249726)</p>				
346/544	SUBMITTED TEXT	41 WORDS	81% MATCHING TEXT	41 WORDS
<p>Nature and extent of both the social and psychological factors differ in each situation, treatment goals and techniques are planned after the careful study of the particular needs of the client. ? The focus of discussion in the interview is centered on the</p> <p>SA 470E1120-Social Work Practices with Individuals & Groups - Final ok - 03.09.21(ld 2656).docx (D165249726)</p>				
347/544	SUBMITTED TEXT	24 WORDS	94% MATCHING TEXT	24 WORDS
<p>social case work treatment. Treatment process Social case work treatment process begins with the initial contact with the client. The process of treatment passes through many phases:</p> <p>W https://schoolcounselorsofindia.blogspot.com/2012/04/social-case-work.html#!</p>				

348/544	SUBMITTED TEXT	39 WORDS	88% MATCHING TEXT	39 WORDS
<p>Initial phase ? Motivation and role induction. ? Primary contract. ? Diagnosis and assessment. ? Establishing treatment goals. ? Developing treatment plan. ? Preparation for actual treatment. ? Treatment in practice. ? Monitoring and evaluating the effects of treatment. ? Planning of follow-up termination of therapeutic relationship. 5.8</p>		<p>Initial phase, (ii) Motivation and role induction, (iii) primary contract, (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.</p>		
<p>W https://schoolcounsellorsofindia.blogspot.com/2012/04/social-case-work.html#!</p>				

349/544	SUBMITTED TEXT	23 WORDS	93% MATCHING TEXT	23 WORDS
<p>problem and ways of resolving it. Attention is paid to know the obstacles (both situational and behaviuoural) that stand in the way of solution. ?</p>				
<p>SA 470E1120-Social Work Practices with Individuals & Groups - Final ok - 03.09.21(ld 2656).docx (D165249726)</p>				

350/544	SUBMITTED TEXT	21 WORDS	100% MATCHING TEXT	21 WORDS
<p>Lindemann, Caplan and other theorists have provided a firm theoretical basis for what has come to be known as crisis intervention.</p>				
<p>SA Social Case Work Block 2.pdf (D164874044)</p>				

351/544	SUBMITTED TEXT	54 WORDS	97% MATCHING TEXT	54 WORDS
<p>Ewing has defined crisis intervention as the informed and planful application of techniques derived from the established principles of crisis theory, by persons qualified through training and experience to understand these principles, with the intention of assisting individuals or families to modify personal characteristics such as feelings, attitudes and behavior that are judged to be maladaptive or maladjustive.</p>				
<p>SA Social Case Work Block 2.pdf (D164874044)</p>				

352/544	SUBMITTED TEXT	19 WORDS	100% MATCHING TEXT	19 WORDS
<p>enables to help an individual or group experiencing a temporary loss of ability to cope with a problem or situation.</p>				
<p>SA Social Case Work Block 2.pdf (D164874044)</p>				

353/544	SUBMITTED TEXT	173 WORDS	96% MATCHING TEXT	173 WORDS
<p>Levels of crisis treatment Jacobson, Strickler and Morley have discussed different levels of crisis treatment : Environmental manipulation—In this case the helper serves as a referral source, getting the client in touch with a resource person or facility. General support—It consists basically of active listening in a non threatening manner, allowing the person to speak in some detail about his problem without challenging him. Generic manipulation—It is helping the person resolve a crisis by accomplishing certain psychological tasks that are the same for all the people experiencing the same crisis regardless of individual differences. Individual approach—It focuses on the specific needs of the person in crisis and emphasizes the assessment of the psychological and psychosocial processes that are influencing the client. It looks at the specific psychological tasks and problem solving activities that each person must accomplish in resolving a particular crisis. These levels of intervention are not mutually exclusive although there is usually one that is predominantly used in the treatment process. Therefore, it is possible to use an environmental manipulation and at the same time use a generic or individual approach or other combinations of treatment strategies.</p>				
<p>SA Social Case Work Block 2.pdf (D164874044)</p>				

354/544	SUBMITTED TEXT	45 WORDS	92% MATCHING TEXT	45 WORDS
<p>Relief of symptoms. ? Restoration to the optimal level of functioning that existed before the present crisis. ? Understanding of the relevant precipitating events that contributed to the state of disequilibrium. ? Identification of remedial measures that can be taken by the client or family those are available through community resources.</p>				
<p>SA 470E1120-Social Work Practices with Individuals & Groups - Final ok - 03.09.21(ld 2656).docx (D165249726)</p>				

355/544	SUBMITTED TEXT	14 WORDS	78% MATCHING TEXT	14 WORDS
<p>defined as a process and a product of understanding on which action is based.</p>				
<p>SA 480E1230-Social Work with Individuals (Final Proof 07.03.2023).doc (D165107502)</p>				

356/544	SUBMITTED TEXT	16 WORDS	77% MATCHING TEXT	16 WORDS
<p>Misra, P.D. (1992); Social Work-Philosophy and Methods, Inter-India Publications, new Delhi. 2. Holis, Florence (1964); Case Work-A</p>				
<p>W http://www.bdu.ac.in/schools/social-sciences/social-work/docs/studymaterials/Social_Case_Work_Pra ...</p>				

357/544	SUBMITTED TEXT	40 WORDS	88% MATCHING TEXT	40 WORDS
<p>By making home visits one sees the environment in which the patient lives, observes family and other relevant social interactions at first hand and develops a fuller diagnostic understanding of the patient for appropriate treatment planning. Home visit has thus become an</p>		<p>by making home visits one sees that the environment in which the client lives, observes family and other relevant social interactions at first hand and develops a fuller diagnostic understanding of the patient for appropriate treatment planning. Home visit is thus an</p>		
<p>W http://ddceutkal.ac.in/Syllabus/MSW/Paper-5.pdf</p>				
358/544	SUBMITTED TEXT	14 WORDS	76% MATCHING TEXT	14 WORDS
<p>Richmond, Marry (1922); What is Social Case Work; The Russel Sage Foundation, New York. 4.</p>		<p>Richmond, Mary (1922), What is Social Case Work, The Russell Sage Foundation, New York.</p>		
<p>W https://egyankosh.ac.in/bitstream/123456789/17153/1/Unit-2.pdf</p>				
359/544	SUBMITTED TEXT	26 WORDS	100% MATCHING TEXT	26 WORDS
<p>Social work always recognized the importance of human interaction and attempted to use relationship in a conscious and deliberate manner to benefit the people it worked with.</p>				
<p>SA MSWS-12 social work with individuals (Repaired).docx (D117055443)</p>				
360/544	SUBMITTED TEXT	106 WORDS	98% MATCHING TEXT	106 WORDS
<p>Social work literature is full of description of relationship from various angles only because of its great importance in a helping process. Richmond (1917), in her earliest work, has pleaded for an intensive study and use of social relationship in social casework. Social caseworker's focus should be on "skill in discovering the social relationships by which a given personality has been defined; an ability to get at the central core of the difficulty in these relationships; and power to utilize the direct action of mind upon mind in their adjustment. None can deny the utility and importance of human relationship in promoting change and development. When relationship is established and used by a social</p>				
<p>SA MSWS-12 social work with individuals (Repaired).docx (D117055443)</p>				
361/544	SUBMITTED TEXT	22 WORDS	93% MATCHING TEXT	22 WORDS
<p>professional relationship. It is characterized by "conscious purposiveness growing out of the knowledge of what must go into achieving its goal" (Perlman,1957).</p>				
<p>SA MSWS-12 social work with individuals (Repaired).docx (D117055443)</p>				
362/544	SUBMITTED TEXT	10 WORDS	100% MATCHING TEXT	10 WORDS
<p>one finds that relationship is the basis of all help.</p>				
<p>SA MSWS-12 social work with individuals (Repaired).docx (D117055443)</p>				

363/544	SUBMITTED TEXT	28 WORDS	94% MATCHING TEXT	28 WORDS
<p>Professional relationship is formed with a particular purpose and it terminates once that purpose is served. This is in addition to the normative purpose of all professional relationship. i.e.,</p> <p>SA MSWS-12 social work with individuals (Repaired).docx (D117055443)</p>				
364/544	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
<p>The conscious, purposive and deliberate efforts to develop a helping relationship</p> <p>The conscious purposive and deliberate efforts to develop a helping relationship</p> <p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
365/544	SUBMITTED TEXT	17 WORDS	58% MATCHING TEXT	17 WORDS
<p>Purpose and concern for the client system; ? Expectations; ? Empathy and clear communication; ? Genuineness and acceptance; and ? authority</p> <p>Purpose & concern for the Client system # Expectation at three level # Accuracy of Empathy and clear communication # Non Possessive warmth # Genuineness and acceptance # Authority</p> <p>W http://www.daga.co.in/pages/msw/PG-MSW-I-%20YEAR-MAJOR-(CW)Social%20Work%20Practice%20With%20Indiv ...</p>				
366/544	SUBMITTED TEXT	14 WORDS	100% MATCHING TEXT	14 WORDS
<p>It is the structure for operationalizing the interaction between a worker and a client.</p> <p>It is the structure for operationalizing the interaction between a worker and a client.</p> <p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>				
367/544	SUBMITTED TEXT	79 WORDS	84% MATCHING TEXT	79 WORDS
<p>different. The worker needs to be flexible in structuring and guiding the interview, depending on the interview's purpose and the needs of the client. It should be carried out in a manner that encourages interaction and relationship. In preparing for any interview the worker has three tasks : ? Planning the environment for the interview ? Planning the content of the interview ? Tuning in The worker thinks about the physical conditions of the interview. For an example, if the interview takes place in an office,</p> <p>different. The worker needs to be flexible in structuring and guiding the interview, depending on the interview's purpose and the needs of the client. It should be carried out in a manner that encourages interaction and relationship building. In preparing for any interview the worker has three tasks: 1) Planning the environment for the interview. 2) Planning the content of the interview, and 3) Tuning in. 1) In planning the environment for the interview, the worker thinks about the physical conditions of the interview. The interview could take place in an office</p> <p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>				
368/544	SUBMITTED TEXT	29 WORDS	93% MATCHING TEXT	29 WORDS
<p>In planning for the content of the interview, the worker will recall the goal and the purpose of the service and will identify the goal for this particular interview. The</p> <p>In planning for the content of the interview, the worker should recall the goal and the purpose of the casework service and will identify the goal for this particular interview. The</p> <p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>				

369/544	SUBMITTED TEXT	40 WORDS	58% MATCHING TEXT	40 WORDS
<p>The worker might review notes about the previous interview if there has been one. The structure of the interview and questions to be asked will be considered. This planning is done to give form and focus to the interview, but the worker</p>		<p>The worker reviews notes about the previous interview and decides the structure of the interview and questions to be asked. This planning is done to give form and focus to the interview. 3) in, the worker</p>		
<p>W https://egyankosh.ac.in/bitstream/123456789/58730/1/BLOCK%202.pdf</p>				
370/544	SUBMITTED TEXT	17 WORDS	97% MATCHING TEXT	17 WORDS
<p>In tuning, the worker first tries to anticipate the client's needs and feelings in the interview and</p>		<p>In tuning in, the worker first tries to anticipate the client's needs and feelings in the interview and</p>		
<p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>				
371/544	SUBMITTED TEXT	48 WORDS	100% MATCHING TEXT	48 WORDS
<p>change in, or development of, human beings leading to a "personally satisfying and socially useful life". It is the individualized purpose which is unique to every relationship and is set to be achieved in each case. This purpose sets and determines how persons in the professional relationship will behave towards one another.</p>				
<p>SA MSWS-12 social work with individuals (Repaired).docx (D117055443)</p>				
372/544	SUBMITTED TEXT	27 WORDS	100% MATCHING TEXT	27 WORDS
<p>think about his own response to those feelings and needs. The worker tries to become aware of his own feelings and attitudes that might interfere with effective communication.</p>		<p>think about his own response to those feelings and needs. The worker tries to become aware of his own feelings and attitudes that might interfere with effective communication.</p>		
<p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>				
373/544	SUBMITTED TEXT	25 WORDS	57% MATCHING TEXT	25 WORDS
<p>work of the interview. All interviews have three stages : ? Beginning stage ? Middle stage ? Ending stage The beginning stage starts when the worker greets the client</p>		<p>Work Process Interview All interviews have three stages: 1) the opening or beginning stage, 2) the middle or working-together stage, and 3) the ending stage. The beginning phase starts when the worker tries to make the client</p>		
<p>W https://egyankosh.ac.in/bitstream/123456789/58730/1/BLOCK%202.pdf</p>				
374/544	SUBMITTED TEXT	21 WORDS	83% MATCHING TEXT	21 WORDS
<p>During the beginning stage, the worker will define the purpose of the interview or recall plans made in a previous session.</p>		<p>During the beginning stage, the worker tries to define the purpose of the interview or recall plans made in a pervious session.</p>		
<p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>				

375/544	SUBMITTED TEXT	26 WORDS	42% MATCHING TEXT	26 WORDS
<p>the purpose and plan of the interview if necessary. When the worker senses that the client is ready to proceed to the work to be done, the worker</p>		<p>the purpose and needs of the interview. The middle phase begins when the worker and the client reaches on the agreement about the work to be done. The worker</p>		
<p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>				
376/544	SUBMITTED TEXT	37 WORDS	76% MATCHING TEXT	37 WORDS
<p>The worker needs to maintain proper timing attuned to the client's pace of work, to refocus content strays from the task, or to negotiate the purpose if that is indicated. The worker also should monitor the communication for its effectiveness.</p>		<p>The worker needs to maintain a sense of timing attuned to the client's pace of work and refocus if the content strays from the task, or to renegotiate the purpose if that is indicated. The worker also should monitor the communication for the effectiveness</p>		
<p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>				
377/544	SUBMITTED TEXT	19 WORDS	100% MATCHING TEXT	19 WORDS
<p>the worker summarizes what has happened during the interview and how it fits into the service being offered. The</p>		<p>the worker summarizes what has happened during the interview and how it fits into the service being offered. The</p>		
<p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>				
378/544	SUBMITTED TEXT	22 WORDS	100% MATCHING TEXT	22 WORDS
<p>worker and the client together plan the next steps, which will include work to be done by each before the next interview</p>		<p>worker and the client together plan the next steps, which will include work to be done by each before the next interview.</p>		
<p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>				
379/544	SUBMITTED TEXT	32 WORDS	81% MATCHING TEXT	32 WORDS
<p>Sensitivity to this nonverbal material is useful for tuning into where the client really is in relation to the material being discussed, for checking the validity of the client's verbal expression, and for feedback</p>		<p>Sensitivity to the nonverbal ones is useful for tuning in to where the client really is in relation to the issue being discussed, for checking the validity of the client's verbal expression, and for feedback.</p>		
<p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>				
380/544	SUBMITTED TEXT	75 WORDS	95% MATCHING TEXT	75 WORDS
<p>Shifts in conversation— These shifts, particularly when always related to similar topics, can indicate that a particular topic is painful, or something the client does not want to discuss. 3. Association of ideas- Observing which ideas the client seems to associate with which other ideas can often give the worker an indication of unspoken feelings. 4. Recurrent references- When the client continues to bring up a subject, it indicates that it is a subject of importance to the client or one</p>		<p>Shifts in conversation – These shifts, particularly when related to similar topics, can indicate that a particular topic is painful, taboo, or something the client does not want to discuss. ? Association of ideas - Observing which ideas the client seems to associate with, which other ideas can give the worker an indication of unspoken feelings. ? Recurrent references – When the client continues to bring up a subject, it indicates that it is a subject of importance to the client or one</p>		
<p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>				

381/544	SUBMITTED TEXT	20 WORDS	92% MATCHING TEXT	20 WORDS
<p>content of opening and closing sentences— These sentences tend to contain particularly significant material. They also may give clues about</p> <p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>		<p>Content of opening and closing sentences – These sentences tend to contain particularly significant material. They also may give clues about</p>		
382/544	SUBMITTED TEXT	32 WORDS	100% MATCHING TEXT	32 WORDS
<p>or gaps— When these are present, it is an indication either that the material being discussed is threatening to the client or that the client is unwilling to openly share in this area.</p> <p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>		<p>or gaps – When these are present, it is an indication either that the material being discussed is threatening to the client or that the client is unwilling to openly share in this area. ?</p>		
383/544	SUBMITTED TEXT	37 WORDS	89% MATCHING TEXT	37 WORDS
<p>Points of stress— In cross-cultural systems, stress and conflict may indicate areas of inadequate knowledge about cultural aspects of the client’s functioning. This may also indicate misunderstanding on the part of the client or areas of client’s biasness or prejudice.</p> <p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>		<p>Points of stress or conflict – In cross-cultural action systems, stress and conflict may indicate areas of inadequate knowledge about cultural aspects of the client’s functioning. This may also indicate misunderstanding on the part of the client or areas of client bias or prejudice. (</p>		
384/544	SUBMITTED TEXT	14 WORDS	90% MATCHING TEXT	14 WORDS
<p>Active listening-being with the client in her struggle to deal with difficulties and problems-is</p> <p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>		<p>Active listening – being with the client in his struggle to deal with difficulties and problems – is</p>		
385/544	SUBMITTED TEXT	28 WORDS	94% MATCHING TEXT	28 WORDS
<p>Listening reflects an attitude of openness and acceptance, and it involves a sense of timing that allows the worker to focus on the client and what is being said</p> <p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>		<p>Listening reflects an attitude of openness and acceptance, and involves a sense of timing that allows the worker to focus, on the client and what is being said.</p>		
386/544	SUBMITTED TEXT	12 WORDS	96% MATCHING TEXT	12 WORDS
<p>does not shut off the communication by premature evaluation or advice. Questioning skills-</p> <p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>		<p>does not shut off the communication by premature evaluation or advice. iii. Questioning Skills</p>		

387/544	SUBMITTED TEXT	49 WORDS	99% MATCHING TEXT	49 WORDS
<p>There are leading and responding questions. A leading question is used when it is desirable for a client to continue to explore the subject at hand. An example would be: "You have tried to cope with this problem, haven't you?" A responding question follows the lead of the client's response. An</p>		<p>There are leading and responding questions. A leading question is used when it is desirable for a client to continue to explore the subject at hand. An example would be: "You have tried to cope with this problem, haven't you? A responding question follows the lead of the client's response. In an</p>		
<p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>				
388/544	SUBMITTED TEXT	20 WORDS	100% MATCHING TEXT	20 WORDS
<p>In an answer-and-agree question, the client is expected to answer in such a way as to agree with the worker.</p>		<p>In an answer and agree question, the client is expected to answer in such a way as to agree with the worker.</p>		
<p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>				
389/544	SUBMITTED TEXT	15 WORDS	96% MATCHING TEXT	15 WORDS
<p>It is worker's responsibility to direct the interview but not to control it. The worker</p>		<p>It is the worker's responsibility to direct the interview but not to control it. The worker</p>		
<p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>				
390/544	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
<p>by focusing, guiding and directing, enables the process of the</p>		<p>by focusing, guiding, and directing, enables the process of the</p>		
<p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>				
391/544	SUBMITTED TEXT	22 WORDS	100% MATCHING TEXT	22 WORDS
<p>are empathy, genuineness, and non-possessive warmth. Empathy is the capacity to communicate to the client that the worker accepts and cares for the client.</p>		<p>are empathy, genuineness, and non-possessive warmth. Empathy is the capacity to communicate to the client that the worker accepts and cares for the client.</p>		
<p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>				
392/544	SUBMITTED TEXT	17 WORDS	100% MATCHING TEXT	17 WORDS
<p>Genuineness is the capacity of the worker to communicate to the client that the worker is trustworthy.</p>		<p>Genuineness is the capacity of the worker to communicate to the client that the worker is trustworthy</p>		
<p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>				
393/544	SUBMITTED TEXT	14 WORDS	92% MATCHING TEXT	14 WORDS
<p>the helping process does not end but it is the contact with a particular</p>		<p>The helping process does not end in referral but it is the contact with a particular</p>		
<p>W http://ddceutkal.ac.in/Syllabus/MSW/Paper-5.pdf</p>				

394/544	SUBMITTED TEXT	13 WORDS	100% MATCHING TEXT	13 WORDS
Referral is done for various considerations: (1) when a different type of		Referral is done for various considerations, when a different type of		
W http://ddceutkal.ac.in/Syllabus/MSW/Paper-5.pdf				
395/544	SUBMITTED TEXT	41 WORDS	96% MATCHING TEXT	41 WORDS
worker/therapy is required to achieve the finally formulated goals of treatment, and (2) when the worker and the client find it difficult to move to or assume new responsibility. The case may be referred to some other agency if, at some point, it		worker/ therapy is required to achieve the finally formulated goals of treatment and when the worker and client find it difficult to move to or assume new responsibility. The case may be referred to some other agency if at some point it		
W http://ddceutkal.ac.in/Syllabus/MSW/Paper-5.pdf				
396/544	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
decided that the client cannot be helped in this agency for some		decided that the client cannot be helped in this agency for some		
W http://ddceutkal.ac.in/Syllabus/MSW/Paper-5.pdf				
397/544	SUBMITTED TEXT	51 WORDS	96% MATCHING TEXT	51 WORDS
Referral involves preparation of a referral note which gives a very brief summary of the problem and the efforts undertaken to solve the problem along with psycho-social diagnosis. Preparation for referral should be done in the way preparation for termination is undertaken though referral stage is not the final stage. Preparation involves (1) explaining reasons		Referral involves preparation of a referral note which gives a very brief summary of the problem and the efforts undertaken to solve the problem along with psycho social diagnosis. Preparation for referral should be done in the way preparation for termination is undertaken through referral stage is not the final stage. Preparation involves explaining the reasons		
W http://ddceutkal.ac.in/Syllabus/MSW/Paper-5.pdf				
398/544	SUBMITTED TEXT	33 WORDS	93% MATCHING TEXT	33 WORDS
referral, (2) talking of the positive and negative feelings involved in referral process, (3) tackling separation anxiety in one or two sessions, (4) handling the questions factually, and (5) preparing the client for new contact. 2.		referral, talking of the positive and negative feelings involved in a referral process, tackling separation anxiety in one or two sessions, handling the question factually and preparing the client for new contact.		
W http://ddceutkal.ac.in/Syllabus/MSW/Paper-5.pdf				
399/544	SUBMITTED TEXT	39 WORDS	75% MATCHING TEXT	39 WORDS
to the client's feelings and concerns. Nonpossessive warmth is the capacity to communicate to the client both a concern and a desire for an intimacy that allows the client to make decisions, to have feelings negative and positive, and to feel worthwhile.				
SA SOCIAL CASE WORK SLM FOR ODL.pdf (D123772683)				

400/544	SUBMITTED TEXT	12 WORDS	80% MATCHING TEXT	12 WORDS
<p>will strengthen the relationship between the worker and client and increase the client'</p> <p>SA Social Case Work Block 1.pdf (D164874043)</p>				
401/544	SUBMITTED TEXT	72 WORDS	99% MATCHING TEXT	72 WORDS
<p>Ventilation—The process of ventilation is the process of helping the client to air his feelings freely and to provide him with an atmosphere which makes free expression of the feelings easier. It frees the individual from fears, guilt feelings, and brings to light the hidden attitudes. The more intense the feelings, the better result through this process. This is usually used when the client is more tense or eager to come out with his inner feelings. This</p> <p>SA 470E1120-Social Work Practices with Individuals & Groups - Final ok - 03.09.21(ld 2656).docx (D165249726)</p>				
402/544	SUBMITTED TEXT	13 WORDS	88% MATCHING TEXT	13 WORDS
<p>Classification is the most important technique of counselling. It is a tool through</p> <p>W https://schoolcounsellorsofindia.blogspot.com/2012/04/social-case-work.html#!</p>				
403/544	SUBMITTED TEXT	31 WORDS	100% MATCHING TEXT	31 WORDS
<p>the client becomes aware of certain attitudes. feelings, reality versus subjective concept and permits him to see himself and his environment in a more objective manner which allows better control of the himself</p> <p>W https://schoolcounsellorsofindia.blogspot.com/2012/04/social-case-work.html#!</p>				
404/544	SUBMITTED TEXT	26 WORDS	94% MATCHING TEXT	26 WORDS
<p>of situations. Counseling may include the giving of information, explaining a regime and analyzing its issue, and analyzing the steps involved in a course of action.Counselling in</p> <p>W https://schoolcounsellorsofindia.blogspot.com/2012/04/social-case-work.html#!</p>				

405/544	SUBMITTED TEXT	101 WORDS	92% MATCHING TEXT	101 WORDS
<p>is provided to the clients under the following conditions : ? The individual is under a degree of tension, arising from incompatible personal desires or from the conflict of social and environmental demands with individual needs. The tension and stress so created are greater than the stress involved in expressing his feelings about his problems. ? The individual has some capacity to cope with life. He possesses adequate ability and stability to exercise some control over the elements of his situation. The circumstances with which he is faced are not so adverse or so unchangeable as to make it impossible for him to control or alter them. ? He is</p>		<p>is provided to the clients under the following conditions: 1. The individual is under a degree of tension, arising from incompatible describe or from the conflict of social and environmental demands with individual needs. The tension and stress so created are greater than the stress involved in expressing his feelings about his problems. 2. The individual has some capacity to cope with life. He possesses adequate ability and stability to exercise some control over the element of hi situation. The circumstances with which he is faced are not so adverse or so unchangeable as to make it impossible for him to control or alter them. 3. is</p>		
<p>W https://schoolcounselorsofindia.blogspot.com/2012/04/social-case-work.html#!</p>				
406/544	SUBMITTED TEXT	29 WORDS	95% MATCHING TEXT	29 WORDS
<p>reasonably free from excessive instabilities, particularly of an organic nature. ? He possesses an adequate intelligence for coping with his life situations, with an intelligence rating of dull, normal or above.</p>		<p>reasonably free from excessive instabilities, particularly of an organic nature. 7. He possess an adequate intelligence for coping with his life situations, with an intelligence rating of dull, normal or above 8.</p>		
<p>W https://schoolcounselorsofindia.blogspot.com/2012/04/social-case-work.html#!</p>				
407/544	SUBMITTED TEXT	34 WORDS	100% MATCHING TEXT	34 WORDS
<p>able to express these tensions and conflicts either verbally or through other media. A conscious desire for help is advantageous, but not entirely necessary. ? He is reasonably independent either emotionally or spatially, of close family control. ?</p>		<p>able to express these tensions and conflicts either verbally or through other media. A conscious desire for help is advantageous, but not entirely necessary. 5. He is reasonably independent either emotionally or spatially, of close family control. 6.</p>		
<p>W https://schoolcounselorsofindia.blogspot.com/2012/04/social-case-work.html#!</p>				
408/544	SUBMITTED TEXT	18 WORDS	100% MATCHING TEXT	18 WORDS
<p>There is an opportunity for the individual to express his conflicting tensions in planned contacts with the counselor. ?</p>		<p>There is opportunity for the individual to express his conflicting tensions in planned contacts with the counselor. 4.</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf</p>				
409/544	SUBMITTED TEXT	25 WORDS	94% MATCHING TEXT	25 WORDS
<p>deal somewhat independently with life, young enough to retain some elasticity of adjustment. In terms of chronological age this might mean roughly from ten to sixty. Similarities</p>		<p>deal somewhat independently with life, young enough to retain some elastically of adjustment. In terms of chronological age this might mean roughly from ten to sixty. SIMILARITIES</p>		
<p>W https://schoolcounselorsofindia.blogspot.com/2012/04/social-case-work.html#!</p>				
410/544	SUBMITTED TEXT	13 WORDS	84% MATCHING TEXT	13 WORDS
<p>Both believe in worth and dignity of the individual. 6. Both have common principles.</p>		<p>Both believe in the worth and dignity of the client 6. Both have common principles:</p>		
<p>W http://www.daga.co.in/pages/msw/PG-MSW-I%20YEAR-MAJOR-(CW)Social%20Work%20Practice%20With%20Indiv ...</p>				

411/544	SUBMITTED TEXT	39 WORDS	89% MATCHING TEXT	39 WORDS
<p>In counselling help is provided to the client without social service whereas the main base of help in social case work is social service. b. Agency is not essentially required in counselling but social case work is always practiced in an agency.</p>		<p>In counseling, help is provided to the client without social service whereas the main base of help in social case work is social service. 2. Agency is not essentially required in counseling but social case work is always practiced in an agency. 3.</p>		
<p>W https://schoolcounselorsofindia.blogspot.com/2012/04/social-case-work.html#!</p>				

412/544	SUBMITTED TEXT	11 WORDS	88% MATCHING TEXT	11 WORDS
<p>self-dependent in his counselling but case work services are provided through agency.</p>		<p>self – dependent in his counseling but case work services are provided through agency.</p>		
<p>W https://schoolcounselorsofindia.blogspot.com/2012/04/social-case-work.html#!</p>				

413/544	SUBMITTED TEXT	48 WORDS	84% MATCHING TEXT	48 WORDS
<p>Social case work gives an emphasis on activity but in counselling the client is enabled to understand his problem. e. In counselling, an emphasis is laid on the problem, not the person concerned but in social casework the emphasis is basically on client and the type of service to be provided.</p>		<p>Social case work gives an emphasis on activity but in counseling, the client is enabled to understand his problems. 6. In counseling, an emphasis is laid on the problem, not the person concerned but in social case work the emphasis is basically on client and the type of service to be provided. 7.</p>		
<p>W https://schoolcounselorsofindia.blogspot.com/2012/04/social-case-work.html#!</p>				

414/544	SUBMITTED TEXT	55 WORDS	82% MATCHING TEXT	55 WORDS
<p>Concrete help is not provided in counselling. Counselor and client talk together on the problem but in social case work concrete service is rendered along with oral discussions. g. Counsellor is concerned most of the time with one type of problem as there are various counselling agencies but in case work client is studied and understood as a whole. 11.</p>		<p>Concrete help is not provided in counseling. Counselor and client talk together on the problem but in social case work concrete services is rendered along with oral discussion. 4. is concerned most of the time with one type of problem as there as various counseling agencies but in case work client is studied and understood as a whole. 5.</p>		
<p>W https://schoolcounselorsofindia.blogspot.com/2012/04/social-case-work.html#!</p>				

415/544	SUBMITTED TEXT	189 WORDS	97% MATCHING TEXT	189 WORDS
<p>This technique may be used in certain unpleasant situations which might have arisen in between the interviews. Ventilation is not only therapeutic but also diagnostic. The therapist should explore intently and stimulate the client, by questioning or commenting, to tell more about his situation and its various aspects. Only towards the end of session, the caseworker may use generalization and logical discussion to lessen his guilt. In the initial stages one should not minimize the anxiety lest he stops coming out with relevant materials necessary to help him. The caseworker may choose either to be totally passive or actively participating and directing. The client must feel that the worker is uncritical, tolerant and is listening to him. One should not permit ventilation when it is used as a defense mechanism to avoid further exploration. In such situations, it is better to divert his attention and help him to discuss the relevant matters concerning his problem. It should be avoided or used with caution in case of psychotics etc. Ventilation is used sometimes by the client to seek attention and sympathy from the worker or a gratification from talking freely about self. The caseworker should be conscious in all such situations and direct the interviews accordingly. 6.</p> <p>SA 470E1120-Social Work Practices with Individuals & Groups - Final ok - 03.09.21(ld 2656).docx (D165249726)</p>				
416/544	SUBMITTED TEXT	12 WORDS	88% MATCHING TEXT	12 WORDS
<p>Exploration—It starts with questions about age etc. and proceeds to explore the</p> <p>SA SOCIAL CASE WORK SLM FOR ODL.pdf (D123772683)</p>				
417/544	SUBMITTED TEXT	30 WORDS	93% MATCHING TEXT	30 WORDS
<p>This helps in collecting relevant data for diagnostic purposes and may lead the client to think various unexplored areas of the problem, thus helping him to have insight into the problem. 12.</p> <p>SA SOCIAL CASE WORK SLM FOR ODL.pdf (D123772683)</p>				
418/544	SUBMITTED TEXT	110 WORDS	96% MATCHING TEXT	110 WORDS
<p>We all have experienced anxiety whosoever we had to ask for help from persons unknown or formally known to us. Similarly, questions about self from unknown or formally known persons also create anxiety in us. Apart from this, when the client approaches the caseworkers, he is naturally suffering from some anxiety caused by his problems/non-fulfillment of his needs. The anxiety is tackled and the client's interest in solving his problem is sustained. Sustaining process becomes more useful when anxiety is greater as it quickly reduces his anxiety, makes him comfortable and thus builds his confidence in caseworker. Techniques used in sustaining process to maintain his/her current social functioning and interest in casework treatment are conveying acceptance, reassurance and encouragement.</p> <p>SA 470E1120-Social Work Practices with Individuals & Groups - Final ok - 03.09.21(ld 2656).docx (D165249726)</p>				

419/544**SUBMITTED TEXT**

49 WORDS

100% MATCHING TEXT

49 WORDS

Underlining : This involves approving or emphasizing a course of action, the client himself is contemplating upon. Here, the worker may use the sentences like, "I think this is realistic for you to...", "I think you are doing the right thing and the action should be taken as quickly as possible".

SA 470E1120-Social Work Practices with Individuals & Groups - Final ok - 03.09.21(ld 2656).docx (D165249726)

420/544**SUBMITTED TEXT**

135 WORDS

98% MATCHING TEXT

135 WORDS

Suggestion : Herein a solution is raised in the client's mind by the worker and it is up to the client to accept or reject the idea. Since the worker is not emphatic on this suggestion; the client is free to reject the idea. For example, worker may say, "You can utilize this leisure time for painting or kitchen- garden etc". In case the client uses his leisure time for walking or playing, he is free to do so without any fear of criticism from the worker. ?
Advice : This involves stating an opinion or taking a stand concerning certain issues which must be acted upon by the client in his own interest and which if not taken will be harmful to the client's interest. Physicians advice drugs which should be taken by the client if he wants to get cured.

SA 470E1120-Social Work Practices with Individuals & Groups - Final ok - 03.09.21(ld 2656).docx (D165249726)

421/544	SUBMITTED TEXT	266 WORDS	98% MATCHING TEXT	266 WORDS
<p>Similarly, the caseworker advises actions which should be adopted by the client to solve the problems. ? Advocating : This is one step beyond the advice, i.e., putting certain urgency behind the advice offered. Advice is re-emphasized. It is offered in term of :it is essential and that would be very unwise not to do so". This is indicated when there is a chance of severe loss because of the client's ill-considered or impulsive action, or when enough time is not available for discussing consequences of the action being contemplated by the client. Such situations may be like a mentally disturbed person sticking to the home, a person likely to commit suicide, or running away from homes, etc. In all such situations, advocating becomes more useful because it saves the client from the big loss he may suffer because of his ill-considered action. However, no attempt should be made to create guilt in the client, when he fails, by telling him that "I told you so". ? Actual intervention : Herein the caseworker takes action to prevent the client from taking inadequately considered action or sees that he acts in a particular (the desirable) way. Examples are removing the patient to a hospital, placing the child in a hostel, etc. Use of these technique demands that the worker be fully convinced that the step is factually justified and necessary community resources and support are available. His action should be firm and polite without communicating any anxiety to the people around. Direct influence techniques should be avoided unless it is really justified and it should be, wherever possible, used in conjunction with the producers for development of understanding. To start with, most gentle form of influence should be used. The</p> <p>SA 470E1120-Social Work Practices with Individuals & Groups - Final ok - 03.09.21(Id 2656).docx (D165249726)</p>				
422/544	SUBMITTED TEXT	17 WORDS	100% MATCHING TEXT	17 WORDS
<p>caseworker has to be very cautious and conscious of his own needs while suggesting and offering advice. 13.</p> <p>SA 470E1120-Social Work Practices with Individuals & Groups - Final ok - 03.09.21(Id 2656).docx (D165249726)</p>				
423/544	SUBMITTED TEXT	25 WORDS	94% MATCHING TEXT	25 WORDS
<p>is the tendency in every human being to relate the emotions and attitudes that have developed during his growth to those people in his immediate environment.</p> <p>SA Social Work with Indiv and Groups Block 1.pdf (D164882170)</p>				
424/544	SUBMITTED TEXT	12 WORDS	87% MATCHING TEXT	12 WORDS
<p>will transfer a desire for help, friendship, guidance, emotional support and interest. will transfer a desire to help, friendship, guidance, emotional support and interest. -</p> <p>W https://schoolcounsellorsofindia.blogspot.com/2012/04/social-case-work.html#!</p>				

425/544	SUBMITTED TEXT	13 WORDS	88% MATCHING TEXT	13 WORDS
<p>There are three stages in dealing and using transference in social case work.</p> <p>W http://ddceutkal.ac.in/Syllabus/MSW/Paper-5.pdf</p>		<p>there are three stages in dealing and using transference in social work. 1.</p>		
426/544	SUBMITTED TEXT	48 WORDS	91% MATCHING TEXT	48 WORDS
<p>Understanding the transference. 2. Utilizing the transference. 3. Interpreting the transference Understanding of the transference is essential for the worker as it helps to understand the behavior of the client and to recognize its significance in his development process. It also explains the present unconscious needs of the client. Understanding of the transference</p> <p>W http://ddceutkal.ac.in/Syllabus/MSW/Paper-5.pdf</p>		<p>understanding the transference 2. Utilizing the transference 3. Interpreting the transference Understanding of the transference is essential for the worker as it helps to understand the behavior of the client and to recognize the significance in his development process. It also explains the present unconscious need of the client. Utilization of the transference</p>		
427/544	SUBMITTED TEXT	65 WORDS	72% MATCHING TEXT	65 WORDS
<p>Utilization of transference depends on the understanding of the social case work of the phenomena .It explains many cures or treatments of emotional disturbances by life situations and by fortunate relationship with other persons. The recognition of a transference need permits the establishment of a relationship between a case worker and a client which allows for the utilization of such techniques as suggestion, advice, counselling, and education. The interpretation of</p> <p>W http://ddceutkal.ac.in/Syllabus/MSW/Paper-5.pdf</p>		<p>Utilization of the transference depends on the understanding of the case worker of the phenomena. It explains many cures and treatments of emotional disturbances by life situations and by fortune relationship with other persons. The recognition of transference need permits for the establishment of a relationship between a case worker and a client which allows for the utilizations of such techniques as suggestions, advise, counseling and education Relationship is the basis of</p>		
428/544	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
<p>is transferring to a real person feelings, attitudes, and fantasies which</p> <p>SA Social Work with Indiv and Groups Block 1.pdf (D164882170)</p>				
429/544	SUBMITTED TEXT	16 WORDS	96% MATCHING TEXT	16 WORDS
<p>confronting the individual with the awareness that his behavior is the repetition of a specific unconscious</p> <p>SA Social Work with Indiv and Groups Block 1.pdf (D164882170)</p>				
430/544	SUBMITTED TEXT	13 WORDS	96% MATCHING TEXT	13 WORDS
<p>the job of case worker to recognize his feelings and must control them. 21.</p> <p>W https://schoolcounsellorsofindia.blogspot.com/2012/04/social-case-work.html#!</p>		<p>The job of the case worker to recognize his feelings and must control them. *</p>		

431/544	SUBMITTED TEXT	15 WORDS	100% MATCHING TEXT	15 WORDS
Hamilton, Gordon (1956); Theory and Practice of Social Case Work; Columbia University Press, New York. 3.		Hamilton, Gordon (1956), Theory and Practice of Social Case work; Columbia University Press, New York.		
W https://www.egyankosh.ac.in/bitstream/123456789/49477/1/Block-1.pdf				
432/544	SUBMITTED TEXT	42 WORDS	94% MATCHING TEXT	42 WORDS
Transference promotes a feeling on the part of the client that his problem is being shared and case worker is genuinely interested in his welfare. This feeling of the client makes him easy, calm; less burdened with anxiety and opens the road for fruitful solution.				
SA Social Work with Indiv and Groups Block 1.pdf (D164882170)				
433/544	SUBMITTED TEXT	37 WORDS	96% MATCHING TEXT	37 WORDS
Skill is the capacity to perform a task or act in such a way that the objectives are realized effectively and within the shortest possible time. Skill development depends upon training, practice, experience and knowledge of human behavior.				
SA 480E1230-Social Work with Individuals (Final Proof 07.03.2023).doc (D165107502)				
434/544	SUBMITTED TEXT	30 WORDS	100% MATCHING TEXT	30 WORDS
Skill lies in showing respect, and genuine interest in the client and his problems, respecting his opinions and values, and involving him in every stage of finding solution of his problems.				
SA SOCIAL CASE WORK SLM FOR ODL.pdf (D123772683)				
435/544	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
requires capacity to listen to, express interest and show respect to the				
SA SOCIAL CASE WORK SLM FOR ODL.pdf (D123772683)				
436/544	SUBMITTED TEXT	32 WORDS	90% MATCHING TEXT	32 WORDS
his problems. Therefore, caseworker needs capacity to tap all such resources either available in the friends circle or with the relatives or in the community of the client in general to help him.				
SA Social Case Work Block 1.pdf (D164874043)				

437/544 SUBMITTED TEXT 52 WORDS **71% MATCHING TEXT** 52 WORDS

skill lies in locating and using these resources for helping the client in such a way that it does not damage his self-image, especially in out Indian settings. After having established a congenial relationship, explored his problems and tapped the needed resources, it is extremely important to discuss the possible approaches to solve the problem in

SA SOCIAL CASE WORK SLM FOR ODL.pdf (D123772683)

438/544 SUBMITTED TEXT 27 WORDS **94% MATCHING TEXT** 27 WORDS

Skill lies in helping the client to understand each alternative with its all implications and to decide for the best possible course of action in the situation.

SA SOCIAL CASE WORK SLM FOR ODL.pdf (D123772683)

439/544 SUBMITTED TEXT 50 WORDS **67% MATCHING TEXT** 50 WORDS

have roots in the democratic social system. These contain certain ideas which are valuable to anyone engaged in social case work practice. 1. Every man has inherent worth and dignity-This is a fundamental value of democracy, therefore, of social case work too. He or she is worthy caring for the simple reason that he

SA 480E1230-Social Work with Individuals (Final Proof 07.03.2023).doc (D165107502)

440/544 SUBMITTED TEXT 66 WORDS **93% MATCHING TEXT** 66 WORDS

she is an individual, a human being capable of contributing to the growth of the society. It is because of this attitude that social workers attend to every person's need without an consideration of class, caste or creed etc., and serve anyone and everyone without any discrimination. They recognize the fact that every member, whatever be his handicap, has worth; therefore, he deserves to be respected and he is a

SA 480E1230-Social Work with Individuals (Final Proof 07.03.2023).doc (D165107502)

441/544	SUBMITTED TEXT	203 WORDS	99% MATCHING TEXT	203 WORDS
<p>dignified member of the society like anyone of the society. He had to be respected so that he can get all possible help and facilities to live a socially productive and personally gratifying life. 2. From this it follows that individual has right to self-determination, taking decisions about all the matters related to self as long as it does not interfere with the rights of others. One is considered to be capable of taking decisions about one's own future and the helper is only to tell him the pros and cons of his decisions to enable him to choose his own future course of action. 3. Every individual is the primary concern of society, has potential for and the right to growth and it is the responsibility of the society to provide equal opportunities to everyone to actualize his self. 4. Every individual in turn, has to contribute to the society's development by assuming his social responsibility, discharging his functions honestly and acting properly and adequately in his social roles. 5. The individual and society in which one lives are interdependent. Neither the individual nor the society can be conceived of without each other. 6. Basic human needs to be met by services which are not contingent upon conformity either to moral behavior or to race, nationality, religion, caste, etc. 7.</p>				
<p>SA 480E1230-Social Work with Individuals (Final Proof 07.03.2023).doc (D165107502)</p>				
442/544	SUBMITTED TEXT	13 WORDS	86% MATCHING TEXT	13 WORDS
<p>is a bio-psycho-social who is in constant interaction with his environment. Social functioning</p>				
<p>SA 480E1230-Social Work with Individuals (Final Proof 07.03.2023).doc (D165107502)</p>				
443/544	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
<p>Every person is unique as well as similar to others. 9.</p>				
<p>SA 480E1230-Social Work with Individuals (Final Proof 07.03.2023).doc (D165107502)</p>				
444/544	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
<p>can grow and change limited only by his inherent capacities and potentials.</p>				
<p>SA 480E1230-Social Work with Individuals (Final Proof 07.03.2023).doc (D165107502)</p>				
445/544	SUBMITTED TEXT	15 WORDS	88% MATCHING TEXT	15 WORDS
<p>Perlman, H. (1957); Social Casework : A problem-solving process, Chicago : University of Chicago press.</p>				
<p>Perlman, H. (1957), Social Casework: A Problem Solving Process, University of Chicago Press,</p>				
<p>W https://egyankosh.ac.in/bitstream/123456789/52011/1/MSW-007.pdf</p>				

446/544	SUBMITTED TEXT	23 WORDS	82% MATCHING TEXT	23 WORDS
<p>Social Casework Structure 9.1 Objective 9.2 Introduction 9.3 Principles of Social Casework 9.4 Schools of Social Casework 9.5 Theories of Social Casework 9.6</p>		<p>SOCIAL CASEWORK Contents 2.0 Introduction 2.2 Principles of Social Casework 2.3 Schools of Social Casework 2.4 Theories of Social Casework 2.5</p>		
<p>W https://egyankosh.ac.in/bitstream/123456789/17153/1/Unit-2.pdf</p>				

447/544	SUBMITTED TEXT	13 WORDS	87% MATCHING TEXT	13 WORDS
<p>References 1. Biestek, Felix P (1957); The Case Work Relationship, Loyola University Press, Chicago. 2.</p>		<p>References Biestek, Felic P (1957), The Case Work Relationship, Loyola University Press, Chicago,</p>		
<p>W http://www.ignou.ac.in/upload/bswe-02-block1-unit-2-small-size.pdf</p>				

448/544	SUBMITTED TEXT	213 WORDS	88% MATCHING TEXT	213 WORDS
<p>Diagnostic and functional schools of thought have been explained along with the difference between the two. Theories and models of working with the individuals have got its place in the present unit. 9.3 Principles of Social Casework Letus quickly once again revise the principles of social casework are applied in establishing close relationship between social caseworker and the client. Relationship is the medium through which changes are brought in the behaviour and personality of the client. The term relationship in social casework was used for the first time by Miss Virginia Robinson in her book, "A Changing Psychology in Social Case Work" in 1939. The social casework relationship is the dynamic interaction of attitudes and emotions between the social caseworker and the client with the purpose of helping the client to achieve a better adjustment between himself and his/her environment. Thus the purpose of establishing relationship is to help the client with his/her psycho- social needs and problems. The relationship between caseworker and client may be more strengthened by using certain principles. These principles are : a) Principle of individualization b) Principle of meaningful relationship c) Principle of acceptance d) Principle of communication e) Principle of expression of feelings f) Principle of controlled emotional involvement g) Principle of non-judgmental attitude h) Principle of client's self-determination i) Principle of worker's self-awareness j) Principle of social functioning k) Principle of tuning behaviour l) Principle of social learning m) Principle of confidentiality</p>		<p>Diagnostic and functional schools of thought have been explained along with the difference between the two. Theories and models of working with the individuals have got its place in the present unit. 20 of Social Casework 2.2 PRINCIPLES OF SOCIAL The principles of social casework are applied in establishing close relationship between social caseworker and the client. Relationship is the medium through which changes are brought in the behaviour and personality of the client. The term relationship in social casework was used for the first time by Miss Virginia Robinson in her book, "A Changing Psychology in Social Case Work" in 1939. The social casework relationship is the dynamic interaction of attitudes and emotions between the social caseworker and the client with the purpose of helping the client to achieve a better adjustment between himself and his/her environment. Thus the purpose of establishing relationship is to help the client with his/her psycho-social needs and problems. The relationship between caseworker and client may be more strengthened by using certain principles. These principles are: 1) Principle of individualization 2) Principle of meaningful relationship 3) Principle of acceptance 4) Principle of communication 5) Principle of expression of feelings 6) Principle of controlled emotional involvement 7) Principle of non-judgmental attitude 8) Principle of client's self-determination 9) Principle of worker's self-awareness 10) Principle of social functioning 11) Principle of tuning behaviour 12) Principle of social learning 13) Principle of confidentiality 1)</p>		
<p>W https://egyankosh.ac.in/bitstream/123456789/17153/1/Unit-2.pdf</p>				

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. 2) Principle of meaningful relationship The purpose of establishing relationship in social casework is to change the behaviour of the client or to achieve adjustment in maladjusted situation. Meaningful relationship is developed in social casework by demonstrating the interests in client. He/she is convinced of the caseworker's warmth as an individual and conveys respect and caring for him/her. In return, the caseworker helps the client to trust in his/her objectivity and feel secured as worthwhile individual. 3) 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. 4) 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. 5) Principle of expression of feelings Purposeful expression of feelings is the recognition of the client's need to express his/her feelings freely, especially his/her negative feelings. The caseworker listens purposefully, neither discouraging nor condemning the expression of those

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. 2) Principle of meaningful relationship The purpose of establishing relationship in social casework is to change the behaviour of the client or to achieve adjustment in maladjusted situation. Meaningful relationship is developed in social casework by demonstrating the interests in client. He/she is convinced of the caseworker's warmth as an individual and conveys respect and caring for him/her. In return, the caseworker helps the client to trust in his/her objectivity and feel secured as worthwhile individual. 3) 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 her behaviour differs from the approved one. Later on, he/she tries to modify his/her behaviour step by step. 4) 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. 5) Principle of expression of feelings Purposeful expression of feelings is the recognition of the client's need to express his/ her feelings freely, especially his/her negative feelings. The caseworker listens purposefully, neither discouraging nor condemning the expression of those

W <https://egyankosh.ac.in/bitstream/123456789/17153/1/Unit-2.pdf>

feelings. Sometimes he/ she even stimulate and encourage them when the expression is of therapeutic nature. 6) The Principle of controlled emotional involvement The social caseworker tries to understand the client's feelings and emotions but he/she himself/herself does not involved emotionally in his/her problems. 7) Principle of non-judgmental attitude The non-judgmental attitude is a quality of the casework relationship. The caseworker does not blame the client for his/her problem nor he assigns any responsibility for his/ her miseries. He/she only evaluates the attitudes, standards or action of the client. 8) Principle of client self-determination The client's self-determination is the practical recognition of the right and need of clients to freedom in making his/her own choices and decisions. But this right is limited by the client's capacity for positive and constructive decision making. 9) Principle of self-awareness It means that caseworker should know his/her own strengths and limitations in dealing with client's problems. If he/she feels that the problems of the client are beyond his/her capacity, the client should be transferred to the appropriate authority. 10) Principle of social functioning Social functioning means the functioning of the individual in his/her social roles and relationships, with emphasis on his/her relation to the environment. The caseworker tries to assess the roles of the client and his/her capacity to perform these roles. 11) Principle of tuning behaviour Man has body, mind and intellect as three instruments of experiences through which life constantly pulsates. These three instruments have their own distinct characteristics in each person. Hence each person has unique personality. There is need of tuning three instruments for right perception and thinking. The social caseworker does it. 12) Principle of social learning Social learning is a pre-requisite to the changes that are inevitably involved in problem solving. The social learning processes involves :

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Arousing and focusing attention and concern, (2) Organising and evaluating the problem and planning future action, (3) Searching for and acquiring new information, (4) Providing opportunities to the client for new experience. 13) Principle of confidentiality Confidentiality is the preservation of the secret information concerning the client, which is disclosed in the professional relationship only. 9.4 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.

arousing and focusing attention and concern, (2) organising and evaluating the problem and planning future action, (3) searching for and acquiring new information, (4) providing opportunities to the client for new experience. 13) Principle of confidentiality Confidentiality is the preservation of the secret information concerning the client, which is disclosed in the professional relationship only. Schools of Social Casework In the beginning the aim of social work was to help but later on due to influence of psychology and psychiatry, personality and behaviour treatment have also been 30 Social Work Intervention with Individuals and Groups 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)

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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.

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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

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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.

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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 closer. 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.

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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' 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 apprising 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. 9.5 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.

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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 is his/her need. 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

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of social case work. 9.2 Introduction Social Casework, a primary method of social work is concerned with the adjustment and development of the individual towards more satisfying human relations. But his/her adjustment and development depend on the use of available resources by him and within him. Sometimes due to certain factors, internal or external he/she fails to avail existing facilities. In such situation social caseworker by using different resources; both material and human helps the client. But before applying different techniques to the client in solving his/her psycho-social problems, he/she is required to know the theoretical framework of social casework practice. There are certain principles of social casework practice and these principles are the guidelines to work with client. Those principles have also been discussed here.

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<p>assessment, b) construction of anxiety hierarchies, c) training in muscle relaxation, d) imaginary training, and</p>		<p>assessment, (2) construction of anxiety hierarchies, (3) training in muscle relaxation, (4) imaginary training, and (5)</p>		
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<p>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.</p>		<p>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.</p>		
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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 differs on each of the member. The development of children is 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

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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 self-control 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 enforcements. 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.

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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 : a) It tries to release, energize and gives directions to the client's motivation for change. b) It tries to release and exercise the client's mental, emotional and action capacities for coping with the problem. c) 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.

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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. 9.6 Summary In this unit we have examined the similarities and differences between social casework, counselling and psychotherapy because these three methods are used in providing services to the individual client. There are different principles, which are significant in the practice of social casework, have been analyzed here. If the social worker working with the individual follows these principles he/she will be more useful to the client and will be able to perform his/her job efficiently. There are two schools of approaches in social casework—diagnostic and functional — are practiced in social casework. These have been highlighted with their main features. Certain important theories or models of social casework practice have also been narrated in this

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 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. In this chapter we have examined the similarities and differences between social casework, counselling and psychotherapy because these three methods are used in providing services to the individual client. There are different principles, which are significant in the practice of social casework, have been analyzed here. If the social worker working with the individual follows these principles he/she will be more useful to the client and will be able to perform his/her job efficiently. There are two schools of approaches in social casework--- diagnostic and functional--- are practiced in social casework. These have been highlighted with their main features. Certain important theories or models of social casework practice have also been narrated in this

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218 WORDS

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Key Words Counselling : It is a personal help directed toward the solution of a problem, which a person finds difficult to solve. It is always used for some particular purpose like marriage counselling, family counselling, etc. Therapeutic Interviewing : It is used where intra-psycho conflict is projected to the social environment. It is also used with neurotic patient or with behaviour disorders patient. For the analysis of the unconscious, techniques of free association, dream interpretation, analysis of resistance and transference are applied. Psychic Energy : It is an internal or psychological power of an individual, which gives him stimulus to work in the direction as required. It is determined largely by the favourable or unfavourable course of one's psycho-social development. Relationship : The relationship is the medium in social casework through which help is provided to the client. Communication : Communication is the medium through which an individual understands the personal and social environment of the client. When there is any fault in communication, problem arises. Social Diagnosis : Social diagnosis is the attempt to reach the exact definition of client's social problem. There are three types of diagnosis—dynamics, clinical and etiological. Social Treatment : Social treatment is the sum total of all activities and services directed towards helping a client with a problem. Three treatment methods are applied : (1) administration of public services, and (2) environmental modification, (3) direct treatment—counselling, therapeutic interviewing, insight development, psychological support, etc. 9.8

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Biestek, Felic P (1957), The Case Work Relationship, Loyola University Press, Chicago, Illinois. Friedlander, W.A. (1958), Concept and Methods of Social Work; Prentice Hall, MC, Englewood Cliffs, N.J. Hamilton, Gordon (1956), Theory and Practice of Social Case Work; Columbia University Press, New York. Hollis, F. (1972), Casework the Psycho-Social Therapy, Random House, New York. Perlman, H.H. (1957), Social Case Work : A Problem Solving Process, Chicago. Richmond, Mary (1922), What is Social Case Work, The Russell Sage Foundation, New York. Sheafor, B.W. & Others (1997), Techniques and Guidelines for Social Work Practice, Allyn and Bacon, London. Trevithick, P. (2000), Social Work Skills : A Practice Handbook; Open University Press, Philadelphia. Vass, A.A. (1996), Social Work Competences, Sage Publications, London.

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467/544	SUBMITTED TEXT	162 WORDS	100% MATCHING TEXT	162 WORDS
<p>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 behaviour modification: Simple Extinction In this technique, the reinforcement is removed to eliminate a maladaptive pattern of behaviour. This is especially helpful where maladaptive behaviour is being reinforced unknowingly 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 :</p> <p>SA Social Work with Indiv and Groups Block 1.pdf (D164882170)</p>				
468/544	SUBMITTED TEXT	1 WORDS	93% MATCHING TEXT	1 WORDS
<p>http://www.bdu.ac.in/schools/social-sciences/social-work/docs/studymaterials/Social_Case_Work_Practice_or_Working_with_Individuals_UNIT_IV.pdf http://</p> <p>SA MSWS-12 social work with individuals (Repaired).docx (D117055443)</p>				
469/544	SUBMITTED TEXT	19 WORDS	88% MATCHING TEXT	19 WORDS
<p>of Social Casework Practice 10.4 Determinants of Fields of Practice 10.5 Fields of Social Case Work Practice 10.6 The Family 10.7 Hospitals 10.8</p> <p>SA Social Work with Indiv and Groups Block 1.pdf (D164882170)</p>				
470/544	SUBMITTED TEXT	63 WORDS	100% MATCHING TEXT	63 WORDS
<p>Introduction Now that you have learnt about the concepts, process, and skills and techniques of Social Casework, it is time to look at how to apply these concepts and techniques (differential use), where will you apply them (location) and with whom (client groups). Social casework situation comes into existence when a person comes to a professional seeking help in connection with some concern / problem / issue which</p> <p>SA SOCIAL CASE WORK SLM FOR ODL.pdf (D123772683)</p>				

471/544	SUBMITTED TEXT	27 WORDS	94% MATCHING TEXT	27 WORDS
<p>he/she is not able to deal with himself. The professional, the social caseworker, views these concerns in the light of the person's total social environment. 10.3 Characteristics of</p> <p>SA SOCIAL CASE WORK SLM FOR ODL.pdf (D123772683)</p>				
472/544	SUBMITTED TEXT	120 WORDS	97% MATCHING TEXT	120 WORDS
<p>All that you have learnt now needs to be applied to specific clients — in specific situations with similar or different problems and concerns — being served by different organisations. It will help you perform more effectively if you keep in mind the following features that characterize social casework practice, wherever you may be located: _ let me start by stressing the fact that casework help is not standardized. As we go along, we shall talk about different factors that may determine caseworker's differential response to a similar situation. ? The individual, the client, is seen as a whole — as a thinking, feeling, acting being — in continuous interaction with his total social environment. ? The Social Caseworker represents not only the agency which has employed, but also</p> <p>SA SOCIAL CASE WORK SLM FOR ODL.pdf (D123772683)</p>				
473/544	SUBMITTED TEXT	72 WORDS	82% MATCHING TEXT	72 WORDS
<p>profession — Social Work. That is, he/she has to practice (use knowledge and skills & techniques) within the professional value-system, ethics and principles but at the same time be responsible for achieving the goals of the employing agency. ? While the Case Worker generally work within the service delivery systems devised by the organisation, he/she has a commitment to performing the role of a change — agent in case these systems are dehumanizing or degrading for the clients. ?</p> <p>SA SOCIAL CASE WORK SLM FOR ODL.pdf (D123772683)</p>				
474/544	SUBMITTED TEXT	53 WORDS	94% MATCHING TEXT	53 WORDS
<p>personal self and make sure that it does not interfere in his/her social casework practice. ? It is all the more important in Social Casework because its clients' problems and concerns have heavy emotional component. ? Human problems of living are complex and multidimensional and require sensitive handling. ? Therefore, Social Casework practice may very often require interagency collaboration. ?</p> <p>SA SOCIAL CASE WORK SLM FOR ODL.pdf (D123772683)</p>				
475/544	SUBMITTED TEXT	14 WORDS	100% MATCHING TEXT	14 WORDS
<p>will very often be a part of a team of professionals. In primary settings,</p> <p>SA SOCIAL CASE WORK SLM FOR ODL.pdf (D123772683)</p>				

may have an ancillary status. It is important for him/her to communicate contribution as a social work professional to other professionals in the team. ? Social Casework service may be offered for prevention, promotion, cure/ remedy, rehabilitation, placement, reformation, palliative care, or for modification of social environment. 10.4 Determinants of Fields of Practice Fields of social casework practice are broad areas or settings in which casework method is utilized to help individuals and families. Various fields can be determined on the basis of the following components: a) Person-in-context—The context here includes the total social environment of the client a male adult with visual impairment, a middle-aged woman abandoned by her husband, an orphaned child in a Foundling Home. b) The concern or the problem requiring help—Destitution, chronic illness requiring major changes in life-style, drug dependence, rehabilitation, trauma caused by riots or serious accident, bereavement, role conflict, displacement. c) The human service organisations that provide the location for providing help, like, schools, hospitals, childcare institutions, short stay homes, institutions for the elderly and juvenile homes. The first two dimensions can be analyzed further from two perspectives : ? The needs perspective a) Common human needs—beside survival needs, every individual has needs for affection, for security, for achievement and for belonging (to a group). b) Special human needs—needs that arise because a person has a disabling impairment, is suffering from a chronic illness requiring major changes in life style, has deficit of coping or social skills, needs arising due to traumatic experiences like accident, riots, natural calamities or needs of very young or old persons. c) Societal caused needs—those that arise due to certain conditions in society itself, for example, discriminatory practices, oppression, deprivation, or displacements due to large developmental projects. The needs perspective helps the worker in understanding the source and extent of the problem as

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it applies in each case. It helps in knowing about the impact of the unfulfilled need of the client and his social environment. The worker is able to help the clients decide upon the action plan for dealing with their problematic situation by fulfilling the unmet needs. ? The life-span perspective An individual experiences a number of life changes as he/she goes through his life cycle, that is, from birth to death. She/he is seen as moving in life through a series of developmental stages, each stage requiring the individual to successfully complete some tasks before he/she moves on to the next one. In most cases, human beings move through this cycle without major unsettling stresses. But if the person is not able to achieve this transition smoothly, he/she may find life changes stressful and is thus unable to adapt to the new demands. A five-year-old child enters school, which is discipline-driven and formal, after the secure and free atmosphere of home. A young girl gets married, shifts to her matrimonial home and takes over the role of a wife and daughter-in-law. If she is not prepared for this transition, she may feel overwhelmed by the demands of her new situation and get depressed. A middle-aged man, gainfully employed, gets retired from his job. From a very busy life style with set routines, he/she now finds himself at loose ends, with a lot of time at his disposal. How well he/she is prepared to deal with the life changes will determine the level of his emotional well-being. d) The human service organisations: The mandate of these organisations is that of 'service', that is, to maintain and improve the general well-being and functioning of people. Examples of such organisations are schools, hospitals, correctional institutions, and social welfare and development agencies. Human Service Organisations are characterized by a) goals and objectives, b) specific client groups, c) personnel, d) programmes and services, e) service delivery systems, f) material resources and networks.

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Fields of Social Case Work Practice As we have already stated that any discussion of fields of casework practice needs to look at two components : client groups with some problem or concern and the setting where the clients get help with their concerns. Let us first describe in brief the client groups and some of their characteristics. The Individual Person and his/her interaction with social environment are influenced significantly by a number of factors. These factors determine as to how different clients react to a similar situation/problem/concern differently. Their expectations from the caseworker may also vary accordingly. Some of these factors are : ? Age : The needs and concerns, problems and difficulties faced by a child are invariably different from those of a young adult or an elderly person. Again, how the individual of any specific age group looks at the situation under study, feels about it and wants it to be handled may differ according to the age of the individual. ? Sex : The experiences and conditions of male and female persons in a given society are socially and culturally determined. The status in society (rights, privileges and power within the family and society at large), division of tasks, role expectation, role transitions, and role conflicts affect men and women differently. The stereotyping of image and roles tend to become oppressive and discriminatory for women specially. ? Caste : In Indian society, caste based discrimination affects individuals and families across age and sex divisions, although females suffer the most. The low status because of belonging to lower castes results in deprivation, oppression, and lack of opportunity, depression, apathy and inertia. ? Class : The income group an individual belongs to determine the life goals and motivation for striving for change. Outlook towards life and problems of living are likely to affect persons belonging to : a) lower income groups; b) middle income groups; c) affluent groups; or

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d) Those who are below poverty line. ? Religion : In a pluralistic society like India, belonging to minority groups' religion has its own difficulties. Religion holds a very important place in an Indian person's upbringing. Understanding of religious beliefs, customs and moral values is essential in helping a person. ? Region : People belonging to rural, urban or tribal areas tend to demonstrate specific response patterns and preferences in life. Persons hailing from a small city, a village or a metro city, are exposed to different stimuli. Their life experiences will, therefore, be different from one another. Their needs and expression of concerns may also be different.

10.6 The Family

Family is a special social group wherein members are bound to each other by blood or marriage. The main function of family is child rearing, growth and development of each member. Families fulfil their social responsibility by socializing children in the culture of the society. In fulfilling their functions, families interact with a large number of social systems and organisations like, kinship network, religious and economic institutions, schools, the work place, civic authorities, welfare and legal framework etc. Unique patterns of interaction within the family (among members), and with outsiders evolve overtime. Family is a system wherein the experience of any one member affects the other members. A drug dependent son, a physically or mentally challenged child, the main earning member having problems at the work place, an elderly father / mother—all affect the social functioning of the family as a whole. Sometimes, the problem faced by one member is an expression of a serious problem with the basic interpersonal relationships, interaction and communication patterns within the family. Families go through a life cycle. Marriage takes place and children are born. Children go to school or work. The first child gets married—the daughter goes away or the daughter-in-law joins. The married son may or may not stay with the parents. The parents grow old and die. The son continues with the family. With each change in the composition of

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the family and role transition, various stresses occur. Most often, families are able to cope with these normal transitions. But, some special situations cause a sense of inadequacy in the families and they are forced to seek professional help. Some of the problems, which put too much strain on family's coping mechanisms, are severe marital discord, domestic violence, child abuse, incest and redundancy (unemployment). Let us now discuss some of these settings in brief to get an idea of what are their main features, what kind of problems or concerns they deal with and the kind of professional interventions Caseworkers provide to their clients—individuals and families.

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

Institutions Providing Mental Health Care The caseworker works as a member of the team of professionals including psychiatrists, psychologists and occupational therapists. Psychiatrists are the main professional group in charge of care and treatment of the mentally ill or emotionally disturbed persons. The patients may be attending OPDs, day care, or may be hospitalized. The main tasks of the caseworker are to maintain constant contact with the family of the patient; mediate between the doctors and the patient/family; provide

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schools/aided by the Govt. or fully private independent schools. Despite progressive and child-centred educational philosophy, schools are characterized by emphasis on syllabus (information content), formal examination system for evaluating achievements and formal teacher child relationships. In this context, the child very often is not able to get his basic human and educational needs fulfilled. This situation proves to be stressful to the child. Due to preoccupation with syllabus and maintaining discipline, teachers are unable to individualize the child's situation and there is a 'problem child' at hand. Hence, there is recognition of need for individualized. Social Casework service to help the child. School, however, offers an excellent opportunity to Caseworkers for offering preventive and promotive interventions beside remedial service. Transition of the child from entry to passing out from school coincides with the child's own maturation process. By anticipating the demands and stresses of a particular age group, appropriate interventions may be planned so as to avoid unnecessary emotional turmoil. By helping in the development of personality and life and social skills, the Social Caseworker can achieve the status of a partner in the educational process. Despite of its being a secondary setting of Social Casework practice, the Worker can easily demonstrate the vital contribution of Professional Social Work to fulfillment of educational goals of schools. The Social Caseworker works as a liaison between the family and the teacher. He/she acts as a mediator, enabler, teacher (giving necessary information), advocate (to highlight the negative impact of school norms and practices on the child), change- agent for the school's systems and procedures, and as a consultant for the staff of the school in matters regarding children's needs and well-being. ? Residential Institutions There are situations when individuals have to be removed from their natural environments and placed in residential institutions. Some of the institutions where social casework is practiced are as follows : a) Children's Homes : Children who are destitute, orphans, or have run away from home and cannot be sent back home; those who are violence, risk to health (e.g., healthy children of leprosy patients) or moral danger are generally placed in children's homes. Most of these Homes operate under the provisions of Juvenile Justice Act and, therefore, provide custodial care.

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to the patient; assist in discharge and after care of the patient. The worker provides the necessary support to the family and helps the other family members understand the needs of the mentally ill person. ? Working with the Chronically/Terminally Ill The patients who are suffering from chronic illness, like diabetes, asthma, and heart disease, need help in understanding their illness and the demands of the treatment, and adjusting their life-styles to the limitations imposed by the condition. The families of the patients also need support and guidance in dealing with the patient's condition that may have long-term implications for the entire family. In some cases, especially among those belonging to lower income groups, the financial burden may need to be eased out by identifying and mobilizing resources in the kinship network or community at large. While working with the terminally ill patients, the first dilemma the worker faces is to inform the patient and his family about the illness. The patients suffering from a terminal illness, like cancer and AIDS, have additional stress factor—the thought of impending death and anxiety about the family after their death. The tasks of the caseworker include : a) ensuring palliative care to reduce pain and discomfort, b) talking about death, c) involving the patient in planning for the family after his/her death, d) providing opportunity to family members to talk about death and dying, e) providing support emotional and material to the patient family. In the case of AIDS, the caseworker will need to tackle the issue of stigma attached with contracting AIDS and the possibility of infection getting passed on the other family members. ? Schools Schools are institutions for formal education, with a fixed routine, set syllabus, and a well-established pattern of teaching and learning. Teachers are the main professional group and they spend the maximum time with students. Schools vary in size— from small single teacher schools in the villages and tribal areas to large bureaucratic organisations with thousands of students. Schools may offer primary, middle, secondary or senior secondary education. Again, some may be Government

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The residents in these homes need nursing care, understanding and emotional support. The caseworkers in these institutions help the residents cope with loss of the loved ones, illness, lack of energy, loneliness, loss of economic independence and the thought of approaching death. The caseworker enables the client maintain his/her self-esteem. He/she also helps the family deal with suppressed or open feelings of guilt so as to encourage them to maintain cordial relation with the client. The worker needs to identify and mobilize community resources like motivating and orienting volunteers to spend time with the residents, talk to them and attend to their simple errands. d) Residential institutions for women : Short stay homes, rescue homes, nari niketans, widow homes etc. are some of the settings where casework practice takes place. Most of the inmates are those women who are destitute, abandoned or battered by their husbands, widows with no relative to give them support, victims of crimes including prostitution or kidnapping. These residents need to build their skills—vocational and social—to become independent persons capable of taking care of their lives. The caseworkers try to bring about conciliation between the client and her family, if any. Where marriage is indicated, pre-marital counselling is provided. ? Organisations Working with the Differently Abled There are residential and non-residential organisations offering variety of services to the differently abled. The main task of the caseworker is to fulfill the objectives of the organizations such as a) Care, b) rehabilitation - vocational training, education (depending upon their capacity), employment; c) offering services according to governmental provisions and special concessions; d) advocacy to reduce or remove social discrimination against the differently abled; and e) facilitating the client's acceptance and understanding of his/her situation and also recognition of his/her potential. Giving support to the client —both emotional and action oriented—is an important

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intervention offered by the caseworker. The caseworker also works with the family to help them cope with the situation, to understand the needs of the client, and to learn to take care of the client when he or she is at home. The worker very often acts as a broker, linking the client and or his/her family with the available community resources and networks of other organisations working in this area. ? Organisations Working with Victims of Disasters There is increasing recognition of the need for individualized help for the victims of disasters whether natural or man-made. Victims of natural calamities are victims of floods, earthquakes, and drought. Victims of man-made disasters include victims of communal violence (riots), serious accidents, mega projects of development etc. Some of the common experiences of most of the victims of disasters are trauma; loss of loved ones; loss of livelihood or assets; homelessness; feeling of helplessness; feeling of anguish or hostility (desire for revenge); loss of community feeling; despair and a sense of fatality or sometimes high/unrealistic expectations from the worker. Despite this commonness, the clients need individualized care to overcome debilitating impact of the crisis. Large-scale displacements due to mega projects like Dams lead to erosion of community and family life, absence of usual social control mechanisms, the tearing of the social fabric, and loss of livelihoods beside the problems of settling down in alien environments. Working with these persons is a big challenge for the Caseworker. It is not easy to win their trust as they have lost confidence in everyone around them. Very often, winning their trust is the first vital step towards taking them out of the traumatic experience. Beside offering them emotional support, the worker needs to build in them hope for a secure future. The worker enhances the client's resources by co-ordinating with various agencies—both governmental and voluntary. Giving information about the available services and provisions goes a long way towards instilling hope in the clients. The clients are helped in viewing their experiences rationally rather than emotionally. But, this can be done only after they have emerged from their trauma. Engaging the client in the planning and implementation of the action plan facilitates the client's rehabilitation and recovery from despair. ? Organisations Working with Women

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Children are committed for specific periods. There is sometimes a feeling among inmates that they are under detention. Only in a small number of cases adoption and foster care services are or can be offered. Homes, run by the Govt. or voluntary organisations, are expected to provide custody and care to the children. Social Worker is an important professional here. Living arrangements may be dormitory or cottage types. Social Caseworker is expected to help each inmate adjust to the life within the Home and achieve psychosocial development. As the children have often gone through traumatic experiences before they are placed in Homes, it is very important for them to come to terms with their life, talk about it and get over the pain and the sense of betrayal. The worker is expected to provide pastoral care, liaison with schools where the children go for education, help children develop positive relationships within the institution, and prepare for life after the stay in the Home is over.

b) Correctional Institutions : These include homes/ special schools for the delinquent, prisons, remand/observation homes, beggar homes etc. The main task of the Social Caseworker is to help those in conflict with law by enabling them to understand themselves and their relationship with others. They need to understand what is expected of them as members of society.

The aim is to rehabilitate these persons—to help them in such a manner that they can engage in socially constructive activities once they go back to their homes. The worker helps the clients change /modify their values (so that they are in line with the social values); change their behaviour and response patterns.

The residents of these institutions often have a feeling of hostility towards society or they suffer from a sense of inferiority and inadequacy. Social Casework aims at correcting these attitudes and feelings by modifying the clients' immediate environment, working with their families and maintaining a supportive professional relationship with them. The Caseworker works as a member of a team of professionals like, probation and parole officers, psychologists, psychiatrists, and vocational counsellors and educators. c) Homes for the Aged : The number of old age homes has been increasing in cities. The stresses and constraints of urban living have often led to adult children opting to send their aging parents or relatives to residential institutions.

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rehabilitation of these victims. Special techniques are used to help the victim come out from trauma, and restore her self-confidence and self-esteem. The family also needs understanding and support of the worker in dealing with this situation. The sensitivity towards the discrimination women face in families and society is vital in arriving at accurate assessment of the condition under study. For illustrating Social Casework Practice two cases are presented below. 10.8 Case 1 – Hospital Based Casework Referral The attending doctor refers a woman patient admitted in the female surgical ward to the medical social worker of a government hospital. She is reported to be unwilling to undergo operation, which she has postponed twice before. The Casework Process Study The social worker, Binita met the patient, Mrs. M. in the ward and told her about the doctor's referral. Binita learnt that Mrs. M was 35 years old married woman. Theirs was a nuclear family. She had three children, aged 14, 10 and 5 years. All the children went to a school nearby. Mrs. M. was a housewife. A part time maid servant helped with a few of household jobs. Her husband's job required him often to be away from home. Mr. M had brought his wife to the hospital because of severe pain in her knee. The doctor had advised surgery. Binita explored further to enquire the reasons for the client's resistance to surgery by interviewing the client in the ward and her husband, both in the ward and during a home visit. The worker also spoke to the nurse on duty in case the client had shared

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any of her concerns with the nurses (using the collateral sources for information). She spoke to the doctor concerned to understand the client's medical problem and the chances of the client's recovery. The worker considered the following probable reasons (there could be even more than the ones listed) : a) Was it because of her anxiety as to who would look after her children during her long period of hospitalization? b) Was she scared of the process of operation, as Binita , the medical social worker, knew from her experience that surgery very often created panic in the patients and even their relatives? c) What was her husband's reaction to the doctor's advice? Did he offer any support to her operation? d) Who will attend to her during the post-operative period, because, according to hospital rules, only female attendant is allowed in the female wards? Assessment Binita, the worker, shared with Mrs. M, her understanding of the likely reason(s) for the latter's anxiety about the operation. Binita believed that it was important that Mrs. M confirmed the worker's definition of the client's problem before some solution could be worked out. (Communicating empathy and ensuring client's participation in the process.) Depending on the reason/s, Binita and Mrs. M could consider one or more of the following solutions : 1) Giving Information Binita could explain the exact problem Mrs. M was suffering from. It was possible that the patient might not have felt free to ask the doctor or the doctor never explained the problem in detail. Worker could also explain the complete process of surgery and the chances of recovery. (Based on facts gathered from the doctor himself.) Here she performed the role of a mediator between the patient and the medical staff. 2) Identifying and Mobilizing Family Support System ? Some female relative could be requested to be with children during the period of hospitalization; ? Husband could apply for leave from his office;

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could provide opportunity to Mr. M to express his anxiety. She could have sessions with

could provide opportunity to Mr. K to express his anxiety. She could have sessions with

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husband and children to provide them emotional support. The family, then, could provide the necessary emotional support to the client. (Counselling sessions with the family members.) ? The eldest child could be helped to share some responsibility at home in the mother's absence. With the support of the worker, this experience could become a source of positive learning for children to learn to tackle difficult situations and to become independent. 3) Using Hospital Resources The medical social work department could arrange for an attendant for the client. 4) Any other Any other help that the client may need or any other suggestion that Mrs. M or Mr. M may now think of. Intervention The worker could assure the client that the surgery she was undergoing was well within the doctor's experience. (Based on facts gathered from the doctor himself, so that Binita could offer realistic assurance.) Following the principle of client's right to self determination, Binita could offer one or more of the interventions outlined earlier. Throughout the casework process, she communicated her availability to the client in case of need. Binita also worked as a member of the team of professionals responsible for the medical care of the patients being served by the hospital. Evaluation Mrs. M agrees to undergo surgery. The doctor who had referred the case acknowledges Binita's work and appreciates social work intervention in facilitating the patient's medical treatment. Termination The case is, therefore, formally closed. Binita describes the location of her office in the hospital and working hours and encourages them to meet her whenever they feel the need. They thank the worker for all that she had done for them. Follow-up Binita visits Mrs. M in the ward occasionally, before and after the operation. She seeks feedback about the client's recovery from the doctor and the nurses and passes it on to the family. She keeps in touch with Mr. M and enquires about the children.

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Meets the family at the time of discharge of the patient from the hospital. She ensures that the family is prepared to look after the patient at home during convalescence. In case, there is some unforeseen complication in the post-operative stage, Binita will have to initiate the casework process again. Activity-I Given the same case of the referral of a patient who is unwilling to undergo surgery, work out assessment in the following contexts/circumstances : 1. Patient is an office going male person. All other particulars are the same. 2. Patient is a woman from low-income family. Her husband is a construction site labourer. 3. The patient is a school going/non-school going child (male/female) aged 12 years. 4. The infection having become serious, the doctors may have to amputate the patient's leg above the knee. There is no risk to life on account of the operation. Select any of the family contexts discussed above. Write down your answers and discuss with your field instructor.

10.9 Case 2 – Family Work in the Community We shall now discuss a case where the social worker identified the client herself. The case also demonstrates proactive approach, that is, the worker did not wait for the client to seek help. Rather she offered her service to the client at the latter's own home. Referral Punam, a young trained social worker recently qualified, is working in a community-based organisation. She recently organised a women's group around weekly kirtan (Devotional music and worship day organised by women themselves. A Brahmin woman conducts the worship). The residents of the Basti belong to low-income groups, and mostly of lower castes. After one such session, Punam asked Mrs. P about her daughter-in-law Kala. Punam told Mrs. P that though Kala had arrived some time back, she had not been

Meets the family at the time of discharge of the patient from the hospital. She ensures that the family is prepared to look after the patient at home during convalescence. In case, there is some unforeseen complication in the post-operative stage, Sangeeta will have to initiate the casework process again. Assignment/Activity-I Given the same case of the referral of a patient who is unwilling to undergo surgery, work out assessment in the following contexts/circumstances: a) Patient is an office going male person. All other particulars are the same. b) Patient is a woman from low-income family. Her husband is a construction site labourer. c) The patient is a school going/non-school going child (male/female) aged 12 years. d) The infection having become serious, the doctors may have to amputate the patient's leg above the knee. There is no risk to life on account of the operation. Select any of the family contexts discussed above. Fields of Social Casework Practice 143 Write down your answers and discuss with your field instructor. Case 2 ---Family Work in the Community We shall now discuss a case where the social worker identified the client herself. The case also demonstrates proactive approach, that is, the worker did not wait for the client to seek help. Rather she offered her service to the client at the latter's own home. Referral Renu, a young trained social worker recently qualified, is working in a community-based organisation. She recently organised a women's group around weekly kirtan (Devotional music and worship day organised by women themselves. A Brahmin woman conducts the worship). The residents of the Basti belong to low-income groups, and mostly of lower castes. After one such session, Renu asked Mrs. G about her daughter-in-law Kala. Renu told Mrs. G that though Kala had arrived some time back, she had not been

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seen in the present group. Mrs. P invited Punam to visit their home and meet her daughter-in-law. During the home visit, Punam found that Kala was looking very ill, was obviously anaemic, and did not talk to Punam at all. Sensing Punam's concern, Mrs. P took Punam outside and started complaining about Kala. She informed Punam that Kala was very lazy, did not know how to cook or do other household work, and that Kala always pretended to be ill to escape work. Punam decided to take up the case to help the family. As the family had not asked the help, Punam had to explore the particulars of the family and gather other relevant information very slowly and discreetly (quietly) so that no member of the family felt offended. She learnt the following details about the family. The Social Casework Process Punam realized the importance of applying different principles of casework to be able to establish positive relationship not only with Kala, who Punam identified as her client, but also with Mrs. P and Mohan, Kala's husband. Only then could she hope to help Kala. She accepted Mrs. P Kala and Mohan; adopted a non judgemental attitude; created an atmosphere in which the persons concerned could share their experiences and feelings freely. (Principle of purposeful expression of feelings) She was careful not to allow her initial sympathetic attitude towards Kala and anger against Mrs. P to bias her and affect her exploration work. (Controlled emotional involvement) She had to keep an open mind to gather and interpret information. Study Punam interviewed Mrs. P in her shop. She visited Kala in the presence of Mrs. P and by involving both of them in conversation learnt various facts about their situations. Once or twice she met Mohan along with his mother to observe their interaction. (Using tools of interviewing and home Visit.) Mrs. P in late forties lost her husband when her two sons were still small. Her elder son had shifted, after marriage, to his own establishment in another Basti. Mrs. P owned the single room tenement, acquired by her as result of the slum clearance scheme of the City Government. She also owned a small shop near her home in which she sold simple items of daily needs. Her younger son Mohan, aged 20 years, worked as a worker in a factory nearby. He had left school after studying till class four. Mohan was under awe of his mother and obeyed her completely. Kala was 16 years old and belonged to a village in the district of Jhansi, in the State of

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Uttar Pradesh. She had studied upto 7th Standard and had been forced to leave studies. Kala was not used to cooking on kerosene oil stove. In the village, they used Chullah, with wood and cow dung cakes as fuel. There was a big family with something going on all the time. She had been very scared in the City, very unsure of herself. Her mother-in-law never liked anything that she did. Her husband did not bother about her or her health problems. She had been feeling weak and sickly for quite sometime but had not been taken to the doctor. Kala had become depressed and lost her appetite. She never had any energy to do work fast or properly. Mrs. P did not agree with these observations. Assessment After reflecting on the facts (objective facts and feelings about those facts and experiences), Punam arrived at the following inferences tentatively: ? Kala was from a village and found living in the city stressful; ? She was perhaps not prepared for marriage, being quite young; ? Kala found herself under constant scrutiny of her mother-in-law, Mrs. G, their family consisting of only three members; ? Her sickness could be more due to depression than actual physical reasons (psychosomatic symptoms); ? In any case, it was advisable to get her medical care to eliminate any physical causes of sickness; ? Kala perhaps expected more support from her husband which was not there. Mohan just did not react to the situation; ? He did not want to be blamed or nagged by the mother for having supported the wife as had been the case with his older brother; ? Mrs. P had felt hurt when her older son had left her; ? She wished to keep her younger son and daughter-in-law under her control; ? She felt insecure. After long widowhood and its associated problems, she felt that she had the right to demand obedience from her son and daughter-in-law; ? She wished to prove to the community people that she had full control over her household.

Uttar Pradesh. She had studied upto 7 th Standard and had been forced to leave studies. Kala was not used to cooking on kerosene oil stove. In the village, they used Chullah, with wood and cow dung cakes as fuel. There was a big family with something going on all the time. She had been very scared in the City, very unsure of herself. Her mother-in-law never liked anything that she did. Her husband did not bother about her or her health problems. She had been feeling weak and sickly for quite sometime but had not been taken to the doctor. Kala had become depressed and lost her appetite. She never had any energy to do work fast or properly. Mrs. G did not agree with these observations. Assessment After reflecting on the facts (objective facts and feelings about those facts and experiences), Renu arrived at the following inferences tentatively: Kala was from a village and found living in the city stressful; She was perhaps not prepared for marriage, being quite young; Kala found herself under constant scrutiny of her mother-in-law, Mrs. G, their family consisting of only three members; Her sickness could be more due to depression than actual physical reasons (psychosomatic symptoms); 146 Social Work Intervention with Individuals and Groups In any case, it was advisable to get her medical care to eliminate any physical causes of sickness; Kala perhaps expected more support from her husband which was not there. Mohan just did not react to the situation; He did not want to be blamed or nagged by the mother for having supported the wife as had been the case with his older brother; Mrs. G had felt hurt when her older son had left her; She wished to keep her younger son and daughter-in-law under her control; She felt insecure. After long widowhood and its associated problems, she felt that she had the right to demand obedience from her son and daughter-in-law; She wished to prove to the community people that she had full control over her household.

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Plan of Action : Having achieved positive relationship with Mrs. P and Kala, Punam considered the following actions for initiating the process of helping the family : a) Medical Care 1) Convince Mrs. P to allow Kala to go to hospital for proper medical check-up. 2) To persuade Mohan to accompany Kala to the hospital, otherwise offer to escort Kala for medical check-up. This will also confirm whether Punam had really won the family's trust. b) Facilitating Role Transition 1) Help Kala accept her new roles of the daughter in- law and that of wife. Provide her emotional support and an opportunity to express her feelings in a safe and encouraging professional relationship with Punam. c) Improving Interpersonal Relationships within the Family 1) Help Mrs. P understand difficulties of a young bride from a small village; 2) In a joint session, help Mrs. P spell out her expectations from Kala and let the latter express her anxieties; 3) Help the two women develop bonds of affection. d) Use of Social Intercourse for Kala's Resocialization 1) Persuade Mrs. P to let Kala join women's group to increase her interaction with the community people; 2) In case Mrs. P agreed to this suggestion of Punam, this had to be done very cautiously because women's curiosity and comments may create complications. That may undo all that. 3) Punam had accomplished. (Community pressures may have both positive and negative influence.) e) Assertiveness Training for Mohan 4) To try for a breakthrough with Mohan and help him to become more assertive without being disrespectful towards his mother (A tall order! Punam felt);

Plan of Action: Having achieved positive relationship with Mrs. G and Kala, Renu considered the following actions for initiating the process of helping the family: a) Medical Care 1) Convince Mrs. G to allow Kala to go to hospital for proper medical check-up. 2) To persuade Mohan to accompany Kala to the hospital, otherwise offer to escort Kala for medical check-up. This will also confirm whether Renu had really won the family's trust. Fields of Social Casework Practice 147 b) Facilitating Role Transition 1) Help Kala accept her new roles of the daughter- in-law and that of wife. Provide her emotional support and an opportunity to express her feelings in a safe and encouraging professional relationship with Renu. c) Improving Interpersonal Relationships within the Family 1) Help Mrs. G understand difficulties of a young bride from a small village; 2) In a joint session, help Mrs. G spell out her expectations from Kala and let the latter express her anxieties; 3) Help the two women develop bonds of affection. d) Use of Social Intercourse for Kala's Resocialization 1) Persuade Mrs. G to let Kala join women's group to increase her interaction with the community people; 2) In case Mrs. G agreed to this suggestion of Renu, this had to be done very cautiously because women's curiosity and comments may create complications. That may undo all that Renu had accomplished. (Community pressures may have both positive and negative influence.) e) Assertiveness Training for Mohan 1) To try for a breakthrough with Mohan and help him to become more assertive without being 148 Social Work Intervention with Individuals and Groups disrespectful towards his mother (A tall order! Renu felt); 2)

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Mohan could be persuaded to join some group of men in the community or at his work place; 6) Help Mohan take on the role of husband and feel responsible for Kala. f) Use of Community Resources 1) Identify some woman in the community who was friendly with Mrs. P and could help in reducing Mrs. P's antagonistic attitude towards Kala; 2) Enlist help of such a contact by ensuring that this woman understands Punam's intentions. f) Professional Relationship as an Intervention Intervention How many of the tasks listed above would actually be done depended, of course, on the family members reaction to the first task decided upon. Punam could not take her rapport with Mrs. P for granted. She had to continuously work at maintaining relationship with all the members. Relationship itself could be therapeutic (healing). Evaluation Kala carried on the medical treatment prescribed. Kala started talking more with her mother-in-law and took pains to cook food according to the latter's instructions. Mohan went with Kala to the hospital couple of times and worked in his mother's shop to enable her to take rest. Kala attended the kirtan along with Mrs. P. Mrs. P showed off her daughter-in-law proudly in the women's group. Kala had a good voice and sang devotional songs in the group, which were appreciated by other women. Termination and Follow-up As the things were under control and interpersonal relationships within the family improved, Punam reduced her visits to the family. As she continued to work in the Basti, she would greet them occasionally but terminated the case. 10.10

Mohan could be persuaded to join some group of men in the community or at his work place; 3) Help Mohan take on the role of husband and feel responsible for Kala. f) Use of Community Resources 1) Identify some woman in the community who was friendly with Mrs. G and could help in reducing Mrs. G's antagonistic attitude towards Kala; 2) Enlist help of such a contact by ensuring that this woman understands Renu's intentions. g) Professional Relationship as an Intervention Intervention How many of the tasks listed above would actually be done depended, of course, on the family members reaction to the first task decided upon. Renu could not take her rapport with Mrs. G for granted. She had to continuously work at maintaining relationship with all the members. Relationship itself could be therapeutic (healing). Evaluation Kala carried on the medical treatment prescribed. Kala started talking more with her mother-in-law and took pains to cook food according to the latter's instructions. Mohan went with Kala to the hospital couple of times and worked in his mother's shop to enable her to take rest. Kala attended the kirtan along with Mrs. G. Mrs. G showed off her daughter-in-law proudly in the Fields of Social Casework Practice 149 women's group. Kala had a good voice and sang devotional songs in the group, which were appreciated by other women. Termination and Follow-up As the things were under control and interpersonal relationships within the family improved, Renu reduced her visits to the family. As she continued to work in the Basti, she would greet them occasionally but terminated the case.

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Social caseworkers are employed in family counselling centers, crime women cells, legal aid cells, family courts and women resource centers. The aim of the professional interventions is to enable women become empowered, confident, and independent and also utilizes available legal provisions and safeguards for her protection. There are increasing number of cases of rape victims. The worker has to help link the family with police, courts, hospitals, schools, and agencies working for

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needs professional intervention (problem), and the setting in which the worker is employed and where the client meets the worker (place). Study of 'Person' and 'Problem' has two dimensions: 1) Needs and 2) Life Span (Developmental tasks and social roles concepts) perspectives. Understanding goals, services and service delivery systems, and resources of human service organisations (Place), in which the worker is employed, is very necessary for the caseworker to utilize casework process for helping the clients. You have also gone through a brief description of different client groups and settings where these client groups receive casework services. The Process of Social Casework (Study, Assessment, Intervention, Evaluation, and Termination and Follow-up) has been illustrated through two cases. The illustration and the questions raised in the Assignments will help you in appreciating various factors that are likely to influence assessments you arrive at and interventions you may decide to offer. The illustrations also sensitize you towards use of some of the principles and the skills in the Social Casework Process. You have also been able to get some idea of settings and areas of social casework practice to understand and appreciate its scope and relevance. 10.11

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needs professional intervention (problem), and the setting in which the worker is employed and where the client meets the worker (place). Study of 'Person' and 'Problem' has two dimensions: 1) Needs and 2) Life Span (Developmental tasks and social roles concepts) perspectives. Understanding goals, services and service delivery systems, and resources of human service organisations (Place), in which the worker is employed, is very necessary for the caseworker to utilize casework process for helping the clients. You have also gone through a brief description of different client groups and settings where these client groups receive casework services. The Process of Social Casework (Study, Assessment, Intervention, Evaluation, and Termination and Follow-up) has been illustrated through two cases. The illustration and the questions raised in the Assignments will help you in appreciating various factors that are likely to influence assessments you arrive at and interventions you may decide to offer. The illustrations also sensitize you towards use of some of the principles and the skills in the Social Casework Process. You have also been able to get some idea of settings and areas of social casework practice to understand and appreciate its scope and relevance.

497/544

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a) In case Mohan had been addicted to alcohol or drugs, what would be your action plan? b) If the husband and mother-in-law had been beating Kala (domestic violence), what would your action plan (interventions) be? c) What legal provisions are there for dealing with cases of Domestic Violence? d) In the light of the concept of "empowerment", work out an action plan for helping Kala. e) As a caseworker at a Remand Home, you are required to work with Mohan/ Mrs. P. Critically review the use of the principles of acceptance and non-judgmental attitude in such a case. Write down your answers and discuss with your field instructor.

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498/544	SUBMITTED TEXT	119 WORDS	97% MATCHING TEXT	119 WORDS
<p>References Atwood, Nancy C. (2001), Gender Bias in Families and Its Clinical Implications for Women, Social Work, Vol. 46, No. 1, January 2001. Baruth, Leroy G. & Edward H. Robinson, III (1987), An Introduction to the Counselling Profession, Prentice-Hall, Inc., Englewood Cliffs, New Jersey. Brill, Naomi I. & Joanne Levine (2002), Working with People: The Helping Process, 7th Ed., Allyn and Bacon, Boston Davies, Martin (2002), The Blackwell Companion to Social Work, 2nd Ed., Blackwell Publishers, Oxford. Feltham, Colin & Ian Horton (2000, Eds.), Handbook of Counselling and Psychotherapy, Sage Publications, London, New Delhi. Macarov, David (1995), Social Welfare: Structure and Practice, Sage Publications, Thousand Oaks, New Delhi. Mathew, Grace (1987), Casework in Encyclopedia of Social Work in India, Ministry of Social Welfare, Delhi. Mathew, Grace (1991), An Introduction to Social Casework, TISS, Mumbai.</p>		<p>References Atwood, Nancy C. (2001), Gender Bias in Families and Its Clinical Implications for Women, Social Work, Vol. 46, No. 1, January 2001. Baruth, Leroy G. & Edward H. Robinson, III (1987), An Introduction to the Counselling Profession, Prentice-Hall, Inc., Englewood Cliffs, New Jersey. Brill, Naomi I. & Joanne Levine (2002), Working with People: The Helping Process, 7th Ed., Allyn and Bacon, Boston Davies, Martin (2002), The Blackwell Companion to Social Work, 2nd Ed., Blackwell Publishers, Oxford. Feltham, Colin & Ian Horton (2000, Eds.), Handbook of Counselling and Psychotherapy, Sage Publications, London, New Delhi. Macarov, David (1995), Social Welfare: Structure and Practice, Sage Publications, Thousand Oaks, New Delhi. Mathew, Grace (1987), Casework in Encyclopedia of Social Work in India, Ministry of Social Welfare, Delhi. Mathew, Grace (1991), An Introduction to Social Casework, TISS, Mumbai.</p>		
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499/544	SUBMITTED TEXT	25 WORDS	100% MATCHING TEXT	25 WORDS
<p>We have seen that Social Casework Practice is determined by the client (person), his/her social environment (context), the problem and/or concern for which the client</p>				
<p>SA Social Work with Indiv and Groups Block 1.pdf (D164882170)</p>				

500/544	SUBMITTED TEXT	2 WORDS	93% MATCHING TEXT	2 WORDS
<p>http://www.bdu.ac.in/schools/social-sciences/social-work/docs/studymaterials/Social_Case_Work_Practice_or_Working_with_Individuals_UNIT_II.pdf</p>				
<p>SA MSWS-12 social work with individuals (Repaired).docx (D117055443)</p>				

501/544	SUBMITTED TEXT	112 WORDS	100% MATCHING TEXT	112 WORDS
<p>Introduction In social casework practice, recording is defined as the process of writing down relevant information in a systematic manner about the person who has come to the agency seeking some help. The information is about the person, his or her problem, the social, economic, and health factors contributing to the situation of the person, the prognosis, the type of intervention, the progress of the intervention, and the procedures for termination or referral. Social casework practice involves many types of recording depending upon factors such as requirements of the agency, the theoretical perspective of the caseworker, the type of intervention, and so on. 11.2 Objectives ? To know the meaning of recording, ? To gain an insight into the purpose of recording,</p>		<p>Introduction In social casework practice, recording is defined as the process of writing down relevant information in a systematic manner about the person who has come to the agency seeking some help. The information is about the person, his or her problem, the social, economic, and health factors contributing to the situation of the person, the prognosis, the type of intervention, the progress of the intervention, and the procedures for termination or referral. Social casework practice involves many types of recording depending upon factors such as requirements of the agency, the theoretical perspective of the caseworker, the type of intervention, and so on. Objectives · To know the meaning of recording, · To gain an insight into the purpose of recording, ·</p>		
<p>W http://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000032SW/P000436/M014354/ET/1456828634 ...</p>				

502/544	SUBMITTED TEXT	112 WORDS	100% MATCHING TEXT	112 WORDS
<p>To understand the need for recording and its Principles, and ? To comprehend the different dimensions of recording. Recording is a written summary of the process of casework. The records of individuals are legally protected, except under special circumstances. Records allow case workers an opportunity to document their work with individuals and afford legal protection against suits, as they can show that caseworkers had followed an intervention plan based on an appropriate assessment. Recording is important as it publicizes the efficiency of the services. Facts have to be gathered, organized, and recorded for measurement of results. In the process of giving assistance to an individual there is also a need to record and document the proceedings for further follow-up and cross verification.</p>		<p>To understand the need for recording and its Principles, and · To comprehend the different dimensions of recording. Recording is a written summary of the process of casework. The records of individuals are legally protected, except under special circumstances. Records allow case workers an opportunity to document their work with individuals and afford legal protection against suits, as they can show that caseworkers had followed an intervention plan based on an appropriate assessment. Recording is important as it publicizes the efficiency of the services. Facts have to be gathered, organized, and recorded for measurement of results. In the process of giving assistance to an individual there is also a need to record and document the proceedings for further follow-up and cross verification.</p>		
<p>W http://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000032SW/P000436/M014354/ET/1456828634 ...</p>				

503/544	SUBMITTED TEXT	65 WORDS	96% MATCHING TEXT	65 WORDS
<p>What is a Case Record? A record literally means 'a formal writing of any fact or proceeding' and when used as a verb means 'to set down in writing or other permanent form'. Taking cue from this we can define case record as a written account of the casework proceedings. However, from the above statement one should not conclude that case recording is an easy, routine and simple task.</p>		<p>What is a Case Record? A record literally means 'a formal writing of any fact or proceeding' and when used as a verb means 'to set down in writing or other permanent form'. Interviewing In Social Casework-- --II 109 Taking cue from this we can define case record as a written account of the casework proceedings. However, from the above statement one should not conclude that case recording is an easy, routine and simple task,</p>		
<p>W http://www.ignou.ac.in/upload/bswe-02-block1-unit-5-small-size.pdf</p>				

504/544	SUBMITTED TEXT	107 WORDS	85% MATCHING TEXT	107 WORDS
<p>helps in diagnosis and treatment 2. enables more effective interviewing and intervention 3. contributes to analytical reflection and improvement in casework practice 4. useful for organising and structuring of information/aids orderly thinking 5. refreshes the memory of the worker/increases retrospective understanding 6. enables better planning for subsequent interview 7. useful as a guide to new worker in correcting past mistakes 8. useful as an index for correction of polices 9. ensure continuity if any caseworker discontinues a case As an aid to Administration 1. ability of caseworker can be gauged 2. useful for future reference 3. useful in evaluation of agency 4. Allows sharing of information between agencies 5. helps in supervision and training of students As an aid to teaching</p>		<p>helps in diagnosis and treatment enables more effective interviewing and intervention As an aid to practice contributes to analytical reflection and improvement in casework practice useful for organising and structuring of information/ aids orderly thinking 112 Social Work Intervention with Individuals and Groups refreshes the memory of the worker/increases retrospective understanding enables better planning for subsequent interview useful as a guide to new worker in correcting past mistakes useful as an index for correction of polices ensure continuity if any caseworker discontinues a case As an aid to ability of caseworker can be gauged Administration useful for future reference useful in evaluation of agency Allows sharing of information between agencies helps in supervision and training of students As an aid to teaching</p>		
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505/544**SUBMITTED TEXT**

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to body of knowledge of social work, which is made communicable 2. enables students to develop analytical and interpretative skills 3. easy method of introducing students to practice As an aid to research 1. useful for social research and planning 2. contains accumulated experience 3. can help in providing statistical data on social problems

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Types of Recording From the literature available on casework recording no clear cut classification of records on the basis of their types is available. However, for our understanding we can give the following classification of recording. (a) Process (b) Summary (c) Verbatim (d) Non-Verbatim (i) Process Recording Process recording is a form of recording used frequently by the caseworker. In this type, the process of interview is reported and is a rather detailed description of what transpired with considerable paraphrasing. It preserves a sequence in which the various matters were discussed. It includes not only what both the worker and the client said but also significant reaction of the client and changes in mood and response. In this the interview and observation go hand-in-hand. It may be verbatim or non-verbatim reproduction. (ii) Summary Recording Summary is a good device for organising and analyzing facts. Summary points into meaning and relative importance of material gathered. A careful summary made at appropriate intervals reduces bulk, clarifies direction and saves the workers, time. Summary is commonly assumed to be a review or recapitulation of material that has already appeared in the record. It may be either topically arranged or may appear as condensed chronological narrative.

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Mrs. Sheffield has defined summary in social casework recording as "A digest of significant facts in the client's history which has previously been recorded". Summary could be a diagnostic summary, periodic summary or closing summary. The closing summary is a summary made at the time the case is closed. To be most effective it should be written by the worker who was responsible for the case at the time of closing. The periodic summary is simply the summary of material previously recorded and is made at more or less regular intervals or at the end of more or less definite episodes in the family history. (iii) Verbatim Recording It is reproduction of factual data in the individual's own words. It is commonly used in casework because of its accuracy and objectivity. However, it should not become a mechanical reproduction of information because casework as an art requires an intelligent selection and rearrangement of material. As a part of training of the worker, verbatim recording may be of value in developing objectivity. Non-verbatim /narrative recording Narrative recording has been and still is a predominant style of recording. It is the style found in newspapers and magazines. It is the way we speak of the day's events, it is the way we write letters, and it is the ways we keep diaries. Narrative form of recording is preferred for reporting acts of practical helpfulness, events and most collateral visits or conferences. It may be used for the contents of the interview in all instances except when the process itself and use of relationship have special significance. 11.4

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its a highly skilled and complex task. Recording is an important and integral part of casework procedure and is an output of the activity of the casework. The importance of recording lies both in the process as well as the product. For, an individual who is planning to become a caseworker, the art of record writing is worth striving to develop and perfect, not only because case recording is an essential part of good casework and is becoming a more important factor with the increasing complexity of social treatment, but also because the case record is fortunately or unfortunately often used as one of the important indexes of the caseworkers ability. A question often asked is, why do we need to write records? Do they really serve any purpose? The importance of case records can be ascertained when we look at their functions and the varied purposes they serve. Purpose of Recording According to experts, recording in social casework serves the following purposes : 1. It aids practice 2. It aids administration

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Principles of Recording There are some guiding principles for maintaining a good record		Principles of Recording There are some guiding principles for maintaining a good record.		
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510/544	SUBMITTED TEXT	78 WORDS	100% MATCHING TEXT	78 WORDS
There are compelling reasons to keep good records. Recording is an important and integral part of the case work procedure and is an output of the activity of the case work. The importance of recording lies in both the process as well as the product. As recording and documentation is part of every profession, case work recording is an inevitable part of the case work process. The demands of recording go along with the pressing demands of accountability and documentation in any profession.				
SA SOCIAL CASE WORK SLM FOR ODL.pdf (D123772683)				
511/544	SUBMITTED TEXT	13 WORDS	100% MATCHING TEXT	13 WORDS
II 237 ? The details of every significant subject or situation should be given.		II 117 11) The details of every significant subject or situation should be given. 12)		
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However there is no such thing as an ideal or model record. A record is a flexible instrument, which should be adapted to the needs of the case. Each case is different, the conditions of work have marked differences and the recording therefore rests not on following an outline, but in the mastery of certain component processes. ? Accuracy, objectivity, simplicity, clarity and brevity should be observed in writing records. ? Facts and their interpretation should be distinguished between, as that leads to real objectivity of the subject matter. The outcome should be drawn in a balanced manner without attempting to influence the judgment of the reader. For example, frequent fights between the husband and wife might lead the case worker to interpret that the wife dislikes or hates her husband. ? The record must be orderly in its arrangement. The caseworker should think in advance what should be included and then set the material out in a logical sequence. ? The case work records are not meant to be literary masterpieces, therefore they should be written in simple language and simple style. ? A verbatim quote can sometimes depict a situation much better than a narrative description. Therefore, wherever possible, the reactions of the individuals should be recorded in their own words. ? There should be a certain degree of uniformity and standardization as to the form of observation. ? A record should have readability and visibility and should contain a clear and concise presentation of the material. For example, content can be organised under topical headings such as interviews, home visits, and contact contacts. ? To maintain clarity and accuracy, avoid using words that are ambiguous. ? Note-taking, as far as possible, should be done immediately at the end of the interview and not during the interview. ? It should always be made clear who are involved in the situation, who is addressing whom and what the sources of information are.

SA SOCIAL CASE WORK SLM FOR ODL.pdf (D123772683)

Advantages of Record keeping ? The process of writing records enables the case worker to reflect systematically on what has occurred and plan for future sessions. In other words, the process of making records enhances the quality of the case work process. ? Records provide the case worker with details such as the names of the people mentioned by the individual. This frees the case worker to concentrate on issues raised by the individual rather than recalling the details from one session to another. ? Systematic record-keeping makes any changes in the individual's material over a series of sessions more apparent. The case worker can also show the individual the progress of the case work process with evidence. ? As case workers seek to be professional and credible, they need to develop the record-keeping practice that supports them in performing their role and meets the public expectations of quality of service and accountability of any professional. This is regarded as an increasingly significant reason, which probably explains why most of the case workers around the country have chosen to keep records. Maintaining records in the case work process is the universal norm. Nevertheless, there is a minority of case workers who prefer not to keep records at all or only keep records for some individuals, usually when seeing individuals in settings that require records. Although casework recording is a key element in the process of casework practice, some caseworkers perceive it as a tedious and time consuming task that gets

Advantages of Record keeping ¶ The process of writing records enables the case worker to reflect systematically on what has occurred and plan for future sessions. In other words, the process of making records enhances the quality of the case work process. 5 SWE/WIF/SCWR/M20 by Mr. Antony Sagayaraj ¶ Records provide the case worker with details such as the names of the people mentioned by the individual. This frees the case worker to concentrate on issues raised by the individual rather than recalling the details from one session to another. ¶ Systematic record-keeping makes any changes in the individual's material over a series of sessions more apparent. The case worker can also show the individual the progress of the case work process with evidence . ¶ As case workers seek to be professional and credible, they need to develop the record-keeping practice that supports them in performing their role and meets the public expectations of quality of service and accountability of any professional. This is regarded as an increasingly significant reason, which probably explains why most of the case workers around the country have chosen to keep records. Maintaining records in the case work process is the universal norm. Nevertheless, there is a minority of case workers who prefer not to keep records at all or only keep records for some individuals, usually when seeing individuals in settings that require records. Although casework recording is a key element in the process of casework practice, some caseworkers perceive it as a tedious and time consuming task that gets

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in the way of practice rather than enhancing it. They express the view that they spend too much time at their desk in writing the records. Some research into social caseworkers' attitude and experience of recording revealed the fact that the topic of recording has created many strong and ambivalent feelings. a) One needs to ensure that records are both secure and really confidential. For example, some case workers may work in settings where burglaries are so frequent that it is difficult to maintain secure records. Community-based services operating out of converted buses or other forms of mobile premises have to consider the possibility of the theft of the entire case work premises, including the records. b) Record-keeping may complicate trust-building with individuals. For example, case workers working with individuals who are vulnerable to legal prosecution, like female sex workers, illicit drug users and others, may have to take into account their clients' fear that the police or other authorities could seize any records. c) Record-keeping is time-consuming. d) Some case workers are opposed to the possibility of individuals acquiring a legal right to see records kept about them. Therefore, they prefer not to keep records. e) Some case workers have reservations about creating records which may be demanded by individuals for use outside the case work relationship in legal actions against others. They hope that an absence of records will enable them to concentrate on the therapeutic relationship without having to consider how that work would be viewed in a court of law. f) There is lack of training in the practice of recording. g) There are variable standards in recording practice. 11.7 Aspects of Good Recording ? Good recording is done with the participation of the person whose record it is. ? The views of the person whose record it is should be recorded including whether he or she has given permission to share information.

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The record should be accurate up to date of the process of casework which can be reviewed periodically and summarized at the end. ? It should include the decisions taken during the process and the reasons for these decisions. ? The chronology of significant events should be included in the record. ? The facts should be recorded distinctively from the opinions. ? Whatever is recorded should be evidence-based and ethical. ? The record should mention the assessment as well as the risk assessment. ? It should depict a clear and complete picture of care and support given up to date and the ensuing plan of action towards solving the problem of the person. ? The personal profile of the individual should include details such as name, age, gender, religion, language, region, educational level, and disability, if any, of the person. 11.8 Records and their Preservation Data protection refers to the set of privacy laws, policies and procedures that aim to minimize intrusion into one's privacy. Once it is decided to keep the records, the existence of the records and the level of security with which they are protected have to be made known to the individual . There is a strong ethical argument that the individuals need to know these facts in order to be in control of the information that they decide to disclose to the case worker. The minimum standards suggest that the individuals should be informed about the security of the records. There are different kinds of procedures adopted by the case workers for security. First of all, physical security of the records is of paramount importance. Locking records in a desk or in a cupboard will prevent casual inspection by anyone. If there is a foreseen risk of some unauthorized person wanting to access the records , then the records have to kept in a safe under lock and key. 11.9 Contents of Casework Records There are no fixed rules about what must be included in case work/interview records or how they ought to be written. Case work records that we see vary

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considerably in style, from brief factual accounts which focus on what the individual reported to ones that include more of the case worker's thoughts and responses. The guiding principle is that the type of record should be one that supports the therapy and enables it to be delivered with a reasonable standard of care. A good record is written as closely as possible in time to the events it records. Some case workers set aside ten minutes with individuals for this purpose. If there is any reason to think that a record might need to be produced for legal purposes, it is good to distinguish between what was directly observed, what the individual said and the case worker's own response or thoughts. There is no single correct way of writing case work notes. It still appears to be a topic neglected in basic training. Each case worker has to develop a style that is sufficient to support the case work but without being excessive in what is recorded. There are some other items to be included in the record : ? Any written and signed consents to all interventions. ? Any written and signed contents to all passing of confidential information ? All appointments, including non-attendance by the individual ? Intervention contracts ? Up-to-date record of the case worker's reasoning behind decisions about significant interventions and general strategies ? Consultations with anyone else about the individual ? Copies of any correspondence from the individual or relating to work with the individual ? Any instructions given to the individual and whether or not the individual acted on these. Matters not to be included in the process of Recording ? Records ought not to include anything that could disrupt the therapy if seen by an individual. ? Prejudice and abusive comments are to be avoided. ? Negative evaluations should only be included if they serve a therapeutic purpose, for ? example, a negative counter-transference would be justified if it is integral to the therapy and is a statement about the case worker's internal processes, rather than directly ascribed to the individual.

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Format of Casework Records and their Templates There are a few components written about how best to structure case work records. There can be two sections. The first section contains useful background information about the individual and the contractual terms that case worker and the individual have agreed upon. Individuals' records need to be clearly identified so that there can be no confusion regarding identity, because in large agencies it is not unusual to find two individuals with the same name. The caseworker might include : ? Individual s family name ? Other names ? Date of birth ? Address ? Contact phone numbers Where hand-written records are kept, it can be an advantage to label each page of the individual record with the individual's full name so that the possibility of pages being inadvertently placed in the wrong file is minimized. Additional demographic information about the individual, if available, such as Marital status, Name of the partner or spouse, Names and ages of children, Referral source, and so on could be added. The notes for each case work session may include Date of the session, Factual information given by the individual, Details of the individual's problems, issues, or dilemmas, Notes on the process that occurred during the session, the outcome of the case work session, the intervention used by the case worker, any goals identified, any contract between the individual and the case worker, matters to be considered in subsequent sessions, the counselor's own feeling about the individual and the case work process, and the case worker's initials or signature.

(FORMAT FOR NOTES-TAKING) Date of the session _____ Factual information given by the individual _____

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(FORMAT FOR NOTES-TAKING) Date of the session_____ Factual information given by the individual_____ 9

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Details of the individual's problems, issues, or dilemmas

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Notes on the process that occurred during the session

Notes on the process that occurred during the session

Notes on the outcome of the case work session

Notes on the outcome of the case work session

Notes on the intervention used by the case worker

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Notes on any goals identified

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Notes on any contract between the individual and the case worker

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11.10

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Face Sheet/Intake Sheet Face sheet or intake sheet as some prefer to call it is generally filled in at the initial phase of the casework process. Most of the social work agencies have a more

Face Sheet/Intake Sheet Face sheet or intake sheet as some prefer to call it is generally filled in at the initial phase of the casework process. Most of the social work agencies have a more

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520/544	SUBMITTED TEXT	175 WORDS	94% MATCHING TEXT	175 WORDS
<p>or less standardized proforma which has blanks for entries to be made by the worker related to the identification data such as name, age, occupation, family profile and other such information. The purpose of the face sheet is to give in a convenient form the objective social facts or situation of the client of a permanent character to particularize the case. Genogram A family genogram is the graphic representation of one's family tree. It gives a pictorial representation of the members along with a chronological statement of significant events. It helps in assessing a person's psychosocial characteristics or the interactional patterns of the family. The caseworker organizing the information can make it brief or extensive depending on the purpose it is to serve. Eco-map Though family experiences are significant, people are also greatly affected by the social context in which they live. Our record will not be complete if we do not depict this social context. An eco-map is an effective tool for this purpose. An eco map is an extremely useful tool for portraying the social context, because it provides a diagrammatic representation of a person and social world</p>		<p>or less standardized proforma which has blanks for entries to be made by the worker related to the identification data such as name, age, occupation, family profile and other such information. The purpose of the face sheet is to give in a convenient form the objective social facts or situation of the client of a permanent character to particularize the case. Genogram A family genogram is the graphic representation of one's family tree. It gives a pictorial representation of the members along with a chronological statement of significant events. It helps in assessing a person's psychosocial characteristics or the interactional patterns of the family. The caseworker organising the information can make it brief or extensive depending on the purpose it is to serve. Eco-map Though family experiences are significant, people are also greatly affected by the social context in which they live. Our record will not be complete if we do not depict this social context. An eco-map is an effective tool for this purpose. 120 Social Work Intervention with Individuals and Groups According to Hartman (1978) an ecomap is an extremely useful tool for portraying the social context, because it provides a diagrammatic representation of a person's social world.</p>		
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521/544	SUBMITTED TEXT	94 WORDS	100% MATCHING TEXT	94 WORDS
<p>In social casework practice, recording is defined as the process of writing down relevant information in a systematic manner about the person who has come to the agency seeking some help. The information is about the person, his or her problem, the social, economic, and health factors contributing to the situation of the person, the prognosis, the type of intervention, the progress of the intervention, and the procedures for termination or referral. Social casework practice involves many types of recording depending upon factors such as requirements of the agency, the theoretical perspective of the caseworker, the type of intervention, and so on. 11.6</p>				
<p>SA SOCIAL CASE WORK SLM FOR ODL.pdf (D123772683)</p>				

522/544	SUBMITTED TEXT	35 WORDS	87% MATCHING TEXT	35 WORDS
<p>and energy-depleting relationships between members of a primary social system such as family or household, and the outside world. The graphic nature of the eco-map highlights social strengths and social deficiencies and helps to identify areas of</p>				
<p>SA Social Case Work Block 2.pdf (D164874044)</p>				

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Responsibility of the caseworker related to informing the client about records and recording The agency needs to establish and maintain good practices for collection of information from individuals availing of the caseworker's service. In this situation, the caseworker needs to 1. Be clear about the agency's reasons for collecting the information and explain the rationale to the person. 2. Be ready, with no resistance or surprise, to answer specific queries from individuals about the details he or she asks for, any forms to be completed or notes he or she makes.

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Deal with individuals' questions courteously, even if they ask in an abrupt or confrontational way. Individuals may feel uneasy about challenging the information systems and this unease can emerge in an apparently unfriendly way. 4. It is important that the agency commits to the view that individuals have the right to understand why information is requested. 5. Explain in a straightforward way how the person can access his or her own information, and the extent to which the information is available to others in the agency. In short, Social caseworkers should be open and honest with the person or his or her family where appropriate, from the beginning about why, what, how and with whom their information will, or could be shared. They must seek the person's agreement to share their information, unless it is unsafe or irrelevant to do so. 11.11 Summary In social casework practice, recording is defined as the process of writing down relevant information in a systematic manner about the person who has come to the agency seeking some help. Social casework practice involves many types of recording depending upon factors such as requirements of the agency, the theoretical perspective of the caseworker, the type of intervention, and so on. Recording is an important and integral part of the case work procedure and is an output of the activity of the case work. Although there is no such thing as an ideal or model record, there are some guiding principles for maintaining a good record. As case workers seek to be professional and credible, they need to develop the record-keeping practice that supports them in performing their role and meets the public expectations of quality of service and accountability of any professional. Some case workers have reservations about creating records which may be demanded by individuals for use outside the case work relationship in legal actions against others. They hope that an absence of records will enable them to concentrate on the therapeutic relationship without having to consider how that work would be viewed in a court of law.

Deal with individuals' questions courteously, even if they ask in an abrupt or confrontational way. Individuals may feel uneasy about challenging the information systems and this unease can emerge in an apparently unfriendly way. 4. It is important that the agency commits to the view that individuals have the right to understand why information is requested. 5. Explain in a straightforward way how the person can access his or her own information, and the extent to which the information is available to others in the agency. In short, Social caseworkers should be open and honest with the person or his or her family where appropriate, from the beginning about why, what, how and with whom their information will, or could be shared. They must seek the person's agreement to share their information, unless it is unsafe or irrelevant to do so. SUMMARY In social casework practice, recording is defined as the process of writing down relevant information in a systematic manner about the person who has come to the agency seeking some help. v Social casework practice involves many types of recording depending upon factors such as requirements of the agency, the theoretical perspective of the caseworker, the type of intervention, and so on. v Recording is an important and integral part of the case work procedure and is an output of the activity of the case work. v there is no such thing as an ideal or model record, there are some guiding principles for maintaining a good record. v As case workers seek to be professional and credible, they need to develop the record-keeping practice that supports them in performing their role and meets the public expectations of quality of service and accountability of any professional. v Some case workers have reservations about creating records which may be demanded by individuals for use outside the case work relationship in legal actions against others. They hope that an absence of records will enable them to concentrate on the therapeutic relationship without having to consider how that work would be viewed in a court of law.

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525/544	SUBMITTED TEXT	129 WORDS	98% MATCHING TEXT	129 WORDS
<p>Once it is decided to keep the records, the existence of the records and the level of security with which they are protected have to be made known to the individual . Case work records vary considerably in style, from brief factual accounts which focus on what the individual reported to ones that include more of the case worker's thoughts and responses. Records ought not to include anything that could disrupt the therapy if seen by an individual. Prejudice and abusive comments are to be avoided. The agency has to be clear about its reasons for collecting the information and explain the rationale to the client. The caseworker should explain in a straightforward way how the client can access his or her own information, and the extent to which the information is available to others in the agency. 11.12</p>		<p>Once it is decided to keep the records, the existence of the records and the level of security with which they are protected have to be made known to the individual . v Case work records vary considerably in style, from brief factual accounts which focus on what the individual reported to ones that include more of the case worker's thoughts and responses. v Records ought not to include anything that could disrupt the therapy if seen by an individual. Prejudice and abusive comments are to be avoided. v The agency has to be clear about its reasons for collecting the information and explain the rationale to the client. v The caseworker should explain in a straightforward way how the client can access his or her own information, and the extent to which the information is available to others in the agency.</p>		
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526/544	SUBMITTED TEXT	9 WORDS	100% MATCHING TEXT	9 WORDS
<p>needed. The ecomap is a natural adjunct to the genogram.</p>				
<p>SA Social Work with Indiv and Groups Block 1.pdf (D164882170)</p>				
527/544	SUBMITTED TEXT	22 WORDS	87% MATCHING TEXT	22 WORDS
<p>entails studying informa- tion that has already been recorded and involves summarizing the data, subjecting it to appropriate statistical analysis and drawing inferences</p>		<p>entails studying data that has already been recorded and involves summarizing the data, subjecting it to appropriate statistical analysis and drawing inferences.</p>		
<p>W https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4225918/</p>				
528/544	SUBMITTED TEXT	62 WORDS	100% MATCHING TEXT	62 WORDS
<p>aims to support social workers and other social care staff to improve recording skills – how you write down what you have seen and done, your analysis of that, and what you plan to do as a result. It is based on the concept of PARTNERSHIP – that recording should be done, as much as possible, in conjunction with the person you are working with. The</p>		<p>aims to support social workers and other social care staff to improve recording skills – how you write down what you have seen and done, your analysis of that, and what you plan to do as a result. It is based on the concept of PARTNERSHIP – that recording should be done, as much as possible, in conjunction with the person you are working with. The</p>		
<p>W https://www.scie.org.uk/social-work/recording</p>				
529/544	SUBMITTED TEXT	31 WORDS	100% MATCHING TEXT	31 WORDS
<p>Record reviews, on the other hand, are based upon information that is already available in the form of records. If particular information is not recorded reliably, then it cannot be used for record reviews.</p>		<p>Record reviews, on the other hand, are based upon information that is already available in the form of records. If particular information is not recorded reliably, then it cannot be used for record reviews.</p>		
<p>W https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4225918/</p>				

530/544	SUBMITTED TEXT	14 WORDS	89% MATCHING TEXT	14 WORDS
<p>Regular check-up visit ????? Safeguarding disclosure ????? Joint Assessment ????? Dealing with a complaint ????? Difficult behaviour 12.3</p> <p>W https://www.scie.org.uk/social-work/recording</p>		<p>Regular check-up visit • Discussion about discharge • Safeguarding disclosure • Joint assessment • Dealing with a complaint • Difficult behaviour •</p>		
531/544	SUBMITTED TEXT	60 WORDS	97% MATCHING TEXT	60 WORDS
<p>It enables assessment of a large sample at limited cost. It enables easy collection of information which is routinely recorded. It minimizes recall bias for an event in the past. It also reduces the need for intrusion into clients' time for assessment as part of the study. For some types of data, record review may be the most feasible type of study. 12.3.2</p> <p>W https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4225918/</p>		<p>It enables assessment of a large sample at limited cost. It enables easy collection of information which is routinely recorded. It minimizes recall bias for an event in the past. It also reduces the need for intrusion into patients' time for assessment as part of the study. For some types of data, record review may be the most feasible type of study.</p>		
532/544	SUBMITTED TEXT	58 WORDS	100% MATCHING TEXT	58 WORDS
<p>Disadvantages Variation in the manner in which data has been gathered and recorded in the charts limits the extraction and interpretation of the variables. Some records may be incomplete or lost in the course of time, leading to missing data. Also, records may not have been stored in an easily retrievable manner restricting the extent to which they could be utilized further.</p> <p>W https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4225918/</p>		<p>disadvantages. Variation in the manner in which data has been gathered and recorded in the charts limits the extraction and interpretation of the variables. Some records may be incomplete or lost in the course of time, leading to missing data. Also, records may not have been stored in an easily retrievable manner restricting the extent to which they could be utilized further.</p>		
533/544	SUBMITTED TEXT	47 WORDS	92% MATCHING TEXT	47 WORDS
<p>A variety of data sources can be utilized to collect information for a record review. These sources could be in the form of hard copies of case notes and case files, manually entered registers, and computerized databases. Data sources can include case notes, clients case files, attendance registers, counselling records,</p> <p>W https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4225918/</p>		<p>A variety of data sources can be utilized to collect information for a record review [Table/Fig-1]. These sources could be in the form of hard copies of case notes and case files, manually entered registers, and computerized databases [11–14]. Data sources can include case notes, inpatient case files, attendance registers, nursing records,</p>		

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The national demographic databases (for events such as suicide, Rape etc) are reservoirs of information about a large population, and are representative of the community sample. But these extensive repositories require permissions and clearances before use for academic purposes. Also, sifting through such large databases may require extensive and dedicated computing time. The type of data source would determine the extent and type of information that can be gleaned from it. The selection of the data source is based upon both convenience as well as the requirements of the Caseworker. Certain extensive data sources may require significant resources and large organizational supports for processing. On the other hand smaller databases may provide information about a limited sample. Also, some data may be missing or become non-retrievable with any type of source, depending on the manner of recording and storage of data. Hence pragmatic and practical considerations quite often determine the usefulness of a data source for purposes of answering a clinical query.

12.5 Process of Record Review The process of clinical record review involves multiple step. The exact procedure and protocol needs to be modified in accordance with the type of study, nature of the data source and local constraints. Some of the basic and commonly followed steps are as discussed as

The national demographic databases (for events such as suicide, etc) are reservoirs of information about a large population, and are representative of the community sample. But these extensive repositories require permissions and clearances before use for academic purposes. Also, sifting through such large databases may require extensive and dedicated computing time. The type of data source would determine the extent and type of information that can be gleaned from it. The selection of the data source is based upon both convenience as well as the requirements of the clinical query. Certain extensive data sources may require significant resources and large organizational supports for processing. On the other hand smaller databases may provide information about a limited sample. Also, some data may be missing or become non-retrievable with any type of source, depending on the manner of recording and storage of data. Hence pragmatic and practical considerations quite often determine the usefulness of a data source for purposes of answering a clinical query. Process of Clinical Record Review The process of clinical record review involves multiple steps [Table/Fig-2]. The exact procedure and protocol needs to be modified in accordance with the type of study, nature of the data source and local constraints [15–18]. Some of the basic and commonly followed steps are as discussed as

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data source that can answer the clinical question is the next major step. Data sources can include clinical case records in the outpatient or inpatient service, registration entries, adverse event monitoring systems, investigation report filing systems and so on. Each type of data source has inherent

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536/544	SUBMITTED TEXT	318 WORDS	98% MATCHING TEXT	318 WORDS
<p>strengths and weaknesses which should be evaluated before its selection. The data source should also be assessed for accuracy and completion, which will determine the usefulness and generalizability of the data. Ethical aspects of data usage should be given due consideration; and appropriate clearances should be obtained. 2. Devising a data extraction instrument. A well-designed instrument to extract data from the case records to answer the clinical query is of immense importance. It is necessary to agree upon which variables are to be extracted and how the coding is to be done before the data extraction occurs. A manual may be prepared defining the various terminologies and enumerating the operational definitions for the coding process. 3. Extraction of the data. Data extraction should be carried out in accordance with the instrument devised and the definitions agreed upon beforehand. The person/people in-charge of coding the data should be clearly specified. In case data is extracted from technical or subjective case notes, it should be ensured that the data extractors have sufficient expertise. Preferably, two raters can be used to extract the data, and it is advisable to present an estimate of the agreement among the raters. Some differences are likely to crop up when subjective data is being extracted by different raters. 4. Re-evaluating a small dataset. A small subsample (approximately 10% of the total sample) can be reassessed to check agreement with the previously coded data and to determine the pattern and extent of inaccuracies, if any. This is especially useful when dealing with large data sets where cumulative inaccuracies may translate into substantial absolute values of discrepancy and limit generalizability of results. 5. Statistical analysis. Analysis of the data should be conducted using appropriate statistical methods. Analysis can range in complexity from simple semi-quantitative measures for qualitative data to hierarchical multivariate analysis. Excellent statistical software programs are available for carrying out computations in minimal time. It is prudent to involve a trained statistician while dealing with large datasets and conducting complex statistical analysis 6. Dissemination of findings. After conducting the record review, it is</p>		<p>strengths and weaknesses which should be evaluated before its selection. The data source should also be assessed for accuracy and completion, which will determine the usefulness and generalizability of the data. Ethical aspects of data usage should be given due consideration; and appropriate clearances should be obtained. • Devising a data extraction instrument. A well-designed instrument to extract data from the case records to answer the clinical query is of immense importance. It is necessary to agree upon which variables are to be extracted and how the coding is to be done before the data extraction occurs. A manual may be prepared defining the various terminologies and enumerating the operational definitions for the coding process. • Extraction of the data. Data extraction should be carried out in accordance with the instrument devised and the definitions agreed upon beforehand. The person/people in-charge of coding the data should be clearly specified. In case data is extracted from technical or subjective case notes, it should be ensured that the data extractors have sufficient expertise. Preferably, two raters can be used to extract the data, and it is advisable to present an estimate of the agreement among the raters. Some differences are likely to crop up when subjective data is being extracted by different raters. • Re-evaluating a small dataset. A small subsample (approximately 10% of the total sample) can be reassessed to check agreement with the previously coded data and to determine the pattern and extent of inaccuracies, if any. This is especially useful when dealing with large data sets where cumulative inaccuracies may translate into substantial absolute values of discrepancy and limit generalizability of results. • Statistical analysis. Analysis of the data should be conducted using appropriate statistical methods. Analysis can range in complexity from simple semi-quantitative measures for qualitative data to hierarchical multivariate analysis. Excellent statistical software programs are available for carrying out computations in minimal time. It is prudent to involve a trained statistician while dealing with large datasets and conducting complex statistical analysis • Dissemination of findings. After conducting the record review, it is</p>		
<p>W https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4225918/</p>				

537/544	SUBMITTED TEXT	13 WORDS	100% MATCHING TEXT	13 WORDS
<p>to archive and disseminate the results. This is useful to bolster the</p>		<p>to archive and disseminate the results. This is useful to bolster the</p>		
<p>W https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4225918/</p>				

538/544	SUBMITTED TEXT	29 WORDS	100% MATCHING TEXT	29 WORDS
<p>scientific evidence base on the subject studied through the record review. The results of the record review, even if negative, or challenging to the existing views, should be made known. 12.6</p>		<p>scientific evidence base on the subject studied through the record review. The results of the record review, even if negative, or challenging to the existing views, should be made known.</p>		
<p>W https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4225918/</p>				














539/544	SUBMITTED TEXT	30 WORDS	93% MATCHING TEXT	30 WORDS
<p>to be avoided while Record review There are certain potential areas where errors may crop up in record reviews. The clinicians and researchers may inadvertently miss out important components while reporting record reviews.</p> <p>W https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4225918/</p>		<p>to Be Avoided While Reporting Record Reviews There are certain potential areas where errors may crop up in record reviews. The clinicians and researchers may inadvertently miss out important components while reporting record reviews.</p>		
540/544	SUBMITTED TEXT	13 WORDS	88% MATCHING TEXT	13 WORDS
<p>Common errors How to avoid? Not specifying the data source clearly Specifying the</p> <p>W https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4225918/</p>		<p>Common errors How to avoid? Not specifying the data source clearly The</p>		
541/544	SUBMITTED TEXT	58 WORDS	56% MATCHING TEXT	58 WORDS
<p>data were extracted Relevant data was extracted from the records Data was extracted from the records extracted from the records using a structured instrument and included age, gender, procedures conducted, etc. Not specifying who extracted the data Specify who extracted the information Data was obtained from the records with regard to their expertise in the field. Data must be extracted from the records by trained</p> <p>W https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4225918/</p>		<p>data were extracted Relevant data was extracted from the records Clearly mention the elements of the data extracted from the records Data was extracted from the records using a structured instrument and included age, gender, procedures conducted, duration of hospital stay and complications due to the procedure. Not specifying who extracted the data Data was obtained from the records Specify who extracted the information with regard to their expertise in the field. Data was extracted from the records by trained</p>		
542/544	SUBMITTED TEXT	16 WORDS	79% MATCHING TEXT	16 WORDS
<p>context The study had waiver of informed consent as per guidelines of the Social Work Ethics. and</p> <p>W https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4225918/</p>		<p>context The study had waiver of informed consent as per guidelines of the Institute Ethics Committee. and</p>		
543/544	SUBMITTED TEXT	73 WORDS	75% MATCHING TEXT	73 WORDS
<p>The effective use of record reviews for looking into specific clinical questions needs accurate planning and use of right data sources. Record reviews have several advantages but their results should be interpreted keeping in view their limitations. Ethical issues, particularly pertaining to maintaining confidentiality of records, need to be taken into consideration. Appropriately conducted record reviews can help in effectively expanding the scientific knowledge base, and can provide information which may not be available through other means. 12.8</p> <p>W https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4225918/</p>		<p>The effective utilization of record reviews for seeking answers to specific clinical questions requires adequate planning and use of appropriate data sources. Record reviews offer several advantages in their conduct but their results should be interpreted keeping in view their limitations. Ethical issues, especially those pertaining to confidentiality of records, need to be taken into consideration. Appropriately conducted record reviews can help in effectively expanding the scientific knowledge base, and can provide information which may not be available through other means.</p>		











544/544	SUBMITTED TEXT	123 WORDS	100% MATCHING TEXT	123 WORDS
	<p>Recording is an integral and important part of social work and social care. It is not simply an administrative burden to go through as quickly as possible, but is central to good, person-centred support. Recording is vital: ? It supports good care and support ? It is a legal requirement and part of staff’s professional duty ? It promotes continuity of care and communication with other agencies ? It is a tool to help identify themes and challenges in a person’s life ? It is key to accountability – to people who use services, to managers, to inspections and audits ? It is evidence – for court, complaints and investigations It will enhance your practice and the support you can offer people if you can make good recording a central part of your work.</p> <p>W https://www.scie.org.uk/social-work/recording</p>		<p>Recording is an integral and important part of social work and social care. It is not simply an administrative burden to go through as quickly as possible, but is central to good, person-centred support. Recording is vital: • It supports good care and support • It is a legal requirement and part of staff’s professional duty • It promotes continuity of care and communication with other agencies • It is a tool to help identify themes and challenges in a person’s life • It is key to accountability – to people who use services, to managers, to inspections and audits • It is evidence – for court, complaints and investigations It will enhance your practice and the support you can offer people if you can make good recording a central part of your work.</p>	

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PREFACE In the curricular structure introduced by this University for students of Post-Graduate degree programme, the opportunity to pursue Post-Graduate course in a subject is introduced by this University is equally available to all learners. Instead of being guided by any presumption about ability level, it would perhaps stand to reason if receptivity of a learner is judged in the course of the learning process. That would be entirely in keeping with the objectives of open education which does not believe in artificial differentiation. I am happy to note that university has been recently accredited by National Assessment and Accreditation Council of India (NAAC) with grade 'A'. Keeping this in view, study materials of the Post-Graduate level in different subjects are being prepared on the basis of a well laid-out syllabus. The course structure combines the best elements in the approved syllabi of Central and State Universities in respective subjects. It has been so designed as to be upgradable with the addition of new information as well as results of fresh thinking and analysis. The accepted methodology of distance education has been followed in the preparation of these study materials. Co-operation in every form of experienced scholars is indispensable for a work of this kind. We, therefore, owe an enormous debt of gratitude to everyone whose tireless efforts went into the writing, editing, and devising of a proper lay-out of the materials. Practically speaking, their role amounts to an involvement in 'invisible teaching'. For, whoever makes use of these study materials would virtually derive the benefit of learning under their collective care without each being seen by the other. The more a learner would seriously pursue these study materials the easier it will be for him or her to reach out to larger horizons of a subject. Care has also been taken to make the language lucid and presentation attractive so that they may be rated as quality self-learning materials. If anything remains still obscure or difficult to follow, arrangements are there to come to terms with them through the counselling sessions regularly available at the network of study centres set up the University. Needless to add, a great deal of these efforts are still experiment—in fact, pioneering in certain areas. Naturally, there is every possibility of some lapse or deficiency here and there. However, these do admit of rectification and further improvement in due course. On the whole, therefore, these study materials are expected to evoke wider appreciation the more they receive serious attention of all concerned. Professor (Dr.) Subha Sankar Sarkar Vice-Chancellor First Print : February, 2022 Printed in accordance with the regulations of the Distance Education Bureau of the University Grants Commission. NETAJI SUBHAS OPEN UNIVERSITY Post Graduate Degree Programme Subject : Social Work Course : Social Group Work Code : PGSW-III NETAJI SUBHAS OPEN UNIVERSITY Post Graduate Degree Programme Subject : Social Work Course : Social Group Work Code : PGSW-III Notification

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Unit 8 ? Skills and Techniques in Social Groupwork Practice 137-147 Module 3 : Unit 9 ? Leadership in Group Work 148-180 Unit 10 ? Programme Planning in Social Group Work 181-208 Unit 11 ? Group Work in Different Settings 209-242 Unit 12 ? Supervision and Record Writing in Social Group Work 243-282

Course Code : PGSW-III

Unit 1 ? Social Groups: Features and Types Structure 1.0 Objective 1.1 Introduction 1.2 Features of Social Group 1.3 Classification of groups 1.4 Characteristics of Primary & Secondary groups 1.5 Difference between Primary & Secondary groups 1.6 Conclusion 1.7 Exercise 1.8 Reference 1.0 Objective In this unit we will focus our attention on the meaning & features of Social Group, and know the classification of group with special emphasis on the characteristics of Primary & Secondary group. 1.1 Introduction When human beings enter into human relation, interact with each other, is resulting a sort of bonding and ultimately forming a social unit. The social unit first take in the shape of primary group (s), like family and then enlarge themselves into various social associations. The groups and the associations together form the society. It may be noted that a mere collection of individuals does not make a group. If such individuals do not have any awareness of the fact of a relationship existing between each other, the group cannot come into exist as social unit. This unit will highlight understanding on the concept of social groups: its basic features and various types. NSOU ? PGSW-III 8 Meaning of Social Groups: Two or more persons in interaction in general sense constitute a social group. In strict sense, group is a collection of people who interact each other in an orderly way on the basis of shared expectations about each other's behaviour. As a result of this interaction, the members of

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a group feel a common sense of belonging. But all collectivises do not constitute a social group. A group is distinct from an aggregate (people waiting at railway station or bus stand) member of which do not interact with one another. The essence of the social group is not physical closeness or contact between the individuals but a consciousness of joint interaction.

According to Maclver, by social group, we mean "

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any collection of human beings who are brought into social relationship with one another".

According to Bottomore, "

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A social group is an aggregate of individuals in which a definite relations exist between

the individuals comprising it, and

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each individual is conscious of the group itself and its symbols“(

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Social Groups: The Meaning, Characteristics, Classification and Other Details (7041 Words),

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This consciousness of interaction may be present even there is no personal contact between individuals.

According to Maclver and Page social groups refers to “
any

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collection of human beings who are brought into social relationship with one another”. Social relationships involve some degree of reciprocity and mutual awareness among the members of the group.

Thus,

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a social group consists of such members as have reciprocal relations. The members are bound by a sense of unity. Their interest is common, behaviour is similar. They are bound by the common consciousness of interaction. Viewed in this way, a family, a village, a nation, a political party or a trade union

is a social group.

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In short, a group means a group of associated members, reciprocally interacting on one another.

Viewed in this way,

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all old men between fifty and sixty or men belonging to a particular income level are regarded as ‘ aggregates’ or ‘quasi-groups’. They may become groups when they are in interaction with one another and have a common purpose. People belonging to a particular income level may constitute a social group when they consider themselves to be a distinct unit with special interest.

Sociologists have classified social groups on the basis of size, local distribution, permanence, degree of intimacy, type of organisation and quality of social interaction etc. Therefore, persons in very close proximity with each other, and travelling by a common public transport at a time, cannot form a group. But as soon as a

NSOU ? PGSW-III 9 consciousness arises that they are related with each other, either through a common social organization or for achieving a common goal, they form themselves into a group. 1.2 Features of Social Group The social group, therefore, can be taken to possess the following characteristics: 1.

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Mutual Awareness: The members of a social group must be mutually related to one another. A more aggregate of individuals cannot constitute a social group unless reciprocal awareness exists among them. Mutual attachment, is therefore, regarded as its important and distinctive feature. It forms an essential feature of a group. 2. One or more Common Interests: Groups are mostly formed for the fulfilment of certain interests. The individuals who form a group should possess one or more than one common interests and ideals. It is for the realization of common interests that they meet together. Groups always originate starts and proceed with a common interest. 3. Sense of Unity: Each social group requires sense of unity and a feeling of sympathy for the development of a feeling or sense of belongingness. The members of a social group develop common loyalty or feeling of sympathy among themselves in all matters because of this sense of unity. 4. We-feeling: A sense of we-feeling refers to the tendency on the part of the members to identify themselves with the group. They treat the members of their own group as friends and the members belonging to other groups as outsiders. They cooperate with those who belong to their groups and all of them protect their interests unitedly. We-feeling generates sympathy, loyalty and fosters cooperation among members. 5. Similarity of Behaviour: For the fulfilment of common interest, the members of a group behave in a similar way. Social group represents collective behaviour. The-modes of behaviour of the members on a group are more or less similar. NSOU ? PGSW-III 10 6. Group Norms: Each and every group has its own ideals and norms and the members are supposed to follow these. He who deviates from the existing group-norms is severely punished. These norms may be in the form of customs, folk ways, mores, traditions, laws etc. They may be written or unwritten. The group exercises some control over its members through the prevailing rules or norms. 1.3 Classification of Groups

We all are members of different types of groups at the same time. We are members of families, friendship groups, labor groups, and fan clubs and religious groups. Let us try to classify different types of groups with some understanding of such concepts as follows:

Types of Groups:

NSOU ? PGSW-III 11 Primary Group and Secondary Groups We all are members of a primary group, i.e. family. In primary group, there is a face-to-face, close and intimate relationship among the members such as we all are experiencing in the family. But in a secondary group the relationship among the members are indirect, impersonal and superficial such as the political party, a city and trade union etc. C.H. Cooley classified social groups on the basis of kind of contact into primary and secondary groups. The concept of primary group was introduced by Charles Horton Cooley, in his book "Social Organisation" published in 1909. The Primary group is the most simple and universal form of association. It is nucleus of all social organisations. It is a small group in which a small number of persons come into direct contact with one another. They meet "face to face" for mutual help, companionships and discussion of common questions. They live in the presence and thought of one another. The primary group is a small group in which the members live together. In the words of C.H. Cooley "By primary groups I mean those characterized by intimate face to face association and cooperation. They are primary, in several senses, but chiefly in that they are fundamental in framing the social nature and ideal, of the individual". Such groups in Cooley's phrase are "the nursery of human nature" where the essential. Voluntary and Involuntary Groups Anyone can join political parties or specific groups (usually professions). Such groups in which we participate with

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our own choices and efforts are voluntary groups. In contrast, we are forced or automatically

accepted to join a particular group without making a choice. For example, you will be automatically grouped as a member

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based on gender, age, nationality, religion, and ethnicity. These latter groups, which we

have been born with or have no choice but to become members of, are involuntary groups. Dwight Sanderson has classified social groups into three types on the bases of structure such as involuntary, voluntary and added one more as delegate groups. An involuntary group is that to which man has no choice, which is based on kinship such as the family, tribe or clan. A voluntary group is one which a man joins of his wishes. At any time he is free to withdraw his membership from this group. A delegate group is one to which a man joins as a representative of a number of people either elected NSOU ? PGSW-III 12 or nominated by them. Parliament or Assembly is a delegate group (

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Social Groups: The Meaning, Characteristics, Classification and Other Details (7041 Words),

n.d.). Open ended Group and Closed ended Group An open group is a group that features a change of membership. Virtually anyone can be a member here. If some members withdraw, new members will join

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and the group will continue. For example, anyone can join the Hrithik Roshan fan club. On the other hand, some groups maintain their exclusivity by limiting membership and making participation much more difficult.

There are few eligibility to qualify for membership

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in such clubs. Such groups with limited membership criteria are closed groups. Examples: Mafia (Underworld), Royal Enfield Motorcycle Club, Nightclub, etc. Closed groups usually have

a time limit, and group meetings have a given number of sessions. Members are usually expected to stay in the group until the end of the group, and no new members are added. There are several advantages to opening a group that takes on new members when other members leave. One of these is a better opportunity for members to interact with different people. The potential drawback of the Open Group is that changing members quickly can lead to loss of cohesion, especially if many customers drop out or many new customers are added at once. Therefore, it is recommended to add new members one by one as soon as the opening is done. Vertical and horizontal groups There is a specific group whose horizontal group members are made up of individuals from all walks of life. For example, the religious community can include members of all classes. Such groups can be thought of as vertical groups. Horizontal groups, on the other hand, are primarily composed of members of one social class, for example occupational groups of doctors (eg IMA); other groups like electricians, carpenters, and hidden officers etc, are primarily made up of members of the same social class. This is also supported by P.A. Sorokin, an American sociologist, has divided groups into two major types – the vertical and the horizontal. Reference Group: The term 'reference group' was coined by Herbert Hyman (1942) to apply to the group against which an individual evaluates his or own situation or conduct. He distinguished between membership group to which people actually belong and a NSOU ? PGSW-III 13 reference group which is used as a basis for comparison. A reference group may or may not be a membership group(

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Social Groups: The Meaning, Characteristics, Classification and Other Details (7041 Words),

n.d.). The term reference was introduced into the literature on small group by Muzaffar Sheriff in his book "An Outline of Social Psychology". The concept was subsequently elaborated by R.K. Merton and Turner. Strictly speaking, a reference group is one to which we do not actually belong but with which we identify ourselves or to which we would like to belong. We may actually belong to a group, yet we accept the norms of another group to which we refer but to which we do not actually belong. L Merton writes, individual in the society choose not only reference group but also reference individual. Reference individual has often been described as "role model". The person who identifies himself with a reference individual will seek to approximate the behaviour and value of that individual in his several roles(

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Social Groups: The Meaning, Characteristics, Classification and Other Details (7041 Words),

n.d.). According to Sherif, "A reference group is one to which the individual refers and with which he identifies himself, either consciously or sub-consciously. The central aspect of the reference group is psychological identification." According to Shibutani, "A reference group is that group whose outlook is used by the act or as the frame of reference in the organization of his perceptual field. Horton and Hunt have pointed out, "A reference group is any group to which we refer when making judgements – any group whose value-judgements become our value-judgements". They have further said, "Groups which are important as models for one's ideas and conduct norms..." can be called reference groups. Ogburn and Nimkoff say, "Groups which serve as points of comparison are known as reference groups". They have further added that the reference groups are those groups from which "we get our values or whose approval we seek". The individual evaluates his own situation and behaves with respect to three reference group situations(

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MSWS-13 Social Work practice with groups.docx (D117055454)

Social Groups: The Meaning, Characteristics, Classification and Other Details (7041 Words),

n.d.). The reference group provides many of the standards that guide behaviour, even when the standards are contrary to those of earlier membership groups. Unsocial, pseudo-social, antisocial and pro-social groups George Hasen has classified groups into four types on the basis of their relations to other groups. They are unsocial, pseudo-social, antisocial and pro-social groups.

NSOU ? PGSW-III 14 An unsocial group is one which largely lives to itself and for itself and does not participate in the larger society of which it is a part. It does not mix-up with other groups and remains aloof from them(

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SA MSWS-13 Social Work practice with groups.docx (D117055454)

Social Groups: The Meaning, Characteristics, Classification and Other Details (7041 Words),

n.d.). But it never goes against the interests of the larger group. A pseudo-social group participates in the larger group of which it is a part but mainly for its own gain and not for the greater good. An antisocial group is one, which acts against the interest of the larger group of which person is a part. A pro-social group is the reverse of the antisocial group. It works for the larger interest of the society of which it is a part.

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In-group and Out-group William Graham Sumner, an American Sociologist in his book "Folkways" made distinction between in-group and out-group

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SA BSW-22- ENGLISH 3.4.22.docx (D132411911)

According to Sumner, "The groups with which the individual identifies himself are his in-groups, his family or tribe or sex or college or occupation or religion, by virtue of his awareness of likeness or consciousness of kind". The individual belongs to a number of groups which are his in-groups; all other groups to which he does not belong are his out-groups. In-group produces among the members the sense of belonging together which is the core of the group life. In-group attitudes contain some element of sympathy and a sense of attachment to the other members of the group. It embodies the collective pronoun 'we'. The members of the in-group display cooperation, goodwill, mutual help and respect for one another's rights (

https://www.pacc.in/e-learning-portal/ec/admin/contents/47_DSW%2013_2020122905135171.pdf). 1.4 Characteristics of Primary Group and Secondary

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SA MSWS-13 Social Work practice with groups.docx (D117055454)

group Primary Group possesses certain essential traits. The following are the characteristics of Primary group. 1. Closeness or Physical Proximity: Physical proximity or presence provides an opportunity for the development of intimate and close relations. In order that relations of the people may be close, it is necessary that their contacts also should be close.

Seeing and talking with each other makes exchange of ideas and thoughts easy. It is because the members of primary group meet NSOU ? PGSW-III 15 and talk frequently that a good feeling and a sense of identify develop among them quickly. Prof. K. Davis remarked that physical proximity or face-to-face relation is not indispensable for establishing close contact or intimacy. For example, we may have face-to-face relations with our barbers or laundrymen; there may not be intimacy or primary group relationship with them. On the other hand, we may establish contact with our close friends through the correspondence of letter even though we may not have seen for many years. Relationships among primary group members are based on intimacy not on contractual obligations. 2.

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Smallness: Primary groups are smaller in size. The smaller the size of the group, the greater will be the intimacy among its members. Relationship can be intimate and personal only in a small group. It is a fact that intimacy declines as the size of the group increases.

The limited size of the group facilitates the participation of all its members in its common activity. Better understanding and fellow feeling among the members can be possible only when the group is small in size. 3.

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SA MSWS-13 Social Work practice with groups.docx (D117055454)

Durability: Primary group is relatively, a permanent group. Intimacy between the members becomes deeper because they meet frequently and are closely associated with one another. All the members of the

primary group try to fulfill the condition of continuity or durability of relationship. 4.

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Identity of Ends: Members of a primary group have similar attitudes, desires and objectives. They all work together for the fulfillment of their common end. Every member tries to promote the common welfare of his group.

The experiences, pain and pleasure, success and failure, prosperity and adversity of an individual member are shared by all the members of the group. The interests of one are the same as the interests of other. Kingsley Davis has rightly remarked "the child's needs become the mother's ends". Such a complete and mutual identity of ends is seldom found. 5.

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SA MSWS-13 Social Work practice with groups.docx (D117055454)

Relationship is an end in itself: The Primary relationship is regarded not as a means to an end but rather as an end itself. If the people make friends for specific purpose or means, we cannot regard their friendship as genuine. A genuine friendship or true love is not formed for a purpose. It is above the consideration of any selfish interest or interests. Friendship is

a source of

NSOU ? PGSW-III 16 pleasure, it is intrinsically enjoyable. The primary relations are voluntary and spontaneous because they possess intrinsic value. 6. Relationship is Personal in nature:

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The primary relationship is a matter of persons. It exists because of them and it is sustained by them. It should be noted that this relationship comes to an end as soon as one of the partners disappears from the primary group. The personal relationship is non transferable and irreplaceable.

One individual cannot be substituted by another individual in the same relationship, for example, no one can take the place of our dead friend. The vacuum created by his death cannot be filled in, nor can anybody establish and continue the same kind of relationship with us after his death. (

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vii) Relationship is Inclusive: In the primary group, we face our fellows as total human beings. A person comes to know his fellow in all the details of his life, as a whole being.

It thus becomes clear that

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primary relationships are non-contractual, non-economic, non-political and non-specialised; they are personal, spontaneous, sentimental and inclusive. Secondary group

have the following features : 1.

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Large in size: Secondary groups are relatively large in size. These groups comprise a very large number of persons. For example, a political party, a trade union, international associations, such as Rotary Club, Lions Club, the Red cross Society which consists of thousands of members scattered all over the world. 2. Formality: The relations of members in a secondary group are of a formal type. It does not exercise primary influence over its members. Secondary groups exert influence on the members indirectly. They are controlled by formal rules and regulations. Informal means of social control are less effective in regulating the relation of members. Formal social controls such as law, legislation, police, court etc. are very much important for the members. Moral control is only secondary. A formal authority is set up with designated powers in secondary groups. Here man is a legal and not a human entity.

NSOU ? PGSW-III 17 3.

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Impersonality: Secondary relations are impersonal in nature. In the large scale organisation, there are contacts and they may be face-to-face, but they are, as says K. Davis, of "the touch and go variety." Here contacts are chiefly indirect. The two persons may never see each other. Relations among them are impersonal, because members are not very much interested in other members as 'persons'. They are more concerned with their self-centered goals than with other persons. There is no sentiment attaching to the contacts. It is not required that the parties know each other. For example, in the large scale factory organisation, the members are known to each other as the boss, the foreman, skilled workers, ordinary workers etc. The secondary relations are viewed as a means to an end and not an end in itself. 4. Indirect Cooperation: Indirect cooperation is another characteristic of secondary groups. In it, members do different things interdependently. Ali contributes to the same result, but not in the same process. They do unlike things together. In the large scale organisation where division of labour is complex, the members have not only different functions but different powers, different degrees of participation, different rights and obligations. 5. Voluntary Membership: The membership of most of the secondary groups is not compulsory but voluntary. Individuals are at liberty to join or to go away from the groups. It is not essential to become the member of Rotary International or Red Cross Society. However, there are some secondary groups like nation or the State whose membership is almost involuntary (

Netaji Subhas Open University, n.d.). 6. Status depends on

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Role: In secondary groups the status or position of every member depends on his role. The determination of his status is not influenced by ascription or by his birth or personal qualities but by the achievement or the role he plays. For example, the status of the President in a trade union depends upon the role he plays in the union and not upon his birth.

Importance of Primary and Secondary Groups The primary group is considered very important both for the individual and society. The primary group plays a commanding role in the development of human NSOU ? PGSW-III 18 personality. It is fundamental in forming the social nature and ideal of the individual. It is regarded as a nursery of human nature. The development of "self" – the core of personality depends on close, intimate and interaction with primary group. The primary groups not only satisfy the human needs but also provide a stimulus to each of its members in the pursuit of interest. The face-to-face association-ship or the close physical presence of others acts as a stimulus to each. Importances of

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Secondary Groups are of special significance in modern society. They have become almost inevitable today. Their appearance is mainly due to the growing cultural complexity.

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They are also called "special interest groups" or "self- interest groups". The examples of secondary groups include a city, a nation, a political party, corporation, labour union, an army, a large crowd etc. These groups have no direct bearing on the members.

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According to C.H. Cooley, "Secondary groups are wholly lacking in intimacy of association and usually in most of the other primary and quasi-primary characteristics".

According to Kingsley Davis, "

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BSWS-22- ENGLISH 3.4.22.docx (D132411911)

Secondary groups can be roughly defined as the opposite of everything said about primary groups".

In place of cottage industry we have now grant corporations employing thousands of people. Population has moved from the village to the city. The changing trends of modern society have swept away primary groups. Man now depends more on secondary groups for his needs. The child was formerly born in the warm atmosphere of the family, now he is born in the cold atmosphere of the hospital. The secondary group helps its member to improve their efficiency in their specific field of activity and in consequences, they become experts. It broadens the outlook of its members. It accommodates a large number of individuals and localities which widens the outlook of its members. It is more universal in its judgement than the primary group. The secondary groups have broadened opportunities. A large number of professions and occupations are opening the way for specialised careers. Secondary groups provide a greater chance to develop individual talents. The talented individual neither can nor rises from an unknown background to the highest position in business, industry, civil and technical services. The functions of secondary groups are essential for our society if we wish to enjoy our current life styles. The people are becoming more and more dependent on these groups. The tremendous advances in NSOU ? PGSW-III 19 material comfort and in life expectancy in modern world would be impossible without the rise or goal-directed secondary groups(

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SA MSWS-13 Social Work practice with groups.docx (D117055454)

Social Groups: The Meaning, Characteristics, Classification and Other Details (7041 Words),

n.d.). Difference between Primary Group and Secondary Group It is important to mention here that dichotomy between primary and secondary' groups were perceived by Cooley but it was not elaborated by him. However, the following are the chief points of difference between the primary group and secondary group. Secondary Group Secondary group the membership is widespread. It may contain thousands of members scattered in different parts of the world. Secondary groups do not give its members feeling of close proximity that primary groups offered. In primary group, one is concerned with the other person who is fitting a role. Secondary groups based on temporary relationship. For example, members of a club infrequently and only for a few hours at a time. In a secondary group, the cooperation with the fellow members. The members cooperate only to achieve the objective of the group. Every secondary group is regulated by a set of formal rules. A formal authority is set up with designated powers and a clear cut division of labour in which the function of each is specified in relation to the function of all the rest fellows. Subject Size Physical Proximity: Duration Kinds of Cooperation Types of Structures Primary Group Primary group is small in size. The membership is limited to a small area. It is not spread over the whole world. Primary groups are based on close contacts. People in these groups do not merely know one another and interact frequently. They have a strong emotional ties. Primary groups exist for a longer period. Relationships in primary group are permanent in nature. In a primary group, on the other hand, the members directly cooperate with each other participating in the same process. They sit together, discuss together play together. The primary group is based on an informal structure. The members participate in the same process. The spontaneous adjustment in the working of the group. No formal and detail rules are drafted. The structure is simple.

NSOU ? PGSW-III 20 Subject Primary Group Secondary Group Secondary group on the other hand is goal oriented. Members of the secondary group value extrinsic political, economic or other benefits of the relationship rather than relationship itself. It is concerned with a particular aspect of personality and it develops only that aspect. But in secondary groups, the position of a person is determined by his roles. While secondary groups promote self-interest and individuality. A secondary group is based on impersonal relationships. It does not exercise a primary influence over its members because they do not live in presence and thought of one another. In secondary group individual interact with part of their personality. There is a feeling of external constraints between members. Secondary group on the other hand, uses formal means of checking deviation of violation of norms. Formal agencies of social control are more effective as formal relations exist between the members. Primary groups are an end in themselves. Individuals enter into primary relations because such relations contribute to personal development, security and well- being. In primary groups, the position or status of a person is fixed according to his birth, age and sex. Primary group is concerned with the total aspects personality of a person and it develops his whole personality and qualities like love, sympathy, obligation, mutual help, tolerance etc., The relationship of members with each other in primary group is direct, intimate and personal. They meet face to face and develop direct contacts. People in primary group share their feelings, thoughts, fears and doubts without worrying that others will think less of them. The mode of recruitment to the primary group is formal. Therefore, formal means of social control are more effective. As members have closeness and greater intimacy, there is great control over a member. End in itself versus Means to an End Position Difference in Development of Personality Relationship Social Control

NSOU ? PGSW-III 21 1.6 Conclusion We may can clude by saying that this unit devoted for inculcating knowledge on various types of social groups. We all are members of different groups, like families, friendship groups, and fan clubs and religious groups or other groups. Sociologists have tried to classify different types of groups such as voluntary and involuntary Groups. We can join political parties or specific groups (usually professions). We participate in

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such groups with our own choices and efforts are voluntary groups. In contrast, we are forced or automatically

accepted to join a particular group without making a choice. For example, you will be automatically grouped as a member

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based on gender, age, nationality, religion, and ethnicity. These latter groups, which we

have been born with or have no choice but to become members of, are involuntary groups. Besides, as observed that there is also open group and closed group .An open ended group and closed ended group, anyone can be a member in open

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For example, anyone can join the Hrithik Roshan fan club. On the other hand, some groups maintain their exclusivity by limiting membership and making participation much more difficult.

There are few eligibility to qualify for membership

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in such clubs. Such groups with limited membership criteria are closed groups. Examples: Mafia (Underworld), Royal Enfield Motorcycle Club, Nightclub, etc. Closed groups usually have

a time limit, and group meetings have a given number of sessions. Members are usually expected to stay in the group until the end of the group, and no new members are added. We also see also those vertical vs horizontal groups. There is a specific group whose horizontal group members are made up of individuals from all walks of life. For example, the religious community can include members of all classes. Such groups can be thought of as vertical groups. So, a length of discussion has given on various social groups including primary, secondary, vertical, horizontal and reference groups etc, which of course would be very helpful for the learners. 1.7 Exercise 1. Define the meaning of social group. Explain the basic features of group.

NSOU ? PGSW-III 22 2. Write notes on reference group. 3. Discuss various types of social groups. 4. Distinguish between primary groups and secondary groups. 5. Explain the importance and functions of social group. 1.8 Reference

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Siddiqui, H.Y (2008) Group Work: Theories and Practices, Rawat Publications, Jaipur

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MIDNAPORE COLLEGE., (n.d.), [https://www.midnaporecollege.ac.in/RemoteClass/ social%20group.docx](https://www.midnaporecollege.ac.in/RemoteClass/social%20group.docx) Link used:

[https://www.pacc.in/e-learning-portal/ec/admin/contents/47_DSW%2013_ 2020122905135171.pdf](https://www.pacc.in/e-learning-portal/ec/admin/contents/47_DSW%2013_2020122905135171.pdf)

NSOU ? PGSW-III 23 Unit 2 ? Historical Development of Social Group Work: Global and Indian Scenario Structure 2.0 Objective 2.1

Introduction 2.2 Establishment of the club 2.3 Settlement movement 2.4 Playground and recreational exercise 2.5 World War and then reflection of Social Group Work 2.6 Theoretical foundation 2.7 A Glimpse of Professionalization and Development of

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Literature in Social Group Work 2.8 Social Group Work in India 2.9

Conclusion 2.10 Exercise 2.11 Reference 2.0 Objective This unit will help us to know how Social Group Work as a method of Social Work developed Globally as well as in India. 2.1 Introduction Group work was considered a pre-field move. It became away and returned to the field (

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Middleman and Goldberg (1988). Group work played an essential role in dealing with multiple shifts. In the United States in the late 19th and early 20th centuries: American Industrialization; Large Population Moves from Rural to Urban; And; a massive wave of immigrants, especially to urban areas

of the United

NSOU ? PGSW-III 24 States (Konopka, 1972; Garvin, 1997). You can see the history of social work. In particular, and the focus is on three main phases. (1) Formation of group work Club, the 1930s; (2) Merger to form National Socialist Association Workers, 1950s; (3) Revival of group work in the 1970s. Nevertheless, we can consider some of the developments between 1910 and 1920. Adult Education, Recreation, and Community Engagement We have begun to maximize the potential of group work. You understood better that group can be used to help people work effectively in their group. A community that enriches people's lives and supports their key people. The relationship was inadequate or dysfunctional. So they noticed it. Possibility of groups to help people acquire social and problem-solving skills. They started using groups well to prevent crime and rehabilitation of maladapted people. The organization that laid the foundation for Group work was self-help, informal, and recreational. In a settlement house, a neighborhood center, Y's, den Boy Scouts, Camp Fire Girls, Jewish Center Camps, and more Trade union organizations in the industry. Later called "group work agency," Uniting on these ministries, a fascinating new element was

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involvement In small groups, democratic way of life, community responsibility, and recognition Membership in activities

that affect the national or even global level. In the early 1920, Mary Richmond saw the possibility of working with the group. She wrote about the importance of small group psychology. Mary P. Foret, Politics Scientists, wrote about social solutions in the book "The New State" in 1926 (Jose & Jyotiram, n.d.). The problem will be "resulting in the formation of groups in and around the neighborhood." Social interest. Foret firmly believed in the power of a small group of educated people. In the community, she solved the

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social problems that her neighbors had in common. John Dewey proposed and developed the idea of progressive education, The usefulness of small groups as early as 1933. Dewey

recognized a social group Working methods that apply the principles of progressive education to small things An informal group in the leisure sector. Dewey, through his advanced training. Advocated for exercise and cooperation with small recreation groups (Fatout, M., 1992). Increased influence of Foret and Dewey's significant thinkers in group work Individualist perspective rooted in group work (Falck interview, 1998) (Jose & Jyotiram, n.d.).

NSOU ? PGSW-III 25 2.2 Establishment of the club

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The first form of group setting goes back to Sir George Williams. Hard-working

workers organized them at the Bridgewater Curtain Shop Christian way of life. The success of such groups has influenced the expansion 25 th Such grouping to other textile shops and other young men; thereby, The London Youth Christian Youth Association was born in 1844. The waves soon YMCA members worked and encouraged women and girls in Germany and the United Kingdom. They are for Christian fellowship. There are few similar movements in the UK Connections with the church were created simultaneously in 1855. This was directly guided by Emma Roberts, a female

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who formed a prayer community among them: her friends and wife. Arthur Kennard started training general women London Institute for nurses returning from

the Crimean War. Successful The activities of these two organizations motivated Mr. Kinnard and Mr. Roberts. Unite both organizations under one head. That's why the YWCA was born. It was released in 1877. Considering the underprivileged female Privileged women in the

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United States have launched many programs over the years. One such notable movement was the establishment of the Union Prayer Circle

in 1858 by Marshal O. It was converted into a boarding school after 1860 and renamed to Ladies Christian Union in 1866. The room was rented in the attic, preparing for the number of warehouses and new wage earners' needs. In the United States, the Boston YWCA began in 1866 and had 30 women. About the temporal, moral, and religious well-being of their fellow humans. Both YMCA and the YWCA have proven to be pioneers of active organizations. Participation in education, recreation, and religious activities for young men and women. The publications of these associations greatly contributed to the literature on social group activities. Contribution by these associations in providing qualified volunteers to carry out group work is huge (Jose & Jyotiram, n.d.).

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Industrial Revolution, required the establishment of an organized organization to meet the welfare needs of those who bear the burden of industrialization. The origin of the Settlement movement is in Jane Addams who was founder of Hull House in Chicago in 1889. The exercise focused

Worked in the causes of poverty and the three areas of influence ("3

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Rs")- Research, Reform, and Residence. Jane and other pioneers who believed it Use the group approach to set

your exercise goals as follows (Jose & Jyotiram, n.d.): Identification of settlement workers with the environment; local residents could share their cultural and religious knowledge among the poor and group responsibility for social reform. The crowded immigrant population has become the target of most settlement's workforce. There they were able to meet the changing conditions and needs of people. People match different resources to meet people in need. They provided various services such as education,

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health, legal services and Advocated a change in social policy. According to Rameshweri Devi and Ravi, Prakash (2004) also served as

the center of English education. Citizenship and clubs do both older and younger immigrants: the best American culture (Jose & Jyotiram, n.d.). Stanton Coit focused its activities on forming the club A neighborhood that unknowingly builds a deep bond with the Diocese.

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He was the founder of a neighborhood guild, The first American settlement in 1886. Picnics and other recreational activities We have picked up so that more

young people and villages can also participate. A structured and informal association. Woods and Kennedy are on the horizon of reconciliation, Commenting that the Settlement movement has opened up many possibilities for "actual interaction of associations." 2.4 Playground and recreational exercise Of note is the role of recreational movements in group life. The socialization process begins when the child begins dating and accepting Another kid playing with him. Even in America's first urban playground, English Village Green and group games were only in

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the Nineteenth century. In 1868, Boston's first church came up with a vacation Playground while Washington Park in Chicago was open for team play in 1876. But it was 1885 when a sand park began in Boston. Marie Zaklzevska, whose playground was chosen as an exercise in history Social group work. She got the inspiration for such a concept. Children are playing in

a mountain of sand in a NSOU ? PGSW-III 27 public park. Immediately playground and summer camp was shot like a mushroom under

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the leadership of villages, churches, and schools. That is the Successful playground movement and the need for more tax-backed play Reasons that

led to

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the establishment of a playground and recreation club American in 1906. Schools and other social institutions that supported the movement Emphasize the importance of such group experiences in child growth's social and emotional

areas. World War Community Services organized between Wars I and II

The recovery movement is greatly accelerated. Originating from a private territory Owned a small playground for the poor, which was the growth of the recreational movement. It's far beyond imagination. It has grown so much that it is now. The main source of national wealt (Jose & Jyotiram, n.d.)h. 2.5 World War and then reflection of Social Group Work After World War I, social scientists also Community / community. Frederick Slasher (1927) was the first to do this. He studied criminal organizations in the Chicago area. He learned the group by making friends observe the members of the gang and the internal workings of the gang. Slasher is watching All gang members had status in the group associated with The functional role that members played for the gang.It suggests a familiar role in the evolved culture within the gang. A code that all members can follow. The code was enforced by the group opinions, coercion and corporal punishment. Work this with othersaffects how youths work in groups at the Settlement House(Jose & Jyotiram, n.d.). Neighborhood

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centers and youth organizations.Some later group workers relied on naturalistic observations

from a group of boys.Show how unity and group hostility develop in summer camps and operations. Social scientists have also learned more about human behavior A group from research in the industry and the US Army. Characteristic, Workers in the industry participate in informal organizations both inside and outside the workplace. 27 Foster expectations that their work and labor relations will affect people of one type-

80%

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gender, age, ethnic qualities, education, and social class (Jose, 2008; Warner, 1947). Such aggregates (also known as "

grids") are a place where employees classify themselves according to rank, such as a cafeteria, Gender, age and location of the plant (Hughes, 1946).

NSOU ? PGSW-III 28 2.6 Theoretical foundation In the 1930s, the influence of small group theory, especially differentiation, was seen. Performed by Coolie in connection with primary and secondary groups. The Tony's Proposal to Distinguish Society and Community It also helped to deepen the understanding of the group. There was an explosion in the 1950s Of the development of knowledge and theory related to small groups. Mayor Researchers included Vales, Hohmanns, Bion, Lewin, Weber and others. I will mention a few. A big problem that emerged in the first half of the 20th In century was suitability, patterns of

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communication and interaction, leadership, Interpersonal preference, and social cognition, which are important factors handling group processes in social work. It's also important to mention thatthe contribution of psychoanalytic theory, learning theory, field theory, social exchange theory, and system theory explains group functions (Jose & Jyotiram, n.d.). 2.7 A Glimpse of Professionalization and Development

of Literature in Social Group Work We all know that the group work is comparatively younger than casework.

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The first course of group work was offered by Clara Kaiser, the School of Social Work at Western Reserved University in Cleveland. When she left for New York in 1935, Grace Coyle continue to develop this course. Group was taught as a mthod and partially as a field of practice. By 1937 about 10 schools

of social work offered this course

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in social work. However, as Schwartz points out, the real historical differences between the two is that casework soon become identified with social work profession, where groupwork did not become formally linked with profession until much later during the National Conference of Social Work in 1935. It was earlier rather informal in nature until the founding of National Association of Social Workers (Toseland

and Rivas 1998). Some of the milestones may be pointed out as below:

NSOU ? PGSW-III 29 • National Conference of Social Work 1935 • Development of American Association of Study of Groups 1936. The

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group created National Association for the Study of Group under the leadership of Arthur Swift • 1939, group work began to be treated as a distinct subject

marked by

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National Conference of Social Work • Identification of group work in social work

became stronger in 1940

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s • 1940 and 1950s group workers began to use groups more frequently to provide therapy in mental health

setting • Youth organizations like girls scouts, YWCA started practicing it • Some books like "Social Group Work Practice" (1949) by Wilson, "Social Group Work" (1949) by H. B. Trecker, "Group Work with American Youth" (1948) by Grace Coyle and "Therapeutic Group Work" by Giesle Konopka given a strong input to put social group work as a part of helping function of social work widen scope of knowledge and application. 2.8

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Social Group Work in India Group work as a method of social work came to India with its introduction

In 1936, 10 years after being recognized, of professional social education as a formal practice in the West. The evidence Group approach is used in various situations- providing charity services, providing religious education, and mobilizing people through oral tradition. Struggle for freedom against Britain in social reform strategies like Sarvodaya and Bhoodan's movement. However, there are few or few documents. The theory is based on it. All social work schools in India teach social group work courses (Also known as "social work with groups" or "how to work together" group at both graduate and graduate levels"). We observed a series of social work department in different universities started incorporating this method in its course curriculum. First it is observed by Tata Graduate School of Social Work known now as Tata Institute of Social Sciences in 1936 followed by other schools of social work, NSOU ? PGSW-III 30 such as Delhi School of Social Work, Visva-Bharati university, BHU, Madras School of Social Work, Indore School of Social Work, Lucknow School of Social Work, and so on.

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There was a brave attempt 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

Contribution to the development of indigenous materials for community organizations and groups, the work can be traced back to the 1960s. Social School Association Cooperation with the technical cooperation mission (US) designated minimum The standard

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for group work practice in India. VD. Mehta (1987) and Helen Joseph (1997), two social workers

attempt and agree

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to follow the historical evolution of group work in India. With the theoretical perspective used in social work schools in India, the practice model is primarily American, as is the case with social work itself. The practice of social group work in India is generally limited to corrective actions. Other facilities in urban areas, hospitals, etc. The general activities undertaken were recreational, educational, and cultural

in character. The method of

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group work was also practiced in community work. In the case of Mahila Mandala and Yuvac Mandala, it was mainly recognized. As

a collaborative work. The practice of group work is a Field research program at some schools initiated. Opened with the mediation of agency students, the community works with groups of children, adolescents, adults, and the elderly. In urban and rural areas, it is "ill" or healthy. For example,

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social work students in Kerala, housed in an open community, organize groups for children (Balasamithis) for adult women (kudumbashree self-help

group) a disadvantaged area. For such groups, Socialization,

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structured recreation, functional literacy, awareness-raising effective parenting, health and hygiene, environment, Joint autonomy and other socially related issues. In recent years,

a group

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of adolescent girls and boys was also organized in the village Addressing life skills development issues, including property management, Consider reproductive and sexual health, sexuality, family planning methods,

and more.

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The social reality is that most of them get married early. This brief review of historical trends in group work

practices Understands the current trends in group from a broad perspective. An NSOU ? PGSW-III 31 improvement approach focused on improving individual function is underway group members continue to be the best practice. Practice is based on problem identification, assessment, and addressing of this model. Emphasizing the mutually beneficial

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characteristics of group work The role of workers is to mediate between the needs of group members and society.

In these situations, mutual help and sharing of responsibilities are appropriate. Like short-stay homes and Nariniketan are supposed to help women Live together in adversity, support each other, and confront adversity events in life. Also useful for community groups such as Mahila Mandals and Youth Associations and other community groups that share mutual benefits. The central purpose is to give and receive support. Professional social workers are also involved as advisors or moderators for self-help groups highlight the Mutual Help property for the group (Jose & Jyotiram, n.d). 2.9 Conclusion In this unit we get a detailed Glimpe of the historical development of Social Group Work in global as well as Indian Scenario. We came to know the contribution of various clubs & movement in developing Social Group Work as one of the crucial Primary method of Social Work. 2.10 Exercise 1. Briefly write the history of Group Work around the globe 2. Write history of social group work in india 3. Write Short Note on— (a) Settlement Movement. (b) Establishment of the Club. (c) Impact of World War & reflection of Social Group Work.

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GROUP WORK. eGyanKosh. <https://egyankosh.ac.in/bitstream/123456789/58757/1/Unit2.pdf>

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Siddiqui, H.Y (2008) Group Work: Theories and Practices, Rawat Publications, Jaipur Trecker, Harleigh (1972) Social Group Work: Principles and Practices. Follet Publishing Company, Chicago

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Unit 3 ? Introductions to Social Group Work Structure 3.0 Objective 3.1 Introduction 3.2 Definition of Social Group Work 3.3 Goal & Functions of Social Group Work 3.4 Functions of group work 3.5 Underlying Values in Social Group Work 3.6

Conclusion 3.7 Exercise 3.8 Reference 3.0 Objective In this Unit we will get a swpe to understand the Scope, Goal & function of Social Group Work, we will also become aware of the values and

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principles of Social Group Work. 3.1 Introduction Social group work is a method of social work that helps individuals improve their social function and better address individual, group, or community problems through targeted group. It is also the process and method by which group life is affected by workers who consciously direct the interaction process towards achieving the goals envisioned within the framework of democratic standards. Its characteristics are that group work with group experience is used as a means of individual development in association with groups and that group workers develop social responsibility and active citizenship for the improvement of democratic society. It is to be interested. Group work is a way of servicing individuals within and through small groups of individuals to make the desired changes to the client's participants. NSOU ? PGSW-III 34 The basic objectives of this unit is to make the learners understand about social group work, its basic purpose, values catering around group work and detailed discussion on various principles one should follow while practicing group work. 3.2 Definition of Social Group Work 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 a social purpose (Hamilton, 1949). Kanopka (1960), group work is a method of social work which helps person to enhance their social functioning through purposeful group experiences. 1 (Rengasamy, n.d.) Trecker (1980) says, " Social group is a method in social work through which individuals in groups are helped by a worker who guide their interaction in programme activities so that they may relate to one another and experience growth opportunities in accordance with their needs and capacities to the end of individual, group and community development". 2 (Rengasamy, n.d.) (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 (Siddiqui,2008) Group Work is well accepted method in social work profession. It basically helps towards improving social functioning of an individuals and groups. It is directed towards bringing about desired changes of individuals, group and community level. The method is applied mainly at two levels, one at individual level and two, entire group as a system level. It helps individual to develop potentialities; identify abilities and help to cope better; enhance social functioning with their environment; to learn to inculcate new behaviour which sustained their life. One should remember that the NSOU ? PGSW-III 35 relationship between Worker to Member, Worker to Group,

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Member to Group generate a lot of forces attraction and interaction. Group became an instrument to meet the basic needs and strengthen human capacities. It functions through programme media(Rengasamy, n.d.). Basic aims and objectives: 3 1. Enable individual change; 2. Provide Individual support 3. Socialization of individuals 4. Develop self concept 5. Inculcate positive values. 6. Individual growth and assessment 7. Group growth 3.3 Goal & Functions of Social Group Work Social group work is an orderly, systematic plan; way of working with people in groups. Social group work is not an activity but a way of conducting many different activities.

The members

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are helped to learn new ideas, develop skills, attitude changes & responsibilities through participation in a social process(Sehgal, n.d.). In group work group itself has utilized by the individual with the help of the worker as a primary means of personality growth, change & development of individual Alan Brown (1992 summarizes goals or purpose of group work are individual assessment; individual support and maintenance; individual change; use for educational, informa- tion-giving and training groups; leisure/ compensatory groups for recreation & enjoyment; mediation between individuals and social systems(Sehgal, n.d.). The specific purpose of group work could be mentioned as: • To teach individual to live & work together and participate in group activities for their intellectual emotion& physical growth •

To

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taught to work together with other people & participate in different activities. • To develop individual personality& behaviour by using different group work process

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To prepare the individual to learn how to take responsibility in a democracy style of working. • To give opportunity to them who have potentiality, worth and dignity of leadership • To make best use of leisure time ; to learn division of labour & specialization of role just to indicate to play individual role in the group • To provide suitable task to the individual according to her/his skill, knowl- edge and interest • To widen ones horizon; to prepare people for social change • To apply group therapy in need of physical, mental and emotional adjustment • To solve problems of adjustment by development of individual's personality through the group process. • Prepare the individuals to learn to share responsibility in working of democ- racy as active citizens of the country. • Give opportunity to those who have potentialities of leadership. • To

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prepare the people for social change. 3.4 Functions of group work Group works mainly sees the situation & the needs of all the individuals & try to solve the problems of the individuals. Main functions of group work could be summarized as below: •

Group work is carried on with voluntary group in practice in social agency settings for helping individual to grow and assist in a group. •

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A group fulfil the socially desires need of each individual in the group • Group

workers take care of social agencies using it

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in many fields such as education, religious & recreational field. • It's a helping process with dual purpose of individual

as well as group growth. So,

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the function of the group work is always for the betterment of the individual as well as for the growth of the entire group. NSOU ? PGSW-III 37 • Group worker plays role of

a enabler & helping person who use her/his better knowledge and

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try to make the group better. 3.5 Underlying Values in Social Group Work Values refer to our belief that influences our practice on how one should behave. It is therefore influences our practice. There are few core values relating to group work practice as discussed below: 1. Contextual value: The main sources of this value are sponsoring agency and value of social work profession. The core social values in group like equality, democratic participation, group interaction, etc. the agency has its own values that prevail and influences group work. Therefore, it most important to look into the questions: are decision made within the group or outside group? What is the locus-standi of power? Another set of influence come from social work profession. Group worker imbibe professional values like worth and dignity of individual group member, teach respect and fairness in approach, importance of participation, individualization etc. 2. Value of Group Worker: Personal value of worker also influence in the process while working with group. But it is necessary that group worker should inculcate value of cooperation and mutual help enable participation among themselves, promote individual and group initiative, freedom to express thought and feelings, value of members etc. 3. Value of Group Member: Group members also have their own set of values. Worker should be aware about this. It is also a fact that

member's values are influenced by case, race and

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culture. So the worker need to make understanding clear that the own value or interest should not dominate rather they should respect each other and create a good

value

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system within the group 4. Human Relationship: The group work process deals with basic values of human relationship. The basi values as conceptualizes by Northen (2007) and Kurlend are:

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a) Dignity and worth of individual member; (b) Social Justice (c) Mutual help/responsibility Dignity and Worth: All members should be accepted as they are. We should respect the inherent worth and dignity of member. Group worker should recognize and treat each member as dignified member; Social Justice: fairness in approach should be the cardinal principal. Everyone should get equal opportunities. They have the right to self determination. The worker should understand and take up working on removing causes that created inequalities. Mutual Responsibilities: People are interdependent. They are capable of help- ing with each other. Worker should therefore enable norms, communication, demo- cratic process and taking mutual responsibilities for the development of group and community at large. Principles of Group Work as pointed out by HB Trecker mentioned below with elaborate discussion (Sehgal, n.d.) : The group worker benefits the conscious understanding of the basic principles of social group work because this knowledge provides him/her a frame work to work with the group.

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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. 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 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.

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In 1948 H. B. Trecker wrote 10 principles in his book "Social Group Work: Principles and Practice which is still read widely as those are cardinal principles of group work practice. The ten principles are discussed below for our better understanding: 1) The Principle of Planned Group Formation In social group work, a group is a basic unit that an individual can carry out. As a result, organizations and employees responsible for group formation or agency acceptance have factors specific to the group's situation that make a particular group

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a positive potential for personal growth and the realization of recognizable needs. You need to

know how to form a group.

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The Social Group Work process uses group as a medium for providing services to the individual, hence the formation of a group is a prerequisite for a group worker. Whether a group worker works with groups already functioning or forms her own group, s/he should be aware of certain factors while forming a group so that the group becomes a positive potential for individual growth. A group has to be formed in a planned way before initiating the group work process. From what is explained by Trecker we can say this principle comprises the following fundamentals (Sehgal, n.d.) .Groups like individuals are different, evolving, developmental and ever-changing and tremendously influential upon the behaviour of individuals.

While forming the group age, sex, socio economic background etc must be looked into before setting elements of conscious design and plan.

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The group worker's skill will be evident in the way s/he consciously gives aid at the point of group formation. In India group formation can become a difficult exercise as the people may lack the motivation to join a group and may do so after much persuasion. So the group worker must have the skill to deal with the resistance of such members. The group worker should be equipped with an in-depth understanding of the client population, and pay attention to inter-personal compatibility and other factors such as age, caste, gender, socio-cultural background etc. 2) The Principle of Specific Objectives. In the work of social groups, specific goals for the development of individuals and groups must be consciously set by employees based on the needs of individuals and groups. Specific objectives of individual and group must be consciously formulated by the worker in harmony with group wishes

looking into capacities of members

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and in keeping with agency function. The group worker should help the members achieve the overall objectives of social work through its own specific objectives, which are to assist individuals to grow and change; supplement emotional and social nourishment; promote democratic participation and remedy individual and social disorganization (Sehgal, n.d.) . Agencies and their workers must be aware of what people want from group experiences and help them to get it. The group worker who recognizes the need for consciously formulated specific objectives for individuals and groups becomes a

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purposeful, rather than an unfocused worker and makes the group work in a planned than haphazard exercise. Objectives, thus, become a controlling force in the life of the group and the group worker should have clarity about the specific goals s/he wants to achieve along with the benefits s/he is hoping the members would get. When the worker focuses on individual and group objectives, s/he reduces the likelihood of permitting her/his own needs to get in the way of the group s/he helps the members to see their strengths and limitations and set their objectives accordingly, in alignment with the agency's formulated purposes. The expectations and the aspirations of the members should also be given due weightage while formulating the objectives and activities planned accordingly. 3) The Principle of Purposeful Worker-Group Relationship. In social group work, there is a conscious intentional relationship between workers and group members based on the acceptance of group members as they are and the willingness of the group to accept assistance from workers. There is a need to establish a good relationship

between worker and member.

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A consciously purpose- ful relationship must be established between the worker and the group members based on mutual acceptance. This principle is based on the premise that it is both possible and necessary to create an effective working relationship with a group before the worker can be of any help(Sehgal, n.d.) . Before the worker helps the group members,

it is necessary for him/her to develop meaningful relationships and win confidence with each other.

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The worker's relationship with the group is a major tool, and the quality and strength of this relationship determine the extent to which the group can be helped to the fullest realization of its potentialities. When the group workers adopt the procedures suggested by this principle, they begin their work motivated by an initial desire to understand the group as a basis for helping it. By encouraging the group to "be itself" and accepting it as it is, the worker becomes accepted and helpful to the group. 4) The Principle of Continuous Individualization. In social group activities, it is recognized that groups are different and individu- als use group experiences in different ways to meet diverse needs. Therefore, continuous individualization must be practiced by workers. Groups and individuals within groups must be understood as potential for development and change. Groups

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are different and individuals utilize group experiences in a variety of ways to meet their differing needs; consequently, the principle of continuous individualization must be practiced by the group worker. Each group has to be seen as unique, different from any other group, like the members in the group(Sehgal, n.d.) . When the group worker individualizes a group, she accepts the fact that human beings are naturally different. To work with groups in awareness of their differences as well as similari- ties is a reinforcement of the belief that people have a capacity to change, when given adequate opportunities for and help in changing. The worker should be ready for a variety of individual responses rather than a uniformity of response. S/he should accept the differences in individual ability and growth; strive to help individuals understand themselves and help them modify their behaviour towards those who have special needs. Individualization should be a continuous process on the part of the group worker who accepts the certainty of change of individuals and groups(Sehgal, n.d.) . 5) The Principle of Guided Group Interaction. In the work of social groups, the main source of energy that drives the group and makes a difference to the individual is the interaction or interaction of the members. Group workers influence this interaction through the type and quality of

participa- tion.

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Social Group Work is a method through which individuals in groups in an agency setting are helped by a professionally trained worker who guides their interaction in various program activities. The idea is that they relate themselves with others and experience growth opportunities in accordance with their needs and capacities(Sehgal, n.d.) . Interaction is a process whereby two or more persons are in a meaningful contact, whereby their behaviour is modified. When people are in groups, the possibility of interaction and inter-stimulation are always present(Sehgal, n.d.) . The main source of energy which propels the group is the interaction of the members through planned programme and the group worker influences this interac- tion by the quality of her/his

designed plan and

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participation. As the possibility of inter-stimulation through interaction is always present in a group, the Social Group Worker must harness and consciously direct and utilize this natural social process. The presence of the worker whose role is to actively influence NSOU ? PGSW-III 42 the type and the degree of interaction, converts the social process into the social group work process. The worker is primarily interested in helping to bring about individual growth and social development for the group as a whole as a result of guided group interaction(Sehgal, n.d.). S/he enhances the potential for interaction by helping members to assume participating roles. The group worker uses methods that stimulate the group to the fullest possible analysis and understanding of their own situation and thereupon influence the social interaction of the constituent members of the society(Sehgal, n.d.). 6) The Principle of Democratic Group Self-Determination. In social group work, groups must take the highest level of responsibility according to their abilities, make their own decisions and help them decide on their own actions. The principle of self-determination is a core value of the social work philosophy and has to be practiced, irrespective of the method of working. In social group work method, as in other methods of social work this principle is of great significance. The idea is to inculcate in the members an ideology of democracy(Sehgal, n.d.). The group must be helped to make its own decisions and determine its own activities, taking the maximum amount of responsibility in line with its capacity and ability. The group has a right to make its own choices and the capacity to make satisfactory decisions. The aim of the group worker is to encourage an ever- increasing capacity on the part of the group to take responsibility for its actions. This principle assumes that groups can develop only when they are given opportunity to behave responsibly but it is to be consciously judged as to how much responsibility a group can be asked to assume at any point in its development (Sehgal, n.d.) . The group worker must first help the group to develop a conscious group-self before it can become responsibly self-determining. The worker should give up any need to dominate the group and instead work with the group on the basis of her/his ability to share her/his wide experience and competence (Sehgal, n.d.). 7) The Principle of Flexible Functional Organisation. In social group work, the processes by which workers lead a group build a formal organization

for greater programme. It

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is important as the details of the actual structure of help in taking activities systematically. A formal organization must be flexible and should be promoted if it can meet the perceived needs, be understood

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by its members, and function accordingly. Formal organizations need to be able to adapt changes within the group. Every group has some informal organization of its constituent members enables it to function. As the group is formed for specific objectives, it should also have a formal organization to help it achieve these objectives. This formal organization should meet a felt need, be flexible, adaptive and should change as the group changes (Sehgal, n.d.) . The principle does not imply that group worker should organize the group; rather she should help the group organize itself (Sehgal, n.d.) . The group should be encouraged to explore its needs, set its objectives and determine specific functions and helped by the group worker to make its own decisions. The worker should help the group to determine who should take the leadership assignments along with the qualifications and expectations, so that the members are aware of what the group expects from them. Not only the structural details of this formal organization, but the process through which the worker guides the group to have a formal organization is equally important. Group efforts which may be scattered and haphazard become focused when formal organization is made available, as it allows the energies of the group members to be properly channelized. Tasks and duties should be identified and allocated in an orderly manner and members helped and encouraged to assume responsibilities

as like a formal organization.

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The process to organize itself is an excellent vehicle for growth. The formal group organization should be simple, stable yet flexible, open to changes as per group needs. The experiences of the group members in solving the organizational problems are no less valuable than the other program experiences. 8) The Principle of Progressive Programme Experience. In social group work, the program experience in which the group participates must begin at the level of progress related to the interests, needs, experiences, abilities of the members, and the developmental abilities of the group. Program in social group work does not only mean the activities or events but is abroad concept that includes the entire range of individual and group relationships, interactions and experiences deliberately planned and carried out with the help of the group worker to achieve the group goals (Sehgal, n.d.) .The group worker should not impose her/ NSOU ? PGSW-III 44 his program plan on the group but

help the

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group to develop its own program by extending to the group a variety of choices. S/he may only make suggestions as to possible programmes. The program development is a continuous process and grows out of group potentialities. This principle implies that there is starting point for all group programmes. Small beginnings can culminate into bigger and more challenging tasks as the group progresses.

Always programming to be designed from simple to complex so that members can achieve the vision.

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The program experiences in which the groups engage should begin at the level of member interest, need, experience and competence and should develop in tandem with the developing capacity of the group (Sehgal, n.d.). The worker should help the group to enjoy a progressive series of program experiences in consonance with the group's potential and capacities. The group cannot be expected to do the same thing all the time (Sehgal, n.d.). After success in simple activities, the group can be encouraged to move to more complex experiences. 9) The Principle of Resource Utilization. In social group work, the entire agency and community environment has resources that should be used to enhance the content of individual and group-wide group experiences. This principle guides the group worker to utilize the available resources to enrich the content of the group experience for individuals and group as a whole. For this it is imperative that the Social group worker should possess knowledge about the resources available in the group, agency and the community (Social Group Work Working With Groups, n.d.). S/he should use her/his skill in locating and then acquainting the group with the various resources which can be utilized by the group for different programs (Sehgal, n.d.). The worker serves as a liaison between the group and the community and her/his ability becomes apparent in the skill with which she draws upon the environment. S/he not only helps to stimulate the group to action but also helps them to discover and use the agency and community resources and those within the group. She must ensure that the members procure the required material for the smooth conduct of the group sessions. S/he should take initiative in mobilizing both material and human resources and oversee the utilization of the available resources by the members for the common good (Sehgal, n.d.). NSOU ? PGSW-III 45 10) The Principle of Evaluation. In social group work, continuous assessment of outcome processes and programs is essential to ensure maximum self-actualization for all. Continuous evaluation of the process and program regarding the results of workers, agencies and members are essential. The social group worker should carry out the evaluation of the outcomes in a carefully planned manner. Maintaining records in a systematic and orderly way aids the evaluation process. Evaluation carried out in an objective and neutral way helps in revealing the extent to which the group has been successful in achieving the group goals. A feedback from the members along with the observation and assessment of the worker help the group members develop insights into their strengths and weaknesses. Evaluation should be done at the end of each session and at the time of the termination. Konopka has described certain principles to work with the groups. Summary of these principles has been narrated here ("Principles of social group work," n.d.):

- Social worker's goal is to enable

group members

100%**MATCHING BLOCK 114/546****SA** Unit 3 _SP_ Final Introduction to Social Group ... (D123675973)

to move toward greater independence and capacity for help. • The social worker must use the scientific method to prepare for action fact-finding analysis

63%**MATCHING BLOCK 115/546****SA** Unit 3 _SP_ Final Introduction to Social Group ... (D123675973)

and diagnosis in relation to the individual, group and the social environment. • The social worker must form purposeful relationship.

It means a conscious focusing on the needs of the group members and attempts to fulfil them.

100%**MATCHING BLOCK 116/546****SA** Unit 3 _SP_ Final Introduction to Social Group ... (D123675973)

The social worker must use himself consciously. This includes self-knowledge and discipline

in relationship

84%**MATCHING BLOCK 117/546****SA** Unit 3 _SP_ Final Introduction to Social Group ... (D123675973)

but without the loss of warmth and spontaneity. • The social worker must accept members as they are, without condemning their behaviour. This involves deep understanding of group members as

well

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Unit 3 _SP_ Final Introduction to Social Group ... (D123675973)

as knowledge and identification of values regulating human beings. • The social worker must understand the origins

of his own value system and be able to handle it in relation

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Unit 3 _SP_ Final Introduction to Social Group ... (D123675973)

to the value system of others. • He must allow members to develop their

own behaviour

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Unit 3 _SP_ Final Introduction to Social Group ... (D123675973)

without much interference and to choose their own point of departure without

imposing outside

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demands. But the worker has responsibility for stimulating change. NSOU ? PGSW-III 46 Cohen has also discussed certain principles which maybe significant in working with the groups. According

to him: •

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The group members must be encouraged to help themselves by the social worker playing as in director enabling role rather than a manipulative one.

It means

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Unit 3 _SP_ Final Introduction to Social Group ... (D123675973)

the group members be given the right of self-direction and self- determination. • 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. Social worker must focus not merely on the immediate problem as seen by the group but on relation to the total situation. • Social worker must keep in mind that individual differences exist while dealing with the group members. • It should be kept in mind that the welfare of individual is inextricably interwoven with the welfare of the group. 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. 3.6

Conclusion

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Unit 3 _SP_ Final Introduction to Social Group ... (D123675973)

On the basis of above discussion, one would be very clear about various principles of social group work practice. These are guiding principles and without understanding of such ideas, practice of group work in any set up would be meaningless. One should at least consider HB Trecker 10 principles of social group work, such as principle of planned group formation, principle of specific objectives, principle of purposeful worker group relationship, principle of continuous individualization, principle of guided group interaction, principle of democratic group self determination, principle of flexible functional organization, principle of progressive planning and programme, principle of

resource utilization

and principle of evaluation.

NSOU ? PGSW-III 47 3.7 Exercise 1.

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Define Group Work. What are the purpose of group work 2. Discuss underlying values in group work practice 3.

Explain various principle of Social

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Unit 3 _SP_ Final Introduction to Social Group ... (D123675973)

Group Work practice in India 4. Discuss the function of Group Work 3.8 Reference Principles of social group work. (n.d.). social work. <https://socialworkbhu.blogspot.com/2013/12/principles-of-social-group-work.html> Rengasamy, S. (n.d.). Social Group Work. <https://files.drdeen.webnode.com/200000356-b5800b6f54/Social-Group-Work.%20Complete%20notes.pdf> Sehgal, R. (n.d.). VALUES AND PRINCIPLES IN SOCIAL GROUP WORK. eGyanKosh. <https://egyankosh.ac.in/bitstream/123456789/58769/1/Unit4.pdf> MSW 008 Social Group Work Working With Groups. (n.d.). Pdfcoffee.Com. Retrieved December 24, 2021, from <https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html> Trecker, Harleigh (1972) Social Group Work:

Principles and Practices. Follet Pub- lishing Company, Chicago (Footnotes) 1

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Unit 3 _SP_ Final Introduction to Social Group ... (D123675973)

Konopka, Gisela (1963) Social Group Work: A Helping Process 2 Trecker, H. B. (1980) Social Group Work: Principles and Practices 3 H. Y Siddiqui. Group Work: Theories and Practice

NSOU ? PGSW-III 48 Unit 4 ? Group Work as a Method of Social Work Structure 4.0 Objective 4.1 Introduction 4.2 Social Work and Social Group Work 4.3 Values 4.4 Sanctions 4.5 Group Work Education 4.6 Group Work as Method of Social Work 4.7 Requirement of Knowledge to practice as a method in social work 4.8 Technology Mediated Group Work 4.9 Functions of Social Group Worker 4.10 Conclusion 4.11 Exercise 4.12 Reference 4.0 Objective In this unit we shall know about the relationship of Social Work & Social Group Work. We will also know in what ways Group Work would be an important method of Social Work and also the role

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of Social Group Workes. 4.1 Introduction Social group work is a primary method of social work.

The other two primary methods are case work and community organization. We shall devote this chapter to understand basis

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of social group work as a method of social work

and what are its advantage and disadvantages. First,

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we will discuss the concept by understanding social work and group work and

its current trends as a method, and then we shall reflect on its advantages and disadvantages along with understanding of functioning of social group workers.

NSOU ? PGSW-III 49 4.2

Social

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Group Work Group work is a method of social work is used to organize and carry out different types of group activities. Giselle Konopka pointed out group work as a method of social work that helps individuals

members in a group to improve their social function and it addresses individual, group, and community issues through targeted group

experiences (Varghese, n.d.). The Trekker defined group work as a method of social work supported by staff that guides individuals in many groups in different community environments to interact with others and gain experience in their program activities. So, group work provides opportunities for growth according to needs and abilities until individuals, groups, and communities (Varghese, n.d.). Alan Brown said: "Group work provides a situation where individuals help each other. It's a way to help both groups and individuals. In the definition of social work created by the US Open in 1956, described five attributes are required for social practice jobs. These attributes are considered to be the basis of value, purpose, sanctions, knowledge and methods. Let us try to understand it. 4.3 Values The values of social work practice are based on democratic and humanitarian principles. It influences the practices of social work. We are already familiar with social group work definitions. Here we are trying to explain some descriptions of group work to look at how attributes finds its expression in the practice of group work and how social group work and social work have evolved separately from each other. We will also briefly explain how group work has been established as a method over time (Varghese, n.d.). Social work values are based on the principles of democracy and humanitarianism. The intrinsic value and dignity are recognized, regardless of position or behavior.

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Social work believes in inequality, justice, and freedom. Social challenges, structures, institutions, and practices that prevent individuals, groups, and communities from achieving these goals. Therefore, human rights values are also important

in

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social work values. Another significant value is recognizing that everyone has the unique NSOU ? PGSW-III 50 ability to solve their problems. Given the right conditions, this person can

solve the problem well. Social work values are systematized as professional ethics carried out by professional associations. Social work principles are derived from these values of acceptance, personalization, self-determination, confidentiality, worthless attitudes, and controlled emotional participation. Group work values correspond to the general importance of social work (Varghese, n.d.). Gisela Konopka describes three human concerns about the group work while practicing group work as a method of social work as mentioned below: 1. It gives a unique value to the individual in a group set-up. 2. People are responsible for each other for growth and development. 3. People have a

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fundamental right to mental health created by social and political conditions that help them fulfill. These values find their expression in the practice of group work. The focus of group work is the voluntary work of the members. Group workers may work with involuntary groups due to legal or

regulatory requirements (Varghese, n.d.). But that's not a rule. Second, social workers' value the principles of group selection and

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self- determination. Group members are encouraged by group workers to participate in the planning and implementation of group activities (

Varghese, n.d.). The worker does not impose her decision on the group, even if there is a disagreement

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between the group and the social worker regarding the fruitfulness of the activity.

Negotiations and discussions are a way for workers to help the group understand their views. Similarly, decisions about groups must be made by groups using democratic methods. Participation of all members is essential. Everyone has the same right to participate in group discussions(Varghese, n.d.). The group must respect the principle of confidentiality. However, in contrast to a clerk, group workers also rely on group members to achieve this goal. Therefore, confidentiality clauses are often included in contracts. Social workers pay special attention to confidentiality when working with children who have difficulty with this. Purpose The purpose of group work is to contribute to society and legitimacy. Individuals and institutions accept groups by assessing how well they can achieve the goals set by group work.

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The goals of group work as a method of social work

given by Alan Brown (1992) are mentioned below:

NSOU ? PGSW-III 51 a) Individual assessments within a group set up: Groups are used to assess individual behavior. This rating is based on employee ratings, membership ratings, and group membership ratings. Group ratings can be used to obtain data from juvenile training schools, nursing homes, and elderly care centers (Jose & Nair, n.d.). b) Individual care and nursing in group: Groups provide psychosocial support to members in stressful situations. Groups are formed for people with disabilities, carers for dementia, and students with learning disabilities (Varghese, n.d.). c) Individual changes: Management of individual deviant tendencies can also be done through group. For example, child using slang language can be trained to control their behavior. Group work specifically as method helps to socialize

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individuals to learn social skills for community life, improving interpersonal relationships, improving the economic sector—for example, self-help groups, develop better self-concepts and emotions. For example,

a neighborhood woman discussing common issues (Varghese, n.d.). It is also helpful for individual growth and development of encounter groups and T-groups (Jose & Nair, n.d.). d) Education, information, and training groups e) Leisure / relaxation groups for recreation f) It can mediate between the individual and the social system: For example, group workers can prepare for discharge by instructing patients to live outside the facility (Jose & Nair, n.d.). g) Working with natural or existing groups to improve certain aspects of groups or solve the problems using family therapy for improving

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communication is one example. h) Environment Change: Group Formation to demand institutions and services government and non-government organizations. i) Social changes. These groups raise member awareness, organize members, and help fight

the unjustified structure of society.

NSOU ? PGSW-III 52 4.4 Sanctions

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Social group work as a method of social work is recognize as

the primary method by different professional associations, National Social Workers Association, British Social Workers Association, Australian Social Work Association, etc (Varghese, n.d.). Other institutions of care facilities, school facilities, industry, family and child welfare offices, communities, retirement homes, and youth reform centers use this method to practice very much in different aspects. 4.5 Group Work Education The

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international studies on the existence of social group work in social work schools in different countries worldwide show that 135 schools participated in the survey, 2,497 were teachers, and 174 (7%) were group work trainers and teachers. Group work was taught as an individual course and

a general approach. In most places,

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the focus of group work seems to be on individual needs such as support, therapy, and personal development. In India, group work is proposed as a separate paper in

the UGC Model curriculum. Most universities and colleges in India teach group work (Varghese, n.d.). 4.6

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Group Work as Method of Social Work The method means "one way to do things," "a set of skills and techniques." But everyone has a way

to do what is based on the action of their theory and assumptions about the situation guide his actions. The application method distinguishes itself from the voluntary behavior of the layman as follows(Varghese, n.d.): 1.

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It is informed by the profession's value system, which has been arrived at by the consensus of the members. 2. The profession uses the method deliberately and purposefully to attain the treatment goals. 3. Its practice is carried by the knowledge base, which constantly increases by research and sharing of knowledge by professionals NSOU ? PGSW-III 53 4. It is recognized as a procedure by competent authorities. 5. The use of the method helps the clients/members and society at large through it. According to Schwartz, occupation should have three attributes,

one

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a function to perform in society to which it is held accountable;

two, the performance of this function involves specific modes of activity- a particular pattern of actions and three,

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these actions are performed within the systems in which it takes place. Further, Schwartz says that

the "method is functioning in action". Now let us understand what social work tasks in our society are? Schwartz identifies the following tasks(Jose & Nair, n.d.)- 1.

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Search for common ground between the member's perception of his own need and the aspects of social demands with which he is perceived. 2. Identify the barrier which stop people from harmonizing their self-interests and the needs

of others. 3. Provide data ideas, facts, and

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value concepts that are not available to the client to help him resolve the problems. 4. Give the client or member a new vision (hope) and confidence about the future. 5. Maintain a professional relationship with the client. Advantages of

working with Group as a method (Advantages and Disadvantages of Group Work – Article1000.Com, n.d.) 1.

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Groups are natural places where people live and grow. Families, peer groups, workgroups and neighborhood groups are central to human social life.

If this group has a significant impact on our personality, shouldn't we use it to change the behavior of its members? Group work aims to achieve these goals in a variety of environments. 2.

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Group members with similar interests and interests can help each other by sharing experiences and interests. Emphasizes the principles of mutual aid and self-help.

A significant advantage of group work over case studies is that each member becomes the group's helper and helper. Support is therefore provided and provided in the spirit of equality.

NSOU ? PGSW-III 54 3. Group members empower members by raising awareness and awareness. Human problems are known to the public and become involved when many are known. Decisions are then discussed and an additional actions, actions are planned and implemented. 4. Groups are used to confirm the views of institutional members on

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the services provided. 5. Group work can actually demonstrate democratic principles. 6. Group work is very effective for certain groups of people such as adolescents, children and women.

It is more convenient for these groups to be helped as a group. This is because the needs for security and accessories are satisfied as a group. 7. Group work can work with multiple clients at the same time, which is economical and time-saving. Disadvantages of Group Work (Advantages and Disadvantages of Group Work – Article1000.Com, n.d.) 1. Personal knowledge is shared with the group, so it is difficult to ensure confidentiality. 2. Group formation

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can be complicated. Members often disband, are absent, and do not cooperate, which can lead to the disbandment of the group. 3. The agency does not fully support group work

because it is not fully aware of the benefits of group work. 4. Group work often degenerates into fun and games, ignoring the healing process. 5. The group needs resources such as expected time, location and assistance. 6. Lack of personal attention

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and non-participating members will be lonely. 7. Group work can contribute to the stigma and discrimination faced by members in society when they identify themselves with the group. 8. Group work is often considered a general skill that everyone can

acquire, so there is often a lack of technical know-how.

NSOU ? PGSW-III 55 4.7 Requirement of Knowledge to practice as a method in social work

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Knowledge is defined as the capability to understand. The knowledge base of group work

is steadily growing. Primary sources Knowledge Social groups use group work as methods (Varghese, n.d.). 1. Knowledge of groups requires help of

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other disciplines Sociology, Psychology, and Social Psychology Research Groups, tiny groups, CH Cooley (primary and secondary groups),

GHMead (group

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and outgroup), Robert Merton (reference group), Kurt Lewin (group dynamics), Moreno (sociometry), Elton Mayo (importance and influence

group) and Simmel are pioneers in the field of group research (Varghese, n.d.). Asch, Sherif Festinger, and Kreschand Tuckman made significant contributions to improving group understanding, impact on members, group development, and more (Jose & Nair, n.d.). Another essential source is Psychoanalysis School than in Casework and contributes to

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group therapy. 2. Requires knowledge from other practitioners Gisela Knopoka, Grace Coyle, Josephine Klein, Gertrude Wilson, and Gladys Ryland

have previously participated in

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group work practice. They documented their experiences and developed basic practices and rules for group work. Grace L. Coyle (1948) Group Work with American Youth: A Guide to Leadership Practices and Gertrude Wilson and Gladys Ryland (1949) Social Group Work Practices (Varghese, n.d.). The creative use of social processes was the earliest textbook. Social work with groups, small group studies, and group

worker magazines are currently being published to disseminate the knowledge of the group. 3. Need knowledge from research perspectives Group work research were

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relatively less frequent than other areas of social work. Most of the available literature on group work is a descriptive presentation of

the practice of anecdotal evidence and (Varghese, n.d.). A range of cognitive behavioural interventions in children. Research for other approaches and other clients was inadequate. Further Search was performed group passed short, is a firmly structured, time-limited, and homologous clients. Of these study results from other NSOU ? PGSW-III 56 groups' relevance needs further analysis. In India, the situation is out of studies. The work of in the group is equal to. Research-based social work articles

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are limited. A small number of PhDs have been obtained on this subject,

primarily clinically (Varghese, n.d.). Three models have emerged in the practice of social work. Papelland Rothman (1966) proposed three models. repair. The goal of a job/agency is personal social adaptation. Often a social ideal of group work promotes social justice through collective and social behavior. (Mark Smith, 2008) Thus, knowledge of social group work and the integration of theory and practice is steadily growing. The group work

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knowledge base has grown by developing new research tools for assessing group work practices. The major gap in social work was the lack of evidence of the method's effectiveness (Varghese, n.d.). In other words, social workers could not

definitively show that the skills and techniques of professional social workers, consciously applied in different situations, made a big difference to their clients. Evidence-based growth of Social Practice is the answers to these gaps. These trends also influence the practice of social group work. A new research method has been identified to address this issue. (Gant in Gravin, 2004.) 4. Trends in Group Work during COVID 19 4.8 Technology Mediated Group Work Many self-help groups form their groups online. For example, women with breast cancer have an online support group. Most of these support groups provide information about problems and treatment options (Varghese, n.d.). They also offer reviews from people who have successfully dealt with the illness. Frequent Asked Questions: A section called Questions (FAQ) can often be used to raise questions or explanations related to a problem/illness. These websites are operated by hospitals and support groups (Varghese, n.d.). 4.9 Functions of Social Group Worker Let us try to understand the function of group workers while practicing group as a method of social work. NSOU ? PGSW-III 57 The American Association of Group Workers (1949) explains the functions of a group worker practicing

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Social Work with Indiv and Groups Block 2.pdf (D164882173)

group work as a method. Group workers enable different types of groups to function, ensure group interactions, develop program activities to personal growth and for achievement of desirable social goals.

Group worker goals include self-development tailored to individual skills and needs ("Group work," 2008, p. xx). Adapting individuals to groups, other institution and societies, individual motivations to improve and awareness of individual rights, skills, and differences. Group workers want to influence the group process by participating in decision-making through the integration of knowledge and exchange, ideas, experience and expertise, rather than control inside and outside

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the group. Social work interventions with individuals and groups through expertise, he / she

is responsible for citizenship, cultural, religious, economic or mutual understanding between specific groups within the community and participation to contribute to the community ("Group work," 2008, p.). Group worker aim to establish relationships with other connected groups and wider communities. Continuous improvement of our society towards democratic goals. The main purpose of such leadership is based on the standard assumptions of a democratic society. That is, each individual may be free to exercise his or her abilities, respect and appreciate others, and be socially responsible for maintaining and continuously improving a democratic society. Group work practices are based on modern social science-based knowledge of individual and group behavior, as well as social conditions and community relationships("Group work," 2008, p. xx). Based on the knowledge base, group workers contribute to groups that enable members to fully utilize their abilities and organize socially constructive group activities. He recognizes program activities for guided interactions within the group for desired change. Depending on their interests and needs, they help to benefit from group experience with program activities and engaged in self-development through social relationships, and they get opportunity to participate as a responsible citizen ("Group work," 2008, p.). Group workers in any set up, whether rural community or urban community set up working with the group consciously leverage their relationships with the group, their knowledge of the program

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as a tool, their understanding of the individual and the group process, and

recognize their responsibilities to both the group and working with the individual ("Group work," 2008, p. xx). NSOU ? PGSW-III 58 4.10 Conclusion Social work as a profession and its field is expanding because of its various practice methods, group work is one of it. However, some professional questions have yet to be answered to as to effectiveness in group work can be ensured. Survey- based findings rarely clarified their position. This may be due to the methodology used by the researchers. Alternatively, the complexity of human behavior may make it difficult to detect changes in people.

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Group work as a method of social work seems to have this problem. Social workers often rely on personal experience and observation to

determine benefits their clients /members. This method should all apply principles, small group theories and models, group therapy wherever treatment group developed, assist members understanding the group process meaningfully. So, help of other practitioners are necessary requirement of the day. However, in pandemic situation, technology mediated group can be very meaningful in assisting many members in our society. 4.11 Exercise 1. Discuss group work as a method of social work. 2. What are the present trends in Group Work? 3. What are the advantages and disadvantages in group work? 4. Write a short note on Group Work Education. 4.12 Reference Advantages

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SA Unit 8 Skills and techniques[13492] new.docx (D122077761)

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NSOU ? PGSW-III 59

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Unit 5 Theoretical approaches and models[13489 ...
(D122078244)

Unit 5 ? Theoretical Approaches and Models in Social Group Work Structure 5.1 Objectives 5.2 Introduction 5.3 Theories and Models in Group work 5.3.1 Theories in Group Work 5.3.2 Models in Group Work 5.4 Conclusion 5.5 Exercise 5.6 Reference 5.1 Objectives The objective of this unit is to develop a clear understanding on various social science theories relevant to social group work practiceamong social work students for necessary use in their field work practice. 5.2 Introduction Groups may be defined in many ways as there is no single definition on it. It is also highly problematic and contestable. For the purpose of discussing group work within a context of working with people we may define a group as a small gathering of people. While on the other side group work may be described as the study and application of the processes and outcomes experienced when a small group comes togetherKonopka (1963) defines group work as a method of social work that is utilised in order to 'help individuals to enhance their social functioning and this is possible through purposeful group experiences, and to cope more effectively with their personal, group or community problems. This definition shows a tradition within group work of helping individuals with problems. Brown (1994) provides a

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modernised and more comprehensive definition of group work. He is of the opinion that 'group work provides a context in which individuals help each other. It is a method of helping groups as well as helping individuals. It can enable individuals and groups to influence and change personal, group, and organizational and community problems. He then goes on to distinguishing between 'relatively small and neighborhoodcentered' work and 'macro, societal and political approaches' within community work, explaining that only the former may be properly classified as group work. The role of group work can be seen as one which gives emphasis on sharing of thoughts, ideas, problems and activities, in which theoretical understanding is very much essential for the worker to undertake group activities meaningfully. 5.3 Assumptions and Theories Life Skills: One of the assumptions in group work is that many persons lack requisite skills and experiences to cope with stresses in their social relationships. These stresses usually occur in their childhood when children and adolescents move from one status and role position to the other or from one interaction milieu to the other(Rengasamy, n.d.). For example, when a child moves out from secure home environment to a school which is a more open and dynamic environment, from a primary school to middle or higher secondary school, from school to college, etc. These changes can cause stress as a child or an adolescent is expected to adapt to a new set of norms and also rules, meant for regulating behaviour. Adolescents in general experience stress associated with physical development, social acceptance and academic performance(Rengasamy, n.d.). The degree of stress is directly related to the degree of life skills they possess in coping with the change. For example, for a young boy to move from a rural school to an urban higher education institution will cause more stress than for a young person moving from an urban school to a higher education institution in an urban area. Similarly, a child from a family of uneducated parents will face more stress at school and other educational institutions (Siddiqui 2008). The inadequacy of life skills such as verbal and nonverbal communications, asserting, handling feelings and conflicts, functioning of group consisting of members from NSOU ? PGSW-III 62 multicultural background, increases the stress leading to maladjustment problems (Rengasamy, n.d.). This framework would help a group worker to understand the children and adolescents exhibiting stress symptoms and their inability to adjust in the group. The worker can provide these children a support group to discuss their problems and learn from each other and to understand the coping strategies that they are using to deal with the situation. The group worker can help them to learn new life skills to update their competence to cope with stresses and sources of stresses(Rengasamy, n.d.). Sharing Feedback: The other assumption is that the sharing feedback can influence children and adolescents group very much in building healthy peer relationship. Hence, it is important for them to understand how others relate them. How others view the behaviour of a member? The group can provide an opportunity to children and adolescents to discover how others view them(Rengasamy, n.d.). It can also help them to analyze it objectively and learn to take corrective action if needed. For example, labels to members of a particular religious, linguistic or caste group, which are negative. Also the children and adolescents of these groups experience a high degree of stress leading to academic and mental health problems (Siddiqui 2008). The group worker can use the knowledge to design a number of programs for children and adolescents indulging in labelling and for those who are at the receiving end(Rengasamy, n.d.). Emotional Support It is observed that a number of persons experience trauma due to a variety of reasons. Some examples are loss of significant persons, family violence, long-term unemployment, retirement, trauma, and loss of shelter or other valuables, etc. These conditions produce stress and could become traumatic. Individual counselling is helpful but emotional trauma shared with fellow sufferers has been found to be of help. There are many studies of children and adolescents affected by disasters indicate that the trauma produces a great deal of anxiety, resulting in loss of concentration and producing incoherent behaviour. The adolescent's reaction to stress may vary such as withdrawal or opting out, depression, loss of control, inability to concentrate, irritability, disturbed sleep or eating patterns, flashbacks and emotional

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numbing. Loss of significant members such as parents or siblings and material resources such as housing will require a different set of life skills and coping strategies to survive. The studies indicate that emotional support from others who have undergone a similar trauma is helpful (Shelby, 1994). The finding is used to form groups of persons having suffered a trauma to provide emotional support to each other. By now it is clear that in order to understand the events taking place within a group, one need to understand the individuals within the group on the one hand and their interaction in the group on the other (Rengasamy, n.d.). There are a number of psychological, sociological and political theories that provides an explanation of individual behaviour and how it can help in understanding the group functioning. Some of these theories are explained below 5.3.1

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Theories Learning Theory Learning Theory has raised a lot of controversy in social group work as it focuses more on individual than on group dynamics with reference to influencing individual behaviour. Learning theory also provides a frame work for understanding human behaviour. It provides an understanding of the social functioning of persons within their environments. The person in dynamic interaction with all aspects of the environment is the focus of attention. Further, it emphasizes the importance of assessment of observable behaviour, and advocates the use of specific terms in defining behaviour. And finally it takes a positive approach as if behaviour is learned then it can also be unlearned (Rengasamy, n.d.). It explains that respondent conditioning, which refers to the emission of behaviour in response to a specific stimulus. The stimulus could be a word, sight or a sound. It has been already experimented on dog. The second type of learning here explained to called modelling, which simply refers to learning by observation. The children of parents who smoke are likely to be smokers. Children of parents with ability to control their feelings under stress are likely to learn self-control. However, a number of factors or conditions can affect the effectiveness of modelling. Some of them are similarity of the model to the observer, the prestige, status and expertise of the model, and the diversity of models around the observer (Rengasamy, n.d.). Operant conditioning is a type of learning in which behaviours are altered primarily by regulating the subsequence NSOU ? PGSW-III 64 which follows them. New behaviours could be learned and undesirable behaviours could be weakened and eliminated by regulating the consequences (Rengasamy, n.d.). By using the learning theory framework, social worker can understand how group can provide reinforcements to strengthen behaviour. There are both positive and negative reinforcements. A good example of negative reinforcement in a group situation is to discourage behaviour which are not accepted by others. The learning theory thus provides a framework for group workers to modify behaviour. The context could be achievement of group tasks and development, or helping the members to unlearn behaviours that create problems in their social functioning. Field Theory Kurt Lewin (1946) is one of the pioneers to study group functioning. He focused on the forces that influenced the working of groups. He tried to study leadership styles by creating groups with different styles of leaderships in order to see their impact on the functioning of the group (Rengaswamy, n.d.). It is commonly observed that a leader becomes authoritarian when the members are seeking favours, rather than questioning the decisions or even discussing the issues objectively. Lewin argued that the leadership style is a product of leader and member interaction rather than a personality trait of the leader. Further, while developing his Field Theory, he argued that a group has a life space and it has movement. It tries to accomplish goals or group tasks and faces hurdles in its movement. He believed that group was an entity of opposing forces which keep the group members in the group and move them along in achieving group goals. However, the behaviour of individual members and the group itself should be seen as a product of the totality of the group situation (Lewis, 1946). He introduced several concepts to help in the understanding of forces at work in the group. Some of them are • Roles—status rights and duties of group members; • Norms—Rules governing the behaviour of group members; • Power—the ability of members to influence on another; • Cohesion—The attraction the group members feel towards one another and towards the group; • Consensus—the degree of agreement regarding goals and other group phenomena, and • Valence—the potency of goals and objects in the life space of the group.

Other field theorists have continued to work on the characteristics of group that influence the individual behaviour. Cohesion has been identified as an important factor, defined as, "the totality of forces acting on individual members to keep them in the group. Cohesion reflects the agreement on goals and norms, shared understanding and a greater homogeneity in demographic background, as also the productivity, satisfaction and cooperative interaction patterns (Cartwright and Zander 1968). Lewin developed t-group as a means to observe the effects of group process on group members and as a means to induce changes in behaviour. He thus helped in developing a theory that people change when they see their behaviour as others see it, thus leading to development of the feedback method whereby the group members and the group leader provide feedback to the individual as to how his/her behaviour was affecting them. Role plays and simulations are also used to highlight the group process(Rengasamy, n.d.). The group workers using the field theory framework can design their own interventions in working with the group for achieving the group goals along with individual development(Rengasamy, n.d.). Systems Theory(Rengasamy, n.d.) The systems theory is helpful to explain the functioning of a group. Talcott Parsons explained social system as a set of interdependent elements trying to function as a unified whole to maintain order and a stable equilibrium. The social systems are constantly facing new challenges as the environment around them and within, is constantly changing. Therefore, they must act to maintain the equilibrium if they have to survive. This act of survival depends upon mainly on four basic functions, such as integration; adaptation; pattern maintenance; and goal attainment (Siddiqui, H. Y. 2008). The group viewed as a system would therefore be able to achieve its objectives once it is able to carry out these four functions effectively. It is able to integrate members by achieving individual and group goal matching. It also has the capacity to make changes to adapt itself to outside demands like that of the community and the sponsoring organization and with the internal dynamics as it changes with time. The pattern maintenance would require development of norms and guidelines to regulate its activities and develop well defined objectives, identify and procedures that are able to sustain these over time. The functioning of a system depends to a great extent on the carrying out the role assigned to them. The goal attainment is the final task to ensure the smooth functioning NSOU ? PGSW-III 66 of the system. The members will lose interest and the functioning of the group will be affected if the goals are attainable is an important attribute of group stability and functioning. Parsons pointed out that problems will arise during the functioning of the group; the group, including its leadership must make use of its resources effectively to tackle the problems to maintain the equilibrium of the group(Rengasamy, n.d.). Robert Bales (1950), however, believed that the survival of the group depends on two central tasks. The first he termed the instrumental problems related to tasks or goal related functions and the second, socio-emotional tasks related to the interpersonal relationships between members, and between members and leader, for coordinating and maintaining the emotional unity and morale of the group. While the instrumental problems generally arise on account of the external pressures, the socio emotional problems are rooted in the internal dynamics of the group(Rengasamy, n.d.). The insights are helpful for workers to deal with both kinds of challenges in their working with groups. It is often seen that exclusive focus on one results in ignoring the other, making the group dysfunctional in the process. The worker can keep in mind that the emphasis on tasks will vary in different groups, depending upon the central purpose of the group. It will be different in a self-help group formed to achieve a specific task, than in a group of children. It is also possible to analyze the interaction between members in a group by using a tool developed by Bales called interaction process analysis(Rengasamy, n.d.). Conflict Theory Sociologists differ in their understanding of conflict as a social phenomenon in society, yet some of the explanations of conflicts are helpful in understanding the conflicts in groups and in dealing with them(Rengasamy, n.d.). Sociologists have identified two broad categories of conflict, one endogenous conflict, which refers to sources of changes from within a society and other one exogenous conflict, which refers to changes from without or between systems. Endogenous conflict highlights the sources of conflict like inherent predilection to change, conflict over the differential distribution of resources such as wealth, power and prestige, conflict of values, conflict of authority and Conflict between individual and collectively.The exogenous conflict identifies three sources such as wars, cultural invasions and conflict of ideology. Lewis Coser (1973) distinguishes between realistic and non-realistic conflicts. NSOU ? PGSW-III 67 Realistic conflicts are conflicts arising on account of non-fulfilment of specific demands, whereas non –realistic conflicts are rooted in the need for release of tension and are not oriented towards achievement of any specific demand(Rengasamy, n.d.). In every group there are occasions for conflict, since individuals and sub-groups are likely to make rival claims to scarce resources, prestige or power positions. But social structures differ in the way the group allows expression to these claims. Some are more tolerant, others are not. Firstly, it will not aim at resolving the immediate issue as all accumulated grievances will come to force. Secondly, it is because of total personality involvement of the group members. It is important for a group worker to remember that the hostility should not be permitted to accumulate and conflict should be allowed to occur wherever a resolution of tension seems to be allowed to occur. In such cases the conflict is likely to remain focused primarily on the condition leading to its outbreak. Conflicts within a group can also help to revitalize existing norms and help to develop new norms as well(Rengasamy, n.d.). Social Exchange Theory According to the social-exchange theory, people help because they want to gain in future from the one being helped. People calculate rewards and costs of helping others, and aim at maximizing the former and minimizing the latter, which is known as a "minimax" strategy("Minimax," 2021). Rewards are incentives, which can be materialistic goods, social rewards which can improve one's image and reputation (e.g. praise) or self-reward. Rewards are either external or internal. External reward is things that obtained from others when helping them, for instance, friendship and gratitude. People are more likely to help those who are more attractive or important, whose approval is desired. Internal reward is generated by oneself when helping others and gaining sense of goodness and self-satisfaction. The central concern of the exchange theory is to find an explanation for the human transactions of giving and receiving. James Frazer suggests that men enter in to institutionalized patterns of exchange to satisfy their economic needs(Social Group Work | PDF | Social Group | Psychological Trauma, n.d.) But there is a difference between economic exchange and social exchange. Social exchange process

can yield for the larger society a moral code of behaviour, which acquires an independent existence outside the social exchange situation and which

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informs all social, economic, and political interpersonal relationships in society(Rengasamy, n.d.). The triple obligations of social exchange- to give, to receive and to repay – are to be understood not as self- interest but in terms of interpersonal, hence inter- group, relations. Social exchange transaction creates social bonds creating ties between individuals and the collectively. Some argue that it is the exchange which is important not the things which are exchanged and the primary function of the exchange is structural integration of the collectively(Rengasamy, n.d.). Homans (1950) and Blau (1964) among others have developed the exchange theory to explain membersbehaviour within a group. They argued that all members in a group will try to maximize individual rewards and minimize punishments. All human interaction according to them is seeking something in return from the other. The behaviour is conditioned to maximize rewards and minimize punishment in all interactions(Rengasamy, n.d.). The cognitive process and the members capacities are not full explained by the exchange theory can be summarized as follows: social –the greatest rewards within a coalition are given to the least dependent member of the coalition. Behaviour– is an exchange of goods, material and non- material, such as approval or prestige. Persons that give to others try to get something in return, and persons who receive from others are under pressure to give in return. This process of exchange tends to create equilibrium to balance the exchanges. Human Capital and Social Capital James Coleman (1988) is one of the advocated for rational choice theory. Coleman believes in a concept known a methodological individualism. The two concepts in Coleman’s theory are actors and resources, and two key resources, according to him are: human capital and social capital. Similar to the creation of physical capital by shaping the material into tools and machines to facilitate production, human capital is created by shaping the individuals by giving them skills and capabilities that gives them power to act in innovative ways to produce(Rengasamy, n.d.). Social capital is Human Capital created by shaping relations between individuals to facilitate action. For example, a group where members trust each other will act

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better than the one where there is no trust. The importance of social capital has been exhibited by the acceptance of team development efforts by the corporations. • Skills & Abilities • Creativity • Life Experiences • Knowledge • Human Capital Human capital and social capital can complement each other or they can destroy each other. Social capital as a concept can help the actors to realize the importance and usefulness of those aspects of social to realize the importance and usefulness of those aspects of social structure which will help them to achieve their interests. In a cohesive group where members are willing to help each other and abide by the group norms, the level of trust worthiness of the group environment is a crucial factor in the success of the group. It means that the obligations will be repaid(Rengasamy, n.d.). A simple example is the rotating credit groups. In such groups, each member contributes and amount to a central fund, which is given to a member. Each member gets his/her amount back and in addition gets a loan without interest. However, if obligations and expectations are not balanced the social capital gets diluted. Norms and effective sanction can help in balancing obligations and expectations. Psychoanalytic Theory Sigmund Freud is one of the earliest theorists to provide an explanation of human personality. He conceptualized that the human mind has broad systems. He described these systems as conscious, pre-conscious and unconscious and the other as Id, Ego and super Ego (Daniel K. Lapsley and Paul C 2011). Freud suggested that mind was composed of thoughts (ideas), feelings, instincts, drives, conflicts and motives. Most of these elements were located in the unconscious or preconscious. There is a repressed area which serves as a barrier where a lot of disturbing material (thoughts and feelings), as unresolved conflicts, are placed through the process of defense mechanism. Defense mechanism or repression is a process in which unacceptable desires, memories and thoughts are excluded from consciousness by

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sending the material into the unconscious area under the repressed barrier are avoided. He observed that this results in producing irritants such as unwanted emotions and behaviour such as anger, hallucinations, etc. Describing the second system Freud explains that Id is the primitive psychic force hidden in the unconscious. It represents the basic needs and drives such as hunger, thirst, sex and self-preservation, which support other personality factors. Id governed by the pleasure principle primarily seeks to express itself irrespective of the consequences, while Ego acts as the rational component of the mind which controls the thinking of the mind. Super ego serves as the conscience by indicating what is right and wrong socially and morally (Rengasamy, n.d.). Freud conceptualized that people pass through six psychosocial development stages. During any one of the stages conflicts may arise and if it remains unresolved the person's personality development will be affected. He thought that disturbances can arise from several sources. Traumatic experiences which a person's ego is not able to cope with directly are repressed. Similarly internal unconscious processes could also cause disturbances. Freud, in elaborating the group's influence on human behaviour, specifically mentions about the importance of group leader, and the early life experiences of the members (Rengasamy, n.d.). The members use transference in their interactions that occur within the group and try to recreate conflicts. A number of psychologists have contributed in developing learning theory as an explanation of human behaviour, which is very helpful to understand individuals and also helping them, which could be studied first and helped through group activities, counselling, etc.

5.3.2 Models in Social Group Work

Social workers basically utilized four distinct group work models. These are Social Goal Model; Remedial Model; Mediating Model and Developmental Model. Besides, there are other models, which are considered as suitable models for effective practice in social group work such as the Behavioural Model, Kurt Lewin's individual change process, Bale's stages of group development, Tuchman's stage model, Fisher's theory of decision emergence in group, Northen and Kurland's model, etc. A brief of each of these models are given below:

NSOU ? PGSW-III 71 The Social Goals Model: The basic concepts of this model are social consciousness, social responsibility, and social change. It is suggested that by participation with others in a group situation, individuals can affect social change. Social action is the desired outcome, and the group worker is regarded as an influence person and enabler, who personify the values of social responsibility and acts as stimulator and role model without purveying any political viewpoint. Implicit in this model is the emerging leader within the group. The model is concerned with democracy and the enhancement of personal functioning within the social context, heightened self-esteem and an increase in social power for the members of the group collectively and as individuals (Bimal Antony, 07:39:28 UTC).

Remedial Model: Remedial model focuses on the individual's dysfunction and utilizes the group as a context and means for altering deviant behavior. This approach to group work practice emphasizes its utility in removing the adverse conditions of individuals whose behavior is disapproved by the society. Clients of such social group work practice are physically and mentally handicapped, legal offenders, emotionally disturbed, isolated and alienated persons. The Michigan School contributed to this model. Credit goes to Vinter and his colleagues for developing remedial model. In this model attempts are being made by social worker to bring change in the individual. According to the Remedial Model, the group can be used to treat problems of adjustments in personal and social relations. According to Vinter "attention to such problems reaffirms the profession's historic mission of service to those most in need". The remedial model is considered more as a clinical model that seeks to help the socially maladapted to improve social functioning through guided group interaction experience (Bimal Antony, 07:39:28 UTC). The social worker plays a key role as he/she gives expertise knowledge through the following activities.

- The social worker is the central person. The worker is the object of identification and drives.
- He/she is a symbol and a spokesman. He/she tries to maintain norms and values of the society.

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He/she is a motivator and stimulator. He/she helps the individual and group to understand their goal as a group member.

- He/she is an executive. He/she facilitates the activities of the group in order to gain the said objectives. In this model whatever the changes are brought, they are explicitly limited to organizational and institutional elements that are responsible for individual's dysfunction. Though this model, one can focus on the individual client who is experiencing difficulty in a group situation. The model is helpful for those likely to be affected. It means this model focuses on preventive aspects also.

Reciprocal Model or Mediating Model: Schwartz has introduced this model in 1961. This model is based on systems theory, humanistic psychology and an existential perspective. The chief characteristic of this model is that the people and society are interdependent as due to the reason they have mutual needs. In this model attention is directed towards the relationship of members in the group with each other, with the worker and the group as a whole. It is the relationship among the members that shows the characteristics of the group. It gives importance to the emergent goal and actions, which are based on feelings of the group.

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Client and worker together as well as separately challenge the current problems with their total capacity. Basic educative processes are utilized which incorporate particularizing, synthesizing and generalizing the feeling and action components of the problem. In this model distinctions are not made with respect to types and several of group since it is presumed that this model is widely applicable. In this model the individual and the group are significant components. The workers role appears here to be facilitative, relying on the power and potency of mutual aid system to take care of itself. Developmental Model: This model has been developed by the faculty members of Boston University in 1965

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In this approach, groups are seen as having "a degree of independence and autonomy, but the to and fro flow between them and their members, between them and their social settings, is crucial to their existence, viability and achievements. The main characteristics of this model are intimacy and closeness between the members

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over a span of time. The degree of intimacy is taken into account for appropriate worker interventions. This model derives knowledge from Erikson's ego psychology, group dynamics and conflict theory. The worker is connected with community, agency, social group and also with the individual member in our society (Principles, Skills and Models of Group Work Practice - IGNOU, n.d.). The social group worker tries to improve the situations among individual member, group agency and the social environment. In short, it can be said that the developmental model is a compromise between the reciprocal, remedial and traditional approaches. Behavioral Model: In this model some specific group programmes are implemented to alter dysfunctional patterns behavior. The expertise of behavioral group therapist is essential in assessing and devising a treatment plan for each individual member within the context of the group

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The group worker calculates the specific elements of the disturbing behavior to be decreased or desired behavior to be developed. Other group members provide assistance and feedback concerning progress throughout the stages of the treatment process. Beside, a number of such theoretical models have been developed to explain the change in group over certain period of time. Some of the important theorists' models are given subsequently. Kurt Lewin's (1947) individual change process: Kurt Lewin is remembered for coining the term 'group dynamics'. His model of individual change is a stepping stone for many pioneers who have contributed theoretically. His model has three stages such as unfreezing, change, and freezing in a change process or small group. The first stage makes effort to remove lethargy or sluggishness and dismantles the existing mind set. The second stage is the transition phase that brings change. In the last phase, the new mind set is crystallized and individual becomes stable (Lewin's 3-Stage Model of Change: Unfreezing, Changing & Refreezing - Video & Lesson Transcript | Study.Com, n.d.). Bales's (1950) stages of group development: Bales noted some stages of group development like orientation stage, evaluation stage and decision making stage, which are described as below: Orientation: The

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first thing in the stages of group development is that the person in a group has to familiarize himself with other people and explore the possibilities that the group has to offer to him. Thus, Bales termed this as orientation stage. Evaluation: Bales went on to suggest next things to members to analyse the information gathered and reach some conclusion about what kind of members are there, whether they are trustworthy, helpful and cooperative and how they look at the other members, its activities, programmes and so on. He therefore termed this stage as evaluation stage. Decision making: According to Bales, the evaluation of members about the people, programmes and benefits would lead to decision making about the participants and action in the group. Bales termed this stage as decision making. Tuckman's (1965) stage model: Bruce Tuckman reviewed about fifty studies of group development (including Bales model) in the mid nineteen sixties and synthesized their commonalities in one of the most frequently cited models of group development. The model describes four linear stages, such as Forming, Storming, Norming and Performing stage. Forming which is the first stage of group process. The forming of the team takes place. The individual's behaviour is driven by the desire to be accepted by the others, and avoid controversy or conflict. Serious illness and feelings are avoided, and people focus on being busy with routines. This is comfortable stage to be in but the avoidance of conflicts and threat means that not much actually get done. The team meets and learns about the opportunities and challenges and then agrees on goals and begins to tackle the tasks. Team members tend to behave quite independently. Storming is the second stage. The members begin to assert the individual personalities and the comfort of the forming stage begins to come under siege. Members experience personal, intra and inter group conflict. Every group enter the storming stage in which different ideas compete for consideration. The team addresses issues such as what problem they are really suppose to solve, how they will function independently and together and what leadership model they will accept. Team members open up to each other and confront each others ideas and perspectives. The activities make in the storming phase are lack of cohesion, subjectivity, hidden agendas, conflicts, confrontation, resentment, anger, inconstancy, failure and so on. The next stage is Norming. During this stage, the group begins to work more constructively together towards formal or informal roles(THEORY | GROUPS & GROUPWORK, n.d.).Some

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members may not be comfortable with the role or roles which have been allotted. During norming stage sub-groups are likely to form in order that a supportive environment is once more created. Group members establish rules about how they will achieve their goal(TEAM | Meaning in the Cambridge English Dictionary, n.d.). They address the types of communication that will or will not help the task. Indicators include: questioning, performance, reviewing, clarification objectives, changing/ confirming roles, opening risky issues, assertiveness, listening, testing new ground, identifying strengths and weakness. Performing is the 4 th stage of group development. This is the best stage for a group to complete the tasks and assuming that task This stage the group also reach to a conclusion and implement solution to their issues. Indicators in this phase include creativity, initiative, flexibility, open relationships, pride, concern for people, learning, confidence, high morale, success, etc. Last stage is Adjourning. This phase was added when Tuckman and Jensen updated original review of the literature in 1977. The final stage in the group ultimately is the termination. Though often overlooked, this stage in a group development is equally important to positive outcomes. The ending of a group can be very unhappy and distressing tune for some members, as they may feel some extent of dependency on the group. Fisher's (1970) theory of decision emergence in group: Fisher outlines four phases i.e.orientation, conflict, emergence and reinforcement. In the first phase, members get to know each other and experience primary tension. Second phase is meant for conflict and marked by secondary tension. Members there disagree with each other and debate ideas. Group's tasks as well as members' viewpoints become apparent in the emergence phase and group members bolster their final decision in the last phase(Fisher's Model – Small Group Communication, n.d.). Tubbs's (1995) system model of group development: Stewart Tubbs studied small group interaction and developed a system model focusing with four phases of development such as orientation, conflict, consensus and closure(Tubbs' Systems Model, Fisher's Theory of Decision Emergence in Groups, Poole's Multiple-Sequences Model - Organizational Behaviour, n.d.).In the first phase, group members introduce each other, start talking on the problems and examine the strengths as well as weaknesses. Ideas are evaluated through conflict in

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the second phase. Conflict ends in the third phase and the last stage announces results. Northen and Kurland's (2001) model: Northen and Kurland focus on a few stages of group development and point out that each stage has its own developmental issues that must be attended and at least partially resolved before the group can move into the next stage. Northen and Kurland proposes a four staged model with emphasis on socio-emotional themes. The different stages are described below. Inclusion-Oriented: The main socio-emotional theme of this stage, as implies, is whether or not group member will feel included. This stage is typically marked by anxiety and uncertainty as the group members become acquainted with the group leader and each other. The major task for the members is to become oriented to the group and to decide to be included in the group's membership. Uncertainty-Exploration: The major theme of this stage has to do with group member's uncertainty regarding issues of power and control. The socio-emotional issue pertains to conflict, especially relationship to the group leader. Group members at this stage explore and test their relationship with the leader and each other in order to establish roles and develop trust and acceptance. Mutuality—Goal Achievement: At this stage, the group is characterized by mutual aid and problem solving. Socio-emotional patterns among group members show greater self disclosure, empathy and mutual acceptance. Conflict and differences are dealt with as a means to achieve both individual and group goals. Separation-Termination: The final stage focuses on the socio-emotional issues of separation and termination. Members at this stage may be reluctant to leave the leader and the group. The task here is to help prepare members for termination, deal with any unfinished business and, most importantly, help group members thereafter what they have learnt in the group to life outside the group.

NSOU ? PGSW-III 77 5.4 Conclusion Social group work is a primary method of social work, which believes that the development of individual is mainly dependent on the group experiences. There are number of socio-psychological problems that cannot be solved without the help of the group and understanding of the theory. The development of personality is also dependent on the use of group life to some extent. The group worker should follow various social science theories, some of the theories as discussed like learning, Social Exchange, Field, System Theory, Psychoanalytic, Conflict Theory and Human and Social Capital etc., are very important. But one should not also forget the theory of Sigmund Freud, psychoanalytic theory. Individual behaviour and their problems could be study well when he or she is in conflict situation. So, using all such theories the group worker can be more knowledgeable, skilful, and logical and make themselves scientific in their approach into practice field. This is also equally applicable that the group worker should develop knowledge and follow appropriate model of group work practice, which would definitely help in reaching the objectives that are set for the groups at the beginning stage. Some of the models like Social Goal, Remedial, Developmental, Fisher's theory of decision emergence in group, Tuckman's (1965) stage model, Kurt Lewins individual change model, Northen and Kurland's (2001) model, Tubbs's system model of group development, Bales's stages of group development, etc, all are important in group work practice. These models are helpful in developing and nurturing groups, especially in understanding individual in a group and a frame of reference. Scientific knowledge about motivations of human behavior not only provided new insights to the problems which individuals experience as individuals, but make interpretation of interaction of individuals in groups much more meaningful. All theories as discussed therefore are helping to group worker to understand small group and its interaction, behavior etc for group growth and development. It is significantly important because it is helping the individual for personality formation and also personality development. So, understanding of all theories and models relating to group work are important.

NSOU ? PGSW-III 78 5.5 Exercise 1. Briefly discuss any four small group work theories in social group work practice (use separate page if required) 2. Write how small group work theories help worker in group work practice 3. Write different models in group work practice and discuss how it can help worker in group work activities. 5.6 Reference Bales, R. (1950) Interaction Process Analysis: A Method for the Study of Small Groups: Readings. Anderson-Wesley Publishing Company Brown, A. (1994) Groupwork 3rd Edition Great Yarmouth: Ashgate Publishing (excerpted from Sean Harte, Groups, groupwork, theories, models downloaded <http://youthworkcentral.tripod.com/sean3.htm> Coleman, J. S. (1988). Social capital in the creation of human capital. American journal of sociology, S95-S120. Blau, Peter M (1964). Exchange and Power in Social Life. New York: John Wiley & Sons. Browning, G, Halcli, A., & Webster, F. (Eds.). (1999). Understanding contemporary society: Theories of the present. Sage publications. Cartwright, D and Ronald Lippitt (1961). Group Dynamics and the Individual in Bennis, Benne and Chin (eds). The Planning of Change. New York: Holt, Rinehart & Winston. Inc, p 264 Coleman, J. S. (1988). Social capital in the creation of human capital. American journal of sociology, S95-S120. H. Y. Siddiqui (2008) Group Work: Theories and Practice. New Delhi, Rawat Publications. Homans, G. C. (1950) . The Human Group. New York: Harcourt Brace. Konopka, G. (1963), Social Group Work : A Helping Process, Prentice Hall, Englewood Cliffs. NSOU ? PGSW-III 79 Lewis Coser (1973), Social Conflict and the Theory of Social Change in Amitai Etzioni and Browning, G, Halcli A & Webster, F (eds) (1999) Understanding Contemporary Society: Theories of the present. Sage Publications. Lewin, Kurt (1946). Behaviour as a Function of the Total Situation in L. Carmichael (ed) Manual of Child Psychology. PP 791-844. New York: John Wiley. Northen, H., & Kurland, R. (2013). Social work with groups. Columbia University Press. Rengaswamy. Social Group Work. file:///C:/Documents%20and%20Settings/Sukumar%20Pal/My%20Documents/Downloads/Social-Group-Work.%20 Complete%20notes%20(1).pdf Rengaswamy. Social Group Work, downloaded <https://www.scribd.com/doc/48748413/Social-Group-Work> Shelby J. 1994. Psychological Intervention with Children in Disaster Relief Shelters. The Child Youth and Family Service Quarterly 17, 14-18. https://www.homeworkmarket.com/sites/default/files/q4/05/07/chap_3.docx <http://www.ggu.ac.in/download/Model%20Answer%2014/AU-6465%20BSW-3rd%2012.14.pdf>. (<http://www.cluteinstitute.com/ojs/index.php/AJBE/article/download/7687/7752> <http://www.cluteinstitute.com/ojs/index.php/AJBE/article/download/7687/7752> <http://youthworkcentral.tripod.com/sean3.htm> Zastrow, Charles H. (2009) Social Work with Groups excerpted from https://www.cengagebrain.co.uk/content/zastrow06427_0495506427_02.01_chapter01.pdf Bimal Antony. (07:39:28 UTC). Group work process. <https://www.slideshare.net/BimalAntony/group-work-process-23990034> Bswe-02-block1-unit-11-small size.pdf. (n.d.).

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Unit 5 Theoretical approaches and models[13489 ... (D122078244)

Lewin's 3-Stage Model of Change: Unfreezing, Changing & Refreezing—Video & Lesson Transcript | Study.com. (n.d.). Retrieved October 25, 2021, from <https://study.com/academy/lesson/lewins-3-stage-model-of-change-unfreezing-changing-refreezing.html> Minimax. (2021). In Wikipedia. <https://en.wikipedia.org/w/index.php?title=Minimax&oldid=1048398851> Principles, Skills and Models of Group Work Practice—IGNOU. (n.d.). Retrieved October 24, 2021, from <https://www.yumpu.com/en/document/view/22551446/principles-skills-and-models-of-group-work-practice-ignou> Social Group Work | PDF | Social Group | Psychological Trauma. (n.d.). Scribd. Retrieved October 24, 2021, from <https://www.scribd.com/doc/48748413/Social-Group-Work> TEAM | meaning in the Cambridge English Dictionary. (n.d.). Retrieved October 19, 2021, from <https://dictionary.cambridge.org/dictionary/english/team> THEORY | GROUPS & GROUPWORK. (n.d.). Retrieved October 25, 2021, from <https://youthworkcentral.tripod.com/sean3.htm> Tubbs' Systems Model, Fisher's Theory of Decision Emergence in Groups, Poole's Multiple-sequences Model—Organizational Behaviour. (n.d.). Retrieved October 25, 2021, from https://ebrary.net/3069/management/tubbs_systems_model Rengasamy, S. (n.d.). Social Group Work. Webnode Error Page. <https://files.drdeen.webnode.com/200000356-b5800b6f54/Social-Group-Work.%20Complete%20notes.pdf>

NSOU ? PGSW-III 81 Unit 6 ? Process of Group Formation Structure 6.1

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Objectives 6.2 Introduction 6.3 Topic name: Group Formation 6.4 Conclusion 6.5 Exercise 6.6 Reference 6.1 Objectives The basic objective of this unit is to help the students to understand how one should form a group and what should be its basic criteria. Such understanding

not only essential, but it is also helpful for

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the social worker to follow a process for setting a purposeful group,

whether it is in community set up or in

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agency set up. 6.2 Introduction The various types of groups that can be formed by social group workers are classified as a) Remedial groups, b) Growth groups, c) Task groups(Jagadish, n.d.). Remedial groups are mostly to enable the members to sustain their changed behaviour and to cope up with new situations in life. The focus is more on the socio- emotional needs. This type of group is formed with those people who have undergone some treatment for a pathological condition. For example, a group of people who have been discharged from a drug de-addiction centre have to be helped to continue their changed behaviour and the treatment(

Jagadish, n.d.).

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Growth groups are to create awareness about the opportunities to grow and develop in their career and other life positions. These groups focus both on the social and emotional needs of the members as well as achievement of a tangible target. Some examples are: a group of youth is brought together to enhance their

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entrepreneurial abilities so as to improve income generating capacities and make them feel they are worthy members of the society, teaching children to acquire social skills and social etiquettes, so that they perform their social responsibilities properly and grow as useful adults(

Jagadish, n.d.).

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Task groups focus on certain work or activity the group is to achieve for its own development. The task could be development oriented, solving a problem or a crisis situation or a social disadvantage. Some examples are: a committee formed by an organisation to deliberate on certain strategies to improve the service delivery, an administrative group of heads of different units of an agency to work out ways and means to improve the performance of the staff and bring about coordination among the different units, group formed to tackle water shortage, poor civic amenities and reservation of jobs for women. Therefore, formation of any short of groups should be done with care and as per proper process, which are analyzed in details as below. 6.3 Group Formation

The

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Ken Heap (1985) discussed these as group formation and planning; the first meetings; the working phase; use of activities and action; and the termination of the Group. According to Douglas (1979) there are five stages

of group forming and its activities viz., conceptualization, creation, operation, termination and lastly

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evaluation. He has discussed these as the functions of leader while Toseland and Rivas (1984) discussed the stages under planning phase, beginning phase, middle phase and ending phase. For our purpose of understanding how one should form a group or what matters the worker should take care in different form of groups are stated below(

Social Work/ : Stages of Social Work Group Formation, n.d.-a): • Pre-group formation phase • Initial phase of group •

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Middle (active working) phase • Evaluation of the group • Ending phase

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

Social Work/ : Stages of Social Work Group Formation, n.d.-a).

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The worker should remember the following important areas while going for group formation. 1. Planning and Group Formation The social group worker representing an agency providing services such as residential care, day-care and community work may come across situations where the services of the agency are effectively utilised by the members through a positive group experience. The needs of the group may even be identified. Once the worker identifies the need for formation of group, he/she starts planning for the formation of the group. For this the worker has to answer some questions with his/her professional background very carefully and systematically (

Stages in the Group Work Process.Pdf, n.d.-a).

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These questions are: Why is the group? Here, the worker has to look at the need for forming the group. The purpose and goals it can attain have to be conceptualised and defined. For whom the group is being formed? Here, the task is to work out type of members the group addresses to. What are the eligibility criteria to enrol a member? How many? This focus on the life span of the group in terms of time period and the number of sessions/ meetings it shall have(

Stages in the Group Work Process.Pdf, n.d.-a).

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The group exists for days, weeks, months and the frequency of its meetings. How to ensure members' involvement in the group? The agreements the members and the worker enter into ensure the group processes to go on till the attainment of the purpose of the group. Keeping in mind these questions the broad steps at this stage are: • Formulating group objectives or purpose • Composition of group

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Size of the group • Enrolling the members • Contracting Formulating Group's objectives: Here the worker has to be clear in his mind as to why the group is being conceived and what it is addressing itself to. The purpose has to be expressed in a well-defined statement's. It shall not be confusing and shall not give any scope for suspecting its genuineness as to group's broad aim of helping the potential needy members. Therefore, it shall be formulated in simple statements. It shall provide answers to the potential members as to what to expect and to what extent their participating in the group is beneficial. A well-defined statement of the purpose also takes care of unnecessary members to join the group. It also enables the agency that the formation of the group is within the confines of the agency's areas of operations and is not against its interests and services. It also enable the sponsors and other resource agencies what to expect from the group. Composition of Group: Once the group is established then the worker should look into what shall be the composition of the group. Should it be homogeneous in its composition or heterogeneous? Homogeneity indicates sharing common features among the group members such as age, educational background, social class, and other interests. Homogeneity helps in building the group bond faster which is a decisive force in group process.

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Heterogeneity addresses to the need for diversity of certain characteristics of the members such as the length of time suffering with or coping with the problem, the efforts put into deal with the problem, the emotional state besides the other demographic attributes. Diversity ensures sharing of each other's situations, making comparisons, finding alternatives, and stimulates each other. At the same time it poses problems of acceptance and involvement (

Participant Manual - Social Welfare - Part 3.Pdf, n.d.).

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Therefore, it is an important task for the group worker to decide the composition of the group keeping in mind the broad purpose and the individual member needs and goals (

Participant Manual - Social Welfare - Part 3.Pdf, n.d.).

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Another aspect that has to be considered is whether to have an open group or a closed group. In open group there are no restrictions on joining the group from the point of the time. One can be enrolled into the group any time during the life of the group. While the closed group stops enrolment of members after the stipulated time of admission. Opting for open or closed group depends on the purpose, the goals and the time frame set for the group. Size of the Group: How many members shall compose the group? What shall be the ideal size? What are the criteria to determine whether the size of the group is too big or small (Participant Manual - Social Welfare - Part 3.Pdf, n.d.)? All these questions are there in the mind of the worker There are no hard and fast rules to determine the size of the group. It basically depends on the purpose of the group and manageability from the point of time, space, funds and some form of controls that need to be introduced. Small size is easy to manage, cohesive

and it provides higher levels of interaction (Participant Manual - Social Welfare - Part 3.Pdf, n.d.).

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Enrolling Members: Once it is decided to form the group and other modalities of the group viz., group's purpose, composition and the size of the group have worked out, then the next step is to enrol the group members. Here, the worker has to make arrangements to inform the potential members about forming the group. The information may be given directly to the potential members or passed through a notice in the agency's notice boards, a circular to the staff and other agencies concerned and by advertising in the media such as newspapers, local channels etc., and seeking applications from the interested members. The prospective members may approach either directly or by sending in their applications (

PG_M.S.W._Social Work_349 21_Social Group Work_MSW.Pdf, n.d.).

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The worker has to examine the applications as to the suitability of the candidates on the basis of eligibility criteria established. The criteria include extent of need, urgency of intervention, demographic attributes, experience, and other skills. The worker can also arrange interviews with the applicants to ascertain their suitability (

PG_M.S.W._Social Work_349 21_Social Group Work_MSW.Pdf, n.d.).

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By interviewing the applicants the worker can also explain to them about purpose of the group and dispel some of their doubts about joining the group. Once the

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worker completes the screening, the suitable applicants are enrolled into the group (

PG_M.S.W._Social Work_349 21_Social Group Work_MSW.Pdf, n.d.).

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Contracting: At the time of enrolling the members the worker and members have to enter into an agreement and certain conditions are followed during the course of group work. It consists of a statement of general responsibilities of the members and the worker during the life of the group. Some of these include assurance to attend the group sessions regularly, to complete any task or work assigned, maintain the confidentiality of the discussions of the group, not to indulge in a behaviour that is detrimental to the well-being of the group (

PG_M.S.W._Social Work_349 21_Social Group Work_MSW.Pdf, n.d.).

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The contract also specifies the fees or charges if any for undertaking certain activities and for procuring any material, as well as the penalties or fines the member/s has to pay for any violations of the terms of contract. The contents in the contract are subjected to revisions to accommodate some unforeseen developments as the group process unfolds. The contract may be in written or an oral understanding. The contract binds the worker and members to planned schedules of the group and facilitates an environment to conduct the group processes effectively (

PG_M.S.W._Social Work_349 21_Social Group Work_MSW.Pdf, n.d.)

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Finally the worker has to prepare a stage for beginning the group proceedings. She/he has to procure a conducive place for group sessions either in the agency itself or any other suitable place, arrange for monetary back up, and gather necessary information and material. And make such other preparations for launching of the group. Initial Meetings: In this section we are looking into what are the tasks the worker and members have to undertake to begin the group. In fact it is the most crucial stage as the success or failure of the group depends on how well the initial meetings are handled by the worker. The members attend the meeting with a lot of expectations. Member attends the meeting with the hope that time has come to get over the problem that has been affecting them over a (long) period of time. How much of it is going to be solved? They are also enthusiastic to meet and interact with others whom they have not met before and who are also having similar needs/problems. They will look forward to

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having new social experiences. While on the other hand members many entertaining a number of doubts about the competence of the worker and whether participating in this group exercise can really deal with their problems effectively. They are also having a number of fears. They do not know what type of persons are the worker and other members (

Stages in the Group Work Process.Pdf, n.d.-b).

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The steps involved in this stage are self- presentations by the worker and the members, orientation about the group, goal formation, structuring the group session and reviewing the contract Self-presentations: As soon as the group is convened for the first time, the worker takes the initiative of making the group members feel comfortable by friendly greetings with each and every member. Once the members are settled comfortably then the worker introduces himself/herself giving personal and professional details. The worker shall give adequate information about himself/herself as possible so that it not only makes members confident about the worker but it also act as guide as to the details of information they have to disclose when their self –presentations turn comes. After that the members are asked to introduce themselves. This exercise of introductions shall be planned in such a way that it will help the members to feel at ease, and come out with more details about their situation(

Jagadish, n.d.).

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The worker should make them understand that the more the details they give the better will be their understanding about each other and will make a way for developing trust which is very important for effective results. There are a number of ways of introductions. The worker can employ any of such introductions keeping in mind the group's purpose and composition of the group. One way is to sit in a circle and introductions start in either clockwise or anticlockwise direction. Another way is the members are divided into pairs and each pair is asked to exchange information about each other and then one member of the pair introduces the other and vice versa. Orientation about the Group: After the self-presentations the worker shall orient all members about the broad purpose of the group for which it is formed. Here the worker spells out circumstances that paved the way for forming the group. How their disadvantage/s are likely overcome through the participation in subsequent group processes. Members are told explained about the functions and the roles of both the worker and the members. The NSOU ? PGSW-III 88 worker also mentions previous experiences if any, so that members develop confidence in the worker as well as the strategy of adopting group work as a viable alternative. Members are encouraged to seek clarifications as to the relevance of the group's purpose to their needs or problem situation. The worker also explains the agency's background. Goal Setting: In this step, the goals of the group are framed. Goals are statements of desired levels of change in behaviour or in social situation or in physical conditions to be achieved at some future time. The purpose of the group, agency's purpose, the needs of the individual members and the modalities of conducting the group—Then norms of conduct — determine the goals. The worker assesses the individual needs of the members and in consultation with them frames the goals. Toseland and Rivas (1984) specified three areas of goal formation. First area covers group centered goals that revolve around the conduct and maintenance of the group. Second area consists of common group goals that address to all concerned people worker, members, agency, sponsor, and finally the third area is concerning individual member centered specific goals. The goals are again viewed as ultimate goal and a number of intermediary goals (Rose, 1973; Jagdish, n.d). The ultimate goal indicates what final change in the status quo is to be attained while the intermediary goals that facilitate attainment of ultimate goal. These intermediary goals are formulated session-wise and / or stage-wise that is from the reference of time or progress made (

Social Work/ : Stages of Social Work Group Formation, n.d.-a).

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Konapka (1958) emphasises that while framing the goals, care shall be taken to see that these are complementing and supplementing rather than conflicting and contradicting each other. Some examples of the goals are: • The parents of mentally retarded children join a group to learn some better ways of coping up with the challenges of upbringing their wards — the general need of the group members.; • The purpose of the group is to provide a platform for the parents of mentally retarded children to share and exchange their skills in upbringing of the children— the purpose of the group formation. • Agency's purpose is to make parents take more responsibility in bringing up their mentally retarded children.

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A parent's specific need is to learn to tackle the aggressive behaviour of his/ her child and to make his/her spouse and other family members to accept the child. • The group centred goal is that all members will share their problems without any reservations and will not waste the group's time by indulging in irrelevant issues. All these are complementing and supplementing each other. For example, if the goal of joining the group is to question the policies of the agencies or to demand for more facilities then the goal is not complementary to other goals and create problems in attaining other goals, therefore, should not be included. Structuring Group Session: Structuring the group session involves two aspects. First is structuring the time and the second addresses to the pattern of interactions. The group has to work out how much time has to be allotted to each session, to each activity and to each member. The group has to evolve the modalities of adhering to the time schedules. It has also to work out alternatives in case of failure to adhere to the time schedules. For example it has to spend 30 minutes for a video show but because of the electricity failure, the video could not be played. Instead of idling away the time the group can have a discussion focused on the theme of the videotape. The interactions among the members and between the members and the worker have to be structured. Structuring the interactions includes how to address each other, how to and when to intervene and interrupt how to encourage docile and shy members to participate and control the domination of some members. It also includes certain group norms that are to be followed strictly by the members. Reviewing the Contract: At the time of enrolling, the members and worker entered into an agreement of working together. At that time the members might not have good understanding about the whole exercise. After attending the orientation and having initial interactions with the worker and with each other, members and worker may feel the need to change some conditions of the contract, for example, the frequency of meetings, time and duration of the meetings, and the fees etc. The contract is reviewed and new clauses are introduced or some clauses are deleted from the original contract with mutual NSOU ? PGSW-III 90 consent. Creating an environment that is conducive for the healthy conduct of the group session is a continuous process. The physical arrangements, financial back up and mobilising resources are the areas the group members and the worker have to work on(

Social Work/ : Stages of Social Work Group Formation, n.d.-a). This is very essential as it will help in updating felt needs of the members in group activities. Middle or Active Working Phase(Social Work/ : Stages of Social Work Group Formation, n.d.-a):

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This phase occupies the major part of the working life of the group. Members attend the sessions regularly and actively working towards accomplishing its purpose and goals general group maintenance goals, common group goals and individual member goals. The steps involved in this stage are making arrangements for the conduct of group sessions, structuring the time, facilitating group meetings

and

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assessment of the group's progress. Making Arrangements for Group Sessions(

Social Work/ : Stages of Social Work Group Formation, n.d.-a):

The group gears up for attaining various goals it is pursuing. The worker and the members plan and make preparation for the group meetings. The worker has to spend considerable amount of time in developing the activities and procedures for the conduct of the group meetings. A number of decisions have to be taken with regard to the selection of an activity or task, sequencing of the tasks and activities, assigning responsibilities etc. Materials and equipment to conduct the group activities have to be procured. Resource agencies and persons have to be contacted. For example, a pre-retirement counselling group may plan for exercises that would give them an idea about the possible changes that take place in their social status and roles and how best to cope up with the new situation. The possible exercises could be role-plays, screening of a video followed with a discussion, an orientation lecture session by an expert counsellor in the field etc. Structuring Time: The worker continues this task of setting the time limits for group sessions and individual tasks which has already been initiated in the previous phase as the life of the group is for specified period. The members and the worker have to be quite conscious of using time to get maximum benefit out of the group meetings. It is often NSOU ? PGSW-III 91 the tendency to delay the start the meetings for the sake of latecomers. Delaying the starting time may encourage late coming and cause inconvenience to others who report in time. It also happens that the meetings are either closed early or late. This is also not healthy as it causes inconvenience to members who have other works to attend and discourage them to attending or they may not pay proper attention to the group activity. Further, it is quite possible to get totally engrossed in a particular group task and lose track of the time. This may spill over into the other activity and giving it insufficient time. Consequently the benefits from the other activity are badly affected. So it is important that members must carefully structure their time and follow it. Facilitating the Group Sessions: It is not sufficient just to plan and prepare for the group sessions. The very reason for forming the group is to enable the members to come on to one platform to work towards solving their problems, which they could not solve individually. This suggests that the group needs guidance and support to carry out the tasks it has set forth. The worker has to take a lead in this and facilitate the group to perform its tasks successfully. At this stage of group's life, the members seriously pursue the goals of both individual and group. Worker encourages members to actively involved in the group activities, may they be sharing, discussing, and performing a task. The worker develops some insight into their strengths and weaknesses. It may be noticed that some members are performing well and while others do not show progress. Because of this the group's progress is affected. The worker has to facilitate the non- performing members to perform. Equipped with the sound knowledge base in human behaviour he/she assists each and every member to be aware of their cognitive processes intrapersonal processes that are blocking their progress, and enables them to organise their social transactions interpersonal interactions in the group to establish purposeful relationship. Intrapersonal limitations revolve around feelings, thoughts, beliefs and behaviour patterns of the member. For example when a member is asked to give his feeling about the just concluded group session, if he/she expresses that so and so member is rude in interacting, then the member is giving his thought but not the feeling which may unhappiness or happiness with the session. Sometimes the member does not understand the association between these cognitive processes. In the above example the link between the thoughts and feelings are not established if NSOU ? PGSW-III 92 the member could link the association between the thoughts of being dealt rudely by others during the course of the session and his/her being unhappy. In another case a member may entertain irrational thoughts and beliefs. In the above example if a member says that he/she feels the behaviour of a particular member is rude towards him/ her because the member resembles somebody in his/ her past with which he/ she had bad relationships. The worker facilitates the member to perform in desired direction by making them to understand these mental states. The worker then make suggestions for reframing and restructuring of the thoughts and expressions, as well as for stopping of the recurrence of unhealthy thoughts to enable the member to deal with these cognitive processes. The worker facilitates interpersonal interactions whenever he/she finds them deteriorating. Deteriorating interpersonal relations are discerned when members fail to communicate with each other, participate in the group activities, avoids some members, differ and pick up quarrels with each other, and form subgroups and work against each other. The worker helps to improve the interpersonal interactions by introducing a number of ice breaking, role-playing, modelling, and simulation exercises. At the environmental level worker connects the members with resources, creates congenial physical and social environment. Examining Group's Performance: The group processes are examined with a view to ensure that group attains its goals. It provides proper direction and guidance to the group. It includes the assessment of the levels of participation and involvement of group members in the group activities, the changes that are taking place in the members' perceptions, attitudes and behaviours, acquisition of new skills and strengthening of existing skills that would help members to deal with their problem areas and grow. It points out the areas for and type of interventions that have to be planned and implemented by the worker at individual level as well as at the group level. The assessment is being done by the worker, members themselves and others who are associated with the group. The tools that help generally helps in the assessment are observations

and recording. The structure observation here refers to the observations of

worker and other members and self-observations of members themselves. For example, it is decided to assess the communication patterns among the members. The worker and members are informed in advance or later, that is during or after a specific task has NSOU ? PGSW-III 93 been performed, to note their observations on various aspects of communication such as the language, the gestures, modes of communication verbal or non-verbal the member/s resorts to. While, recording of the group are written reports, audiotapes and videotapes, measurement scales of behaviour,

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etc. The interaction patterns, behaviour manifestations, group attraction, situation leading to conflicts, subgroup formations, and leadership styles are some areas that can be assessed by the above mentioned tools(

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The process and procedures of assessment are carried out with or without prior knowledge of members. Evaluation in group formation process (

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Evaluation (on going) is an integral component of social group work. The term evaluates simply means to examine the value of. According to Trecker (1955), it attempts to measure the quality of group's experience in relation to the objectives and functions of the agency. Evaluation provides the necessary feedback on the performance of the group. It is carried out after the end of group work activity. It focuses on the worker's performance, agency support, the group process and growth of the members. The evaluation may be entrusted to the worker or to someone in the agency or to an outside expert(

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It points out that whether the worker competently dealt with the group work process or not. What shortcomings are constraining the worker to perform better? It enables him/her to gain confidence and make efforts to improve his/her professional knowledge and skills, gives him/ her satisfaction that he/she is contributing for good of the profession and the society. It throws light on effectiveness and ineffectiveness of planning and conducting the group sessions.

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Finally, it indicates measures to be taken not to repeat the mistakes or overcome the shortcomings for future groups formations and processes. Therefore evaluation is not just a routine administrative job but also a guide for the future. 6.4 Summary In this chapter we have thoroughly studied

group formation and

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different factors that necessitate social workers to plan for a social group.

We have learnt that social
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work groups are different from other groups as they come into existence for a specific purpose of enabling people in need to resolve their needs through group experience which under constant guidance from a professional trained social worker. We also have information about the types of social work groups that can be thought of by the worker keeping in mind the needs/problem situation of the members, the interests of the agency, and the availability of resources. We have learnt that the social work group formation has a numbers of phases and each phase has a number of steps, which the worker and members have to carefully involve. We have also examined the role of social group worker in group formation. We have discussed the generic roles group work in different stages. The group worker is the key player in the formation of the group. The worker plays a number of roles. He/ she plays the most widely shared roles of social worker in general viz., enabler, mediator, advocate, educator, and facilitator. The roles specific to social work group are that of a leader and decision maker(

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Social Work Group Formation, n.d. -a). As enabler the worker furnishes the necessary information to members so that member's doubts are clarified and their participation levels improve. He/she encourages the member/s who takes initiatives in performing the group tasks. As mediator, the worker resolves the conflicts in the group by liaison. Brings conflicting members onto discussion forum and interprets each member's points of view so that the misunderstandings that caused the conflict are put to an end. The worker also mediates the negotiations between the group and the other staff of the agency and other resource agencies(

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As advocate the worker presents the case of the members to the agency authorities to secure certain additional facilities and concessions. She/he pleads on behalf of the member with family and/or with the community to cooperate with the member by way of accommodating the member's needs. He/she presents the case of the member/ s to the referral services(

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As educator the worker clarifies the misnomers the member/s have about various aspects such as the problem/need, irrational beliefs, unfounded fears etc. He passes on information to the members about the developments taking place in the areas concerning their social situations. NSOU ? PGSW-III 95 As facilitator the worker creates congenial environment for the group to go ahead with its activities and tasks. He/she procures the required material for the smooth conduct of the group sessions/tasks. The worker helps members who are shy and withdrawn type to participate by helping them to identify their intrapersonal and interpersonal shortcomings and assists them in overcoming these. As a Leader the group worker also plays the role of a leader in the group. As a professional with sound knowledge base in human behaviour and social interactions and interpersonal relations, the group worker is automatically assumes leadership role. Till the time the group has its leader from among the members the worker discharges the functions of a leader. Douglas discussed four leadership acts the worker performs viz., preparation, intervention (working), intervention (control) and evaluation. The worker provides directions to group members in planning the group activities, making preparations for carrying out the planned activities and finally in carrying out activities. He exercises controls over those members who are either not cooperative or involving in actions that are detrimental to the group's norms and purposes. As decision maker he performs the role as decision maker. Decision making is to choose among the alternatives available. A number of decisions have to be taken in planning and organising group and its activities. The decision-making process starts from the conception of the group to that of termination of the group. At every stage decisions have to be made. For example, a decision has to be taken to decide the size and composition of the group in the formation stage. They have to be made independently by the worker or made in active consultation with and involvement of members, agency administrators and other staff and at times even with resource and referral agencies. Even though the worker has conviction in the democratic process, still the worker is compelled to take decision as the group is in a fix or dilemma to take decisions. Finally, the worker as a leader develops and promotes Co-leadership in the group. The worker identifies the potential leaders from among the members and creates opportunities for them to take up leadership responsibilities. NSOU ? PGSW-III 96 6.5 Exercise 1. What is group Formation? 2. What are the factors or areas that one should be keep in mind for group formation? 3 What role a social worker

can play in Group Formation? 6.6 Reference

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Unit 7 ? Group Development Structure 7.0 Objectives 7.1 Introduction 7.2 Group Development 7.3 Group Process 7.4 Group Dynamics 7.5 Conclusion 7.6 Exercise 7.7 Reference 7.0 Objectives The basic objective of this part is to develop clear concepts on group development, group process and group dynamics. This concept is very much essential in order to help in understanding growth of the group, which generally is the system to prepare the members to face various challenges, to tackle problems, to find solutions, to plan work, and to deliver results. 7.1 Introduction Groups, like individuals, are each unique with their own experiences and expectations. Many commentators studying group development and dynamics have recognized that group development, as a generalization, is more predictable than individual behavior. Many theories of stages of group development have been cultivated, and it must be stressed that no single definitive model of stages of group development exists. Two of the most useful theories of stages of group development are those discussed by Tuckman (1965) and Rogers (1967). These models, like others (for example Heap, 1977), propose as groups develop and change they pass through stages which may be conceptualized. Tuckman's model has been used extensively NSOU ? PGSW-III 99 within youth work theory and practice and is an excellent model for attempting to analyze individual and group behavior (Groups at Work-Social Psychology Assignment, n.d.). Before going into those models, let us try to understand the basic concept of group development. 7.2 Group Development Group development in social group work refers to the process of progress of group's achievement over a period of time. The term generally used to indicate the pattern in a way the groups of people change over time and make decisions. Two specific indicators of group development are: (a) the members feeling settled and happy in the group; and (b) progress the group is making in achieving its objectives. Regular meetings of the group, a wider interaction among members, a free flowing conversation, and language, general spirit of cooperation and accommodation of members are some signs of positive environment in a group, reflecting a clear sign of group development (Siddiqui, 2008). The indicators of group development are : attendance, punctuality, definite meeting time and attendance, development of a formal organization, willingness on the part of the members to undertake initiative and responsibility, Increased innovation and motivation, controlled behavior of the members, high level of participation, emergence of leader, and shift from 'I' and 'Me' to 'We' and 'Us'. The process was first described by Tuckman, an educational psychologist who came up with the process in the 1960s. Since then group development is known as team building and team development and have become a generally accepted pattern of group behavior. In group development, group is formed; members get to know each other, even if there are pre-existing relationships, and also closely interact with each other. Understanding the stages of group development helps in developing proper intervention in the group process to bring about group's growth and achieving group goals. Some theorists have claimed that groups develop through more or less predefined stages (eg. Kurt Lewin's unfreezing-change-freezing, Tuckman's Team Development Stages, etc.). Others have said that group development is cyclic. Yet some have argued that group development happens while groups may or may not go through NSOU ? PGSW-III 100 certain phases at some moment in time. To get an acceptable definition of this phrase is difficult because it has been defined in many ways with varying degrees of depth and complexity. • Berkowitz (1974) has stated that group development refers to the fact that group process undergoes modification which enables the group to have more alternative ways to solve problems (as cited in Smith, 2001). • Ridgeway's (1983) definition of group development focuses on the groups need for improved communication patterns (as cited in Smith, 2001). • Sarri & Galinsky (1974) have defined group development as changes through time in the internal structure, processes and culture of group (as cited in Bission, 1988). As an outline in this definition (Sarri&Galinsky as cited in Ito et.al., 2008) of group development entails changes within three different dimensions. The first dimension, the social dimension, is concerned with the organization of groups' structure and the pattern of the participants' roles and structures. The second dimension focuses on the group's activities, task and the operative process of the group and is labelled the activity dimension. The other dimension, group culture, includes properties such as group norms, values and a shared group purposes. 7.2.1 Stages of Group Development: An Overview Tuckman's model (1965) has been used extensively used theory and practice and is an excellent model for attempting to analyse individual and group behaviour. His model is elaborated below Stage 1: Forming In the Forming stage, group members rely on safe, patterned behaviour and look to the group leader for guidance and direction. Group members have a desire for acceptance by the group and a need to know that the group is safe. They set about gathering impressions and data about the similarities and differences among them and forming preferences for future sub grouping. Rules of behaviour seem to be to keep things simple and to avoid controversy. Serious topics and feelings are avoided. The major task functions also concern orientation. Members attempt to become NSOU ? PGSW-III 101 oriented to the tasks as well as to one another. Discussion centres on defining the scope of the task, how to approach it, and similar concerns. To grow from this stage to the next, each member must relinquish the comfort of non-threatening topics and risk the possibility of conflict (Stages of Team Development, n.d.). Oppressive behaviour is least likely within the formation stage of a group as individuals generally look to create a comfort zone and do not wish to rock the boat. Often frustrations will be built upon between individuals who disagree strongly, but this will generally not surface until storming begins. A knowledge and understanding of the feelings and emotions felt by group members in this stage is helpful, if not essential, to the effective structuring of a programme to work towards the desired outcome for the group. The worker should be patients and undertake activities/decisions to show results in the first sessions of group formation and to arouse the interest of members. The members can be briefed about duration of the group, its size, nature, meeting place, etc. Thus, the planning for forming the group in particular should focus on the following details. Composition of group: The nature of membership depends on purpose of the group and its goals. The worker must collect details about members on the following points: the socio- economic background of members, geographical location, client group, earlier experience of group participation, reasons for joining the group, and individual needs and interests. Collecting information about these issues will help the worker in carrying out the work. Size of group: A decision about the size of the group should be made keeping the purpose of the group and the needs of members in mind. The decision about the size depends on several factors including the experience of worker and the age group of the clients/members. Frequency of the meeting: Frequency of group

meeting is to be fixed depending upon the purpose or convenience of members, the workers own work load, etc. As such, there is no fixed

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formula to decide the frequency. For example, recreational group of children meet more frequently, support group may be once in a week or once in 15 days and self help group or saving groups weekly or once in a month and so on. Frequency of meeting of treatment group is decided more in accordance with the needs of the members. Place of meetings: A place of group meeting has also to be decided in accordance with the convenience of the members and in convenience of space and other resources needful for group activities. Frequent change of venue of meeting is known to cause difficulties and should be avoided. Members consent about the place of meeting could severely affect the participation. Duration of the group: The decision about the duration is taken considering the experience, capacity of the members to achieve the goal in a given time frame. The duration of the group can be changed depending upon the progress made by the group, such as a certain level of cohesion and the decision of the members to continue in their own. Establish group culture, mutual aid system and social responsibility is also important for a worker in the planning and forming stage. Stage 2: Storming The next stage, which Tuckman refers as storming stage. As the group members attempt to organize for the task, conflict inevitably results in their personal relations. Individuals have to bend and mould their feelings, ideas, attitudes, and beliefs to suit the group organization. Because of "fear of exposure" or "fear of failure," there will be an increased desire for structural clarification and commitment. Although conflicts may or may not surface as group issues, they do exist. Questions will arise about who is going to be responsible for what, what the rules are, what the reward system is, and what criteria for evaluation are. These reflect conflicts over leadership, structure, power, and authority ("Team to Achieve Millennium - PHDessay.Com," 2017). There may be wide swings in members' behavior based on emerging issues of competition NSOU ? PGSW-III 103 and hostilities. Because of the discomfort generated during this stage, some members may remain completely silent while others attempt to dominate. In order to progress to the next stage, group members must move from a "testing and proving" mentality to a problem-solving mentality. The most important trait in helping groups to move on to the next stage seems to be the ability to listen("Team to Achieve Millennium - PHDessay.Com," 2017). The potential for oppressive behaviour is strong within the storming phase as group members preferred roles and release frustrations built within the forming period. This personal oppression should be discouraged whilst it is understood that a degree of conflict is necessary if the group is to further develop(Groups at Work- Social Psychology Assignment, n.d.). It is important to be aware that conflict will take place within all groups, and if handled well this conflict can produce benefits for the group in terms of development, objective and task setting, and ultimate outcome. Thus conflict is not inherently something to be feared or avoided(Groups at Work-Social Psychology Assignment, n.d.). In the exploration stage, the worker must focus on preparation of profile and setting objectives. Hence, the worker must take details of members including their name, age and educational status; general awareness level of group goals; the self confidence level; communication skills; and leadership potential. This profile can serve as the benchmark to see what changes can occur in individuals as a result of their participation in group activities. The success of the group depends to a great extent on the clarity on setting objectives. The group objectives should be broad enough to cover these individual differences of needs. The objectives of group will however depend on the kind of member the worker is working with. The purpose of the group is also influenced by the sponsoring organization. A number of other objectives can also be identified to work with the groups. Some of the objectives of group work are: to provide recreational services on activities, to provide creative activities among group members, to prepare members for social responsibility, to develop life skills, and to provide helps in dealing with problems of social functioning.

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Stage 3: Norming In Tuckman's Norming stage, interpersonal relations are characterized by cohesion. Group members are engaged in active acknowledgment of all members' contributions, community building and maintenance, and solving of group issues. Members are willing to change their preconceived ideas or opinions on the basis of facts presented by other members, and they actively ask questions of one another. Leadership is shared, and cliques dissolve. When members begin to know-and identify with-one another, the level of trust in their personal relations contributes to the development of group cohesion(Stages of Team Development, n.d.). It is during this stage of development (assuming the group gets this far) that people begin to experience a sense of group belonging and a feeling of relief as a result of resolving interpersonal conflicts. The major task function of stage three is the data flow between group members: They share feelings and ideas, solicit and give feedback to one another, and explore actions related to the task (Stages of Team Development, n.d.). Creativity is high. If this stage of data flow and cohesion is attained by the group members, their interactions are characterized by openness and sharing of information on both a personal and task level. They feel good about being part of an effective group. The major drawback of the norming stage is that members may begin to fear the inevitable future breakup of the group; they may resist change of any sort(Stages of Team Development, n.d.). The storming and norming phases of group development are inextricably linked, as it is often through the storming and challenging that acceptable group norms become set. It is important that a youth worker works hard during this stage to ensure oppression against individuals within the group do not become the acceptable norm, as then all group members will oppress these individuals. Thus, individual oppressions must be challenged and emphasis placed on challenging attitudes and opinions but not group members(Groups at Work-Social Psychology Assignment, n.d.). Stage 4: Performing The Performing stage is not reached by all groups. If group members are able to evolve to stage four, their capacity, range, and depth of personal relations expand to true interdependence. In this stage, people can work independently, in subgroups, or

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as a total unit with equal facility. Their roles and authorities dynamically adjust to the changing needs of the group and individuals. Stage four is marked by interdependence in personal relations and problem solving in the realm of task functions (FacultyDevelopment_GroupDevelopment.Pdf, n.d.). By now, the group should be most productive. Individual members have become self-assuring, and the need for group approval is past. Members are both highly task oriented and highly people oriented. There is unity: group identity is complete, group morale is high, and group loyalty is intense. The task function becomes genuine problem solving, leading toward optimal solutions and optimum group development. There is support for experimentation in solving problems and an emphasis on achievement. The overall goal is productivity through problem solving and work(FacultyDevelopment_

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Pdf, n.d.). Stage 5: Adjourning Tuckman's final stage, adjourning, involves the termination of task behaviours and disengagement from relationships. A planned conclusion usually includes recognition for participation and achievement and an opportunity for members to say personal goodbyes. Concluding a group can create some apprehension – in effect, a minor crisis. The termination of the group is a regressive movement from giving up control to giving up inclusion in the group. The most effective interventions in this stage are those that facilitate task termination and the disengagement process(FacultyDevelopment_GroupDevelopment.Pdf, n.d.). The ending of a group can be a very unhappy and distressing time for some members, as they may feel some extent of dependency on the group. Garland et al. describe some of the typical responses to the ending phase as(Groups at Work-Social Psychology Assignment, n.d.): • Denial – 'forgetting' the time of the groups termination. • Regression – reverting to a less independent state of functioning. • Need expression – in the hope the group will continue. • Recapitulation – detailed recall of past experiences within the group. • Evaluation – detailed discussion on the value of the group experience.

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Flight – destructive denial of any positive benefit of the group, or a positive disengagement towards other interests. Potential exists within this stage for members to be oppressed as scapegoats, that is blamed or at fault for the ending of the group. This can be minimised by constant focusing and refocusing on group end points and staged celebrations of group achievements. As we have seen the value of a theoretical understanding of conceptualising this group stage theory in youth work and other helping professions, lies in enabling group workers to 'tune into the group's processes and respond appropriately' (Preston-Shoot, 1987).

7.2.2 Role of Social Worker in different stages of group development There are different roles of social worker according to different stages of development. For our easy understanding we can elaborate this concept as below by keeping reclassified stages of group development vis-a-vis role of a social worker. The social worker practicing this method in the Indian setting following the western theoretical framework may find it an uphill task. Let us try to understand to bifurcate various stages of development in view of the above to outline the role of social worker.

Stage I: Planning and Formation of Group: Under this, the worker has to work hard to form a group. Planning stage refers to contacting the potential members individually or in small groups to share with them the idea of forming a group. The formation stage thus will require careful planning. The worker should contact the members individually and in groups to discuss the idea and purpose of group formation. The members can be briefed about duration of the group, its size, nature, meeting place, etc. Thus, the planning for forming the group in particular should focus on the following details. (i) Composition of group: The nature of membership depends on purpose of the group and its goals. The worker must collect details about members on the following points: the socio-economic background of members, geographical location, client group, earlier experience of group participation, reasons for joining the group, and individual needs and interests. Collecting information about these issues will help the worker in carrying out the work. NSOU ? PGSW-III 107 (ii) Size of group: A decision about the size of the group should be made keeping the purpose of the group and the needs of members in mind. The decision about the size depends on several factors including the experience of worker and the age group of the clients/members. (iii) Frequency of the meeting: Frequency of group meeting is to be fixed depending upon the purpose or convenience of members, the workers own work load, etc. As such, there is no fixed formula to decide the frequency. For example, recreational group of children meet more frequently, support group may be once in a week or once in 15 days and self help group or saving groups weekly or once in a month and so on. Frequency of meeting of treatment group is decided more in accordance with the needs of the members. (iv) Place of meetings: A place of group meeting has also to be decided in accordance with the convenience of the members and in convenience of space and other resources needful for group activities. Frequent change of venue of meeting is known to cause difficulties and should be avoided. Members consent about the place of meeting could severely affect the participation. (v) Duration of the group: The decision about the duration is taken considering the experience, capacity of the members to achieve the goal in a given time frame. The duration of the group can be changed depending upon the progress made by the group, such as a certain level of cohesion and the decision of the members to continue in their own. (vi) Establish group culture, mutual aid system and social responsibility is also important for a worker in the planning and forming stage.

Stage II: Exploration Stage: It is critical stage in the group process and group development and it can be a point of making a group or break a group. It is time at which members are searching s individual role and function or one's status in the group. Issues of control and power are prominent and tested in leader-member as well as member-member interaction. The worker at this stage has to offer magical solution to problems. Each group member's needs are to be met and expressed. At the task level there may be

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anxiety and uncertainty. So, it is important that all members are involved in the group activity. Thus, in the exploration stage, the worker must focus on preparation of profile and setting objectives. The following details could be mentioned as responsibility of worker in this stage. (i) Preparation of profile: The worker must prepare a profile of members including their name, age and educational status; general awareness level of group goals; the self confidence level; communication skills; and leadership potential. This profile can serve as the benchmark to see what changes can occur in individuals as a result of their participation in group activities. (ii) Setting objectives: The success of the group depends to a great extent on the clarity on setting objectives. The group objectives should be broad enough to cover these individual differences of needs. The objectives of group will however depend on the kind of member the worker is working with. Stage III: Performing Stage: In this stage, the role of the worker is that he or she must have the capacity to develop cohesion, monitoring and a change to be avoided in allocating task, which put too much pressure on individuals as well as to the groups. The feeling of cohesiveness in the group is what members enjoy most i.e. when they feel they belong to the group. Stage IV: Evaluation Stage: In the evaluation stage, the role of worker is to perform the following: (a) record keeping, (b) help members to evaluate what they have achieved and also have failed to achieve, and (c) find out what is the development of individual and group. Evaluation is an essential part of all processes as it helps the worker and member both to assess the outcome of their efforts. The evaluation can be carried out informally or in a formal manner. Stage V: Termination Stage: At the termination of a group in particular, an assessment of the individual's dependence on the group should be carefully done. The worker can help the group NSOU ? PGSW-III 109 to feel good about the success achieved. However, the worker must guard against any emotional over dependence on the part of the member on group as it can undermine the individual's self reliance and coping capacities. In conclusion, it can be said that the worker has an important role to play in group development and its stages. The worker therefore should have a clear concept and thinking as well as decision towards different stages so as to bring a success of group goal.

7.2.3 Conclusion Generally, the well known models of group development have identified a linear arrangement of development stages, where one stage is completed to precede or follow the other stage, such as forming, storming, norming, performing and adjourning, provided by Tuckman (1965). As Konopka (1963) noted, the relationships of the members to each other are taken complex and full meaning and possibilities. They are never static. They change in time and in relation to specific situations and events in the life span of a group. They propose that as groups develop and change they pass through stages which may be conceptualised. This section dealt clearly on Tuckman's stage of development and it very well highlighted the role of social workers in different stages of group development.

7.2.4 Check Your Progress 1. Explain in short what is group development? 2. Write different stages of group development and its characteristics. 3. What role can a social worker play in different stages of group development?

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Group Process Objectives The basic purpose of this sub section is to provide basic knowledge on the concept of group process for developing professional competence of handling social groups. This understanding will help a worker to know what to expect in different process of group and how to deal with the situations. The phrase "Group Process" refers to the understanding of the behaviour of people in groups, such as task groups, and the processes used to solve problems or make decisions. A group here is defined as "a collection of individuals that have shared common interests or experiences." A group develops relationships and generates an energy, or identity, that is different together than when individuals are by themselves or with others. When a group comes together they are primarily concerned with the contribution of content to achieve the purpose for which they were formed. Content is defined as the "substantive or meaningful part of something". Group process as the means by which group members interact, make decisions, handle problems, and develop their roles. As the definition implies there are several elements to a group process. Elements, which typically influence group proceedings, include process design, communication, participation, decision making and role fulfilment. As the facilitator your advantage point provides a great opportunity to regularly observe how things are going. Depending on the frequency of meetings and an understanding of what to look for, you can be instrumental in ensuring group and individual success. For the purpose of this paper I am concerned with the "process that the facilitator designs" to help the group accomplish its purpose.

7.3.1 Understanding on group process Ridgeway (1983) about the dynamics of groups listed the following group processes in small group. She identified basic fundamental processes in small group, which are identified as communication, cohesiveness, group development, conformity, deviance, social control, status differentiation, leadership, group culture. The key elements likely to happen in variety of ways and group process could be understood on the following ways:

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Interaction; Communication; Cohesion; Conflict; Structuring; Leadership; Decision making; Norming and group culture; Social control; Group development Let us try to understand each of those areas of importance in the group process. Interaction People join groups for a various purposes. The interaction started rolling as people come face to face in a situation. The interaction process is very fluid and undergoes frequent changes that may lead to either conflict or cohesion of a group. While communication, both verbal and non-verbal, facilitates interaction. Interaction can be person or issue focussed. One person dominated interaction will result in concentration of power in the group. Such a person will determine its purpose and will influence the participation of other members. S/he may impose restriction on interaction of other members among themselves. In such a context the interaction will be focussed but it could be termed as autocratic. This domination can be questioned by other members. The general sociological understanding is that the larger the size of the group, lesser is the interaction among its members. The relationship among members is emotional bond (Toseland and Rivas 2001). Leadership is the key variable in understanding interaction. The low participation among members is indicative of an interaction where some members are keeping a low profile, remaining at eh periphery of the affairs of the group. The subgroup is another interaction pattern inevitable in some groups. The pattern of interaction can be isolated or formation of sub-groups or all round interaction. Some of the possible ways of improving interaction in group can be controlling the size, or reducing distance, developing effective leadership, clarify group goals, explain the nature of interaction pattern, dealing with fairness and resistance, etc. Communication Communication is another important aspects of group interaction. The nature of communication itself makes difference on group interaction and its various processes. The negative communication may dissatisfied members in fulfilling their desired goal, while positive communication among members makes them happy and interact more freely among them. The communication process needs close monitoring and skilful communicator always is a great asset of the group. Good communication makes a healthy environment in the group. On the other hand communication gap NSOU ? PGSW-III 112 may create misunderstanding among the members. So, the worker should remember that the nature of communication can help in giving a structured form in the group for assigning role and responsibility among group members. Cohesiveness Group cohesiveness in social group work refers to the willingness of all members to stay together in the group. Secondary groups, like women's groups, SHGs, children's group, neighbours are spontaneous and natural. The members join them in their own. The nature of group formed by social worker is little different from these groups. The cohesiveness of a formed group is more fluid and the situation changes with different events and activities. They external and internal environment of these groups are dynamic in nature. Therefore, cohesiveness is not the simple factors of members liking or disliking or interpersonal interaction. People want to stay in a group because of variety of reasons, group potential for meeting the needs. People stay in the group despite of competing with each other. But the factors that generally helps in the group cohesive are group norms and group culture; group goal; a caring leader; non threatening group environment; a greater degree of homogeneity among group members. Group Conflict It is natural phenomenon that the members join together in secondary group, other than primary group voluntarily and stay and work together, play or carry out their activities; therefore, it is impossible to move forward without having any conflict among them. Heated exchange of ideas, silence, negative feedback, personal remarks directed against individuals, attacking integrity of individuals, are all symptoms indicative in a group. Some factors that can cause group conflict are like miscommunication, ideological differences, rigidity of group members, cultural differences, leadership styles, group goals not being able to address individual needs, outside environment, lack of resources, and heterogeneity among members. There are various ways in which group worker, group leader or facilitator can be taken care such group conflict for smooth function of the group based on democratic norms. Structuring Group structuring begins with group functioning. Tuckman (1963) refers that storming is one important stage, which is useful to understand the respective positions

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of members in a specific group. The structuring is based on ongoing assessment of member's ability and roles which helps in reducing conflict. It emerged as they became aware of the goals and conflict of sharing of sharing rewards. Group Decision Making Group decision is a process of arriving at a decision where more than two individuals are involved. It is therefore, necessary for to understand the process of decision making. It is a pattern, follow some broad models of decision making, such as the Rational Model, the Political Model, and the Process Model. The rational model is based upon grounded goal, objectives, alternatives etc. It takes all available information and the decision makers are capable in assessing the advantages and disadvantages of any alternative goals or consequences of selecting or not selecting any each alternative. But rational model does possess a silent disadvantage. The model assumes that there are no intrinsic biases to the decision making process (Lyles and Thomas, 1988). Therefore, the worker must be conscious on such facts while helping members to arrive at a certain decision. While political model, one should be careful as it tells us to the fact that the decision makers has some interest and are motivated by and act on their own needs and perceptions. It does not believe in making full information available or focussing the optimal viewpoints. Personal interest and biases are common among members and it influences their behaviour. This model cannot be the best for social group work practice. The process model of decision making is more structured. In this model, decisions are made based upon standard operating procedures or pre-establishing guidelines within the group. Leadership in Groups Leadership facilitate in group functioning. A leaderless group face problems in maintaining order and focus in group functioning. Social scientist doesn't however believe that leaders are born. It can emerge from the group. As Lewin suggested leadership is a function of interaction in a group. Some theories identifies as the central factors in leadership and then go on identify power as the central factor of leadership and then gone into identifying different kinds of power. All people who are able to help group or members in a society in getting the things done as seen as people having power. They are respected or fear by others and many of them have emerges as different status than other members in the group, who normally refers as leaders. French and Raven (1968) has identified a few types of power of members

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which help in enhancing individual status and leadership in a group, such as connective power (expertise in any area that can facilitate the group's tasks), information power (information that are required to facilitate group's progress of activities and decisions), expert power (expertise that helps setting and implementing tasks), legitimate power (a position of authority), reference power (liking and admiring members by many), reward power —ability to punish etc..)

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Leadership Styles and Bases of Power - Strategy, Organization, System, Manager, Definition, Model, Type, Hierarchy, Business, n.d.) Norming and Group Culture Norms serve as guideline for acceptable behaviour. Violation of norms invokes social sanctions. All groups establish norms and belief systems. But norming becomes a problem when there is a wide range of belief and commitment to various values. Norms define the group culture. It is difficult to evolve norms of role allocation acceptable to all. But adopting some procedure and system can regulate members and group functioning. In providing freedom to members and helping them in respecting each other can further helps the group growth (Leadership Styles and Bases of Power - Strategy, Organization, System, Manager, Definition, Model, Type, Hierarchy, Business, n.d.). Social Control A system of control is inevitable to enforce compliance. There are formal rules of conduct and violation of rules can evoke penalty. The other kind of rules is not coded but is known to members through process of socialization. It of course is an essential part to work with a group. Group Development The stages of group development help the worker to monitor what is happening in a group. Bale (1950) was perhaps the first person to study the groups. He noted that the first thing that the people in a group do is to familiarize themselves with other members in the group and explore possibilities that the group has to offer them. He called it as orientation stage. The members may review their relationship with others in general and assessment based on experience. He termed this stage as evaluation stage. NSOU ? PGSW-III 115 Besides, by generalizing the elements of the processes one can identify seven common steps of Group Process(Facilitation Center, n.d.). The close observation of these steps can help the facilitator to work more effectively. These steps are (Vick, Wayne. J. 2013): Reference: (Facilitation Center, n.d.) Step 1: Focusing Purpose of group- Focussing purpose of the group forms the foundation of the work of a group and consequently the group worker work as a facilitator. He/she seeks to help a group achieve its purpose or reason for being. So the purpose must be clearly identified. That is often difficult to do particularly in problem solving when participants come to a group event seeing a problem from a completely different perspective. Yet the facilitator must clarify the purpose long before participants step foot into the room. Getting clear on the purpose is absolutely critical to achieving success for the group. Step 2: Planning for Group and its Process The worker helps the group by planning a process that will achieve the purpose of the group. It is during this step that other models, concepts and frameworks are

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brought to bear on the kind of work that is being done. If we are doing problem solving we must look at the kind of problem the group is facing and to select and use a problem solving model as our guide to planning the event. There are many different types of problem solving models. If we are not doing problem solving and just want to explore, learn more, or understand someone's plan, it works equally well, although there may be group process steps that we spend little to no time on. If we are developing a plan, like a strategic plan, it works equally well. Step 3: Gathering Data for Group Programme- Information or data is just like a pile of sand one use to make a sand castle. One should understand that the sand will become a beautiful sand sculpture when it is understood and properly formed. But before we work it, it is just a pile of sand. So, data is just information if it is not reviewed or understood or assessed within the proper context. Step 4: Process Data and information for group decision Data is meaningless until it has been processed or activities are given proper shape. This is where we process the data, through various tools and techniques to squeeze out its meaning and learn what it has to tell us. It is possible, and often likely, that we may decide to collect more data to confirm or complete our understanding of the situation. Steps 3 and 4 are somewhat meaning that a group's activities rarely flow from one step to another in a simple, four step, and clean process. We may need to gather data and process the information two or three times before we have enough information and understanding to look at options and make a decision. Step 5: Examine Options In this step of the group process one should ask what group could do about this? Examining options not only assumes the development of the options but could also include the development of criteria used for assessing the value of those options to solving the issues or achieving our goals, and the actual assessment as well. Step 6: Make Decisions Finally, after obtaining information and its proper understanding the group members need to make a decision. Decision making is the act of choosing a course of action, determining what to do. In addition this step one can also include the

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setting of priorities and action planning with success metrics and follow-up requirements. Step 7: Document Results This is often a forgotten step yet it is extremely important for three reasons, one standardization of documenting that changes the group; historical note for future and recognition and celebration: following implementation and verification of the successful project taking time to recognize the accomplishment provides a reward of sorts to the team. Allow them to celebrate for the success they created. Documenting all the results is critical but it is necessary for group process purpose. 7.3.2 Conclusion The understanding of group processes is very meaningful to develop a small group. The process can be identified by highlighting some important areas like interaction, communication, cohesiveness, group development, conformity, deviance, social control, status differentiation, leadership, group culture as part of the group process. While other can also identify the elements of group processes by analyzing seven common steps, which are like focus on the purpose; planning process; gather relevant data of group and activities process information relating to progress: examining options of groups: decision making process; document results. The worker can play an effective in understanding such concept and helping group members scientifically. 3.2.5 Check your Progress (Use the space proved for your answers) 1. What is group process? Discuss the concept briefly by mentioning different points 2. Write roles of social worker in group processes.

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Group Dynamics 7.4.1 Objectives The basic objectives of this sub-section is to give a clear understanding on the concept of group dynamics, which is a system of behaviours and psychological processes occurring within a social group (intra group dynamics), or between social groups (intergroup dynamics). As the study of group dynamics can be useful in understanding decision-making behaviour, tracking the spread of problems in groups, creating effective therapy techniques, etc, it is necessary for worker to understand this concept. Group dynamics are at the core of understanding in psychology, sociology, anthropology, political science, epidemiology, education, social work, business, and communication studies. The group dynamics (or group processes) has a consistent, underlying premise: 'the whole is greater than the sum of its parts.' A social group is an entity, which has qualities that cannot be understood just by studying the individuals that make up the group. 7.4.2 History of Group Dynamics In 1924, Gestalt psychologist, Max Wertheimer identified this fact, stating 'There are entities where the behaviour of the whole cannot be derived from its individual elements nor from the way these elements fit together; rather the opposite is true: the properties of any of the parts are determined by the intrinsic structural laws of the whole' (Wertheimer 1924, p. 7). As a field of study, group dynamics has roots in both psychology and sociology. Wilhelm Wundt (1832–1920), credited as the founder of experimental psychology, had a particular interest in the psychology of communities, which he believed possessed phenomena (human language, customs, and religion) that could not be described through a study of the individual. Ultimately, it was social psychologist Kurt Lewin (1890–1947) who coined the term group dynamics to describe the positive and negative forces within groups of people (as cited in Kariel, 1956). In 1945, he established The Group Dynamics Research Center at the Massachusetts Institute of Technology, the first institute devoted explicitly to the study of group dynamics. Throughout his career, Lewin was focused on how the study of group dynamics could be applied to real-world, social issues.

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An increasing amount of research has applied evolutionary psychology principles to group dynamics. Humans are argued to have evolved in an increasingly complicated social environment and to have many adaptations concerned with group dynamics. Examples include mechanisms for dealing with status, reciprocity, identifying cheaters, ostracism, altruism, group decision, leadership, and intergroup relations. 7.4.3 Some Eminent theorists Gustave Le Bon: Gustave Le Bon was a French social psychologist whose seminal study, *The Crowd: A Study of the Popular Mind* (1896) led to the development of group psychology. Sigmund Freud: In *Group Psychology and the Analysis of the Ego*, (1922), Sigmund Freud based his preliminary description of group psychology on Le Bon's work, but went on to develop his own, original theory, related to what he had begun to elaborate in *Totem and Taboo*. Theodor Adorno reprised Freud's essay in 1951 with his *Freudian Theory and the Pattern of Fascist Propaganda*, and said that "It is not an overstatement if we say that Freud, though he was hardly interested in the political phase of the problem, clearly foresaw the rise and nature of fascist mass movements in purely psychological categories." Jacob L. Moreno: Jacob L. Moreno was a psychiatrist, dramatist, philosopher and theoretician who coined the term "group psychotherapy" in the early 1930s and was highly influential at the time ("Group Dynamics," 2021). Kurt Lewin: Kurt Lewin (1943, 1948, 1951) is commonly identified as the founder of the movement to study groups scientifically. He coined the term group dynamics to describe the way groups and individuals act and react to changing circumstances over a period of times (Human Communication Processes Session 4.Pdf, n.d.). William Schutz: William Schutz (1958, 1966) looked at interpersonal relations from the perspective of three dimensions: inclusion, control and affection. This became the basis for a theory of group behaviour that sees groups as resolving issues in each of these stages in order to be able to develop to the next stage ("What Is Group Dynamics Example - Law Essays," 2020). Conversely, a group may also devolve to an earlier stage if

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unable to resolve outstanding issues in a particular stage. He referred to these group dynamics as "the interpersonal underworld" because they dealt with group processes that were largely unseen, as opposed to "content" issues, which were nominally the agenda of group meetings. Wilfred Bion: Wilfred Bion (1961) studied group dynamics from a psychoanalytic perspective, and stated that he was much influenced by Wilfred Trotter for whom he worked at University College Hospital London, as did another key figure in the Psychoanalytic movement, Ernest Jones. He discovered several group processes which involved the group as a whole adopting an orientation which, in his opinion, interfered with the ability of a group to accomplish its work (Human Communication Processes Session 4.Pdf, n.d.). His experiences are reported in his published books, especially *Experiences in Groups*. The Tavistock Institute has further developed and applied the theory and practices developed by Bion. Bruce Tuckman: Bruce Tuckman (1965) proposed the four-stage model called Tuckman's Stages for a group. Tuckman's model states that the ideal group decision-making process should occur in four stages (Bruce Tuckman's Stages for a Group, n.d.).

- Forming (pretending to get on or get along with others)
- Storming (letting down the politeness barrier and trying to get down to the issues even if tempers flare up)
- Norming (getting used to each other and developing trust and productivity)
- Performing (working in a group to a common goal on a highly efficient and cooperative basis)

Tuckman later added a fifth stage for the dissolution of a group called adjourning. (Adjourning may also be referred to as mourning, i.e. mourning the adjournment of the group). This model refers to the overall pattern of the group, but of course individuals within a group work in different ways. If distrust persists, a group may never even get to the norming stage. Richard Hackman: Richard Hackman developed a synthetic, research-based model for designing and managing work groups. Hackman suggested that groups are successful when they NSOU ? PGSW-III 121 satisfy internal and external clients develop capabilities to perform in the future, and when members find meaning and satisfaction in the group. Hackman proposed five conditions that increase the chance and following to such conditions the groups will be successful (Human Communication Processes Session 4.Pdf, n.d.) These include:

- Being a real team: which results from having a shared task, clear boundaries which clarify who is inside or outside of the group, and stability in group membership.
- Compelling direction: This results from a clear, challenging, and consequential goal.
- Enabling structure: which results from having tasks which have variety, a group size that is not too large, talented group members who have least moderate social skill, and strong norms that specify appropriate behavior?
- Supportive context: that occurs in groups nested in larger groups (e.g. companies). In companies, supportive contexts involves a) reward systems that reward performance and cooperation (e.g. group based rewards linked to group performance), b) an educational system that develops member skills, c) an information and materials system that provides the needed information and raw materials (e.g. computers).
- Expert coaching: which occurs on the rare occasions when group members feels they need help with task or interpersonal issues. Hackman emphasizes that many team leaders are overbearing and undermine group effectiveness.

Scott Peck: M. Scott Peck developed stages for larger-scale groups (i.e., communities) which are similar to Tuckman's stages of group development. Peck describes the stages of a community as:

- Pseudo-community
- Chaos
- Emptiness
- True Community

Communities may be distinguished from other types of groups, in Peck's view, by the need for members to eliminate barriers to communication in order to be able

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to form true community. Examples of common barriers are: expectations and preconceptions; prejudices; ideology, counterproductive norms, theology and solutions; the need to heal, convert, fix or solve and the need to control. A community is born when its members reach a stage of "emptiness" or peace. Intra-group dynamics: Intra group dynamics (also referred to as in group-, within-group, or commonly just 'group dynamics') are the underlying processes that give rise to a set of norms, roles, relations, and common goals that characterize a particular social group. Examples of groups include religious, political, military, and environmental groups, sports teams, work groups, and therapy groups. Amongst the members of a group, there is a state of interdependence, through which the behaviours, attitudes, opinions, and experiences of each member are collectively influenced by the other group members. In many fields of research, there is an interest in understanding how group dynamics influence individual behaviour, attitudes, and opinions. The dynamics of a particular group depend on how one defines the boundaries of the group. Often, there are distinct subgroups within a more broadly defined group. For example, one could define U.S. residents ('Americans') as a group, but could also define a more specific set of U.S. residents (for example, 'Americans in the South'). For each of these groups, there are distinct dynamics that can be discussed. Notably, on this very broad level, the study of group dynamics is similar to the study of culture. For example, there are group dynamics in the U.S. South that sustain a culture of honour, which is associated with norms of toughness, honour- related violence, and self-defence. Group formation: Group formation starts with a psychological bond between individuals. The social cohesion approach suggests that group formation comes out of bonds of interpersonal attraction. In contrast, the social identity approach suggests that a group starts when a collection of individuals perceive that they share some social category ('smokers', 'nurses,' 'students,' 'hockey players'), and that interpersonal attraction only secondarily enhances the connection between individuals. Additionally, from the social identity approach, group formation involves both identifying with some individuals and explicitly not identifying with others. So to say, a level of psychological

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distinctiveness is necessary for group formation. Through interaction, individuals begin to develop group norms, roles, and attitudes which define the group, and are internalized to influence behaviour. Emergent groups arise from a relatively spontaneous process of group formation. For example, in response to a natural disaster, an emergent response group may form. These groups are characterized as having no pre-existing structure (e.g. group membership, allocated roles) or prior experience working together. Yet, these groups still express high levels of interdependence and coordinate knowledge, resources, and tasks. Group membership and social identity: The social group is a critical source of information about individual identity. An individual's identity (or self-concept) has two components: personal identity and social identity (or collective self). One's personal identity is defined by more idiosyncratic, individual qualities and attributes. In contrast, one's social identity is defined by his or her group membership, and the general characteristics (or prototypes) that define the group and differentiate it from others. We naturally make comparisons between our own group and other groups, but we do not necessarily make objective comparisons. Instead, we make evaluations that are self-enhancing, emphasizing the positive qualities of our own group (see ingroup bias). In this way, these comparisons give us a distinct and valued social identity that benefits our self-esteem. Our social identity and group membership also satisfies a need to belong. Of course, individuals belong to multiple groups. Therefore, one's social identity can have several, qualitatively distinct parts (for example, one's ethnic identity, religious identity, and political identity). Optimal distinctiveness theory suggests that individuals have a desire to be similar to others, but also a desire to differentiate themselves, ultimately seeking some balance of these two desires (to obtain optimal distinctiveness). For example, one might imagine a young teenager in the United States who tries to balance these desires, not wanting to be 'just like everyone else,' but also wanting to 'fit in' and be similar to others. One's collective self may offer a balance between these two desires. That is, to be similar to others (those who you share group membership with), but also to be different from others (those who are outside of your group). NSOU ? PGSW-III 124 Group cohesion: In the social sciences, group cohesion refers to the processes that keep members of a social group connected. Terms such as attraction, solidarity, and morale are often used to describe group cohesion. It is thought to be one of the most important characteristics of a group, and has been linked to group performance, intergroup conflict and therapeutic change. Group cohesion, as a scientifically studied property of groups, is commonly associated with Kurt Lewin and his student, Leon Festinger. Lewin defined group cohesion as the willingness of individuals to stick together, and believed that without cohesiveness a group could not exist. As an extension of Lewin's work, Festinger (along with Stanley Schachter and Kurt Back) described cohesion as, "the total field of forces which act on members to remain in the group" (Festinger, Schachter, & Back, 1950, p. 37). Later, this definition was modified to describe the forces acting on individual members to remain in the group, termed attraction to the group. Since then, several models for understanding the concept of group cohesion have been developed, including Albert Carron's hierarchical model and several bi-dimensional models (vertical v. horizontal cohesion, task v. social cohesion, belongingness and morale, and personal v. social attraction). Before Lewin and Festinger, there were, of course, descriptions of a very similar group property. For example, Emile Durkheim described two forms of solidarity (mechanical and organic), which created a sense of collective conscious and an emotion-based sense of community. Black sheep effect: Beliefs within the

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are based on how individuals in the group see their other members (

Human Communication Processes Session 4.Pdf, n.d.).

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Individuals tend to upgrade likeable in-group members and deviate from unlikeable group members, making them a separate outgroup. This is called the black sheep effect. A person's beliefs about the group may be changed depending upon whether they are part of the in group or out group. New members of a group must prove themselves to the full members, or "old-timers", to become accepted. Full members have undergone socialization and are already accepted within the group. They have more privilege than newcomers but more responsibility to help the group achieve its goals. Marginal members were once full members but lost membership because they failed NSOU ? PGSW-III 125 to live up to the group's expectations. They can re-join the group if they go through re-socialization. In a Bogart and Ryan study, the development of new members' stereotypes about in-groups and out-groups during socialization was surveyed. Results showed that the new members judged themselves as consistent with the stereotypes of their in-groups, even when they had recently committed to join those groups or existed as marginal members. They also tended to judge the group as a whole in an increasingly less positive manner after they became full members. Depending on the self-esteem of individual members of the in-group may experience different private beliefs about the group's activities but will publicly express the opposite—that they actually share these beliefs. One member may not personally agree with something the group does, but to avoid the black sheep effect, they will publicly agree with the group and keep the private beliefs to themselves. If the person is privately self-aware, he or she is more likely to comply with the group even if they possibly have their own beliefs about the situation.

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Group influence on individual behaviour: Individual behaviour is influenced by the presence of others. For example, studies have found that individuals work harder and faster when others are present see social and that an individual's performance is reduced when others in the situation create distraction or conflict. Groups also influence individual's decision- making processes. These include decisions related to in-group bias, persuasion (see Asch conformity experiments), obedience (see Milgram Experiment), and group think. There are both positive and negative implications of group influence on individual behaviour. This type of influence is often useful in the context of work settings, team sports, and political activism.

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Group structure: A group's structure is the internal framework that defines members' relations to one another over time. Frequently studied elements of group structure include roles, norms, values, communication patterns, and status differentials. Group structure has also been defined as the underlying pattern of roles, norms, and networks of relations among members that define and organize the group. Roles can be defined as a tendency to behave, contribute and interrelate with others in a particular way. Roles may be assigned formally, but more often are

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defined through the process of role differentiation. Role differentiation is the degree to which different group members have specialized functions. A group with a high level of role differentiation would be categorized as having many different roles that are specialized and narrowly defined. A key role in a group is the leader, but there are other important roles as well, including task roles, relationship roles, and individual roles. Functional (task) roles are generally defined in relation to the tasks the team is expected to perform. Individuals engaged in task roles focus on the goals of the group and on enabling the work that members do; examples of task roles include coordinator, recorder, critic, or technician. A group member engaged in a relationship role (or socio-emotional role) is focused on maintaining the interpersonal and emotional needs of the groups' members; examples of relationship role include encourager, harmonizer, or compromiser. Norms are the informal rules that groups adopt to regulate members' behaviour. Norms refer to what should be done and represent value judgments about appropriate behaviour in social situations. Although they are infrequently written down or even discussed, norms have powerful influence on group behaviour. They are a fundamental aspect of group structure as they provide direction and motivation, and organize the social interactions of members. Norms are said to be emergent, as they develop gradually throughout interactions between group members. While many norms are widespread throughout society, groups may develop their own norms that members must learn when they join the group. There are various types of norms, including: prescriptive, proscriptive, descriptive, and injunctive. Prescriptive Norms: The socially appropriate way to respond in a social situation, or what group members are supposed to do (e.g. saying thank you after someone does a favour for you). Proscriptive Norms: Actions that group members should not do; prohibitive (e.g. not belching in public). Descriptive Norms: Describe what people usually do (e.g. clapping after a speech) Injunctive Norms: Describe behaviours that people ought to do; more evaluative in nature than a descriptive norm. Inter member relations are the connections among the members of a group, or the social network within a group. Group members are linked to one another at varying NSOU ? PGSW-III 127 levels. Examining the inter member relations of a group can highlight a group's density (how many members are linked to one another), or the degree centrality of members (number of ties between members). Analyzing the inter member relations aspect of a group can highlight the degree centrality of each member in the group, which can lead to a better understanding of the roles of certain group (e.g. an individual who is a 'go-between' in a group will have closer ties to numerous group members which can aid in communication, etc.). Values are goals or ideas that serve as guiding principles for the group. Like norms, values may be communicated either explicitly or on an ad hoc basis. Values can serve as a rallying point for the team. However, some values (such as conformity) can also be dysfunction and lead to poor decisions by the team. Communication Communication patterns describe the flow of information within the group and they are typically described as either centralized or decentralized. With a centralized pattern, communications tend to flow from one source to all group members. Centralized communications allow consistent, standardization information but they may restrict the free flow of information. Decentralized communications make it easy to share information directly between group members. When decentralized, communications tend to flow more freely, but the delivery of information may not be as fast or accurate as with centralized communications. Another potential downside of decentralized communications is the sheer volume of information that can be generated, particularly with electronic media. Status differentials are the relative differences in status among group members. When a group is first formed the members may all be on an equal level, but over time certain members may acquire status and authority within the group; this can create what is known as a pecking order within a group. Status can be determined by a variety of factors and characteristics, including specific status characteristics (e.g. task-specific behavioural and personal characteristics, such as experience) or diffuse status characteristics (e.g. age, race, ethnicity). It is important that other group members perceive an individual's status to be warranted and deserved, as otherwise they may not have authority within the group. Status differentials may affect the relative amount of pay among group members and they may also affect the group's

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tolerance to violation of group norms (e.g. people with higher status may be given more freedom to violate group norms). Group Performance: While many daily tasks undertaken by individuals could be performed in isolation, the preference is to perform with other people. Social Facilitation and Performance Gains: In a study of dynamo genic stimulation for the purpose of explaining pace making and competition in 1898, Norman Triplett theorized that "the bodily presence of another rider is a stimulus to the racer in arousing the competitive instinct...". This dynamo genic factor is believed to have laid the groundwork for what is now known as social facilitation—an "improvement in task performance that occurs when people work in the presence of other people". Further to Triplett's observation, in 1920, Floyd Allport found that although people in groups were more productive than individuals, the quality of their product/ effort was inferior. In 1965, Robert Zajonc expanded the study of arousal response (originated by Triplett) with further research in the area of social facilitation. In his study, Zajonc considered two experimental paradigms. In the first—audience effects—Zajonc observed behaviour in the presence of passive spectators, and the second—co-action effects—he examined behaviour in the presence of another individual engaged in the same activity. Zajonc observed two categories of behaviours—dominant responses to tasks that are easier to learn and which dominate other potential responses and non-dominant responses to tasks that are less likely to be performed. In his Theory of Social Facilitation, Zajonc concluded that in the presence of others, when action is required, depending on the task requirement, either social facilitation or social interference will impact the outcome of the task. If social facilitation occurs, the task will have required a dominant response from the individual resulting in better performance in the presence of others, whereas if social interference occurs the task will have elicited a non-dominant response from the individual resulting good performance of the task and it is a positive impact of group activities. Several theories analyzing performance gains in groups via drive, motivational, cognitive and personality processes, explain why social facilitation occurs.

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Nickolas Cottrell, 1972, proposed the evaluation apprehension model whereby he suggested people associate social situations with an evaluative process. Cottrell argued this situation is met with apprehension and it is this motivational response, not arousal/elevated drive, that is responsible for increased productivity on simple tasks and decreased productivity on complex tasks in the presence of others. In *The Presentation of Self in Everyday Life* (1959), Erving Goffman assumes that individuals can control how they are perceived by others. He suggests that people fear being perceived as having negative, undesirable qualities and characteristics by other people, and that it is this fear that compels individuals to portray a positive self-presentation/social image of themselves. In relation to performance gains, Goffman's "self-presentation theory" predicts, in situations where they may be evaluated, individuals will consequently increase for positive image.

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Social orientation theory considers the way a person approaches social situations. It predicts that self-confident individuals with a positive outlook will show performance gains through social facilitation, whereas a self-conscious individual approaching social situations with apprehension is less likely to perform well due to social interference effects. Intergroup dynamics: Intergroup dynamics refers to the behavioural and psychological relationship between two or more groups. This includes perceptions, attitudes, opinions, and behaviours towards one's own group, as well as those towards another group. In some cases, intergroup dynamics is pro-social, positive, and beneficial.

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In other cases, intergroup dynamics can create conflict. For example, Fischer & Ferlie found initially positive dynamics between a clinical institution and its external authorities dramatically changed to a 'hot' and intractable conflict when authorities interfered.

Intergroup

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conflict According to social identity theory, intergroup conflict starts with a process of comparison between individuals in one group (the in group) to those of another group (the out group). This comparison process is not unbiased and objective. Instead, it is a mechanism for enhancing one's self-esteem. In the process of such comparisons, an individual tends to favor the in-group over the out-group, exaggerate and over generalize the differences between the in group and the out group (to enhance group NSOU ? PGSW-III 130 distinctiveness), minimize the perception of differences between in-group members, remember more detailed and positive information about the in-group, and more negative information about the out-group, etc. Even without any intergroup interaction (as in the minimal group paradigm), individuals begin to show favouritism towards their own group, and negative reactions towards the out group. This conflict can result in prejudice, stereotypes, and discrimination. Intergroup conflict can be highly competitive, especially for social groups with a long history of conflict (for example, the 1994 Rwandan Genocide, rooted in group conflict between the ethnic Hutu and Tutsi). In contrast, intergroup competition can sometimes be relatively harmless, particularly in situations where there is little history of conflict (for example, between students of different universities) leading to relatively harmless generalizations and mild competitive behaviours. Intergroup conflict is commonly recognized amidst racial, ethnic, religious, and political groups.

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Intergroup conflict reduction: There have been several strategies developed for reducing the tension, bias, prejudice, and conflict between social groups. These include the contact hypothesis, the jigsaw classroom, and several categorization-based strategies. Contact hypothesis (intergroup contact theory): Gordon Allport (1954) suggested that by promoting contact between groups, prejudice can be reduced. Further, he suggested four optimal conditions for contact: equal status between the groups in the situation; common goals; intergroup cooperation; and the support of authorities, law, or customs. Since then, over 500 studies have been done on prejudice reduction under variations of the contact hypothesis, and a meta-analytic review suggests overall support for its efficacy. In some cases, even without the four optimal conditions outlined by Allport, prejudice between groups can be reduced. Super ordinate identities: Under the contact hypothesis, several models have been developed. A number of these models utilize a super ordinate identity to reduce prejudice. That is, a more broadly defined, 'umbrella' group/identity that includes the groups that are in conflict. By emphasizing this super ordinate identity, individuals in both subgroups can share NSOU ? PGSW-III 131 a common social identity. For example, if there is conflict between White, Black, and Latino students in a high school, one might try to emphasize the 'high school' group/ identity that students share to reduce conflict between the groups. Models utilizing super ordinate identities include the common in-group identity model, the in-group projection model, the mutual intergroup differentiation model, and the in-group identity model. Interdependence: There are also techniques for reducing prejudice that utilize interdependence between two or more groups. That is, members across groups have to rely on one another to accomplish some goal or task. In the Robbers Cave Experiment, Sheriff used this strategy to reduce conflict between groups. Elliot Aronson's Jigsaw Classroom also uses this strategy of interdependence. In 1971, thick racial tensions were abounding in Austin, Texas. Aronson was brought in to examine the nature of this tension within schools, and to devise a strategy for reducing it (so to improve the process of school integration, mandated under Brown v. Board of Education in 1954). Despite strong evidence for the effectiveness of the jigsaw classroom, the strategy was not widely used (arguably because of strong attitudes existing outside of the schools, which still resisted the notion that racial and ethnic minority groups are equal to Whites and, similarly, should be integrated into schools). 7.4.3 Conclusion Group dynamics are the processes that occur between group members. These dynamics are affected by each member's internal thoughts and feelings, their expressed thoughts and feelings, their nonverbal communication, and the relationship between group members. Group dynamics helps you understand how each person's actions make sense in the context of the group. On the other hand it also refers to a system of behaviours and psychological processes which are occurring within a social group (intergroup dynamics), or between social groups (intergroup dynamics). The study of group dynamics is very useful in understanding decision-making behaviour, tracking the spread of problems in groups, creating effective therapy techniques, and following the emergence and popularity of new ideas and technologies. However, one can understand this concept by analyzing Systems theory describes how individuals behave within a system. As groups are considered systems, systems theory helps us begin to

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understand group dynamics. Systems theory involves understanding that group dynamics is a more complex process than just summing up the individual characteristics of each group member. Instead, group dynamics is best understood by combining the characteristics of each group member, how each group member's actions affect the group, and how these group interactions affect each group member. This creates a cyclical and reciprocal feedback loop which simultaneously impacts all group members and all group members' relationships. 7.4.4 Answers to check your progress 1. What is Group Dynamics? 2. Why understanding on group dynamics is essential for group work? 3. Write dynamics in a social group. 7.6

Exercise 1. Write down the importance of Communication in Group Process. 2. Explain "Group Cohesion". 3. Explain "Adjourning". 4. What is Black Sheep effect. 7.7 Reference

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Skills and Techniques in Social Groupwork Practice Structure 8.1 Objectives 8.2 Introduction 8.3 Topic Name: Skills and Techniques 8.3.1 Skills in Group Work 8.3.2 Techniques in Group Work 8.4 Conclusion 8.5 Exercise 8.6 Reference 8.1 Objectives The basic objective of this section is to develop knowledge among social work professionals on various skills and techniques that are essential in the process of group work practice. Understanding of such skills and techniques is very much required before undertaking group work practice in any set up, whether community or agency set up. 8.2 Introduction In a general sense skill means the capacity to perform activities. Virginia Robinson refers skills as "the capacity to set in motion and control a process of change in specific material in such a way that the change that takes place in the material is affected with the greatest degree of consideration for and utilization of the quality and capacity of the material"(Gaurav, 2013). Trecker defines methods and skill as "Methods means the purposeful use of insights and understanding based upon a body of knowledge and principles", and " Skill is the capacity to apply knowledge and understanding to a given situation"(Dhawa: 2014). NSOU ? PGSW-III 138 8.3.1 Skills in Social group work It is needless to say that skills are essential for a social group worker to become more productive in-group situation. The skills are necessary to mainly exchange ideas among the members freely and clearly, using language understood by everyone and with no fears of starting arguments or hurting feelings, examining objectively how well the group and its members are working, sharing the leadership jobs among the group members and show sensitivity to the feelings of all, accepting new ideas and new members into the group without irreparable conflict, and to disciplining the group to work toward long range objectives and profit from failures, thinking clearly about group problems, findings, causes and working for solutions, adjusting group procedures and plans to meet the feelings and the desires of the members, creating new jobs or committees as needed and to terminate them or the group itself, when the needs are fulfilled. Phillips has enumerated the following skills for social group workers and its practice settings (Pathare, n.d.). Skill in Using Agency Functions: The group worker must be skilful enough to carry the functions of agency. He should always try to propagate what the agency in the community wants to do. He does the following activities for this. The Intake Process: The worker who meets the applicants while carrying out the agency's procedures for intake, will discuss with him as to what exactly the member wants from the agency and what is available in the agency for him/her (Gaurav, 2013). Connecting the Group with the Agency: The worker relates the group more firmly to the agency by helping it to understand what the agency stands for and what kind of responsible behaviour is expected of them as well as of other groups (Gaurav, 2013). Serving the Individual through the Group work Process: Since the function of the agency includes helping group units to develop in socially useful ways, as well as helping individuals the social worker's attention must be on the development of the group as a whole and on each individual's use of the group (Gaurav, 2013).

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Working with the Individual outside the Group of Meetings: Although the worker offers his services within the group process he also provides help to the individual if need be for the better use of group experience on the part of member. The Referral Process: An important part of the group work agency's service is to work with members and their parents in a process of considering the use of other community services for help with problems that cannot be dealt within the group work agency. Skill in Communication of Feelings: The social group worker should have the following skills. • The Worker's Feelings: High among the qualities essential to a social worker's skill is the capacity to feel with others(Skills and Techniques of Group Work – Article1000.Com, n.d.). • The Group Member's Feelings: The worker must be skilful in helping the group members to know, accept, express and be responsible for their feelings(Skills and Techniques of Group Work – Article1000.Com, n.d.). • Group Feelings: The interaction of each member with the others and the worker produces group feelings. The worker helps the group in understanding their feelings and its meanings. Skill in Stimulating and Using Group Relations: The social group worker should enable each group member to find and take his part in relationship with other members. He should be skilful in using programmes to strengthen group relations. Trecker has listed the following skills of social group work([http://www.ignou.ac.in/ upload/bswe-02-block1-unit-9-small%20size.pdf](http://www.ignou.ac.in/upload/bswe-02-block1-unit-9-small%20size.pdf)). Skill in Establishing Purposeful Relationship: The group worker must be skilful in gaining the acceptance of the group and in relating himself to the group on a positive professional basis. The group worker must be skilful in helping individuals in the group to accept one another and to join with the group in common pursuits(Skills and Techniques of Group Work – Article1000.Com, n.d.). NSOU ? PGSW-III 140 Skill in Analysing the Group Situation: The worker must be skilful in judging the developmental level of the group to determine what the level is, what the group needs and how quickly the group can be expected to move. This calls for skill in direct observation of groups in a basis of analysis and judgement. The group worker must be skilful in helping the group to express ideas, work out objectives, clarify immediate goals and see both its potentialities and limitations as a group(Skills and Techniques of Group Work – Article1000.Com, n.d.). Skill in Participation with the Group: The group worker must be skilful in determining, interpreting, assuming and modifying his own roles with the group. The group worker must be skilful in helping, group members to participate, to locate leadership among them and to take responsibility for their own activities. Skill in Dealing with Group Feeling: The group worker must be skilful in controlling his own feelings about the group and must study each new situation with a high degree of objectivity. The group worker must be skilful in helping groups to release their own feelings, both positive and negative. He must be skilful in helping groups to analyze situations as part of the working through group or intergroup conflicts(Skills and Techniques of Group Work – Article1000.Com, n.d.). Skill in Programme Development: The group worker must be skilful in guiding group thinking so that interests and needs will be revealed and understood. The group worker must be skilful in helping groups to develop programmes, which they want as a means through which their needs may be met(Skills and Techniques of Group Work – Article1000.Com, n.d.). Skill in Using Agency and Community Resources: The group worker must be skilful in locating and then acquainting the group with various helpful resources which can be utilized by the members for programme purpose. The group worker must be skilful in helping certain individual members to make use of specialized services by means of referral that cannot be met within the group(Skills and Techniques of Group Work – Article1000.Com, n.d.).

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Skill in Evaluation: The group worker must have skill in recording the development processes that are going on as he works with the group. The group worker must be skilful in using his records and in helping the group to review its experiences as a means of improvement(Skills and Techniques of Group Work – Article1000.Com, n.d.). On the basis of above discussions and opinions of different social workers on the different types of skills essential for group work practitioners, we may list them as follows. Communication Skills: Communication is at the heart of group work practice. The social group worker makes use of two broad categories of communication skills, one those which are intended to facilitate interpersonal helping and other those intended to facilitate to achieve the groupwork objectives. A number of specific skills may help the group worker to perform his jobs more effectively, which are listed below: Skill of Programme Planning: It is very essential that group worker must be skilful in planning the programmes for the group. It is also essential that the worker must be skilful in communicating the message around the answers of several questions. He/ She should be skilful in communicating his own feelings to the members of the group(Gaurav, 2013). Skill of Identify Self Role: It is an important step in group work practice. The worker must convince the group for his interface in its affairs (Gaurav, 2013). Skill of Explaining the Purpose of Group: Everybody before joining the group wants to know about the benefits of joining the group. If he/she is satisfied, he comes forward and become a member of that group. Therefore, the group worker must be skilful in convincing the people to avail the facilities of the agency by joining the group. The worker, further, explains how communicate in group so that the group may advance in its goal(Gaurav, 2013). Skill in Interpreting Verbal Communication: It is the job of the group worker to keep watch on the verbal communication among the group members because if it is not on the right track, the group may loose

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its basic purpose. He/she should always try to direct in proper direction(Gaurav, 2013). Skill of Answering Question: During group process, certain questions, queries or doubts are raised by the group members. If they are not answered in right perspective, the members may disassociate themselves. Therefore, it is essential that the social group worker has the wide knowledge of social work as well as human behaviour(Gaurav, 2013). Skill in Effective Helping Relationship: It is heart of social group work practice. A group worker must genuinely care for the group members. The relationship will be more cohesive and fruitful if the social group worker possesses the following skills(Gaurav, 2013). Skill of Empathy: It refers to the worker's capacity to perceive accurately member's feelings and subjective experiences. The group worker should show in his/her behaviour that he/ she is taking genuine interest in their welfare. It will help in developing confidence between group worker and the group(Gaurav, 2013). Skill of Encouraging the Member's Feedback: It refers to statement that encourages the member to respond to the worker's explanation. This gives the members an opportunity to ask questions and raise disagreement if any(Gaurav, 2013). Skill of Describing the Member's Role: This is common tendency that everybody wants facilities, and rights but less inclined to fulfil their duties. It is the job of the social group worker to explain the member who is joining the group about his role in the group(Gaurav, 2013). Skill of Active Listening: In active listening the worker tends to both the member verbal and non-verbal message. The listening become active listening when it is followed by clarification and explanations needed by the group members(Gaurav, 2013). Skill of Exploring the Member's Silence: Sometimes it happens that one or the other members of the group keeps silence and takes the least interest in the group activities. It is the job of social group worker NSOU ? PGSW-III 143 to find out the reasons for his/her silence and encourage him/ her for active involvement(Gaurav, 2013). Skill of recognizing every Member's Strengths: It refers to expressions of confidence in the member's ability to accomplish some specific tasks in the group process. It will help the group worker in performing different types of activities in the group with the help of its members and thus the group will grow and enrich in achieving its objectives(Gaurav, 2013). Skill in giving priority and gradation of the problem: All the problems of the group and its members cannot be solved at once. Therefore, their gradation and priority is needed. Priority should be fixed by the group worker. It will facilitate the group process in right direction(Gaurav, 2013). 8.3.2 Techniques in Group Work Techniques are interventions aiming at facilitating movement within a group (Corey and Corey 2006). They go on suggesting that almost anything that a worker or leader does in a group can be considered as techniques, including observing silence. Moreover, there are some techniques which are used quite often by the group worker to facilitate their work. Some of the more frequent techniques used by group workers are: • Group Counselling • Group Discussion • Role Play • Programme Media: Games, Story Telling, Drawing, Poster making, etc • Individual sessions • Supervision Let us discuss on the various techniques and how these techniques are importance in group work. Group Counselling: Group counselling refers to activities that are used to enrich members' capacities through skill building or helping them to achieve changes in their behavioural pattern to achieve a better growth. This counselling of course will differ in different groups

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and also worker to worker. Some of the areas in which intensive counselling is done is cognitive, behavioural domains and affective change by the group worker. The distinguishing feature of the group counselling is that the group environment is used to accomplish both development of life skills and accomplish and strengthen changes among members. Group counselling therefore is a group process to accomplish changes in the way members think, feel and act. The group participants change in the area of behaviour, attitude, and development are the main concern area for group worker and in this context sufficient counselling is done by the worker. Group Discussion: Group discussion is one of the important techniques for sharing and communicating ideas in a group. The group is a forum for making decisions, solving problems faced by its members both individually and collectively, promoting growth, and accomplishing a variety of objectives. The group discussion as a technique helps in developing appropriate attitude and skills of members since they learn to look at a problem from several perspectives, appreciate diversity in course of discussion and provide equal opportunity to all to express and give due attention to each members opinion . The participation in group discussion helps members to develop self respect and positive self concept. They have the ability to solve problems or take up developmental activities, therefore, each members view points are taken into consideration and consensus decision of the group in the process is taken. Members get good exposure and experience in participating group discussion. Group Worker of course keeps all members engage in a variety of purpose and keep the group moving towards its objectives. Supervision: It is another important technique of working with group. All discussions in the group should be presided over by a group member, leader of the worker depending on the nature of the group. Even in informal talk in the group, it is better to have a person coordinates the discussions. The supervisor should help the members to participate in the group session in a democratic manner. The worker should play the role of a supervisor in the group and he or she should makes arrangements for recording the main points. In informal discussion detailed minutes may not be possible or required but may need to keep major points for assessment of the activities and happenings. Some common problems generally encountered by the worker in the group are, sometime silence of the members, which indicates either NSOU ? PGSW-III 145 lack of interest or lack of adequate communication skills, fear of worker, other factors. This may be termed as hostile environment, which needs appropriate norms, capacity building of the members and networking among themselves. Secondly, lack of movements in participation, needs caring at least to help them to talk, chair, participate in the process of decision making. The worker should deal such situation as expert, otherwise, it can lead to stagnation in the session. Thirdly, supervision also should take care over domination of the members. Not only that, supervisor or worker himself or herself can dominate in the group session, therefore, it is necessary that he or she should be vigilant enough to open up discussion and help other members to participate instead of domination by himself or herself or checking the domination of other members. Group Decision Making: Group decision is one of the key components in group work and the decision may tell us the fact of the functioning of the group. Decision making pattern based on what manner the decision is taken. Group worker understanding on this part is necessary. He or she should be alert to discover that the group environment is conducive enough to take a democratic decision making. The worker should help the group to take decision quickly and rationally. Role Play: Role play is a good technique to help the members to look at their own behaviour and others view it. In role play a real life situation is simulated. But it is necessary to prepare the members for role play. It is also desirable to help members to overcome stress and coping a new learning situation. A good example is child's interaction with a teacher or a parent. A careful selection of an actors to carry out role play and to provide them feedback after seeing their performance will help to improve their quality. A congenial, safe and friendly environment is important to have success in the group. A sensitive training is necessary and useful for roleplay as well. Developing Programme Media: Programme media refers to all activities in the group, such as games, singing, story telling, street play, etc, which generally has been taken for group interaction and participation of the group members. The activities help the members to become active and identify themselves as their own activities of the group. The influence of the group on members lies in three areas: participation in activities, interaction with NSOU ? PGSW-III 146 other members and their interaction with the worker. Games and sports provide an opportunity to members to express their feelings and exhibit their behaviour which is frank and true expression of what is laying dormant inside. A special care should be given to select activities for weak members. Individual Session: Individual sessions are also used by worker while working with groups. It is necessary to assess each member about their liking and interest and to carry out fruitful participation in group. A careful planning is also necessary in the process. The worker should plan in advance for holding individual session for assessing individual capacity. It should be done in a participatory manner. Some members may be given special support for shorting out their difficulties. Evaluation: Evaluation of session/ activities of the group is necessary and members should take part in the evaluation process while working in a group. The feedback from members as such is necessary and accepted method of collecting information. The individual session may be also arranged to make the group members understanding clear about the purpose of the evaluation and why individual session is important for objective assessment of the group. The member however should be given sufficient time to express his or her problem and analysis of the problem should be made and shared with the persons 8.4 Conclusion This unit is mainly concentrated on various skills and techniques in group work practice. In nut shell, the core skills could be summarized that are needed by social workers are the communication skill, listening, observation, analytical thinking, empathy, self control, leadership skills, while in technique part the major techniques generally used in group work are group discussion, group counselling, role play. Programme planning on games, story-telling, singing, poster making, conducting individual sessions, etc. Understanding thorough ideas on those skills and techniques definitely would enrich the group work process and especially helping the members as well as for group development more scientifically. Finally the students of social work of course would be benefitted on such understanding.

NSOU ? PGSW-III 147 8.5 Exercise 1.

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Write different skills required in group work practice. 2. Discuss major techniques in social group work practice. 8.6 Reference Corey, G and Corey, M (2006) Groups: Process and Practice, Belmont, Thomson Dhawan, Nites, (2014). Social Work for UGC- NET, New Delhi, MacGraw Hill Education (India) Pvt. Limited. Siddiqui, H. Y. (2008) Group Work: Theories and Practice. New Delhi, Rawat Publications. Verma, RBS. (n.d). Principles, Skills and Models of Group Work Practice Excerpted from <http://www.ignou.ac.in/upload/bswe-02-block1-unit-9-small%20size.pdf> Pathare, S. (n.d.). The Social Group Worker's Role in Group Work Proces. IGNOU - The People's University. <https://www.ignou.ac.in/upload/bswe-02-block1-unit-11-small%20size.pdf> Gaurav. (2013, December 2). social work: Skills of Social Group Work. Social Work. <https://socialworkbhu.blogspot.com/2013/12/skills-of-social-group-work.html> Skills and Techniques of Group Work – article1000.com. (n.d.). Retrieved December 12, 2021, from <https://article1000.com/skills-techniques-group-work/>

NSOU ? PGSW-III 148 Unit 9 ? Leadership in Group Work Structure 9.0 Objectives 9.1 Introduction 9.2 Concept of leadership 9.3 Definition of leadership 9.4 Approaches to leadership 9.5 Leadership roles 9.6 Emotional Intelligence and leadership effectiveness 9.7 Qualities of a successful leader 9.8 Leadership and communication 9.9 Leadership and power 9.10 Leadership style 9.11 Guidelines for forming and leading a group 9.12 Group exercise 9.13 Conclusion 9.14 Exercise 9.15 Reference 9.0 Objectives This unit portrays

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leadership in the context of group work. It explains the theories,

styles, factors for successful group leadership and the Importance of group leadership. After reading this unit, learner must be able to: Distinguish between various styles and theories of leadership; • The factors influencing group leadership; • Know about various leadership roles; • Guidelines for forming and leading a group.

NSOU ? PGSW-III 149 9.1 Introduction Leadership

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occurs whenever one person in a group influences other members to help the group reach its goals. Because all group members influence each other at various times, each individual excerpts leadership. However, a difference exists between being a designated leader – a president or chairperson – and engaging in leadership behaviour. A designated leader has certain responsibilities, such as calling meetings and leading discussions, while leadership refers to influential behaviour in general(

Zastrow, n.d.). 9.2 Concepts One of the most striking and universal facts about groups is that they almost always have a leader. Even among birds and animals there are group leaders. When food is placed in a small pile before the hungry chicken, one bird will feed actively and prevent others from getting near the pile or even to peck at the scattered grain. The other birds show fear and go away. If the aggressive bird is removed by the experimenter, another bird takes her place and dominates. Thus the group is seen to be composed of individuals which form a hierarchy of precedence. The dominant bird assumes control of food, water, roosting places, choice of maters etc. Similar behaviour can be observed in mammals also. The dominant male monkey excludes the subordinates from breeding. There is also the group territorial system which needs the aggressive and powerful male to protect the territory. Thus, there is not only hierarchical organisation within the group but also definite recognition of in- group members and antagonism to out-group individuals. Similarly it can be observed that one child becomes the leader in a group of six or eight-year old children. There is a leader in each teenage group. There are also leaders in work gang. Thus, despite the fact that the purposes, structure and membership of these groups vary considerably, each group has a leader. Leadership appears to be the ubiquitous feature of group life and is probably a necessary condition for an assemblage of individuals to function as a group. When members of a small group are asked to role each other on leadership, they generally seem to take three factors into account: (a) dominance, (b) likeability and

NSOU ? PGSW-III 150 (c) task success. They pick up a person who is moderately powerful in the group; he must be active physically and verbal, he must possess abilities and resources that enable him to influence others and to give or deny opportunities, rewards or punishments. But he must also be "likable". The person chosen to be a leader must be one whom the members could like and admire. He must be one who gives them opportunities and rewards. But even a combination of dominance and likeability is not normally enough for leadership position. He must be capable of bringing success to their endeavours. Thus "task success" is necessary to make him acceptable as a leader so that he can make rewards available. The central attributes of leadership is influence; the leader is generally the person in the group who has the greatest influence on the activities and beliefs of the members. He is the one who initiates action, makes decisions and gives orders to the members as to what they should do. He is also the person who settles disputes between the members. He serves as an inspiration to the members of the group and is in the forefront of any activity undertaken by the group. 9.3 Definition Leadership is a specialised form of social interaction: a reciprocal, transactional, and sometimes transformational process in which cooperating individuals are permitted to influence and motivate others to promote the attainment of group and individual goals. This definition is cumbersome, but it emphasizes several features noted by many previous definitions. 1. Leadership is a reciprocal process involving the leader, the followers, and the group situation, members; rather, the leader-follower relationship is mutual. 2. Leadership is a transactional, social exchange process. Leader and members work together, exchanging their time, energies and skills to increase their joint rewards. 3. Leadership is often a transformational process. The transformational leader heightens group members and changing their beliefs, values and needs. 4. Leadership is a cooperative process of legitimate influence rather than sheer power.

NSOU ? PGSW-III 151 5. Leadership is an adaptive, goal-seeking process, for it organizes and motivates group members' attempts to attain personal and group goals. 9.4

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Approaches to Leadership Four major approaches to leadership theory – trait, position, leadership style and distributed functions – are summarized in the following(Zastrow, n.d.): The Trait Approach: Aristotle observed: "From the hour of their birth some are marked for subjugation, and others for command". This trait approach to leadership, which has existed for centuries, assumes that leaders have inherent personal characteristics or traits that distinguish them from followers. This approach asserts that leaders are born, not made, and emerge naturally instead of being trained. It has also been called the "

great man" or "great woman" theory of leadership.

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Charisma: Charisma has been defined as "an extraordinary power, as of working miracles". Johnson and Johnson give the following definition of a charismatic leader(

Zastrow, n.d.):

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The Charismatic leader must have a sense of mission, a belief in the social- change movement he or she leads and confidence in oneself as the chosen instrument to lead the movement to its destination. The leader must appear extremely self- confident in order to inspire others with the faith that the movement he or she leads will, without fail, prevail and ultimately reduce their distress. Some charismatic leaders appear to inspire their followers to love and be fully committed to them. Other charismatic leaders offer their followers the hope and promise of deliverance from distress(

Zastrow, n.d.).

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Charisma has not been precisely defined and its components have not been fully identified. The qualities and characteristics that each charismatic leader has will differ somewhat from these of

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charismatic leaders. The following leaders all have been referred to as charismatic, yet they differed substantially in personality characteristics: John F. Kennedy, Martin Luther King Jr., Julius Ceasar, General George Patton, Mahatma Gandhi and Winston Churchill(

Zastrow, n.d.).

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the names of three people you identify as being charismatic. There may be presidents, political leader, religious leaders,

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teachers and so on. For each person you identify, list the characteristics that cause this person (in your view) to

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charismatic. 2. For the three people you wrote about, identify the charismatic characteristics that all three individuals appear to have in common. 3. Do any of these people have unique charismatic characteristics (that is, characteristics that are not held by the other two)? If "yes", identify the person and describe his or her unique characteristics.

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The Position Approach: In most large organisations, there are several levels of leadership, such as president, vice-president, manager, supervisor and foreman. The position approach defines leadership in terms of the authority of a particular position. It focuses on studying the behaviour, training and personal background of leaders in high-level positions(

Zastrow, n.d.).

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Studies using the position approach, however, have revealed little consistency in how people assume leadership positions. Obviously, individuals may become leaders with little related training (for example-

in family business) while

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others spend years developing their skills. Also, individuals in different leadership positions have been found to display a variety of appropriate

behaviours. The Leadership-Style Approach:

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While there are various leadership styles, it is generally agreed that leadership styles is in accordance with the circumstances – the ability of members, urgency of the situation and many such crucial factors. The following are a few important

leadership styles: 1. Authoritarian Leaders: The authoritarian leader is characterised by dominance and aggressiveness. He believes in the value of discipline, forcefulness and deference to authority. He likes to display the external symbols of status and power. Since he does not have a high opinion of the intelligence and abilities of the masses he uses many techniques of propaganda to make them believe and do what he wants them to believe and do. He depends more on power and punishment than on persuasion. This

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leader alone is the purveyor of rewards and punishments and knows the succession of future steps in the group's activities. One of the hazards, however, is that group members may NSOU ? PGSW-III 153 respond out of necessity and not because of commitment to group goals. The authoritarian leader who anticipates approval from subordinates may be surprised to find that backbiting and bickering are common in the group. Unsuccessful authoritarian leadership is apt to generate factionalism, behind the scenes jockeying for position among members and a decline in morale(Zastrow, n.d.). 2. Democratic Leaders: The

democratic leader is one whose basic techniques are persuasion, conciliation and tolerance. He is not preoccupied with the problem of disciplining the members of the group. He trusts the good sense of people and believes that with proper guidance they can be made to work for their goals. He relies on facts and on logical arguments since he has faith in the intelligence of the people. He does not seek to influence them through propaganda. The comparisons of which we shall speak are those between an authoritarian atmosphere and a democratic atmosphere as follows: Democratic 1. All policies a matter of group determination, encouraged and drawn by the leader. 2. Activity perspective given by an explanation of the general steps of the process during discussion at first meeting. Where technical advice was needed, the leader tried to point out two or three alternative procedures from which choice could be made. 3. The members were free to work with whomever they chose, and the division of tasks was left up to the group. 4. The leader was "objective" or "fact-minded" in his praise and criticism and tried to be a regular group member in spirit without doing too much of the actual work. Authoritarian 1. All determination of policy by the leader. 2. Techniques and steps of attaining the goal dictated by the leader, one at a time, so that future direction was always uncertain to a large degree. 3. The leader usually dictated the particular work task and work companions of each member. 4. The leader was "personal" in his praise and criticism of the work of each member without giving objective reasons. He remained aloof from active group participation except when demonstrating.

NSOU ? PGSW-III 154 Differences in the behaviour of the groups were striking. Some of the most interesting differences were as follows: 1. The authoritarian groups tended to be more aggressive or more apathetic than the democratic groups. When aggression was expressed, it tended to be directed toward other group members rather than toward authoritarian leader. In the authoritarian groups two scapegoats were the targets of such concentrated group hostility that they left the club. In the apathetic authoritarian groups it seemed that the lack of aggression was due merely to repressive influence of the leader, for when he temporarily left the group, aggressive outbursts occurred. 2. In the authoritarian groups there were more submissive approaches to the leader and also more attention-demanding approaches. The approaches to the democratic leader were more friendly and work-minded. 3. In the authoritarian groups the relations with other group members tended to be more aggressive and dominating than in the democratic groups. 4. There seemed to be more "we-feeling" in the democratic groups and more "I-feeling" in the authoritarian. Group unity appeared higher in the democratic groups and sub groups tended to be more stable than in the authoritarian atmosphere where they tended to disintegrate (Informační systém, n.d.). 5. Constructiveness of work decreased sharply when the authoritarian leader temporarily absented him, whereas it dropped only slightly when the democratic leader was absent. 6. Under experimentally induced frustrations in the work situation, the democratic group responded by organized attacks on the difficulty, whereas the authoritarian groups tended to become disrupted through recriminations and personal blame.

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Laissez-Faire Leaders: These leaders participate very little, and group members are generally left to function (or flounder) with little input. Group members seldom function well under a laissez-faire style, which may be effective only when the members are committed to a course of action, have the resources to implement it and need minimal leadership to reach their goals.

NSOU ? PGSW-III 155 Exercise 2: Authoritarian, Democratic and Laissez-Faire Leaders. 1.

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Identify someone who used an authoritarian style in leading a group. State what the leader did that led you to conclude his or her style was authoritarian. Also state what the reactions of the other group members were to this authoritarian style. 2. Identify someone who used democratic style in leading a group. State what the leader did that led you to conclude his or her style was democratic. Also state what the reactions of the other group members were to this democratic style. 3. Identify someone who used a laissez-faire style in leading a group. State what the leader did that led you to conclude his or her style was laissez-faire. Also state what the reactions of the other group members were to his laissez-faire style.

The Distributive – Functions Approach: The distributed functions approach disagrees with the "great man",

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or trait, theory of leadership and asserts that every member of a group will be a leader at times by taking actions that serve group functions. Leadership is defined as the performance of acts that help the group maintain itself and reach its goals (

Reborn, n.d.).

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Leadership functions include setting goals, selecting and implementing tasks and providing resources to accomplish group goals while maintaining the group's cohesion and satisfying the needs of individual member. The functional approach involves determining what tasks, or functions are essential to achieve group goals and how different group members should participate (Reborn, n.d.). With this approach, the demands of leadership are viewed as being specific to a particular group in a particular situation. For example, cracking a joke may be a useful leadership tactic in certain situations if it relieves tension. But when other members are revealing intense personal information in therapy, humour may be counterproductive and therefore inappropriate leadership behaviour. Many individuals who fear taking a leadership role are uncertain about leadership functions and feel they lack the power qualities of a leader. Amazingly, even the most fearful and anxious students have already taken on many leadership roles and nearly everyone has assumed leadership responsibilities by adolescence. Functional leadership involves a learned set of skills that anyone with certain minimal capabilities can

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acquire. Responsible membership is the same thing as responsible leadership because both maintain the group's cohesion and accomplish its goals. Since people can be taught leadership skills and behaviours the implication of this theory is that nearly everyone can be taught to be an effective leader.

Exercise 3: Distributed Functions Approach

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The distributed-functions approach asserts that every member of a group will be a leader at times by taking actions that serve group functions. Identify a group that you are currently in or that you were a member of in the past. Describe the actions you took that were useful to the group. 9.5

Leadership Roles Task and

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Maintenance Roles: All groups, whether organized for therapeutic reasons, problem solving, or other purposes, rely on members performing task roles and group maintenance roles satisfactorily. Task roles are those needed to accomplish specific goals set by the group. They have been summarized by Johnson and Johnson as follows (Zastrow, n.d.): Information and Opinion Given: Offer facts, opinions, ideas, suggestions and relevant information to help group discussion(

Zastrow, n.d.).

92%**MATCHING BLOCK 304/546****W**

Information and Opinion Seeker: Asks for facts, information, opinions, ideas and feeling from other members to help group discussion(

Zastrow, n.d.).

100%**MATCHING BLOCK 305/546****W**

Starter: Proposes goals and tasks to initiate action within the group(

Zastrow, n.d.).

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Direction Giver: Develops plans on how to proceed and focuses attention on the task to be done (Zastrow, n.d.). Summarizer: Pulls together related ideas or suggestions and restates and summarizes major points discussed(

Zastrow, n.d.).

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Coordinator: Shows relationships among various ideas by pulling them together and harmonizes activities of various sub groups

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and members(Zastrow, n.d.).. Diagnoser: Figures out sources of difficulties the group has in working effectively and the blocks to progress in accomplishing the group's goals.

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Energizer: Stimulates a higher quality of work from the group. Reality Tester: Examines the practicality and workability of ideas, evaluates alternative solutions and applies them to real situations to see how they will work. Evaluator: Compares group decisions and accomplishments with group standards and goals. The Johnson has also identified group maintenance roles, which strengthen social/emotional bonds within the group: Encourager of Participation: Warmly encourages everyone to participate, giving recognition for contributions, demonstrating acceptance and openness to ideas of others; is friendly and responsive to group members (Zastrow, n.d.).. Harmonizer and Compromiser: Persuades members to analyze constructively their differences in opinions, searches for common elements in conflicts and tries to reconcile disagreements (

Zastrow, n.d.).

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Tension Reliever: Eases tensions and increases the enjoyment of group members by joking, suggesting breaks and proposing for approaches to group work. Communication Helper: Shows good communication skills and makes sure that each group member understands what other members are saying (

Zastrow, n.d.).

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Evaluator of Emotional Climate: Asks members how they feel about the way in which the group is working and about each other, and shares own feelings about both (

Zastrow, n.d.).

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Process Observer: Watches the process by which the group is working and uses the observations to help examine group effectiveness. (Zastrow, n.d.). Standard Setter: Expresses group standards and goals to make members aware of the direction of the work and the progress being made toward the goal, and to get open acceptance of group norms and procedures. Active Listener: Listens and serves as an interested audience for other members is receptive to others' ideas, and goes along with the group when not in disagreement. Trust Builder: Accepts and supports openness of other group members, reinforcing risk taking and encouraging individuality. Interpersonal Problem Solver: Promotes open discussion of conflicts between group members in order to resolve conflicts and increase group togetherness.

NSOU ? PGSW-III 158

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Each of the foregoing task and maintenance functions may be required periodically within a group; end effective group members (and leaders) are sensitive to these needs. A task leader emerges in many groups because he or she has the best ideas and does the most to guide discussions. Since this person concentrates on a task, and generally plays an aggressive role in moving the group toward the goal, hostility is apt to arise and the task leader may be disliked. Concurrently, a second

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leader may emerge: a social / emotional specialist who concentrates on group harmony and resolves tensions and conflicts within the group. In groups without an official leader, the leader is expected to be both the task specialist and the social / emotional specialist. In groups without an official leader, these two functions are generally assumed by two different emergent leaders. When social / emotional group maintenance needs are met, a group will continually improve its task effectiveness. However, when maintenance needs are ignored, a group's task effectiveness deteriorates(

Zastrow, n.d.). Exercise 4:

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Task and Maintenance Contributions to a group. 1. Identify a group you are currently participating in or have participated in the past. Briefly describe this group, including its goals. 2. Review the list of task roles and then describe your task contributions to this group. 3. Review the list of maintenance roles and then describe your maintenance contributions to this group.

88%**MATCHING BLOCK 316/546****W**

Other Roles: The designated group leader has a special obligation to assume or to assist others in assuming, timely and appropriate task and maintenance roles. Each leader is also responsible for a variety of functions, which range from setting initial policies to planning for termination. To meet the needs and particular developmental stage of a group, a leader may be required to assume any of the previously described roles as well as these (Zastrow, n.d.): Executive: The most obvious role of a

leader in any group is a coordinator of the activities of the group. The leader may not have any direct role in determining policies but it is his responsibility to observe the execution of these policies. In this executive capacity the leader does not himself carry out the necessary work, he assign it to other group members.

NSOU ? PGSW-III 159 Planner: Planning is the intermediate step between determination of policies and their execution. The leader as a planner decides the ways and means by which the group shall achieve its ends. This may not only involves the intermediate steps but the future steps to the goal. Policy maker: One of the most important of all leader functions is the establishment of group goals, objectives and policies. Expert: Besides from functions of policy making, distinguished as a source of readily available information and skills for the group membership. In this sense the leader is the one who is regarded as the best qualified for the technical requirements of the group activities. Group Representative: It is impossible for all members of a group to deal directly with other groups or other people outside the group. The outgoing and incoming demand and contacts are channelled through him. Lewin has called a leader as 'Gate Keeper'. Controller of internal relationship: The leader may functions as the controller of internal interpersonal relations among the group members themselves. More than any other members, the leader knows the specific details of the group structure and by so doing affects the nature of in-group relation. There are some groups where the in- group relations are channelled through the leader. Purveyor of Rewards and Punishments: The leader assumes the power of reward and punishment which enables him to exercise strong disciplinary and motivational control over the group member. The leader may promote a member to higher rank, may give a member special honour and may also take disciplinary action against any group member. Arbitrator and Mediator: The leader should not only act as an important judge to render decisions but also to act as conciliator in re-establish good group interrelations. Exemplar: The leader should be the model of behaviour for the group members. He, in his own person, must exemplify the percept inculcated upon them. A military officer boldly leads the troop in the battle field serve as the exemplar. Symbol of the Group: The leader may enhance the group unity by rightly standing for the group. The king of England is a classic example of this function of symbol providing a kind of cognitive focus for group unity.

NSOU ? PGSW-III 160 Surrogate for individual responsibility: The leader sometimes relieve the responsibilities of any other group members that he wishes to avoid. The individual member puts his trust in the leader and lets him make the decision. In this situation leader play an extremely important psychological role for the individual. Ideologist: The leader furnishes the ideology of the group membership, he acts as a source for the very beliefs of the individual member. Gandhi served in this sense as a "Spiritual leader" in the living conscience and moral guide of million of Hindus. Father figure: The leader serves as a perfect focus for the positive emotional feelings of the individuals; he is the ideal object for identification, for transference, for feelings of submissiveness. Hitler serves as compelling father figure of their followers. Scapegoat: A leader previously loved by the group members may be repudiated and excoriated by the group. A leader sometime constitute an ideal object for positive emotional feelings but he may be a perfect target for the aggressions of the frustrated, disappointed disillusioned group. E.g. The Nazi leadership was rejected by many Germans who were previously loyal and devoted followers: 9.6

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Emotional Intelligence And Leadership Effectiveness Individuals, especially leaders, who engage in social interface are expected to emotionally intelligent. Leaders' lows in emotional intelligence are found to be less capable of handling stress, problematic situations and people. There are five components of Emotional Intelligence

which as follows:

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Self-awareness: exhibited by self-confidence, realistic self-assessment and a self-depreciating sense of humour. Self-management: exhibited by		

trust worthiness

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and integrity, comfort with ambiguity and openness to change. Self-motivation: exhibited by a strong drive to achieve, optimism and high organizational commitment. Empathy: exhibited by expertise in building and retaining talent, cross-cultural sensitivity and service to clients. Social Skills: exhibited by the ability to lead change, persuasiveness and expertise in building and leading teams.		

NSOU ? PGSW-III 161 9.7

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Qualities of a Successful Leader Though there are several leadership styles, every leader has to develop a style appropriate to the needs of the group and the situation. It is a universal fact that every person's leadership skills are unique and cannot be borrowed from another. The leader has to grow on her own. To be a good leader one needs to have a positive sense of humour that is not derogatory or distasteful, possess good listening skills, ability to truly enjoy being with people and genuinely accepts the other person's view points. The leader has to be optimistic, unruffled and capable of handling difficult situations deftly. The leader has to be friendly-within the prescribed limits of the societal norms. This friendliness has to be done with appropriateness – not too close or too isolated. Essentially, the leader has to be broad minded, relaxed and open to criticisms.		

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While working with group members from diverse cultures, a broad cultural background is an advantage. This aids the process of the cultural 'melting pot' further enabling smooth interaction and accomplishment of group tasks. The leader		

has to necessarily control her emotion, temper and has to be extra cautious of imposing her feelings on the group.

95%	MATCHING BLOCK 322/546	W
The leader is a human being too, with all her problems and fears to handle. But a wise leader fully understand that it is essential to keep her problems, especially the personal ones to herself.		

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Finally, the leader has to be well groomed physically too. The leader has to stick to comfortable, clean outfits, well hair, no clattering trinkets, flashy coburs, heavy costumes or any disturbing accompaniments. The leader has to make sure that his appearance is appropriate to the group's culture and expectations. He has to avoid improper mannerism and gestures. 9.8		

Leadership and Communication In any small group observation reveals that only one or two persons speak a great deal and other say very little. This has been found to be so whether the group is structured or unstructured, whether the problem being discussed is general or specific, whether the members of the group are friends or strangers, whether the size of the

NSOU ? PGSW-III 162 group is small or large. This happens in the house when friends and relatives meet, in the seminar class and in the parliament. This is why in a seminar class or in a group discussion restrictions are placed on those who speak frequently and too long while those who do not speak are persuaded to make their contribution. It has been found that the amount of communication by members of a group follows a logarithmic or exponential curve. Regardless of the size of the group, the most talkative member does about 40 percent of the communicating and the amount of communication by the other members drops off sharply. In an eight-member group two persons contribute 60 percent of the conversation, the third contributes 14 percent and the remaining five members the balance of 26 percent between them. Thus, the fact that one person does most of the talking seems virtually to be a universal characteristic of groups. The most active member in terms of communication also tends to be the leader of the group because he has the most influence on the group. He determines the course of conversation; he initiates interactions by asking questions, he receives most of the replies. Further, he makes most of the suggestions and gives most of the orders. He tends to play the central role, whatever the group is doing. An outside observer would consider him the group's leader and this is confirmed by the members of the group also when they are questioned. Generally, the person who talks the most is perceived as the leader by the rest of the group. Thus, the amount of communication is a critical determinant of leadership. Bavelas et al (1965) demonstrated this effect. Students were divided into four-man groups and were given a problem to discuss for ten minutes. An observer recorded the amount of time each man spoke and the number of times he spoke. After the discussion session, the subjects were asked to fill out a questionnaire in which they were asked to rank the other subjects on general leadership ability and other characteristics. In the second session each subject had a small box with a red and a green light in front of him, which only he could see. Some subjects were told that they would receive feedback on their performance; if the red light went on, it would indicate that they had been hindering the discussion; if the green light went on, it would indicate that their contribution was helpful. Thus they were either negatively or positively reinforced. One subject who was at the bottom on both verbal output and in the ranking by others was selected from each group. He was positively reinforced whenever he spoke by the flash of green light while the rest

NSOU ? PGSW-III 163 of the group were negatively reinforced for most of their interventions. In the third session there were no lights. It was found that the person who contributed only 16 percent of verbal output and who was rated low by other in the first session was able to contribute 37 percent when he was positively reinforced in the second session and was ranked high. In the third session when there was no reinforcement he continued to put in 27 percent of verbal output and was ranked high. Thus, positive reinforcement made him speak more and this made the other to give him a high rank as a leader. And this effect persisted even when he was not receiving any special encouragement. He was not only speaking more, he was perceived by the members as being quite active and dominant and they rated him higher on the leadership scale. Thus, the amount of an individual's communication is one of the determinants of leadership. But the type of his communication is also important. Every interaction or communication can be placed in one of the twelve broad categories: showing disagreement or agreement, tension or tension release, solidarity or antagonism; all these six categories are emotional; the next six categories are cognitive: giving or asking for suggestions, opinions or information. The categories refer only to verbally expressed items. According to Bales, one set of talkative persons tend to make supportive, encouraging, conciliatory and friendly statements; that is, such a person initiates more interactions which fall into the categories of showing solidarity, tension release and agreement than others; he also asks more questions than others, seeking information, opinion or suggestions. The other set of talkative persons come to the forefronts when some task has to be carried out; the communications of such a person fall into the categories of giving suggestions, opinions and information regarding the task on hand. Bales has called the first type the "social" or "socio-emotional" leaders and the second type the "task" leaders. While the former person concentrates more on the social aspects of the situation and tries to keep the group running smoothly and happily, the latter concentrates on getting the work done. Communication Networks: In order to study this aspect communication networks are artificially imposed to vary the direction of permissible communication and the openness of the various channels between group members. Experimentally four- person net works and five person networks have been designed. In the following diagram, the circles represent positions and lines represent communicating channels.

NSOU ? PGSW-III 164 WHEEL CHAIN Y CIRCLE COMCON Figure 5: Five Persons Communication Networks It will be observed that in some networks like the wheel, the chain and Y one person occupies a centralized position; he has access to more information than the persons in any other position. In the contrast, the positions in the circle and common are all equivalent, more being more central than the others. It would be expected that a person in the most central position of the wheel, the chain or Y would assume the functions of a leader in obtaining and in distributing information and will help crucially in solving problems confronted by the group. Bavelas (1948) Leavitt (1951) were the first to investigate systematically the social and psychological consequences of network variations. Leavitt presented the problem of discovering the single symbol that each member held in common on a card containing several symbols. The results showed that stable organizations developed by the fourth or fifth trial in the more centralized network but not in the circle network. The central subject transmitted more messages than any other subject in the centralized groups. It was found that he also enjoyed his job more than those who occupied the peripheral positions. Further, the person occupying the central position was typically designated the leader by the other members on a post experimental questionnaire. The results also showed that the circle was typically the most inefficient network. The persons in the this network sent many more messages than in other kinds of networks. Also they made significantly more errors in attempting to identify the common symbols. However, the subjects in the circle network enjoyed their jobs more than the peripheral members in the centralized groups. 9.9 Leadership and Power

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Power and leadership are largely interconnected. The effective leader understands that legitimate power and influence are needed to direct the group, especially at the

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initial stages when the group looks up to the leader for guidance. The leader has to take up a mature use of power rather than being uncomfortable or too much in control. This power should be used to empower the group towards shouldering responsibilities willingly and also in successfully completing them. Groups need leaders to avoid disorganisation and chaos; leadership and power are inseparable. The leader needs to aid power sharing with the group by highlighting the importance of member-to-member communication rather than member-to-leader communication (

Zastrow, n.d.).

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French and Raven have developed a framework for understanding the extent to which one group member influences another by identifying five bases of power: reward, coercive, legitimate, referent and expert. This framework allows group members to analyze the source of their power and offers suggestions on when, and when not, to use their power to influence others (Zastrow, n.d.).
 Reward Power: Rewards include such things as promotions, pay increases, days off, and praise. Reward power is based on B's (one member's) perception that A (another member or the entire group) has the capacity to dispense rewards or remove negative consequences in response to B's behaviour. This power will be greater if the group members value the reward and believe they cannot get it from anyone else. Group members will usually hard for someone who has high reward power and communicate effectively with her. Reward power can backfire, however, if group members feel they are being canned or bribed. If reward power is used by A in a conflict situation with B, B is apt to feel he is being bribed and controlled and may eventually refuse to cooperate (

Zastrow, n.d.).

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Coercive Power: The ability to fire a worker who fails below a given level of production is a common example of coercive power, which is based on B's perception that A can dispense punishments or remove positive consequences. Coercive power stems from the expectation on the part of B that he will be punished by A if he fails to conform to the required standards set by A. The distinction between reward and coercive power is important. French and Raven note that reward power will tend to increase the attraction of B toward A, while coercive power will decrease this attraction. If coercive power is used by A to attempt to settle a conflict, it often increases B's hostility, resentment and anger. Threats often lead to aggression and

counter threats, for

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example, military threats often increase conflict between rival NSOU ? PGSW-III 166 countries. Coercive power may exacerbate conflict by leading both A and B to distrust each other and to retaliate against each other. Therefore, whenever possible coercive power should not be used to settle conflicts (

Zastrow, n.d.).

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Legitimate Power: Legitimate power is directly related to an internalized value or norm and is probably the most complex of the five power basis. Legitimate power is based on the perception by B that A has a legitimate right to prescribe what constitutes proper behaviour for him and that B has obligation to accept this influence. Cultural values constitute one common basis for legitimate power and include intelligence, age, caste and physical characteristics as factors determining power. For example, in some cultures the aged are highly respected and are granted the right prescribe behaviour for others. The legitimate power inherent in a formal organisation is generally determined by a relationship between positions rather than between people. A supervisor in a factory, for instance, has inherent right to assign work. A third basis for

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legitimate power is a legitimizing agent; for example, an election. The election process legitimates a person's right to a position that already had a legitimate range of power associated with it (

Zastrow, n.d.).

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The limits of legitimate power are generally specified at the time that power is assigned (e.g., in a job description). The attempted use of power outside of this range will decrease the legitimate power of the authority figure and decrease her attractiveness and influence. Referent Power: Referent power occurs when one individual, A, influences another, B, as a result of identification. Identification in this context means either a feeling of oneness with A or a desire for an identity such as A's. The stronger the identification of B with A, the greater attraction to A and the greater referent power of A. Verbalization of referent power is "I am like A, and therefore I will believe or behave as A does" or "I want to be like A, and will be more like A if I believe or behave as A does". In ambiguous situations (that is, situations where there are no objective right or wrong beliefs or opinions), B will seek to evaluate his thoughts, beliefs and values. In ambiguous situations B is apt to adopt the thoughts, beliefs and values of the individual or group with which B identifies. French and Raven note that B is often not consciously aware of the referents power that A exerts (

Zastrow, n.d.).

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Expert Power: Accepting a physician's advice in medical matters is a common example of expert influence, which is based on the perception that a person has

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knowledge or expertise that is the source of power. Another example would be accepting a counsellor's suggestions. Expert can influence B (the responder) only if B thinks that A (the expert) has the right answer and B trusts A. The range of expert power is more limited than that of referent power because the expert is seen as having superior knowledge or ability only in specific areas. French and Raven note that the attempted exertion of expert power outside the perceived range will reduce that power because confidence in the expert seems to be undermined (

Zastrow, n.d.).

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French and Raven theorize that for all five types, the stronger the basis of power, the greater power. Referent power is thought to have the broadest range. Any attempt to use power outside the prescribed range is hypothesized to reduce the power. Exercise 6: The power Bases in the class. This

class can be reviewed as being a group. For each of the listed power bases, answer the following: Who in this class has this power base? Have these people engaged in actions that demonstrated this power base? If "yes", write down these actions. Reward Power: Coercive Power: Legitimate Power: Referent Power: Expert Power: 9.10 Leadership Styles

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The following are a few important leader behaviours: Directive: When the task to be accomplished is unclear or difficult to be achieved, the leader insures its successful accomplishment through clearly defining individual tasks and role expectations of members.

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Supportive: The leader shows high concern towards group members and their needs. This style is suitable for groups working on well defined tasks. Members under the supportive leader are found to be happy and highly satisfied. Participative: Here, the leader involves the group members in decision making and in all functions of the group. Discussion, consultations and group consensus are NSOU ? PGSW-III 168 stressed upon. However, this calls for members who are responsible and who understand the importance of their contribution to the groups success. Charismatic: Medha Patkar pioneer of the Narmada Bachao Andolan (Save the Narmada Movement) is considered to be a charismatic leader for the following reasons: i. Ability to inspire followers towards goals that appears incredible to the common man ii. Vision about the future iii. Understanding followers' needs and limitations. Transformational: "This highlight on leaders who inspire followers to transcend their own self-interests and who are capable of having a profound and extraordinary effect on followers. Seven characteristics were found: sincerity of the leader; bonding effort to develop the organisation as a family by personalized relationships; consultation and participation; collectivization and team work; empowerment and support; serving as a role model; bringing in changes continuously while maintaining continuity and being innovative". – Robbins

and Sanghi: 2005. 9.11 Guidelines For Forming And Leading A Group (Reborn, n.d.)

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The theory of leadership emphasized in this unit is the distributed – functions approach, which asserts that every group members takes on leadership responsibilities at various times and every effective action by a member is simultaneously an effective leadership action. Being a designated leader is not that different from taking on leadership roles. This unit will summarize a number of suggestions for how to form and lead a group effectively. Home Work: The Key to successful group leadership is extensive preparation. Even experienced leaders carefully prepare for each group and for each group session. In planning for a new group, the following questions must be answered: What

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the purpose or general goals of the group? How can these goals be achieved? What are the characteristics of the members? Do some members have unique NSOU ? PGSW-III 169 individual goals or needs? What resources are needed to accomplish group goals? What is the agenda for the first meeting? What is the best way for members to suggest and decide on the specific goals of the group? Should an ice-breaker exercise be used? Which one? Should refreshments be provided? How should the chairs be arranged? What type of group atmosphere will best help the group accomplish its tasks? What is the best available meeting place? Why has the leader been selected? What do the members expect from the leader? To plan the first meeting, a leader should view the group as a new member would view it. Here are a few questions a new member might have: what will be the goals of this group? Why am I joining? Will my personal goals be met? Will I feel comfortable? Will I accept? Will the other members be radically different in terms of backgrounds and interests? If I do not like this group, can I leave gracefully? Will other members respect what I have to say, or will they laugh and make

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of me? By considering such concerns, the leader can plan the first meeting to help other members feel comfortable and to clarify the goals and activities of the group. Before the first meeting, it is absolutely essential that a leader identified the group's needs and expectations as precisely as possible. A group whose leader and members disagree on goals cannot succeed. There

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a variety of way to identify what the members want. The leader may have an opportunity to ask them before the first meeting. If that is not possible, the leader can at least talk to the organizer of the meeting, about the group's expectations. The first meeting is always a good time to clarify the group's goals. The leader also needs the answers to the following: 1. How many members are expected? 2. What are their characteristics: age, socio-economic status, racial and ethnic background, gender, educational / professional background? 3. How knowledgeable are the members about the topics the group will be dealing with? 4. What are the likely personal goals of the various members? 5. How motivated are the members to accomplish the purposes for which the group is being formed? Voluntary membership usually indicates greater motivation. Individuals who have been ordered by a court to participate in NSOU ? PGSW-III 170 an alcohol rehabilitation programme, for example, have little motivation and may even be hostile. 6. What values are members likely to have? While being careful to avoid stereotyping, a leader must understand, for example, that teenagers on juvenile probation will differ significantly from retired

priest.

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If a group has met more than one, the leader needs to review the following kinds of questions. Have the overall goals been decided upon and clarified? If not, what needs to be done in this clarification process? Is the group making adequate progress in accomplishing its goals? If not, what are obstacles that must be overcome? Is the group taking the most effective course of action to reach its goals? What is the agenda for the next meeting? What activities should be planned? Will successful completion of these activities move the group toward accomplishing its overall goals? If not, which other activities will? Is each member sufficiently motivated to help the group accomplish its goals? If not, why? What might be done to stimulate their interest? Planning a session: In planning a session, the leader must keep the group's over goals.

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To be effective, the leader must know exactly what should be accomplished in each session and make sure that all the items on the agenda contribute to the goals. Here is a checklist that may help leaders plan successful group sessions. An effective leader will do the following: 1. Select relevant contest. The material should not only be relevant to the specific goals for the session but also to the backgrounds and interests of the participants. Time management advice for college students, for example, probably will be different from that for business executives. Time saving tips for students will likely focus on improving study habits; business executives will be more interested in how to manage time in an office setting. An excellent way to evaluate possible material is to define precisely how it will be valuable to members of the group. The leader should ask, "If a group member wants to know why he or she should know this, can I give a valid reason?" if that question cannot be answered precisely, the material should be discarded and replaced with more relevant material. 2. Use examples. Examples help to illustrate key concepts and stimulate the participants. People tend to remember examples more readily than statistics NSOU ? PGSW-III 171 or concepts. Vivid case histories that illustrate the drastic effects of spouse abuse, for instance, will be remembered much longer than statistics on the extent of spouse abuse. 3. Present materials in a logical order. It is generally desirable to begin by summarizing the agenda items for the session. Ideally, one topic should blend into the next. Group exercises should be used in conjunction with related theoretical material. 4.

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Plan the time. Once the content of a session is selected and organized, the time each segment requires should be estimated. Accurate estimates will help determine whether planned material and activities are appropriate for the allotted time. A good leader also knows what material can be deleted if time is running short and what can be added if the session progresses more rapidly than planned. Substitute activities must also be available to replace speakers who fail to appear or films that fail to arrive. 5. Be flexible. A variety of unexpected events may make it desirable to change the agenda during a session. Interpersonal conflict between members may take considerable time or it may become clear that subjects related to the group's overall purpose are more valuable for the group to focus on than the prepared agenda. 6. Change the pace. People may attention longer if there is an occasional change of pace. Long lectures or discussions can become boring. Group exercise, films, guest speakers, breaks, debates and other activities will help vary the tempo of a meeting or session. In group therapy, one way to change the pace is to move from one member's problem to those of another. Lectures can be more stimulating if the instructor: • Speaks extemporaneously instead of reading material. • Walks around the room occasionally, rather than standing or sitting in one place • Draws out participants by asking questions.

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Relaxing before Start a Meeting: Before beginning a meeting, the leader is likely to be nervous about how the session may go. Some anxiety, in fact, is helpful because it increases alertness and that will make the leader more attentive, producing a better NSOU ? PGSW-III 172 meeting. Too much anxiety, however, reduces effectiveness. Relaxation techniques that can alleviate excessive anxiety. They are highly recommended and include walking, jogging, listening to music, meditating and being alone to clear the mind. Effective group leaders generally learn they can reduce their level of anxiety through using one or more relaxation techniques. Practice in leading groups also builds confidence and

reduce

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anxiety. Cues upon Entering the Meeting Room: It is essential that a leader be on time, but arriving early is better because it allows the leader to see that materials, seating arrangements, refreshments and any other needs are in place as planned. The leader will also have an opportunity to observe the members before the group begins. He or she can gain information about the interests of the participants from their age, gender, clothes and personal appearance, conversation and interaction with one another. An effective leader observes such cues and uses them to create an initial bond with the participants. For example, this was asked to give a workshop on suicide prevention to a high school class. Upon arriving, I was informed by the teacher that one of the students in the class had recently committed suicide. Instead of beginning with planned presentation, I asked each student to write down, anonymously, one or two concerns or questions that they had about suicide. We then had a lively discussion based on their questions and concerns. Such a discussion was probably more valuable than the formal presentation because it focused on their specific question and concerns. Seating Arrangements: Seating is important for several reasons. It can affect who talks to whom, influence leadership roles, and as a result, affect group cohesion and morale. In most groups members should have eye contact with one another. The group leader must

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be able to make eye contact with everyone to obtain nonverbal feedback on what the members are thinking and feeling. A circle is ideal for generating discussion, encouraging a sense of equal status for each member and promoting group openness and cohesion. The traditional classroom arrangement, on the other hand has the effect of placing the leader in a position of authority. It also tends to inhibit communication because members can easily make eye contact only with other members seated nearby. Tables have advantages and disadvantages. They provide a place to be writing and to put work materials and some members feel more comfortable at a table

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because they can lean on it. But tables restrict movement and may serve as barriers between people. The leader should thus carefully consider the use of tables. In business meetings or other "working" sessions, for example, tables are necessary. In therapy groups, however, tables are seldom used. When work surfaces written communication are required, small tables in a circle can be an effective arrangement. The shape of the tables can also influence the way group members interact. If the table is rectangular, the leader traditionally sits at one end becomes the head of the table and the "authority", tends to do more talking, and has a greater influence on the discussion than other group members. A round or square table, however, establishes a more equalitarian atmosphere. The "head of the table" effect can also be reduced by placing two triangular tables together to make a square. In new groups or even established ones, members are likely to sit next to friends. If it is important for everyone in the group to interact, the leader may want to ask people to sit next to individuals they do not know. People are most apt to talk to others sitting at right angles to them and them to those next to them. Those sitting directly across receive less communication, and those sitting anywhere else are even less likely to be addressed. Introductions: The leader's credentials should be summarized at the first meeting to give the group a sense of confidence that the leader can fulfil the expectations of the members. If the leader is being introduced, a concise summary of the leader's credentials for the expected role is desirable. If the leader is introducing herself, the important credentials should be summarized in an informative but modest way. The summary should be made in a way that helps create the desired atmosphere – whether it be formal or informal, fun or serious or whatever. An excellent way to handle the introductions in many groups is to use an ice-breaker exercise. It is highly desirable for the leader to learn the names of all group members as quickly as possible. This requires extra attention and name tags can help everyone be more comfortable sooner. Members appreciate being called by name because

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affirms their importance. If the group is small, the members can introduce themselves individually, perhaps using an ice breaker. In addition to the usual personal information, it is helpful for

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members to state their expectations for the group as they introduce themselves. This helps uncover hidden agendas that are incompatible with the goals of the group. If a stated expectation is beyond the scope of the group, the leader should tactfully point this out to avoid later frustration or dissatisfaction. Clarification Roles: The leader of a group should be clear as to his or her roles and responsibilities. If they are unclear, the leader may want to discuss them with the group. One way of doing this is for the group to select goals and then make decisions about the tasks and responsibilities that each member will have in working toward the goals of the group. In most situations it is clearly a mistake for the leader to do the bulk of the

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work. Generally, the group will be most productive if all members make substantial contributions. The more members contribute to a group, the more lightly they are to feel a part of the group. Such positive feelings will benefit everyone(

Reborn, n.d.).

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If there is any doubt, the leader should explain the roles clearly. If group members indicate different expectations, the group should then make decisions about who will do what. In explaining his or her role the leader should be modest about personal skills and resources, attempting to come across as a knowledgeable person rather than an authority figure who has all the answers. The leader must also be prepared to explain the reasoning behind exercises and other actions or activities. The leader's role will vary from group to group and from situation to situation(Reborn, n.d.). Agenda: Most meetings are more effective if the leader provides an agenda several days before hand. Ideally, all members of the group should have an opportunity to suggest items for the agenda. The agenda should be briefly reviewed at the start of the meeting to give each member a chance to suggest additions, deletions or other changes. In some meetings it may be appropriate for the group to discuss and perhaps vote on, the suggested changes in the agenda. Additional Guidelines for Leading a Group(

Reborn, n.d.): The unit briefly summarizes additional suggestions(Social Work with Groups Chapter 3 & 4 Flashcards | Quizlet, n.d.)

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for effectively leading a group. 1. Understand that leadership is a shared responsibility. Every member will take on leadership roles at times. Designated leaders should not seek to dominate a group or believe they are responsible for directing the group in all of its tasks and maintenance functions. In fact, productivity and group cohesion are substantially increased when everyone contributes. 2. Use decision-making procedures best suited for the issues facing a particular group. 3.

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Use a problem-solving approach to handle the issues and problems facing the group. 4.

Create a cooperative atmosphere rather than a competitive one. 5. View controversy and conflict as natural and desirable for resolving issues and arriving at good decisions. In resolving conflicts, seek to use no-lose, problems solving approach rather than a win-lose approach. 6. Generally, seek to confront members who are hostile or disruptive. 7. Use appropriate self-disclosure. 8. Seek to create an atmosphere of open and honest

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communication. 9. Provide stimulating, relevant content and exercises that illustrate the concepts and help members try out suggested new behaviours. In an assertiveness group, for example, theoretical material on how to be more assertive should be followed by practice in being more assertive. 10. Give attention to how to end a session. A few minutes before the session is scheduled to conclude, or when the group has exhausted the subject, a brief summary emphasizing the major points to be remembered leaves the group with a sense of achievement and signals the end of the session. Leaders are not born. They are made through training, practice and experience. By learning how to lead groups effectively individuals become more aware of themselves, grow as people, become more self-confident, feel good about themselves,

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develop highly marketable skills, learn to improve interpersonal relationship and help themselves and others accomplish important tasks. 9.12

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Group Exercises Exercise A: Desensitizing Fears of Leading a Group (Zastrow, n.d.): Goal: To identify the specific fears about being a designated leader

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a group and to provide information to reduce those fears. NSOU ? PGSW-III 176 Sept 1: The group leader should state the purpose of this exercise. Each student should then be handed a sheet of paper and instructed to complete, anonymously, the sentence "My specific fears about being a designated leader of a group are". The leader should emphasize that the completed statements will be collected and discussed. Step 2: The responses should be collected in a way that ensures, anonymity and then read aloud. After a concern is read, the students should suggest ways of reducing the concern. If a concern involves handling hostile members, for example, the class, with help from the instructor, may suggest strategies for coping with them. If a member fears that he or she does not have the traits needed to lead a group, it may be pointed out that research has found that no specific traits distinguish leaders from followers and that the distributed-functions theory of leadership asserts that practically anyone can be trained to be a leader. Step 3: After Step 2 is completed, the group leader or the instructor may want to summarize key points on how to lead a group and explain that future sessions will explore these points in greater depth. Exercise B: Task Functions and Group Maintenance Functions: Goal: To show that at times nearly everyone takes a leadership role in groups that involves performing task and group maintenance functions. Step 1: The group leader should indicate that this exercise will elicit the class's thoughts on what criteria should be used for admitting students into the social work programme at this campus. The leader should then explain that the council on Social Work Education (the national organization that accredits social work programmes) requires every programme to have criteria for admitting students. There is considerable variation in criteria among the programmes in

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country. Common criteria include a minimum grade-point average and a vaguely defined "aptitude for social work".

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Step 2: The class then forms subgroups of five or six students and each selects an observer. The observers then form a group in another room or hallway. The subgroups should not begin discussing their primary task until the observers return. Step 3: The observers are told that their task is to record significant task and group maintenance functions performed by each member of their subgroup. The leader may need to explain that task functions are statements designed to help the

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subgroup accomplish its task and that group maintenance functions are statements made to strengthen the social / emotional aspects of group life, observers should be given a handout that summarizes the task roles and group maintenance roles developed by Johnson and Johnson, which appear in this unit. The observers will be asked after the exercise is over to summarize to their subgroup how each member contributed through certain task and group maintenance functions. Step 4: The leader and observers return to the

sub-groups.

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The subgroups are informed that their task is to develop criteria for admitting students to the social work programme at this campus. The subgroup is free to suggest various criteria but should probably begin by discussing: 1) whether a grade-point average should be used for admission and what it should be, and 2) how "aptitude for social work" should be defined and measured. Step 5: The subgroups should work for 20 to 30 minutes, and each should then state and explain its proposed criteria. Time should then be called and each subgroup should be asked to indicate to the class what criteria were arrived at. Step 6: The group leader should indicate that one of the purposes of this exercise is to demonstrate that most members in a group assume leadership roles by carrying out task and group maintenance functions. The leader should then define task and group maintenance functions. Step 7: Each observer summarizes to his or her subgroup, but not to the whole class, the significant task and group maintenance functions performed by each member. Step 8: End the exercise by asking members if they have any thoughts or comments. Exercise C: Power Bases: Goal: To practice analyzing influence attempts in terms of power bases. Step 1: The group leader explains the purpose of the exercise, describes the five bases of power developed by French and Raven, and briefly discusses the effects of using each base. Step 2: The class divides into subgroups of three members each and answers the following questions: NSOU ? PGSW-III 178 1. What bases of power does the instructor of this course have? 2. What bases of power does a student in this class have? 3. What is the primary power base

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the instructor has? 4. What is the primary power base a student has? Step 3: The subgroups share their answers to these questions by having one member from each subgroup write the answers on the blackboard. The class then discusses the reason for the similarities and differences between the answers arrived at by the subgroups. Step 4: In all likelihood the instructor will be seen as having much more power than the students. The group leader should summarize the effects of unequal power on communication and on relationships within a group. Students then discuss how they feel when an instructor attempts to present herself on a level equal or superior to students.

Exercise D: Types of Influence: Goal: To increase awareness of feelings toward the following three types of influence: personal challenge, coercive power and manipulation.

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Step 1: The instructor explains the purpose of the exercise and asks students to

visualize each of the following situations. The instructor should pause after each situation and allow students time to write their responses. Narrative 1: Visualize an academic situation in which you worked hard on something because it presented a personal challenge and because you expected to grow as a person through meeting this challenge. Briefly describe this situation on a sheet of paper and summarize your feelings about the challenge motivating you to work hard. Narrative 2: Visualize a situation in which someone sought to manipulate you into doing something. Briefly describe this situation on a sheet of paper and summarize your feelings when you discovered this. Step 2: The students then form subgroups of three members each to share what they wrote and discuss how they felt about each situation. If any student does not wish to share these personal thoughts, that is acceptable. Step 3: The students think of situations in which using coercive power and manipulation would be desirable and then discuss the situations. NSOU ? PGSW-III 179 9.13 Conclusion Our

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experience in working with groups indicates that there is no 'one size fits all' approach to leadership. Different styles of leadership are relevant to different situations.

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Thus, effective leaders are highly respected individuals who have a vision. They promote safe, welcoming environments that avoid the extreme of aggressive confrontation of members or passive addiction of leadership to members who attempt to dominate groups. Next, leaders have to understand the abilities, values and personalities of members.

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Effective leaders must also skilfully deploy the resources they have at their disposal. This includes empowering members and reinforcing feeling of confidence and individual and group efficacy.

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In a very real sense the right to leadership must be earned again and again. 9.14

Exercise 1. What do you mean by leadership? 2. Write in brief the different approaches to leadership. 3. Elucidate the roles and functions of a leader. 4. What are the qualities of success for leader? 5. Write short notes on: a) Leadership and communication; b) Leadership and power. 9.15 Reference 1. Charles H, Zastrow, Social Work with Groups (New Delhi: Rawat Publications, 2010) 2.

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Social work with groups : A comprehensive Worktext [PDF] [48n28pk2uda0].

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NSOU ? PGSW-III 181 Unit 10 ? Programme Planning in Social Group Work Structure 10.0 Objectives 10.1 Introduction 10.2 Concept 10.3 The nature and purpose of programme 10.4 Understanding Interests and Needs for Programme 10.5 Role of group worker in programme planning 10.6 Principles of programme planning 10.7 Group organisation as a part of programme planning 10.8 Guided Interaction – the heart of the programme planning 10.9 Programme planning with Large Group 10.10 Factors influencing programme planning 10.11 Criteria of effective process and programme 10.12 Dimensions of programme planning process 10.13 Importance of programme planning 10.14 Conclusion 10.15 Exercise 10.16

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References 10.0 Objectives This unit describes programme planning in the social group work process.

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After reading through this unit you must be able to: • Understand the concept and principles of programme planning •

Know the role of group worker in programme planning •

Picture the dimensions

of programme planning process.

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<p>Introduction Careful planning is necessary for any successful group and it is very important, ongoing group process. A well planned programme gives direction to the group and enables each member to know and prepare his / her responsibility. The group worker should posse's abilities and skills to guide members through an effective programme planning process. The programme planning process includes (i) setting goals, (ii) brain storming with members, (iii) planning the programme in line with the goals, (iv) obtaining the approval of the group, (v) assigning individual and sub-group responsibilities, (vi) implementation of the programme, (vi) periodic evaluation and feedback</p>		

and (vii) follow up(
Nalini, n.d.). 10.2 Concept

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<p>Planned activities play an important role in social group work practice. These planned activities are the programmes which are organised for many processes. These includes attaining improvement in members' own environmental conditions, promoting a sense of achievement, sublimating and canalizing certain impulses, actualizing problems in an on-going social situation and working through or articulating symbolically problems and feelings which members are unable to express verbally. Programme is a concept which, when broadly conceived, includes the entire range of activities, relationship, interaction and</p>			

experiences – individuals and group which have been deliberately planned and

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<p>carried out with the help of the worker to meet the needs of the individuals and the group(Rengasamy, n.d.). Social group worker</p>		

translates his knowledge into practice with group through the use of programme as a tool in group relationships. The group worker is not there to "put on a programme" or to "put over a programme" but rather to help the group members develop their own program. There may be many situations in which "putting on" or putting over programme in entirely legitimate but such situation should not be considered as social group work. Because of our belief that persons are much more important than programme and because of our further belief that the process of programme development is of the utmost importance.

NSOU ? PGSW-III 183 10.3 The nature and purpose of programme Simply stated, programme in social group work has come to mean anything and everything that the group does to satisfy its interests. At one time there was a tendency to think of programme as being synonymous with activities or events. The

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<p>programme is a concept which, when broadly conceived, includes the entire range of activities, relationships, interactions experiences individual and group which have been deliberately planned and carried out with</p>			

the

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<p>help of the worker to meet the needs of the individuals and the group.</p>			

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<p>Programme is thus a process rather than the periodic culmination of a process. The</p>		

festival that the group members have been working on for many weeks is a part of programme but everything that they have done is getting ready for it should be considered as the programme of that group for that period of time. Figure 2.1: Programme as a process in Group Work kk

NSOU ? PGSW-III 184 As illustrated in Figure 2.1,

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any discussion of programme in social group work must take into account such items as content and area, media of expression and methods of conducting it. Programme area or

programme

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content refers to a segment of life experience that has general meaning for the individuals at their specific point of development.

For example, a great deal of programme content in social group work centres around the area of recreation and wise use of leisure time. This is an important area for everyone because the way in which we use our leisure is of great social significance today. Media of expression in programme refer to the specific means used by group members to plan and experience programme in the area chosen. Parties, social events, dances are means providing leisure time experiences which are recreational. Informal but planned group discussion is a prominent means of helping groups to think through both social and economic problems. The arts and crafts have tremendous significance in this modern era of machine technology. The drama may be not only a means of having a creative experience but also a way of deepening out knowledge of community health problem. Music too becomes an excellent means of helping a group to experience harmonious relationships with other groups when all the members join in choral or orchestral union. Group workers have long realized the great value of "seeing" and have used outings, trips or excursions to help place their groups in firsthand contact with a new and different situation. The worker helps the group to select the areas of content and the media of expression. Even prior to this he may help the group to develop a functional organisation of their members so that they can make responsible decisions. The discovery of interest and needs is, of course, an early step. Helping the group to modify interest by enlarging them or by deepening the interest is also involved. Much of programme planning is discussion; therefore, the worker frequently has to help the group learn how to talk over the many aspects of a single idea. Groups must be helped to discover and use their own resources and those of the agency and the community. There is a great deal involved in stimulating people to action and in timing the work so that it unfolds at a suitable pace. It is no doubt for easier to "put on" a programme for a group that it is to help that group develop its own programme. The group worker who consciously relates the "what" of programme NSOU ? PGSW-III 185 (content) and the "how" of programme (media) with the "why" of programme (purpose) is obviously involved in a highly skilled job. He must have been appreciation of the backgrounds, points of view and aspirations of the group members and must avoid all tendencies to superimpose his ideas and patterns of programme. The programme development process should be a blossoming of the groups own potentialities. 10.4 Understanding Interests and Needs for Programme Arbitrary division of the following material into discovery of interests and needs, group organisation, and guidance of interaction does not imply that

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the programme process is itself segmental. In actual work all these are interrelated and almost indistinguishable.

There is a great deal of difference between interests of group members and needs of group members. An interest is a tendency to concentrate attention on an object, an idea, an activity or a situation. This concentration of attention may be fleeting or it may be of sustained duration. We know that the interests of persons are likely to be broad or narrow according to their social backgrounds. Interests are expressed verbally or overtly and frequently near the surface of our consciousness. Needs, however, are less easy to ascertain. Need in a psychological sense refers to something we desire in the way of a personality characteristic, human experience or relationship with our fellows. All of us have common human needs which must be satisfied in a measure if we are to be happy and effective in our social relationships. The relationship between interests and needs may be very close and thus easy to translate. When a youth group develops to the point at which members express strong interests in activities with members of the opposite sex, this expression of interest actually represents a development need associated with their maturation. Thus, the interests of group members and the needs they represent are constantly being sought by the group worker who utilizes such material as a basis for helping the group to develop a programme. When programme interests begin to emerge from within the group, the worker needs to ask himself certain questions before deciding whether or not he has made

NSOU ? PGSW-III 186 a substantial discovery. Does this interest seem to represent in so far as possible the common interests of the group members? Does it seem to be a good starting point when considered against the background of this group? Is it in keeping with the resources and function of this agency? Does it have some possibility of both individual participation and cooperative group activity? Can the group take some responsibility for implementing it? Another way in which interests may be discovered in early meetings with the group is the liberal use of questions. Through friendly inquiry the worker is often able to locate beginning points for programme. Questions may be of an "exploratory" nature, such as "what are some of the fun things that groups like ours do around here? Or questions may be of the "challenge or stimulation" type, such as "How about all of us trying to think up the most exciting thing we could do next week". Then, too, there are "opinion" questions, such as "what would you think of this as an idea?" Workers also ask "data" questions, such as "How many of you have ever played this game?" "Choice or decision" questions on the order of "Now let's see if we can choose among all these possibilities?" Should be used after the group has had time for careful discussion. The job of interest discovery and the relating of interests to needs does not cease with the worker's early contacts with the group. In a sense, programme development is continuous and finding the beginning level is only one part of it. The worker has a function at the point of helping the group to enjoy a progressive series of programme experiences which tend to parallel the group's development. The expansion of interests and the deepening of individual awareness is largely a matter of continuous interpretation and evaluation of programme as they are carried on. In all this the group worker is an active participant who accepts his responsibility to help the group toward self-discovery. His role shifts as the group changes and his duties depend upon the kind of response he is able to foster among the members of the group. A maximum of flexibility and a keen alertness to moment at which the group is ready to act, play a prominent part in the successful discovery of interests and their transaction into needs.

NSOU ? PGSW-III 187 10.5 Role of group worker in programme planning Wilson and Ryland have narrated the following role of the

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group worker in programme planning: 1. Helping the members plan the programme:

The social group worker helps the group members to plan their own programme. He enables them to engage constructively in the programme planning process. He does this by the following ways. a. Observation, Listening and Action: The social group worker observes the actions and words of the members as they make use of programme media, reveal their needs and interests. He is sensitive not only to the actual words but to the way in which they are spoken. The worker picks up conversations in the midst of activities and helps the members to verbalize their troubled thoughts. b. Analysing and Recording: The worker makes on the spot analyse which changes his procedure with the group. Through the records, he remembers and sees the events of the meeting and the members' reactions in a little different light and finds new leads for the programme related to the needs of the members and the group as a whole. c. Visiting and Counselling: By another way, the worker discovers needs and interests through his contacts with the family, the school and the community resources. He counsels them to plan the activities according to their needs. d. Teaching and Leading: Sometimes the worker leads the activities when it is urgently needed in such a way that members enjoy participating in them. The worker keeps his focus both on the group experience and on the members. He is a catalytic agent between people, programme, ideas, materials and the facilities. 2. Discovering and Arousing Interests: a. Assumed Interests: Because of his general knowledge of the growth and developmental needs of individuals at various age levels, the worker can

NSOU ? PGSW-III 188 assume that a group composed of members having the ordinary development for a certain age will have certain interests. b. Expressed interests: Various devices are used to express their interests. It is worker's responsibility to see what needs lie behind the expressed interests. c. Implied interests: Many interests are implied rather than expressed directly in words. Group worker analyse these interests and brings them on conscious level of the group. 3. Using the Environment: The worker makes extensive use of the environment to stimulate new programme activities. He uses agency's facilities such as gymnasium, swimming pool, game room, record player, library, kitchen, craft, shop etc., to enrich the activities. 4. Using Limitations: Social group worker imposes limitations on the activities on basis of available materials, rules and procedures, resources and facilities. He also limits the activities within the realm of the possibility of successful accomplishment. 10.6 Principles of programme planning In order to achieve the objectives of the group, a number of important principles of programme planning have been identified(Program Planning in Social Group Work, n.d.). Let us take a look at some of these principles: 1. Participation in Activities Depends on Rewards: For the members to remain involved and interested over long period of time, they must received satisfactory rewards. 2. Group Work and Employing Energy of Felt Needs: The only matters on which group members will expend energy are these which they feel are problems, things about which they have feeling which they must deal with. Therefore, the survey of problems suggested by members is the starting point of the group activities. 3. Leadership is by Team: Leadership is an important factor in group activities. This should be within the group. This kind of leadership encourages free expression of feeling and opinions and guides the group into action.

NSOU ? PGSW-III 189 4. Membership should be based on willingness to work and not Ideology: The basis of participation in group activities should be on willingness to work in group. As long as there is willingness to work on problems, ideological differences can be settled or avoided. 5. Activities should be Problem Centred: Members of the group must know that what they are organizing and doing that is for their welfare and for the solution of the problem. 6. Group members should plan their programme. 7. All decisions are subject to revision as a result of taking action: If the decisions are not suited for action, the process of changing decisions plays an important and cohesive role in group work programming. 8. There should be definite rules and regulations of group activities. 9. Group should be formed on the basis of socio-metric measures on mutuality of interests and needs of the individual. 10.7 Group organisation as a part of programme planning Every group that aspires to

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independence and self-determination must arrange its constituent members in such a way that they can

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said to be "organized". The form of organization is in itself of minor importance.

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The function of organisation in, however, of major importance. If a group is to develop and carry out its own programme, it must have way of

making and accepting decisions,

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ways of assigning or delegating responsibility, ways of getting the whole group to participate in the planning, carrying out and evaluation of the activities that make up the programme and ways of handling routine relationships with the agency and other groups.

It is a part of the group

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worker's job to help groups create the type of functional organization that will make possible the sort of programme the group wishes to conduct (

Sehgal, n.d.). The important thing about organization is its meaning and vitality rather than its form. The group worker does not "organize" the group. Rather, he works with the group at the point of creating a form of organization that will best serve its purpose. NSOU ? PGSW-III 190 In general the details of functional organization of the group should take shape as a natural process, as needs arise, rather than be superimposed by workers or agencies. It is very easy to over organize a group on the theory that "everybody should have a job to do". Unfortunately it is very unfair and even harmful to pretend that people have a job to do when in reality no such job exists. Often workers and groups get satisfaction out of creating complex organizational super structures, only to find that all their time goes into "keeping up the organization" and that there is no time or energy left for the real purpose of the group. A basic dictum would seem to be: keep the form of the organization as simple as possible. The worker has a great deal to do in pointing up what is involved in programme decisions. When he asks, who is going to do the work? Or what jobs are involved here? He is helping the group to accept the fact that programme do not "just happen" but always require people who will take responsibility. In this connection there should be a clear understanding of duties and responsibilities and decision of the time when the job is to be done. It is better to devote time and energy to careful planning than to endless checking up later because of initial misunderstanding. Furthermore, there is a great deal of skill required from the workers in helping officers, committee chairmen and others learn how to do their jobs and to do them in concert with the others. The group worker must learn how to point out things without taking over and must know how to coordinate the separate efforts of a great number of different people, all of whom bear some of the load for the group deal easier for the worker to do it himself, but in so doing he defeats the purpose of group work, which is to get people opportunities to do for themselves and their group. 10.8 Guided Interaction—the heart of the programme planning The social group workers' primary job in programme development is to guide the processes of interaction among group members. Social group work utilizes the interaction of members around programme in an agency setting with worker guidance(Verma, n.d.). It is believed that this group work process results in the

NSOU ? PGSW-III 191 movement of individuals and groups toward objectives that are mutually compatible with the function of the agency. Interaction is illustrated in figure 2.2 Interaction refers to participating behaviour of a reciprocal kind. It is the give- and-take of individuals who act and react. This “giving to and taking from” is really a single process which takes place within the group. The worker is responsible both for stimulating the “to and from” and for helping participation become channelled or focused on the goal to be attained. Interaction itself is not an end but rather a mean to the goal of the group. It tends to take two forms: acts of initiation and response to the initiatory acts. When they seek knowledge, when they volunteers to take responsibility, they are interacting with their group members. Consequently, workers should be alert to the origin of ideas and then make certain that the group has a chance to respond fully. Responses may be positive, negative or neutral. The response of one member may be to accept it with slight modifications: this act then results in a new cycle of consideration. It has been well stated that interaction is not a matter of arithmetic or addition of responses but rather an interweaving or interpretation of responses. Interaction is a matter of degree rather than of type. In some situations, especially in cases in which the group is secure and morale is high, group members work together with surprising speed and thoroughness. Almost everyone participates and has a chance to express himself, and the product of the interaction is substantially a group product. With other groups the reverse is true and the worker has to back up and begin almost at the beginning again. Clearly, the kinds of relationships that exist

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among the members and between the members and the worker

determine the degree of interaction that will obtain. Until the individuals actually become a group and can communicate with each other, the degree and duration of purposeful interaction will be less than at a later time. Beginning level programme with newly formed groups should concentrate on things that will help such groups to develop a consciousness of one another, a consciousness of being group. Understanding the Dimensions of Interaction: After working with groups for a period of time, the group worker becomes aware that the process of interaction has many dimensions. He begins to watch for certain things to happen and in so doing he understands more fully the meaning of the

NSOU ? PGSW-III 192 behaviour being displayed. Some of the important dimensions of interaction that the worker should have in mind are: 1. Distribution – is participating – should be studied. After a few meetings the worker can recall who is participating and who is not and will become aware of the demanding member and of the members who does not participate at all. 2. Frequency – how often and how many time the member participates – can be observed. Some members soon to be involved in everything that is going on, and others participate less frequently. 3. Duration – how long participation lasts – is considered. Here the workers will not that some members seem to be actively involved throughout most of the meeting while others enter in only now and then and briefly. 4. Order of participation is important to understand. Some members always speak first and others wait a while. Member A may not participate until member B has had his say. Member C may always enter in after the worker has made a comment. Member D may watch for opportunities to insert his specific feelings. 5. Direction of the interaction should be noted. Usually then are two broad categories of direction: toward persons and toward objects. Sometimes the worker will observe that a member always responds to the worker. Sometimes the interaction is directed toward the task at hand and other times it is off the track and seemingly out of focus. 6. Content of the interaction is usually both programme – and personality – centered. Group members may be talking about a forthcoming programme event and simultaneously reveal their preferences for certain persons to be in charge of certain parts of it. 7. Meaning of the interaction is evaluated by the worker, who endeavours to assess the positive and the negative aspects of member responses. Five factors, taken together, influence the interactional capacity of the group: the relationships between group members, the relationship between the worker and the group, the conscious bond of need and interest which holds the group together, the goals for which they work, and the social situation in which they find themselves. As

NSOU ? PGSW-III 193 he gives guidance to group interaction in relation to the programme development process, the group worker is demonstrating the group work process. The group work process is in operation when the group worker consciously guides and utilizes the interaction among group members for individual and group development. It is important to emphasize the fact the in the group work process the worker participates actively in directing the interaction of members so that the experience will meet their needs as individuals and at the same time assist the group to move toward some satisfying group achievement which is mutually determined. 10.9 Programme planning with Large Group The worker can also help the large group divide its members into a number of subgroups of either short-term or long-term duration. The process of planning group programme can be participated in by a large number of members on different occasions. The use of a steering committee or planning or executive committee will enable certain members of the group to take responsibility for the whole group. If there is sufficient rotation of responsibility in jobs of this kind over a period of time, a large number of persons can have experience in doing something for the group. The planned subdivision of a large group engaged in programme activity can amount to the creation of a number of small groups and can help individuals become a part of the small group during the specific event or session. In addition, the group worker has an opportunity to refer individuals from large groups to small groups, and often the large group provides a way for an individual to get started in an agency programme. Alertness on the part of the group worker will frequently result in his locating of individuals who need special help. This may require a specialized interest and a specialized focus, so that the individual can be helped to relate to another resource. Let us bear in mind that group workers should endeavour to use as much of their group work knowledge and skill as possible in all group situations small or large. Programme development is a continuous process that calls for the involvement of as many group members as possible.

NSOU ? PGSW-III 194 Guidance of interaction—the Focus of the Programme Process Figure 2.2

NSOU ? PGSW-III 195 10.10

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Factors influencing programme planning All initiatives and efforts of the group in pursuit of fulfilling its goal is considered to be a programme in the social group work context. Though one tends to equate programme with activity, let us be clear that programme is a concept that comprises of not only activities but also emotional aspects such as group bonding, communications

and

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experiences etc. One important aspect is that all these should result out of conscious planning by the group under the guidance of the worker. Programme is thus a process rather than the periodic culmination of a process. In the light of the above, let us discuss the factors influencing programme planning ("SOCIAL WORK INTERVENTION IN CORRECTIONAL SETTINGS," n.d.): The primary responsibility for programmes in groups' lives with its group members – the group worker is only a facilitator in the entire process. The programmes have to be person-centered, catering to the requirements of its members. The group members, therefore, have to engage themselves to their best possible extent in programme planning, fully understanding that its successful implementation calls for their cooperation and contribution"

SOCIAL WORK INTERVENTION IN CORRECTIONAL SETTINGS," n.d.).

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If a programme has to be person-centered, it has to respond to the wants and welfare of the group members. The group worker has to make the group understand that (i) there is a vast distinction between the wants of the group members and their welfare; (ii) this can be gathered when group members put across their views during programme sessions. However, when group starts spelling out ideas for the programme, the worker needs to carefully evaluate them on the basis of collective interests, firm foundation, feasibility in terms of resources and agency's objectives, feasibility of personal partaking of members and also of group's cooperation. It is of equal importance that the worker consistently taps the wants and welfare of the group from its members. Gathering this vital information is not a onetime affair to be done in the initial stages of the programme, but has to flow at periodic intervals to ensure that the programme is on the right path. The worker has to understand and also convey to the group members that programme planning is an NSOU ? PGSW-III 196 ongoing process – that as the programme evolves in sequence, one could comprehend the group's progress as well. Any discussion of programme in social group work must take into account such times as content and area, media of expression, and methods of conducting it. Programme area or content refers to a segment of life experience that has general meaning for the individuals at their specific point of development. The programme process is not segmental; in actual work all these are interrelated and almost indistinguishable.

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The group worker enables the group to understand their role in programme planning and implementation – that programmes are successful largely due to the members' willingness to share responsibilities. During the planning stages, the group members should clearly assign and accept duties and responsibilities – individually, in pairs or through forming smaller committees within the group. The group worker assists the members in functioning in unity towards executing the programme. Healthy, purposeful and friendly communication among group members is the essence of programme planning and development. The group worker's role here is imperative. He steers the group members to meaningful communication which in turn leads to the group working towards aims that reciprocate with the agency's functioning. Thus communication is a fundamental mode on the road to the group's goals. Thus, the programme planning process is influenced by various factors such as: (i) consistent unearthing of the wants and welfare of members, (ii) identification of the point

where in

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the programme shall commence, (iii) studying and scrutinizing work responsibilities involved in programme execution, (iv) delegating duties and responsibilities to various members, (v) synchronization of individual efforts and striving for harmony among the group members and programme evaluation. 10.11 Criteria of

effective process and programme The group work process is operating at its best when the agency, the worker, and the group provide an environmental setting in which the full interplay of

NSOU ? PGSW-III 197 personalities upon one another is not only permitted but definitely encouraged; help individuals to participate in the discussion of goals, the formulation of plans and the carrying out of programme activities; emphasize cooperative, joint activity, in which working together serves to integrate individual, group and agency in a mutually satisfying effort; work for a system of group organization and social control that makes it possible for the individual to function as an individual but at the same time allows him to choose to act collectively with others in socially valid ways. The programme in social group work must meet the following criteria of effectiveness (Jose & Nair, n.d.): •

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Programme should grow out of the needs and interests of the individuals who compose the group. • Programme should take into account such factors as age of group members, cultural background and economic difference. • Programme should provide individuals with experiences and opportunities which they voluntarily choose to pursue because of their inherent values. • Programme should be flexible and varied to satisfy a variety of needs interests and to afford a maximum number of opportunities for participation. • Programme should evolve from the simple to more complexes with movement coming as a result of group growth in ability and readiness. Movement from initially "personal" to "social" or "community" concerns should be an ultimate objective if our programmes are to have a greater social significance. 10.12

Dimensions of programme planning

process The programme planning process has three dimensions namely: • Programme Formulation • Programme Implementation • Programme Evaluation

NSOU ? PGSW-III 198 Programme Formulation: Programme formulation becomes a large and complex task after a positive decision has been taken on a programme idea. The nine steps are required for programme formulation (see chart). In step 1 'Preparation of Programme Formulation', the group formulate the programme. A term of reference including time dimension, expected results, resource and problems is decided. The group obtain the necessary data required for the concerned programme. In step 2: 'Analysis of Group Situation' a clear picture of the group's environment is carried out, i.e., description of the group, their decision making process, past experiences relating to the success or failure of the programme, need to current or future levels of the resources for the programme etc. In step 3: 'Analysing the socio-economic and Demographic Situation' the present and future analysis is done of the socio-economic situation, and the demographic situation. In step 4: 'Analysis and Projection of the Problems' groups define the problems and projection of the future situation which is worked out on the assumption that existing trends continue without change in the relevant system and their policies. In step 5: 'Getting the objectives and targets' entails a statement of the problem – reduction to be achieved through the programme and translating them into the kind and magnitude of services. In step 6: 'Identification of Potential Obstacles' an attempt is made to predict the potential obstacles that might stand in the way of reaching the operational targets. In step 7: 'Design of Strategies' the key sub-steps involved are the establishment of explicit criteria for strategy design, the selection of flexible strategies, the assessment of their implications in costs and requirements, and their revision of the targets and strategies under consideration in the light of the assessment. In step 8: 'Planning the Programme' the group decides design for efficient performance. The thinking of the group shifts here from 'what is to be developed' to 'how is it to be developed'. In step 9: In the final step a 'Writing Programme Proposal' the products of earlier steps are re-examined, synthesized and documented in the form of a programme proposal.

NSOU ? PGSW-III 199 Steps in programme formulation Figure 2.3 Programme Implementation: Proper implementation of the programme is vital and a great attention and energy are required to ensure this. This purpose of implementation is to ensure that the programme activities have been completed on schedule and within budget, and that there are favourable conditions to maintain the desired changes generated by the programme after the programme as such is terminated. The stages of implementation have been discussed below: Initiating the programme : Obtaining approval for the programme proposal, preparing the interim budget. Specifying and scheduling : Projecting the details of work and deciding what the work tasks are to be done by whom and when.

NSOU ? PGSW-III 200 Clarifying Authority. : Obtaining agreement as to who is responsible for Responsibility and ensuring that the work gets done, distributing Relationships decision-making authority among the group members and establishing formal lines of communication. Establishing the control : Determining what information is necessary for system programme control, identifying sources of such information and setting up reporting system for the programme. Directing and controlling : Motivating group members, executing programme activities, obtaining information for control and take corrective action as necessary. Terminating the programme : Preparing the final report, handing over responsibilities to the group members. Programme Evaluation: All development programmes undertaken need to be evaluated for the results they have achieved or failed to achieve. Careful evaluation is the backbone of all programmes. On

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evaluating the services provided by a group, there are two dimensions of evaluation – process evaluation and outcome evaluation. I. Process Evaluation: Process evaluation is an assessment, generally by group members, as to the aspects of the group that were useful or detrimental. Feed back about techniques and incidents that blocked or enhanced

process

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is of immense value to the group leader. With this information, the leader can hone certain skills, eliminate some materials

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and give direction for approaches and materials to add. Such feedback can aid confidence.

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Process evaluation can be conducted orally by asking the group members to discuss the aspects, techniques, materials and incidents that were constructive and those that were counterproductive. An advantage of such an oral evaluation is that most members enjoy a verbal discussion.

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Process evaluation can also be accomplished by a brief questionnaire. There key questions follow: 1. Summarize the strengths of this group. 2.

Summarize the shortcomings of this group. 3. Briefly outline your specific suggestions for change.

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Another way of evaluating process is by peer review, a form of quality control. Peer review is conducted by having one or more "peers" periodically sit in on a group.

A peer review is a review of a small portion of the total functioning of the

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group. II. Outcome Evaluation: Outcome evaluation involves assessing the extent to which the goals have been accomplished that was formulated when the group began. Specific approaches to measure goal attainment are single-subject design, task achievement scaling and satisfaction questionnaire. Single-Subject Design:

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The first step in single-subject design is to specify the outcome of interest. The selected outcome should reflect the needs of the member and what is realistic to achieve. It also must be an outcome that can be defined specifically and measured.

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The second step in the design process is to select a suitable measure.

There are a variety of ways for measuring

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client outcomes, including direct observation, self-reports from the client and standardized measures. Standardized measures include tests, questionnaires, rating scales, inventories and checklists.

A variety of

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standardized measures have been developed to measure variables such as self-esteem, level of assertiveness, level of depression, anxiety level, degree of marital satisfaction, burnout, amount of stress, potential for suicide and generalized contentment. The third step is to record baseline data. Base lining involves collecting data for a period of time before implementing the intervention. The objective of

base-lining

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is to establish the base rate of the outcome measure before intervention occurs. This

base-lining

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rate can then be used to provide a basis of comparison for the occurrence of the target behaviour (behaviour to be changed) before, during and after intervention. The fourth step is to implement intervention and monitor the outcomes.

The fifth step is to assess change. This step involves a comparison of the occurrence of the target behaviour before, during and after treatment.

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The sixth step in the process is to infer effectiveness. This step involves demonstrating logically and empirically that the intervention is the only reasonable explanation for the observed change in client outcome.

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Task Achievement Scaling: The objective of this approach is to gauge the degree to which group members and / or the leader have completed agreed upon intervention tasks. In this approach, the work toward the goals of the members and of the group is broken down into many separate actions or tasks. The tasks are selected by mutual agreement

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the members, and each member is assigned or selects specific tasks to reach his or her goal and the overall goal of the group. Usually, a deadline is set for the completion of each task. Task Achievement Scaling refers to a procedure for rating the degree to which each agreed-upon task has, in fact, been achieved.

Satisfaction

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Questionnaire: Still another way to assess the outcome of a group is to have group members fill out a questionnaire that measures level of satisfaction.

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Such a questionnaire is a relatively simple and inexpensive way to measure the members' satisfaction level with the group. The questionnaire can be filled out at the last meeting of the group or can be mailed to members sometime after the last meeting.

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Exercise I: Your Process Evaluation of a Group. Goal: This exercise is designed to familiarize you with process evaluation. 1. Describe a group that you participated in, which has now ended. 2. Summarize the following: a. Strengths of this group. b. Shortcomings of this group. c. Suggestions for how this group could have been improved.

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Exercise II: Applying Single-Subject Design to Alleviating one of your Bad Habits Goal: This exercise is designed to assist you in understanding and applying Single- subject design. 1. Identify a bad habit that you have and that you want to reduce in frequency or eliminate entirely. It might be for example, drinking fewer alcoholic beverages or quitting smoking. 2. For alleviating this habit, specify the following: a. Your outcome; b. A suitable measure to determine progress; NSOU ? PGSW-III 203 c. Your baseline

date;

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d. Implementing intervention and monitoring the outcome; e. Assessing change; f. Inferring effectiveness. 3. Being realistic, after completing this evaluation, do you have a commitment to alleviating your undesired habit?

Exercise III:

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Applying a Satisfaction Questionnaire to a group you participated in. Goal: This exercise is designed to assist you in applying a satisfaction questionnaire. 4. Describe a group that you participated in that has now ended. 5. Answer the questions from the Satisfaction Questionnaire.

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Group member satisfaction questionnaire: Thank you for taking a few minutes to evaluate your experiences in our group. Your answer to this brief questionnaire will help us to improve future groups. Feel free to offer your comments. To assure anonymity, please do not sign your name. 1. Did you accomplish what

your

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expected when you joined the group? - Yes, completely - Mostly - No real progress - Worse off now than before - Comments _____ 2. Do you feel the group accomplished its goals? - Yes, completely - Mostly - No real progress - The group was an utter failure - Comments _____ 3. How do you feel about the group leader? - Very satisfied - Satisfied NSOU ? PGSW-III 204 - No feelings one way or another - Dissatisfied - Comments _____ 4. How do you feel about the other members in the group? - Satisfied with everyone - Satisfied with some, and dissatisfied with other - No feelings one way or another - Dissatisfied with most of the other members - Dissatisfied with all of the other members - Very dissatisfied with all of the other members - Comments _____

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Group Exercise: Exercise A: Evaluating and Ending the Programme. Goal: To bring closure a group. Note: The group worker of the group should lead this exercise. Step 1: The group worker begins by expressing a number of positive thoughts and feelings that she or he has about the group. The group worker may also mention a few memorable experiences. Step 2: The group worker sits in a circle and the worker asks: "Is there anything that anyone wants to express before the programme ends? "Is there any unfinished work that we should deal with?" Step 3: The worker leads a discussion in which the group reflects upon the programme through questions such as: "Do you believe this programme has helped prepare you to lead groups in social work?" "What else might have been done to better prepare you to lead groups?" "What exercises or materials have helped you grow as a person?" "What do you see as the shortcoming of this programme?" "How might this programme be improved?"

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The members express what they will most remember about this course and / or what they feel they have learned. Each member should be given an opportunity to express this.

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Each member expresses nonverbally how she or he felt about being in this class at the first session and how she or he now feels about having been in the group. Step 6: The worker asks each member to give an imaginary gift to the person on his or her right. Each person should take a turn so everyone can hear what the gifts are. When giving or receiving the gift the member extend their hands to symbolize the giving or receiving of the gift. Example of such gifts are the time-management key to ending procrastination, a warm sun for a smiling personality, a heart for happier relationships, positive and rational thinking for handling unwanted emotions, and the gift of meditation for reducing stress. Step 7:

The worker may end the programme / meeting,

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by administering a member programme evaluation, by saying some final words, or in some other appropriate way. 10.13

Importance of programme planning The main advantages of programme planning are as follows: 1. Planning increases the efficiency of a group. 2. It reduces the risks involved in activities. 3. It facilitates proper coordination within the group. 4. It aids in organizing all available resources. 5. It gives right direction to the programme. 6. It is important to maintain good control. 7. It helps to achieve the objectives of the group. 8. It motivates the group member of a group. 9. It encourages workers' creativity and innovation. 10. It also helps in decision making. Why programme planning is important? Now let's understand why planning is important for the programme:

1. Increase efficiency: Programme planning makes optimum utilization of all available resources. It helps to reduce the wastage of valuable resources and

NSOU ? PGSW-III 206 avoids their duplication. It aims to give the highest returns at the lowest possible cost. It thus increases the overall efficiency. 2. Reduces program related risks: There are many risks involved in any modern activities. Planning helps to forecast these programme-related risks. It also helps to take the necessary precautions to avoid these risks and prepare for future uncertainties in advance. Thus, it reduces programme-related risks. 3. Facilitates proper coordination: Often, the plans of all of the groups of an organisation are well coordinated with each other. Similarly, the short-term, medium-term and long-term plans of a group are also coordinated with other groups. Such proper coordination is possible only because of efficient planning. 4. Aids in organizing:

Organizing means to bring together all available resources. Without planning organizing is not possible. It is so, since, planning tells us the number of resources required and when are they needed. It means that planning aids in organizing in an efficient way. 5. Gives right direction: Direction means to give proper information, accurate instructions and useful guidance to the group members. It is impossible without planning. 6. Keeps good control: With control, the actual performance of a group member is compared with the plans, and deviations (if any) are found out and corrected. It is impossible to achieve such control without the right planning (programme). Therefore, programme planning becomes necessary to keep and control. 7. Helps to achieve objectives: Every group has certain objectives or targets. It keeps working hard to fulfil these goals. Planning helps a group to achieve these aims, but with some ease and promptness. Planning also helps an organization to avoid doing some random (done by chance) activities. 8. Motivates group members: A good plan provides various financial and non-financial incentives to both worker and group members. These incentives motivate them to work hard and achieve the objectives of the group. Thus, planning through various incentives helps to motivate the group members of a group.

NSOU ? PGSW-III 207 9. Encourages creativity and innovation: Planning helps to express the creativity and innovation of the group members. It brings satisfaction to the worker and eventually a success to the group. 10. Helps in decision-making: A worker makes many different plans. Then the worker selects or chooses the best of all available strategies. Making a selection or choosing something means to take a decision. So, decision-making is facilitated by planning. Therefore, programme planning is necessary for effective and efficient functioning of every group irrespective of its size, type and objectives. 10.14 Conclusion Planning can be defined as "thinking in advance what is to be done, when it is to be done, how it is to be done and by whom it should be done". In simple words we can say, planning bridges the gap between where we are standing today and where we want to reach. By "programme" we generally think of the activities to be performed by agency to satisfy its needs and interests. But modern concept of programme in social group work has come to mean everything that the group does to satisfy its interest. It includes the entire range of activities, relationships, interactions and experiences of individuals and group. The group's programme is the framework within which group experiences occurs. It is

deliberately planned and

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carried out with the help of the worker to meet the needs of the individuals and the group.

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Programme is thus a process rather than periodic culmination of a process. 10.15

Exercise 1. What do you mean by programme? What are the importance's of programme planning? 2. Elucidate the role of group worker in programme planning. 3. Write in brief the dimensions of programme planning process. 4. "Programme is not an end, it means to an end" explain briefly. 5. Explain briefly the principles of programme planning.

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NSOU ? PGSW-III 209 Unit 11 ? Group Work in Different Settings Structure 11.0 Objective 11.1 Introduction 11.2

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Group work in Institutional Settings 11.2.1 Group Work with Families 11.2.2 Group Work and Child Welfare 11.2.3 Group Work in Residential Homes 11.2.4 Group Work

with parents of mentally challenged 11.2.5

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Group Work and Geriatric Care 11.2.6 Group Work in Psychiatric Clinic 11.2.7 Group Work in Hospitals 11.2.8

Group Work in Correctional Settings 11.3

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Social Work with Indiv and Groups Block 2.pdf (D164882173)

Group Work in Educational Settings 11.4 Group Work with Youths 11.5 Group Work with Women 11.6 Group Work in Community Settings 11.6.1

Social Action Groups 11.6.2 Group Work with Disaster Victims 11.6.3 Group Work with Substance Abusers 11.6.4 Group Work with Self-help Groups 11.7 Conclusion 11.8 Exercise 11.9 Reference 11.0

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Objectives After reading the unit you should be able to : • Know the role of group work in different institutional

setting; •

53%

MATCHING BLOCK 430/546

W

To understand the uses of group work in educational settings; • To know the role of groups in community settings. NSOU ? PGSW-III 210 11.1 Introduction Group work is used in numerous institutions – hospitals, childwelfare institutions, alcoholic and drug rehabilitation agencies, old age agencies etc. Group work, if effectively used can alleviate the problems and reduce its psychosocial effects. Educational institutions

offer diverse opportunities to practice group work.

100%

MATCHING BLOCK 431/546

W

A variety of activities can be done with the group.

92%

MATCHING BLOCK 432/546

W

Present day educators see to provide holistic education to the student, not just improve his memory and his retention powers.

100%

MATCHING BLOCK 433/546

W

Group Work seen in this context is an apt method to bring about this transformation in the student. 11.2 Group work in

Institutional Settings 11.2.1 Group

94%

MATCHING BLOCK 434/546

W

Work with Families A family is one category out of a number of categories of small groups.

93%

MATCHING BLOCK 435/546

W

The focus of group work services is often the family, an interacting, interdependent system. The problems faced by people are usually influenced by the dynamics within the family and dynamics within the family are in turn, influenced by the wider social and cultural environment. Because a family is an interacting system, change in any member will affect all others. Tensions between a husband and wife, for example, will be felt by their children who may then respond with disturbed behaviour. Treating the children's behaviour alone will not get to the root of the family problem. Another reason for the focus on the family rather than the individual is that other family members are often needed in the treatment process. They can help identify family patterns. In addition, the whole family, once members perceive the relationships among their various behaviours can form a powerful team in

re-establishing

88%

MATCHING BLOCK 436/546

W

healthier patterns. For example, family members can pressure their alcoholic mother to acknowledge her problem. They may provide important emotional support for her efforts to stop drinking. They may also need counselling themselves to assist in coping with them when she is drinking.

NSOU ? PGSW-III 211

96%

MATCHING BLOCK 438/546

W

Family problems and the nature of social work: An infinite number of problems occur in families.

91%**MATCHING BLOCK 439/546****W**

When problems arise in a family, social services are often needed. The types and forms of services that group workers provide to trouble families are extremely varied. We can group them into two major categories: in-home services and out-of-home services. In-home services are preventive. Although not all are offered literally within the home itself, they are specifically designed to help families stay together. They include financial aid; protective services (services to safeguard children or frail older adults from abuse and neglect); family preservation services (intensive crises intervention within the home setting where children are so seriously at risk that removal to foster care would otherwise be required); family therapy (intensive counselling to improve family relationships); day care (Caretaking services for children or older adults to provide respite for caregivers who might otherwise be overwhelmed our to permit them to work outside the home); home-maker services; and family life education (classes, often offered at traditional family service agencies, that cover such topics as child development, parenting skills, communication issues etc.). Obviously, not all of these services can be provided by group workers, but workers must know where to find them and how to help the family obtain them when needed. Out-of-home services, on the other hand, are those services that must be operationalized when the family can no longer remain intact. They are a manifesta- tion that sometimes has gone seriously wrong, since the breakup of any family amounts to a tragedy that will have ramifications beyond family boundaries. While family members usually received the blame, the larger system (social environment and the level of support it provides to troubled families) may be called into question. Out-of-home

96%**MATCHING BLOCK 440/546****W**

services include foster care, adoption, group homes, institutional care (for example, residential treatment centres), and the judicial system (which provides a different kind of institutional care, prison or jail for family members who have run into difficulty with the law). To perform these services,

group

100%**MATCHING BLOCK 441/546****W**

workers engage in a variety of roles (for example, broker, educator, advocate, supporter,

75%**MATCHING BLOCK 442/546****W**

and mediator). Family Assessment: The two areas in family social work practice that have received the most attention are family assessment and family therapy. NSOU ? PGSW-III 212 There are a variety of ways to assess

91%**MATCHING BLOCK 443/546****W**

to assess families conducting a social history of a family and its members is a widely need approach. With regard to family assessment, however, two techniques have received considerable discussion in record years: eco-maps and genograms. The Eco-Map: The eco-map is a paper-and-pencil assessment tool used to assess specific troubles and plan interventions for clients. The eco-maps, a drawing of the client family in its social environment, is usually drown jointly by the worker and the client. It helps both parties achieve a holistic or ecological view of the client's family life and the nature of the family's relationships with groups, associations, organisations and other families and individuals. The eco-map has been used in a variety of situations including marriage and family counselling and adoption and foster-care home studies. It has also been used to supplement traditional social histories and case records. The eco-map is a shorthand method

of

88%**MATCHING BLOCK 444/546****W**

recording basic special information. The technique helps clients and workers gain insight into the client's problems by providing a "snapshot view" of important interactions at a particular point in time. Ann Hartman is the primary developer of

93%**MATCHING BLOCK 445/546****W**

the tool. The Genogram: The genogram is a graphic way of investigating the origin of a client's or client family's presenting problem by diagramming the family over at least three generations. The client and worker usually jointly construct the family genogram, which is essentially a

94%

MATCHING BLOCK 446/546

W

family tree. Bowen is the primary developer of this technique. The genogram helps the worker and family members examine problematic emotional and behavioural patterns in an intergenerational context. Patterns tend to repeat themselves, what happens in one generation often occurs in the next. Genograms help family members identify and understand family relationship patterns.

100%

MATCHING BLOCK 447/546

W

Family Therapy: One of the many social services provided to families is family therapy (also called family counselling). Strictly speaking, family therapy

92%

MATCHING BLOCK 448/546

W

is a subset of the broader classification of group therapy that is aimed at helping families with whatever interactional, behavioural and emotional problems arise in the course of everyday living. Problems include marital conflicts, parent-child interactional problems and

NSOU ? PGSW-III 213

81%

MATCHING BLOCK 449/546

W

conflicts with grand-parents or other relatives. A wide variety of problems are dealt within family therapy: domestic violence, communication problems, disagreements between family members on drug use and abuse, school performance, money management, sexual values and behaviour, performance of domestic tasks and methods of disciplining the children. 11.2.2

Group Work and Child Welfare The social environment of children like the family, school, peer groups and neighbourhood environment, play a vital part in their overall development. The impact of these social units on children can be both positive and negative. Poor and broken families and deprived neighbourhoods are known for their inability to ensure adequate development inputs for children. The deprived neighbourhoods expose children to a number of stressful situations, which could be very harmful for them. Extreme poverty, broken families leading to poor parenting, family violence, alcoholism and tobacco use at early age leading to health problems, lack of education, and physical and sexual abuse are fairly common problems in such neighbourhoods. The lack of proper guidance and caring are identified as causes of their coming in conflict with law such children constitute a sizeable number in developing countries including India. Even in affluent families children may need capacity building in many life skill area such as accepting diversity, exercising self control and handling conflicts. Group Work can be used for providing timely help to such children in India and other developing countries. Group Work objectives in child welfare agencies are (Varghese, n.d.): 1.

85%

MATCHING BLOCK 450/546

W

Training them in alternate behaviour patterns. Many children are from dysfunctional families and lack appropriate role models in the family. 2.

Training in survival skills-maintaining relationships, seeking assistance, keeping jobs etc (Varghese, n.d.). 3.

82%

MATCHING BLOCK 451/546

W

Treatment for symptoms related to anxiety, depression, post traumatic stress disorder, substance abuse and poor interpersonal relations. 4.

100%

MATCHING BLOCK 452/546

W

Training in personality development especially building self-confidence and self-esteem, public speaking and ability to face personal interviews. 5. Recreational activities in their free time-play groups etc (

Varghese, n.d.).

NSOU ? PGSW-III 214 11.2.3 Group Work in Residential Homes Residential homes are another setting where group work can prove helpful in providing development inputs for children. The children coming in conflict with law or the children in need of care and protection are placed here for providing them development inputs to mainstream them into the society. The purpose of doing group work in Residential homes are(Varghese, n.d.): 1. It seeks to facilitate adjustment in the homes. 2. It seeks to further diagnostic understanding. 3.

95%

MATCHING BLOCK 453/546

W

It sought to contribute to the beginning of the treatment process. 4. It

sought to meet normal growth needs. 5. It seeks to influence the institutional milieu. Group work with children in Residential Homes(Varghese, n.d.) – • To provide recreational activities • To develop like skills to strengthen their capacities to manage life in an home. •

90%

MATCHING BLOCK 455/546

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To provide help in dealing with personal problems. • To provide informal education. • To provide emotional support.

Group work with Street Children – Various NGOs conduct a weekend camp to

93%

MATCHING BLOCK 454/546

W

street children. Street children many of whom come to their open shelter – shelter for street children are without any compulsions or rules and regulations. Children are free to come and leave the shelter whenever they please. The shelter provides them facilitates to sleep, to take both and watch television.

The objectives of group work with street children are: •

69%

MATCHING BLOCK 467/546

SA

BSWS-22- ENGLISH 3.4.22.docx (D132411911)

To provide recreational activities • To meet emotional needs of children • To develop life skills to strengthen capacities to avoid exploitation and abuse • To provide livelihood and shelter • To provide

informal education.

NSOU ? PGSW-III 215 11.2.4

94%

MATCHING BLOCK 456/546

W

Group Work with parents of mentally challenged children NGOs work with spastics children organizes support group for the parents of the children of mentally challenged. The parents of these children need treatment as much as the children do. Newly enrolled parents are encouraged to join existing groups. These groups are meant for sharing and learning session. Parents are often denial about the condition of their children. They cannot see why this should happen to them and their children. Parents are depressed and anxious about the future of the children. They do not know how to react when their children are unable perform the actions that other children are able to do. Answers to most of the problems are found in the group – shared knowledge and from the experiences of other parents. The group facilitates the process of universalization of experience and the installation of hope (

Varghese, n.d.). Exercise-I (1)

100%

MATCHING BLOCK 457/546

W

What are the group work objectives in Child Welfare agencies? 11.2.5 Group Work and Geriatric Care

Elderly

73%

MATCHING BLOCK 458/546

W

persons suffer from a number of mental and physical ailments. More importantly, their social situation and their somatic condition affect their physical condition. They need special care and attention. The major characteristics of elderly people are(Varghese, n.d.) – 1. Intense loneliness and social isolation, poverty, feeling of rejection, struggle to find meaning in life, dependency, feeling of uselessness, hopelessness and despair, fear of death and dying, grief over other people's death. 2.

Short attention span(Varghese, n.d.) 3. Poor reality orientation 4. Need for support 5. Greater need for being listened to and understood. Group work activities with elderly are being undertaken by many organisations working with them. Support Group: Support groups for elderly persons are helpful in dealing with depression which is normal in old age. Loss of active life, and reduction in income,

NSOU ? PGSW-III 216 power and physical health, induces a sense of loneliness and depression. Support groups help in overcoming these feelings and sharing in groups help, to reduce tension as well. Recreational Groups: In day care centres of elderly people, recreation groups can be organized for recreational activities. These groups can act as a support groups. Health Groups: These groups can be used to provide information and bring attitudinal changes relating to health among the elderly in India. The old age day care centres that are being run by NGOs in some cities are places where group for the elderly can be formed for the above objectives. Forming a group of elderly is comparatively easier, as they are keen to participate in any activity where they can spend some time in a meaningful way. The participation in group activity gives them a sense of purpose to use their energies creatively. They feel welcome and if the group environment is healthy and creative they can do a lot of things that will meet their own needs and are helpful to others in the community. 11.2.6 Group

98%

MATCHING BLOCK 459/546

W

Work in Psychiatric Setting Group Work is an important component in the treatment and care of mentally ill people. It is being increasingly used in mental health setting in India. The incidence of mental illness is high in India. A trend in the care of mentally ill which is influencing the practice of group work

in de-

100%

MATCHING BLOCK 460/546

W

institutionalization increasing numbers of mentally ill people were being taken care in the families and in their homes rather than being confined to the hospital(

Varghese, n.d.). The goals of group work in psychiatric settings are(Varghese, n.d.): 1.

84%

MATCHING BLOCK 461/546

W

to socialize including forming satisfying social relations, establishing an awareness of others, learning and re-learning social skills. 2. to offer ego supports and develop ego strengths as well as broadening interest and scope of activities, building self confidence, self-esteem, self- worth, achieving tangible things, acceptance. 3. to test and see cause-and-effect relationship. 4. to increase responsibility, develop good judgements and self control and handle group living problems. 5. to influence one another in a positive way, develop better morale and challenge group hostility. NSOU ? PGSW-III 217 6. to adjust to a new mode of living and interrupt the deterioration process and counteract the regression of institutional living. 7. to

promote insights, develop the proper perspective on problems and feel- ings, release tensions. 8. to accept one's illness and prepare for

the use the individual and other therapies more positively. Practice principles, which have been found useful in the process, are (Varghese, n.d.): 1. Group

94%

MATCHING BLOCK 462/546

W

sessions with the mentally ill should be highly structured, meaning that the group worker should take control of sessions by planning the activity well. 2. Each group

100%

MATCHING BLOCK 463/546

W

session should be a rewarding one in the sense that the members should derive some pleasure and enjoyment from it. 3.

93%

MATCHING BLOCK 464/546

W

The group workers should also be careful that anxiety producing events and actions should be avoided and be prepared to deal with them. 11.2.7

98%

MATCHING BLOCK 465/546

W

Group Work in Hospitals Hospitals are important settings for social work practice. Psychological factors and physical health are related. Adverse negative factors can worsen the health conditions of the patients.

94%

MATCHING BLOCK 466/546

W

Another important factor is the growing importance of multidisciplinary teams which will address the various dimensions of the illness and its effect of the patient.

Team work,

89%

MATCHING BLOCK 471/546

SA BSW-22- ENGLISH 3.4.22.docx (D132411911)

therefore is an important method of work in health care settings. Thirdly, group work is seen as humanizing the bureaucratic system and giving holistic care for the clients. Lastly, group work is effective in disseminating information to the clients. Following groups are used in the hospitals(Varghese, n.d.): 1. Educational Groups: Educational groups disseminate information about the disease and its effects on the patients. They educate the person about the causes of diseases, its effects on the body, its pattern of progression and its debilitating effects. 2.

100%

MATCHING BLOCK 468/546

W

Support Groups: These groups provide the necessary social and emotional support to the

patient.

Group work can enable the patients to have appropriate coping

NSOU ? PGSW-III 218 mechanisms keeping in mind the individual's needs and her environment. It will result in better quality of life and better adherence to

86%

MATCHING BLOCK 469/546

W

treatment programme 3. Training groups: Training groups focus on teaching new social skills to the patients which would help them after they are discharged from the hospitals. Practice principles in health settings(Varghese, n.d.): Firstly, Group work in health setting needs to understand that patients suffer from pain and fatigue due to illness and often due to their treatment. She should therefore encourage patients to attend the meetings but not use excessive pressure. Secondly, the group workers should be flexible in her approach to group. The treatment cycle may vary with person to person and therefore the time period of attending the group sessions cannot be specified. Thirdly, individualization of client's is another important aspect, as

clients characteristics

80%

MATCHING BLOCK 470/546

W

will differ in terms of stages of disease, social support available in family, community and work place and the psychological condition. Fear of death, fear of disease recurrence, problems related to treatment (pain, changes in appearance, fatigue), changes in relationship and economic issues (income, future job prospects, costs of treatment) are important concerns that group workers must address. Exercise-II (1)What are the goals of group work in psychiatric settings? 11.2.8

Social Group Work in Correctional Settings Today Group workers are playing prominent role in the field of correctionalist services as it is emphasised by all correction list that punitive philosophy should be replaced by reformatory philosophy, because goodness is said to be the condition of mind as health is the condition of the body and neither the defects of character nor body can be cured by punishment. Crime today is considered as a product of certain forces within the individual and ungenial environmental factors. So to protect the society from crime, criminals must be treated and rehabilitated. Thus correction is the total process of helping persons who have violated the law to be rehabilitated. Correction in one sense plays a very important role in the administration of criminal justice. It is one of the four social processes utilized in the administration of criminal justice. They include -

NSOU ? PGSW-III 219 1. Law enforcement, which is concerned with the collection of evidence about reported offences and with the detection and arrest of suspected offenders. 2. Prosecution and defence or the preparation and presentation of criminal cases before the court. 3. Judicial process, which is concerned with the legal determination of guilt and the assignment of penalties. 4. Correction, which is responsible for administering the assigned penalties. The Group workers plays a very important role in this total process and the tasks in corrections includes four (4) in particular : (a) Investigation for the purpose of securing information about the client's failure or successes in meeting the obligations of his/her legal status. (b) The use of controls to modify client's behaviour. (c) Acting as a legal authority in the client's life with responsibility for value change. (d) Correct decision making in life: These are all important in working with persons in trouble and in particulars in attempting to help them adjust better to society. Functions of group workers: 1. Helping to strengthen motivations: The group worker through talking sym- pathetically and understandingly, can usually make a person to know that someone is interested and will accept him as his is, is a tremendous moti- vating factor. 2. Allowing for ventilation of feelings is a second service of the group worker. Most youths and adults who come to a probation officer need to share with someone in confidence. Their inner feelings, their fears and frustrations, as well as their hopes and aspirations. 3. The giving of information is another important function of the group worker in the field of corrections. Many youths and adults need help in understand- ing who they are, where they are going and where they should go. Many times they do not comprehend the society to which they belong and the social workers can help them to develop and understanding and to acquire insights into their proper roles. NSOU ? PGSW-III 220 4. Social workers helps offenders to make decisions. They do not make the decision for them but help to consider rationally their problems and the alternatives that help them. 5. The group worker helps the client in modification of the environment with knowledge of community resources. The group worker will able to help persons and families to tap various financial and social resources to meet their individual needs. 6. Another major function is in facilitating referral services, often it is difficult for a person to take personal problems to another and he needs support in doing so. Referral may be made to a psychiatrist or any other resource person who may help to a particular situation. The group workers comprehensive knowledge of community resources is used and makes advantage in making referrals. 11.3 Group Work in Educational Settings Schools and colleges provide significant inputs in developing human capital in the society. The level at which a child drops out from the school will determine whether she or he will work with his or her hands or mind, and what social roles and status she or he will be accorded. Many a time neither parents more the teachers are

66%

MATCHING BLOCK 472/546

SA

MSWS-13 Social Work practice with groups.docx (D117055454)

aware of the fact that child is facing stresses in school. Even if they do, they are not proficient in dealing with the problem. The sources of stresses may vary from scholastic difficulties to the problem of maintaining relationship. The organisational dynamics of schools also makes and impact on the social and academic adjustment of children. School polices such as rules for conduct and manner of the rule enforce- ment, number of teachers, their training and educational status, etc., all of these can be potential sources of stresses. Presence of parents and teachers for achieving high standard of academic performance and social behaviour, are the most common sources of

stresses. The stresses, faced by children if left unattended may lead to mental health problems and drop out. Guidance

85%

MATCHING BLOCK 484/546

SA

BSWS-22- ENGLISH 3.4.22.docx (D132411911)

and support is an effective ideas medium to provide both. Ensuring educational inputs to children outside the formal school setting also poses a serious challenge in all developing society. The group work offers a useful opportunity in addressing many of these issues.

NSOU ? PGSW-III 221 The types of group

100%

MATCHING BLOCK 473/546

W

that can be used in the schools are – 1) Educational Groups:

In educational groups the main focus of the group activities is to pursue some

90%

MATCHING BLOCK 474/546

W

educational objectives. Educational groups will enable the students in learning about subjects that are not part of the curricu- lum. The areas of education can be life skill education, HIV/AIDS, public speaking etc. Value education can be taught through stories and parables. Songs that motivate the members can be sung. Competitions like essay writing, handwriting and spelling can be organised. 2) Recreational Groups: Recreational groups

are fairly common where the idea is to engage children in their leisure time to organize outdoor games. Though the major objective is providing recreational activities but the worker helps the group to evolve norms for decision-making, developing a sense of fair play, respecting minority opinions and inculcating an understand- ing of diver- sity.

70%**MATCHING BLOCK 475/546****W**

Group experiences if carefully chosen will help growth in their person- ality. 3) Personality Developed Groups:

78%**MATCHING BLOCK 476/546****W**

Personality development groups seek to de- velop self-confidence and self-esteem. Skills to face interviews, public speak- ing and grooming habits can be improved in groups. 4) Support Groups:

A major focus in support groups, is to provide a forum where these children can come together, either alone or with relevant experts, to discuss the common problems being faced by them and look for ways to cope with these in more personally satisfying and socially acceptable ways. Working with girls facing violence or abuse through support group has been found to be quite effective. There are another five kinds of groups can be formed in the schools such as – 1.

Cluster Groups: These groups were used when one or two isolate or scape- goat were referred to the group worker.

95%**MATCHING BLOCK 477/546****W**

The group sessions are so designed that the dysfunctional students' needs are addressed his / her problem is described, the student's view point is brought to the open and perceptions of the other members are discussed. Support from the other members for the dysfunctional student is encouraged. The interaction between the members and the dysfunctional student is expected to bring about change in the behaviour of the student. NSOU ? PGSW-III 222 2. Classroom Groups: Classroom groups are used when it is found that it is not individuals or group of students that are dysfunctional but the entire class is dysfunctional. Therefore the whole class should be taken as a group and needs to be treated. The causes for these problems can uneasiness with teachers, over scapegoating, over identification with the students who are victimized, conflicts between groups within class and inability to perform as per expectations. The cause of the problem may lie in a few students or the whole class. The group worker uses the whole class as group and address the problem by using group discussions and role plays. 3. Splinter Groups: These groups consist of problematic children who cannot be separated and treated.

94%**MATCHING BLOCK 478/546****W**

In this group the dysfunctional members are iden- tified and his identity revealed. He chooses from the class a smaller group consisting of a few members. The group worker then describes the problem to the group and its effect on the affected student. Certain activities are chosen which will attract the larger student body to the smaller group and interact with it. If successful the smaller group status improves and so does the status of the dysfunctional student. 4. Telescopic Groups: Telescopic groups are groups which meet five or six times in a short period of time. A current problem is taken up as a major issue. For example absenteeism and group formed by members who are found to be excessively absent. The members are made aware of the reason for being part of the group. A plan is made for a group which includes activities which are gratifying and ego supportive. 5. Socio educational groups: These groups involve the other stakeholders like the parents and staff members to improve the school functioning. For ex- ample – suitable parents are depending on their need, aptitude and interest are taken as members of the group. They are informed that the purpose of the groups is to improve their performance as the parents. Sessions are planned which will provide them with new skills and knowledge. Films, lectures, role plays and members presentations are the best means.

Principles to be followed while working with children in the school – 1.

100%**MATCHING BLOCK 479/546****W**

Confidentiality is very important as children are not often able to keep personal information to themselves.

NSOU ? PGSW-III 223 2.

93%**MATCHING BLOCK 480/546****W**

Avoid using sides. Students may blame teacher or parent for some of the difficulties they face. It is important that the group worker describes the problems rather than point fingers at others. 3. Explain the purpose of the group and its goal to the members. 4.

76%**MATCHING BLOCK 481/546****W**

Listen to the opinion of the members even though group worker may disagree with it. 5. Choose those activities and games which will be useful and enjoyable for the members. 6. Prepare for termination as students may become attached

with the worker. 7.

100%**MATCHING BLOCK 482/546****W**

Homogeneity in terms of age, sex and class is a prerequisite for successful group work in children. 11.4

Group Work with Youths The group work offers a lot of possibilities for working with young persons in the age group of 15 to 25 years of age group. This is very formative age when individuals experience changes physically, psychologically and socially. The group work with young persons in rural areas and urban slums offer a very challenging task to social workers. The broad objectives of working with youth can be described as: • The personal development, • Providing support and guidance; • Developing educational and vocational skills; • Community and social action; and • Problem solving. The possible places where social workers can locate the group work interventions will depend on the kind of client group they want to work with. A large numbers of urban young persons are located in schools and colleges. The worker can easily contact them through the college authorities. The workers can design the intervention giving details of objectives, programme activities, expected outcomes, evaluation process, time frame and cost, and make a presentation for the students and

NSOU ? PGSW-III 224 the college authorities. A two week camp for youngsters can be very helpful in starting a process of rediscovering the self and designing better strategies for meeting career goals, modifying self images, developing life skills, sensitizing youngsters about HIV/AIDS, drug abuse or violence and any other need area. There are a large number of out of school young persons in India. These young person's can be located in the deprived communities and in rural areas. They can be contacted by informal visits to the communities and through the non-governmental organisations working in these communities, or by spreading information through posters, organizing sports and cultural activities and addressing community groups informally. A large number of young persons are placed in reform institutions for varying durations. Group work with these persons can help in achieving the desired objectives of mainstreaming them in society. Developing better skills and attitude, meeting recreation needs, fighting depression and aggression are some of the objectives that can be the focus of group work in the setting. Most groups aimed at personal development of youth, use recreational activities as programme inputs. The idea is to engage youth during their leisure time, to organize all kinds of recreational programmes. Sports and physical activity programmes can have a positive impact on young people's behaviour, and may provide an important vehicle for their personal development. Through the major group objective is projected as providing recreational activities but the group work objective is taken as growth and development of individual members. The worker helps the group to evolve norms for decision-making, encouraging wider participation of members in decision-making, developing a sense of fair play and respecting minority opinions. The activity based counselling model can be effectively used to focus upon the values and behavioural outcomes for modifying these. Theatre including skits, street plays, group songs, poster making are some of the other activities with a lot of potential for improving communication, helping young persons to unburden themselves and learn to act as a team. 1. Educational Groups: In educational groups the main focus of the group activities is to pursue some educational objectives. Informal education through groups, helping young persons who are slow learners, out of school youth

NSOU ? PGSW-III 225 being helped to continue their education or skills training, are some popular uses of groups for educational purposes. Helping young persons to acquire vocational skills to become self-employed through the process of group formation is a popular activity. 2. Support Groups: Support groups for young persons are generally formed to discuss problems being faced by them and to look for solutions. Young persons having drug-related problems, adolescents having emotional problems, unemployed young persons, all can be helped through support group activities. The major focus of support groups is to provide a forum where persons with similar problems can come together, either as a self-help group or with relevant experts, to discuss the common problems being faced by them and to look for ways to cope with these in a more personally satisfying and socially acceptable way. 3. Remedial

Groups: Remedial groups are meant to use group interaction and programme activities to modify behavioural responses of members. School social workers, probation officers and social workers working in observation homes and other organisations dealing with young persons coming in conflict with law, are places where remedial group activities are commonly found. 11.5 Group Work with Women Women have been making use of groups since a very long time for a variety of reasons in India. It is common to see groups of women coming together both in rural and urban neighbourhoods to use their leisure time in sharing information about life in general. These groups have acted as forum for recreation, social education regarding ceremonies and rituals to be observed on different occasions for example birth, marriages or deaths and religions festivals, for health education including sex education and so on. The groups have also performed therapeutic functions by acting as support systems to women, who unburden themselves by sharing their problems of all kinds in such groups. These groups have also at times acted as mechanisms of social control as they had power to impose sanctions if people deviated from social norms. The groups acted as sources of spreading information or disinformation in the larger community as well, at times unleashing wider social action unwillingly.

NSOU ? PGSW-III 226 In rural areas in particular women found security in numbers as they had to face extremely difficult circumstances with no other mechanism available to provide them security. It is common knowledge that many women have to travel long distances in search of water, fodder, fuel or even toilet facilities, not available at home. They instinctively resort to go for meeting these needs in groups as they find security in numbers. It is commonly known that, women in India have very low self-esteem and as such lack self-confidence for facing any stressful situation alone. Not many women are comfortable in discussing their problems even with other women individually. They respond better as a group. Talking to an unknown person of the other sex is still a very stressful situation for many young women. As a part of the socialisation process itself women learn to rely on groups rather than facing a situation individually. The Indian cultural values, cutting across religions, caste and class boundaries, are unanimous in keeping women more group oriented. A woman's psyche is specifically constructed to regard herself as secondary in comparison to the family's needs and in particular protecting its honour. Women are trained to be others oriented in all aspects of their lives, a trait which makes the group norms more important for them. A woman is therefore far more suited to becoming a stable member of group than a male. However, her commitment to her family is far more important for her and her participation in other groups is considered secondary and at times forbidden if it conflicts with her family interests. Besides these, the general group work objectives in working with women are: Educational: Providing education to women on different aspects concerning their life beginning from literacy skills to legal, social and political issues through the use of group work activities is emerging as a major area of work in many organisations. Women of all ages and of all kinds belonging to both rural and urban areas and different socio-economic groups, castes and religions are participating in such groups. However, the main focus is deprived groups, both in rural or urban areas. The main objectives are providing information and awareness leading to better handling of their present day situations at work and at home. These groups may or may not consider advocating or mobilizing women for social change. Education and awareness building is the major goal irrespective of what it delivers. Support: Support groups are meant to develop a network of women facing domestic violence and abuse both at home and at work place or any other emotional problem, with the expressed purpose of empowering these women to comfort the

NSOU ? PGSW-III 227 situation rather than remaining silent. Such groups, besides providing a forum for women to share their experiences and receive emotional support, have also been active in advocacy and social action. Support groups of women sex workers and women suffering from HIV/AIDS, are also being formed to help such women. Livelihood: One of the most common objectives of forming groups of women is to provide them economic help. A number of self-help groups are being organized for helping them to learn to save and to create a fund as a source for getting financial help from a more friendly and non-exploitative source for their day to day need. Women are also being helped to acquire economic skills of different kinds to augment their incomes by starting, either individually or collectively, small business enterprises. The group is used as a mechanism to link them with financial institutions and government agencies in order to encourage them to participate in developmental activities. It is expected to enhance their access to resources and to develop cooperative attitudes in their struggle against poverty and exploitation. Legal Aid: Some organisations are using groups to work with women to provide them legal aid concerning marital problems, inheritance matters, sexual harassment and any other aspect concerning their life. The nature of such group interventions may involve group counselling and acting as support network during legal battles to secure justice for members, besides undertaking educational and information sharing activities. Health Groups: Use of groups for providing health related information to expecting mother, mothers with newly born babies or women suffering from various ailments including HIV/AIDS, is also being used by a variety of professionals in India. Besides providing information, the groups are also being used for including behavioural changes or attitudinal changes among women. 11.6 Group Work in Community Settings 3.6.1 Social Action Groups Group work is very useful in the community.

100%	MATCHING BLOCK 483/546	W
Any number of natural groups is found in the community. Most of them are spontaneous efforts by the people themselves to control their lives by helping others and getting help from others.		

NSOU ? PGSW-III 228

87%	MATCHING BLOCK 485/546	W
Community based groups are based on neighbourhood, caste and extended kinship ties.		

100%	MATCHING BLOCK 486/546	W
One important type of group that is increasingly being important		

are the social action groups. We

95%	MATCHING BLOCK 487/546	W
know group work groups are divided into two types – (1) Treatment group that consists of personality development groups, educational groups, recreational groups, support groups and therapeutic group. (2) Task groups includes committees and councils		

94%

MATCHING BLOCK 488/546

W

social action groups belong to category of task groups. It usually consists of a small number of members who may belong to the community or are outsiders to the community or both. They take up an issue that they identify as having an adverse effect on the well being of the members of the community. They identify the causative factors that lead to the problem. Institutions, practices and values that cause the problems are identified. The agent can be the government itself or a government department, police, industries, social groups, organisations whose actions or inactions has lead to the problem.

100%

MATCHING BLOCK 489/546

W

The action group believes that the problem can be alleviated if people unite and challenge the powerful and force them to act in public interests.

86%

MATCHING BLOCK 490/546

W

Some of the areas, where action groups have contributed, are as follows: 1. Protection of human rights issues including protection of the under trials; police atrocities including custodial deaths of the arrested; encounter deaths, etc. The People's Union for Civil Liberties and Human Rights Law network is just two examples of action groups. 2. Rights of people are displaced due to Development Project. Examples – the Narmada BachaoAndolan and Protest Movement against Tehri Dam in Uttarakhand. 3. Women rights issues like domestic violence, dowry, and sexual harassment. Many of legislation have been passed and existing law modified due to the pressure from action groups. 4.

57%

MATCHING BLOCK 491/546

W

Tribal issues like land alienation, displacement and exploitation. 5. Environment issues like pollution of rivers, lowering of water level because of over exploitation by corporate, damage to monuments

have been taken up by the action groups. 6. Protest against forcible land acquisition. NSOU ? PGSW-III 229 7.

90%

MATCHING BLOCK 492/546

W

Protection of the rights of informal labour like domestic workers, brick kilns, glass-manufacturing units. 8. Child labour. 9. Animal rights. 10. Rights of people living in slums. Steps for social action group: According to carr (2008) the following steps can be implemented to create and sustain a social action group: 1. Engaging: The process in which the group worker engages the target group – a community (a village where the National Rural Employment Guarantee Scheme is not implemented properly).

100%

MATCHING BLOCK 493/546

W

The engagement phase will include familiarizing herself with the various dimensions of the problem.

97%

MATCHING BLOCK 494/546

W

Another step in the process is build rapport with the existing leadership in the community and knowing their limitation and strengths. Initial reflections – the group worker must understand the situation and identify the principles that will guide her action and her relationship with the target group. Assessing system barriers – the group assess the various barriers that stand in between the target group and its objectives.

100%

MATCHING BLOCK 495/546

W

Finding allies and making contacts – Networking with like-minded groups, developing contacts

with

96%**MATCHING BLOCK 496/546****W**

the media and academic world and obtaining the support of other communities are important function of the group leader. In India, personal contacts with the police, bureaucracy and professionals (Lawyers, doctors) are also very useful. These allies and contacts can be useful in many ways - increasing the knowledge base, for providing professional guidance, recruiting new members, contributing resources, arranging publicity and giving encouragement. 2. Initiating the Group: Identifying members are seeking ways to motivate them to join the group, finding resources and venue meetings and the important tasks that have to be done.

100%**MATCHING BLOCK 497/546****W**

The group worker must be able to withstand the problems of forming the group before she moves ahead. Recruiting participants: Individuals may initially agree and then refuse or refuse many times before agreeing to join.

NSOU ? PGSW-III 230

96%**MATCHING BLOCK 498/546****W**

Finding a venue and obtaining needed materials: An accessible place for meeting and materials needed have to be organised. It is better if available resources are used. Building trust: Any group has to have a certain level of trust and goodwill among its members.

87%**MATCHING BLOCK 499/546****W**

The level of trust can be increased if opportunities and a climate exist in the group to expone one's opinions and views.

100%**MATCHING BLOCK 500/546****W**

Establishing collegiality: Perfect equality may not be possible in the group as the group worker often is a person with more knowledge and skills. However he should take care that he works with the group rather than for the group. His example will help set norms for the group regarding the rules of participating and engaging. 3.

Facilitating

100%**MATCHING BLOCK 501/546****W**

the Group: Establishing ground rules: Rules and regulations agreed upon by every members help in maintaining the

group. Group discussions and interaction, decision making and other process of the group should be subject to rules. Facilitating consciousness raising: The discussions that take in the group has to raise the level of consciousness in the group member.

88%**MATCHING BLOCK 502/546****W**

The process of waising consciousness will include challenging and removing many of the existing percep- tions of the members on their situation. Supporting action: Action requires the utilization of all available resources – personal and community based. The support network built by the group including personal contacts and community members, concerned students, activists is used. Action should identify the target – the institution or person against whom the action is taken. This target should be carefully chosen as the success of the action depends on the how much change is achieved in the institution. Encourage praxis:

90%**MATCHING BLOCK 503/546****W**

A certain amount of learning takes place in every action even if it fails in achieving its objectives. The learning can be about the group itself, or the community as a whole or about the power structures. These leaning can be analysed by getting the members to talk about it. The sharing of the views will increase the level of consciousness. Based on these learning, future action is planned and taken and process goes on. 4. Transferring power: The ultimate aim of the empowering process is to make the members independent. After a period the group worker should

85%**MATCHING BLOCK 504/546****W**

transfer his skills and information to the group members. Some of the methods used to build the NSOU ? PGSW-III 231 capacity of the members are training; handholding (members perform under close supervision) and delegation of authority. 5. Wrapping up: The group worker must be able to leave the group at the right time. The group members should be prepared for this. Leadership should be created and trained and resources identified for future use. 11.6.2

89%**MATCHING BLOCK 505/546****W**

Group work with Disaster Victims Disasters are sudden events that cause large-scale damage to human being and their property. The victims of a disaster are not only those who die and are injured but also those who survive. Both the category of survivors, injured and the unharmed need psychological support. Another important category of people who are in need of support is the care givers. Caregivers are those who give the survivors emotion and social support. Victims of the disaster care classified into six categories by Taylor and Frazer – 1. The primary victims are those who are directly affected by the disaster, 2. Secondary victim includes the friends and relatives of the primary victims, 3. The tertiary victims are those involved in the rescue and recovery, 4. The fourth category are those in the community that are involved in the disaster work, 5. The fifth categories are those who have not experienced by the disaster but experience grief and pain. 6. The sixth categories of victims are those who could have been victims, but by chance escaped. The cares that the victims need are the following: 1. Shelter temporary and later on permanent if house destroyed. 2. Food and medicines. 3. Medical facility if injured. 4. Livelihood. 5. Legal aid filling for compensation. 6. Compensation. 7. Psycho social care and 8. Self-help leading to self reliance.

NSOU ? PGSW-III 232 The

100%**MATCHING BLOCK 506/546****W**

social worker is involved in every action. But the most important aspect of his work is psycho-social care. The aim of

psycho-social

100%**MATCHING BLOCK 507/546****W**

care is to treat the victims who have undergone a traumatic experience.

All the activities

94%**MATCHING BLOCK 508/546****W**

can be effective if it is done in group. The advantages of group- based treatment of victims are as follows: 1. Sharing the victim's painful experiences in a group where other victims are present. Universalization of experiences and identification with every other problem take place in the group sessions. Knowing that others also have gone through the experiences and knowing how they are coping with the situation is helpful for the victims. 2. Recreational and relaxation activities are more enjoyable if they are done in groups. 3. Engaging in productive work (for example – gardening, basket making, building houses) in team motivates the members to engage in these activities on regular basis. 4. Efforts like starting SHGs for women can be stood for rehabilitation of the victims. A large number of victims can be treated using group work. Secondly, special groups for the vulnerable groups for women and children can take care of their special needs as these sections are more vulnerable than others and need special care. Thirdly, these groups survive even after the social workers and the administrator go and is a source for support for disaster victims after a long time. 11.6.3 Group Work With the Substance Abusers

100%**MATCHING BLOCK 509/546****W**

Group work among the substance abusers can be done in institution as well

88%

MATCHING BLOCK 510/546

W

as in the community. Usually the group members meet in a common place – religions places, school or community centres. There are a number of approaches available to solve the problem of substance abuse alcohol. According to Fisher (in Gravin 2004), group work is an appropriate method to deal with the problem of addiction – 1. Group reduce the sense of isolation often experienced by persons with the substance use disorders, who may experience a sense of relief to discover that other people are struggling with similar problems. NSOU ? PGSW-III 233 2. Groups can

in still

100%

MATCHING BLOCK 511/546

W

hope in the persons that they can recover when they observe

other

100%

MATCHING BLOCK 512/546

W

deal successfully with similar problems. 3. Groups provide opportunity for the members to learn to cope with problems of substance abuse when they observe others coping with similar problems. 4. Groups can give new information to the members given by the group worker, guest lecturer, instructors and other members. 5. Positive feedback about their worth, skills and abilities from other members will improve their self concept (self worth and self image). 6. Groups provide reparative (alternate) family experiences as the group

mem- bers

95%

MATCHING BLOCK 513/546

W

give the support and assurance that they sometimes do not receive from their own families. They may try out new behaviours which can be used in their own families. 7. Groups provide emotional support to the members when they experience stressful and difficult situations outside the group. Encouragement, reinforce- ment and coaching can happen in the group. 8. Groups help the members acquire social skills that are needed to cope with anxiety situations instead of depending on substances for dealing with

diffi- cult situations in life. 9.

96%

MATCHING BLOCK 514/546

W

Group members can confront each other in very powerful ways regarding the substance abuse. Confrontation in substance abuse is important as most of the abusers are in the state of denial. Confrontation by other who had similar problems is particularly powerful. 10. Groups are cost effective as many members can be treated simultaneously. 11. The benefits of group work may exceed beyond the group and benefit others who are in some way related to the members – family members, employers. 11.6.4

Group Work with Self-Help Groups Concept: Self-help groups (SHGs) have become the most popular form of group work that is being used by both governmental and non-governmental organisations in India to accomplish a variety of development goals in recent times. However, the idea of self-help was an inherent part of group work practice right from the very beginning. As Kanopka (1963) noted , "whereas philanthropy was generally of NSOU ? PGSW-III 234 middle class origin,

100%

MATCHING BLOCK 515/546

W

mutual self-help, as the name implies, developed from the need for mutual aid and support".

Similarly, as Mayadas et al. (2004), noted, settlement movement which led to the birth of group work – was a social (collective) response to difficult social conditions, and relied on group (mutual help) to solve problems. The beginning of collective bargaining to improve wages, as an effort to preserve cultural traditions, to promote adult education and to provide growth opportunities to their children through camping, were all initial attempts at using groups to tackle common problems through mutual help. The groups that emerged later on to acquire an international presence, such as Alcoholics Anonymous, were also based on the idea of self-help. The assumptions in these kinds of group were to bring together people facing similar problems, to provide support to each other, along with generating ideas to manage the problems. The experience sharing and the mutual support over seen as major helping factors in these groups. As a document promoting a self-help group claimed, the objective of the group is to provide knowledge about how to receive help, give help and help yourself. Underlying self-help is the basic theme: "you are not alone". Benefits to members are seen as:

- They feel less isolated knowing others share similar problems;
- Exchange ideas and discuss effective ways to cope with problems;
- Actively work on their attitudes and behaviour to make positive changes in their lives; and
- Gain a new sense of control over their lives.

The knowledge base of self-help mutual support groups is experiential, indigenous, and rooted in the wisdom that comes from struggling with problems in concrete shared ways. Self-help groups build on the strengths of their members. Uses of Self-Help Groups: The use of self-help groups in India has been more popular to help women and to a lesser extent small farmers or agricultural workers and other deprived populations. The objectives of these self-help groups have been to meet economic needs of the members. In case of some women's groups objectives such as awareness generation to improve self-help concept, knowledge of laws and sources from where help can be obtained, are some additional ones. Some women's groups provide protection to their members and also other women in the community against domestic violence.

NSOU ? PGSW-III 235 The other notable feature in India has been of conceiving all types of social work interventions in a social welfare perspective, focusing on deprived populations only. Other segments of the populations like the economically well off but facing problems of social functioning, have generally been neglected as a target population needing professional help by social workers. This segment often experience stress, are unsure of their relationships, lack social skills and as such need a variety of services. Group work with working mother facing role overload, sexual harassment, and depression, and children needing help in becoming focused in their studies or facing relationship problems at home or at school, has not been tried in India. Abuse of alcohol and drugs is affecting a sizable section of an upwardly growing population. Children from well-off families are showing symptoms of Attention Deficit Hyper Activity Disorder, resulting in problems at home and at school. Forming self-help groups of many such clients is a distinct possibility. Lesser et al. (2004) give the example of a group of professional middle aged women who have supported members in balancing career and family roles through transition and stressors in their work and family life. The main objectives for forming self-help groups can therefore be summarized as follows:

- For meeting economic needs of the deprived populations.
- For providing psycho-social support to members.
- For dealing with community related problems.

Planning Self-Help Groups: Once the worker or the leader initiating the group decides the general purpose for the formation of the group, the planning for formation of a self-help group shall begin. Meeting the economic needs of the poor is a major priority area. We shall therefore begin with such groups. The general nature of such groups in India is to help them develop a fund through savings and then provide loans to their members. Some groups help their members to start an income generating activity as well. The purpose is to enable groups to help the members to become self-sufficient in managing their economic needs, without relying on any exploitative sources such as money lenders. Many government programmes are providing economic inputs by way of subsidies, land and technical inputs to help these groups to take up small business activities. Despite the fact that the economic condition of the target population is well known, the other characteristics of the population such as education, economic skills,

NSOU ? PGSW-III 236 family size and household responsibilities, time schedule of daily routine, self-perceptions, cultural practices etc., should be carefully studied. Initial pre group discussions with family's rather than individuals should be held using participatory methods to assess their mental preparation for the new experience. The worker should work out the details of capacity building programme for the members such as:

- Organizing literacy programmes,
- Sensitizing males about women's role and status in the society,
- Skill development
- Leadership development.

The preliminary details of the group functioning such as rules for the joining the group, the size of the group, expected roles and responsibilities of members, and likely benefits, can also be discussed at the pre group discussion stage. The worker will have to work out these details in advance in conjunction with the group members. Many schemes providing assistance to self-help groups provide details of the requirements that the groups should comply with [see for example the guidelines provided by the Swarnjayanti Gramin Swarozgar Yojana Guidelines (Government of India, 1999)]. The guidelines suggest that:

1. A self-help group may consist of 10 to 20 persons. In the case of minor irrigation, and in the case of disabled persons, this number may be a minimum of five (5).
2. All members of the group should belong to families living below the poverty line. The group shall not consist of more than one member from the same family. A person should not be a member of more than one group.
3. The group should devise a code of conduct (Group Management Norms) to bind itself. This should be in the form of regular meetings (weekly or fortnightly), functioning in a democratic manner, allowing free exchange of views, and participation of the members in the decision-making process.
4. The group should be able to draw up an agenda for each meeting and take up discussions as per the agenda.

NSOU ? PGSW-III 237 5. The members should build their corpus fund through regular saving. The members themselves should decide the quantum of savings. The group should be able to collect the minimum voluntary savings. The group should be able to collect the minimum voluntary saving amount from all the members regularly. The savings to collect will be the group corpus fund. 6. The group corpus fund should be used to advance loans to the members. The group should develop financial management norms covering the loans sanction procedure, repayment schedule and interest rates. 7. The members in the group meetings should take all the loaning decisions through a participatory decision-making process. 8. The group should be able to scrutinize the loan applications, fix repayment schedules, fix appropriate rate of interest for loans advanced and closely monitor the repayment of the loan instalment from the members getting loan. 9. The group should operate a group account, so as to deposit the balance amounts left with the groups after disbursing loan to its members. 10. The group should maintain simple basic records such as Minutes Book, Attendance Register, Loan Ledger, General Ledger, Cashbook, Bank Passbook and individual Passbooks. The National Bank of Agriculture and Rural Development (NABARD) has developed a project of linking SHGs with the banks for their credit needs. The check list prepared by the organisation to assess the loan worthiness of the SHG, provides a good guideline for the worker to ensure certain standards of SHGs formed for the purpose of meeting economic needs. • SHGs with 12 – 16 very good factors can get loan from the bank immediately. • SHGs with 10 – 12 very good factors need 3 – 6 month to improve before being considered for loan. • SHGs with rating of less than 10 very good factors will not be considered for loan. The banks can sanction a loan of upto four times the saving amount of the group. The loan is sanctioned to the group. The SHG can take a loan from the bank for any purpose such as emergency needs, illness in the family, marriage or purchasing assets for income generating etc.

NSOU ? PGSW-III 238 The worker can prepare a set of model rules for the group to discuss and finalize. Model rules for a self-help group are: • Members will agree to abide by the rules. • Only one member from a family will be enrolled as a member. • The group will have a total of XX members. • New members may be admitted if there is a vacancy. • Members will elect a president to preside over the meeting for a year. • Members will contribute a monthly amount as decided by the group. • The amount collected will be kept in a bank. • Member who fails to pay the consecutive installments will lose his / her membership. • Member will maintain his / her contribution book regularly. • Members will attend meetings of the group regularly. • Member will return the loan in 10 equal instalments. • Member will pay an interest rate of two percent (2%) on the loan. • Group will decide the action to be taken against a member who fails to return the loan. The worker can invite relevant experts from financial, training or other institutions to address from group meetings for the purpose of providing clarity to potential members about the functioning of the groups. Self-help Groups for Providing Psycho-Social Support to Members: Self-help groups for providing psycho-social support to persons facing such problems are not very common in India currently, but can be a useful strategy to provide help. The strategy is very cost effective and can be easily used. Forming a self-help group, for example, for women facing domestic violence can be easily started in a community. Any woman in the community can take the initiative to start such a group. Alternatively, an organisation can initiate the process to raise awareness about the issue of domestic violence. The idea of starting a self-help group can be introduced in these meetings: Pre-group meetings: In these meetings is called pre-group meetings, the concept of self-help group is explained to the women. The worker should explain the purpose

NSOU ? PGSW-III 239 of the group in some detail. Give concrete examples for what the group can do. The worker should encourage the women to discuss whatever doubts they may have and assure them that the decision to do whatever they want is entirely up to them. A beginning can be made by simply finding a place to meet and deciding a convenient time for holding the meetings. The issue of how frequently the group may meet should be left flexible. Even if in the beginning only a few women decide to join, this should not discourage the worker. The same pattern can be followed for women facing other problems, particularly in a poor community. Parents having children disabilities or having problems in school, can be contacted through institutions and hospitals and introduced to the idea of self-help groups. Similarly wives of prisoners can also be helped to form self-help groups, getting the information from the prison authorities. Once the groups get started, the worker will have to facilitate the members in conducting their meetings. The worker can give them some general guidelines such as: • The number of members should not generally exceed ten (10). • Give each member an opportunity to speak. • Do not criticise a member in a negative manner. • Do not interrupt while a person is speaking. • Give your full attention to the person while she/ he is speaking. • Learn to trust each other. • Share the strategies that helped the member in coping with the problem. • Try to be precise in narration. • Avoid talking all the time. • Think about how each member can be of help to the group. Identifying some members who can take over the leadership role and undertaking a programme of training them to conduct group meetings will help in sustaining the groups. The groups can also be provided with some helpline numbers to contact in case they run into any problems or if they have any issues, which they are wish to discuss with the worker.

NSOU ? PGSW-III 240 Self-Help Groups for Meeting Community Needs: Self-help groups can manage many social issues. When properly formed and linked to one another, they are able to provide a broad range of social benefits to members and even to entire villages. With limited external inputs, groups take on community-wide social problems such as dowry and alcohol abuse. Further, they can also attract resources to build roads, bring in electricity and supply credit from government and private institutions. These groups make ideal platforms for launching an emergency prevention programme. Women are confident, organised and have funds saved to invest in protective measures for the households. Starting a self-help group for tackling community problems alone will pose more difficulties in India. A self-help group to deal with community problems is difficult to stabilize unless persons in the community are really committed, which is rarely the case. People in the community are generally struggling with very difficult life situations and find it difficult to spare time and resources. It is therefore easier to widen the scope of the groups already formed for savings and credits or other purposes and link them together to provide a forum for tackling community problems. Some training inputs can help the groups to identify their problems and by using a particular approach, create a priority to deal with problems like water, electricity and roads etc., as these are generally the felt community needs. The worker can facilitate groups which have already taken the first step of holding some informal meetings to discuss the common problems. The worker can help them to :

- Set goals or to identify problems and decide about their priority.
- Clarify the importance of community participation.
- Explain the process of discussing both the problems and the strategies to solve the problems will all concerned people in the community.
- Provide information about possible government departments which could be of help.
- Encourage them to be self-reliant and to generate indigenous resources to meet their problems.
- Develop trust among different sections in the community.
- Develop a system of relating leadership and provide leadership training.
- Help them to review the work of the group.

NSOU ? PGSW-III 241

- Help them to distribute responsibilities.
- Help them to maintain proper records of all financial transactions and all decisions taken by the group.
- Help them to learn to share all the information with the community.

11.7 Conclusion

97%

MATCHING BLOCK 516/546

W

The practice of group work in different settings has been described briefly and important practice principles have been highlighted. The list is not comprehensive and as group work in its generic form can be practiced almost anywhere. Also institutions differ in many ways even when they are dealing with the similar

problems.

100%

MATCHING BLOCK 517/546

W

Group Work practice has to adapt to the institutional requirement and clients need.

We also learn

91%

MATCHING BLOCK 518/546

W

the different settings in the community where group work can be practiced. We have seen the role of the social action group, which fights for justice. The contribution of these groups in securing justice for the disadvantaged is significant. When formal organisations are increasingly seen as ineffective groups are seen as better options.

97%

MATCHING BLOCK 519/546

W

Group work in educational setting can play an important role in moulding individual personalities beyond the curriculum. Equally important the maladjusted student can be better addressed by combining the group work with counselling. It also helps other students to understand the problems of the students who take part in the treatment process. 11.8

Exercise 1. What are some of the important principles and techniques to increase the effectiveness of groups? 2. What are the principles to be followed while working with children? 3. Describe the social group worker's role in clinical settings. 4. Discuss in brief how the group work programme can be fruitfully used by the different organisations.

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42%

MATCHING BLOCK 520/546

W

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Concepts and Dynamics of Self Help Groups (SHGs) in Indian Context.

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Supervision and Record Writing in Social Group Work Structure 12.0 Objectives 12.1 Introduction 12.2 Supervision in Social Group Work 12.2.1 Concept 12.2.2 Ingredients of supervision 12.2.3 Models of supervision 12.2.4 Modes of supervision 12.2.5 Techniques of supervision 12.2.6 Qualities of a supervisor 12.2.7 Principles of supervision 12.2.8 Functions of the supervisor 12.2.9 Supportive functions in supervision 12.2.10 Roles of the supervisor 12.2.11 Conclusion 12.3 Record Writing in Social Group Work 12.3.1 Concept 12.3.2 Elements of record in social group work 12.3.3 Principles of recording 12.3.4 Types of record 12.3.5 Importance of narrative records 12.3.6 Factors that influence the keeping of process records 12.3.7 Meaning of the record in the group work 12.3.8 The content of the narrative record NSOU ? PGSW-III 244 12.3.9 Learning how to write record 12.3.10 Using process records 12.3.11 Outline for group summary 12.4 Conclusion 12.5 Exercise 12.6 Reference 12.0 Objectives In this unit, we review the definition and purpose of supervision in group work and how it is conducted within varying cultural contexts. We also examine the different modes, models, roles and functions of supervision in group work. The unit also journeys to recording, types of recording. After reading through this unit you must be able to: • have a general understanding of the definition and functions of supervision within a professional human service setting; • Identify a mode of supervision; • understand the models of supervision • perceive recording and types of recording in group work. 12.1 Introduction The supervision process consists of the face-to-face contact between the supervisor and the supervisee. Supervision defined as the relationship between a supervisee and supervisor who oversees the development of the supervisee throughout the group work process. Writing and maintaining group work records is an essential element of professional social work. Recording in social group work aims to make better the quality of service to the members. The agency could assess the quality of its service, thereby understanding its efficiency. Group records are imperative in study, research and experimentation.

NSOU ? PGSW-III 245 12.2

Supervision in Social Group Work 12.2.1 Concept Supervision is an enabling process in which the supervisor through the medium of his relationships with the supervisee contributes to the supervisee's growth on the job, so that he can perform his functions effectively and efficiently to achieve the purpose of the programme. Supervision is a process by which members are helped by a professional group worker to learn according to their needs to make the best use of their knowledge and skills, and to improve their abilities so that they do their jobs more effectively and with increasing satisfaction to themselves and the agencies. John D. Millet Rightly observes: "Supervision is more than a process, it is a spirit which animates the relationship between levels of organisation and which includes maximum administrative accomplishment, or when unsuccessful, generates administrative paralyses. Effective management is concerned to realize the first and to avoid the second". It may be added here that many words like 'advice', 'inspection', 'counselling', 'guidance', 'help', 'performance audit', and 'investigation', etc., are also used in the context of supervision but in the final analyses, these are the part of the process of supervision. Their meaning though may vary in degree yet all lead to improvement of efficiency and building up a positive relationship between client and the end attainment of objectives according to plans. Supervision includes modifying the behaviour of the supervisee and is measured by the qualitative growth of those being supervised. Supervision is different from inspection – one is more positive and other rather negative. Supervision reports contain constructive suggestions where as inspection reports are an enumeration of faults. The supervision is concerned with staff development and effective implementation of project / programmes. The inspector often behaves more like a prosecutor and treats his subordinates as culprits.

12.2.2 Ingredients of Supervision Supervision has many ingredients. According to Halsey, the supervision, has the following ingredients: NSOU ? PGSW-III 246 1. Selecting the right person for each job; 2. Arousing in each person an interest in his work and teaching him how to do it; 3. Measuring and rating performance to be sure that teaching has been fully effective; 4. Administering correction where this is found necessary and transferring to more suitable work or distributing those for whom this proves ineffective; 5. Commending wherever praise is merited and rewarding for good work, and finally; 6. Fitting each person harmoniously into the working group – all done fairly, patiently and tactfully so that each person is caused to do his work skilfully, accurately, intelligently, enthusiastically and completely.

12.2.3 Models of Supervision There are two primary models of supervision that are generally used by the supervisor in preparing the supervisee to work in various human service professions – the developmental and task models of supervision (Lager, n.d.). The developmental model of supervision is more of a process- oriented model that follows the various stages of learning that a new member generally experiences during his or her development of professional knowledge and skills for work. The primary focus of a developmental model of supervision is on how supervisee change as they gain more training and experience in the field of practice, based on a shift in identity (from learner to worker) and the skills that develop with the experiences gained. In the developmental model of supervision, supervisors primarily attempt to match their behaviour and teaching techniques to the developmental needs of the supervisees (Lager, n.d.). The developmental model generally consists of four stages of development that supervisees follow as they gain experience in the field of social work. At each stage the supervisee's development is strongly influenced by three general themes, all of which have an enormous effect on the other themes. Those themes are (Lager, n.d.):

- The development of the supervisee's professional self and identity.
- The relationship between the supervisor and the supervisee.
- The relationship between the supervisor and the administrative structure within which he or she works.

The stages of development are as follows (Lager, n.d.):

Stage One: During this stage the supervisee is very dependent on the supervisor and lacks the competence needed for independent work. Supervisees also generally lack self-awareness and have little experience in working with clients. Learning takes place by shadowing the supervisor and observing his or her style of practice.

Stage Two: This stage is generally characterised by a dependency – autonomy conflict. As the supervisee's awareness increases, he or she strives for independence but is not ready for complete autonomy. At this stage the supervisee needs more independence and less restrictiveness than the first stage.

Stage Three: This is the stage of conditional dependency in which the supervisee is generally more differentiated, motivated, insightful and empathetic. He or she is more comfortable with a perception of professional self and is able to function with a great deal of autonomy. The supervisee at this stage is also able to formulate assessments well and develop appropriate interventions for clients with minimal input from the supervisor.

Stage Four: At this stage the supervisee has developed a high level of competence and is able to independently formulate accurate assessments with appropriate interventions. Supervisees at this stage are able to take responsibility for their own learning. The Task model of supervision is very similar to the developmental model, however it relies heavily on the assignment of tasks that help supervisees develop to a more advanced level of practice. This model includes a focus on both functions and tasks within supervision which are, respectively, the how and what of supervision. For example, some of the tasks that are included in the model are: monitoring- evaluating; instructing-advising; modelling; consulting; supporting-sharing. Likewise, some of the functions are: counselling skill; case conceptualization; professional role; emotional awareness; self-evaluation. The consequence is a 5 (task) by 5 (function) matrix, with 25 resulting task-function combination (see figure 4.1) A supervisor might, for example, engage in monitoring-evaluating (the how) of the supervisee's counselling skill (the what), or might engage in consulting concerning NSOU ? PGSW-III 248 the supervisee's emotional awareness, and so on. Hypothetically, a supervisor might engage in any task with any function, but realistically there are probably some task and function matches that are more likely to occur in supervision.

Functions (How) Counselling Case Professional Emotional Self skill conceptualization role awareness evaluation Monitoring- Evaluating Tasks Instructing (What) Advising Consulting Supporting- sharing

Figure 4.1: Functions and Tasks in Supervision

Exercise I: 1. What is the primary underlying principle of developmental model of supervision? 2. State how the task model of supervision differs from the developmental model, and provide an illustration of how it might focus on the intersection of the how and what of supervision.

12.2.4 Modes of Supervision Direct observation of the supervisee: Regardless of the particular model of supervision used, there is no substitute for directly observing a supervisee's work with a client. Several arrangements can be used for conducting these observations. One way is for the supervisor to be physically present in the place with the supervisee, or accompanying him or her on

home visits(Lager, n.d.). Another possibility involves the use of special observation rooms equipped with one way mirror. By observing sessions as they occur, supervisors get a better sense of the social work process of assessing and counselling client. They can listen to what is said, watch the non-verbal behaviours of the supervisee and client, note key moments of the session, and get a deeper awareness of the overall "feel" of the interventions. In NSOU ? PGSW-III 249 some arrangements, supervisors can also instruct the supervisee during the interaction. Using a technique known as a "bug in the ear", supervisors observe the sessions from behind a mirror and can speak to the supervisee through a microphone connected to tiny earplug-type speakers(Lager, n.d.). Although direct observation can be one of the best ways for supervisees to learn counselling techniques, a drawback is the fact that they can be intimidated by the supervisor's presence-even if he or she is behind a mirror- and therefore their already existing anxiety can be elevated. In such situation, it is helpful for supervisors and supervisees to establish an agreement about how directly observed sessions will proceed, what the goals and objectives of the session are, and perhaps engage in a role play before the actual client session begins.

Didactic supervision: Didactic or teaching supervision is best chosen when an supervisee wants to learn, or a supervisor wants to teach, specific information about a theory, technique, or some topic relevant to the supervisee's activities. The goal of a didactic approach is to get information across as efficiently as possible so the supervisee can learn and apply the information directly to his or her work(Lager, n.d.). Didactic approaches tend to be particularly appealing to beginning learners because they feel a need for concrete, practical information to help the cope with the anxiety and ambiguity of starting something new.

Case discussion: Case discussion means the supervisee describes a case to the supervisor and the two discuss what is going on. Case discussions can take a variety of formats depending on the goals and preferences of the supervisee and supervisor. Perhaps the most common approach involves supervisees describing what is happening in a case, explaining their actions and offering interpretations for what is happening. The supervisor typically listens, asks questions, and may offer alternative interpretations or suggestions(Lager, n.d.).

Types and Role Plays: Video or audio recordings of sessions with clients enable the supervisor and supervisee to observe the actual interview process with a client. This is an extremely valuable method for clinical training, although some time limitations prohibit reviews of the entire session. This mode of supervision presents an interesting paradox. NSOU ? PGSW-III 250 An alternative to working with recorded sessions is to enact a client session with the supervisor. Role plays involve supervisees taking the roles clients, trainees or other staff members and acting these roles as they portray a situation or interaction of interest. They can be particularly helpful in developing basic helping skills and in learning to deal with difficult clients. Role plays can also help supervisees to become aware of their counselling style and, in some instances, about significant issues in their own lives. Supervisors can also use role plays to learn about issues and techniques in supervision.

Direct observation of the supervisor: The majority of supervisees prefer this mode of supervision above most others. While they recognise that discussion about their own work can only take them so far, they also feel they can learn a great deal when they can watch their supervisor in group or individual sessions, read reports written by the supervisor, and observe him or her in other actions such as meetings, conferences etc. One way to accomplish this is for the supervisor and supervisee to work jointly in counselling clients. This is most commonly practiced in group or couples counselling, but it can also be used with individual client.

Exercise II: 1. What mode of supervision is preferred by supervisees? What activities generally fall under this mode? 2. What are role plays, and how are they helpful in the supervisory process?

12.2.5 Techniques of Supervision According to John D. Millet there are, broadly considered six techniques of supervision. The techniques are presented through a diagram given below:

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Prior approved of individual projects The formulation of service standards Approval of Key subordinate personnel Supervision Budgetary limitations upon the magnitude of operations Reporting system on work progress NSOU ? PGSW-III 251 Techniques of supervision The above diagram shows that supervision needs specialised knowledge and skills in utilizing it to achieve the intended results. This diagram also indicates that the supervisor has to possess certain qualities, while at supervision. Following are the techniques of supervision: Prior approval: Prior approval means that prior approval of the competent authority has to be obtained before the work on a particular programme is started. In this manner, the supervisor will be in a position to gather detailed information about the intentions of the operating organisations. Moreover, the supervisor will come to know about the details of work which his organisation, where he performs his work, is going to execute. Deviations, if any would be corrected and controlled without any misunderstanding, wastage of time, energy in terms of money, manpower and material resources. Service Standards: Service standards means setting up norms of administrative output. Setting up norms is not an easy process. Difficulties lie in striking a balance between quantity and quality, the achievement of targets and the way it has to be done. The supervisor has to work with thoughtfulness, fairness, tact, emotion etc for effectiveness and efficiency of service standards so laid down. Budgetary Limitation: Budgetary limitation means that the operating units work within the budgetary allocations and have to carry out the work within the limited budget provisions. The technique is being followed in day-to-day financial administration of the organization. Approval of Personnel: This means to reserve the right of approval of personnel of the key personnel in the organization by the Chief Executive while leaving the initiative of selection in the hands of the operating head. This technique helps in exercising control over the personnel in a manner stipulated for achieving the objectives of an organisation. Reporting System: Reporting holds a key position for assessing day-to-day performance of an organization. It helps in identifying shortcomings and bottlenecks in execution of the programmes and projects and in turn, ways and means for NSOU ? PGSW-III 252 corrective action. Reporting system works as one of the means for effective monitoring of the progress of an organization. Inspection of Results: Inspection of result is very effective instrument of supervision. The supervisor has to ensure that the inspection is timely, result-oriented, humanistic and problem solving. It helps in building the role conflicts and establishing harmonious contacts between the supervisor and the supervisees in the performance of their work. Inspection has to see that the existing rules and regulations are observed. It is a sort of performance audit. The inspection is related to instructing and guiding the persons working in the organisation as well as improvement of efficiency. 12.2.6 Qualities of Supervisor The supervisor – 1. He is more a leader among the group members than a boss over the subordinates. He substitutes leadership for authority. 2. He should be impartial, objective, fair minded, humane, capable and willing to guide and help the supervisee. 3. He should have HUMAN TOUCH H – Hear him out U - Understand his feelings M – Motivate him A - Acknowledge his efforts N - News-keep him informed T - Train him O – Open his eyes U - Uniqueness – treat him as individual C - Contact him regularly H – Honour him as a person.

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Principles of Supervision 1. It should be person-oriented rather than production-oriented. 2. How a job is done is more important than how much done. 3. It is being good and not doing good that counts. 4. It is being on tap rather than on top. 5. For dynamic programmes increased possibility of error must be recognized and allowed for. 6. It should be based on understanding and not fear. 7. Too much of supervision begets mediocrity. 8. Responsibility would always be coupled with authority. 9. No supervisee should receive orders from more than one source. 12.2.8 Functions of the supervisor: Educational, Administrative, Helping Supervisors perform three-pronged functions, namely administrative i.e., operational and discipline related functions; educational i.e. related to professional learning constituted of knowledge, skills and values; and the helping functions that deal with supervisee as a person and are concerned with his personal growth(Lager, n.d.). a) Educational Function(Lager, n.d.): Educational functions include the following: 1. Designing and planning of learning activities and/or programmes of study. 2. Identifying professional skills in daily work. 3. Professional socialization – teaching supervisees to apply values and principles while using social work method. 4. Giving knowledge of micro-macro linkage, legal provisions, government schemes, information about community resources. 5. Teaching the use of tools and techniques of social work practice. 6. Demonstrating use of methods and skills – through lab work. 7. Teaching record-writing, documentation work.

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Provide frequent and accurate feed-back. 9. Facilitate reflection and critical thinking through well planned and structured supervisory sessions. 10. Dealing with ethical dilemmas in day to day work. 11. Working with co-workers and utilizing supervision, accepting and utilizing feed-back. 12. Teaching NGO/GO management including maintaining records, working on committees, budgeting, project proposal formulation, inter-agency coordination etc. 13. Guidance on research exercise – catching supervisees to take up any research based assignment – teaching supervisee about research methodology, i.e., data collection, data analysis and reporting. 14. Innovative projects to help individuals / group / families / communities – introducing by direct instruction or encouraging supervisees to take initiatives themselves. b) Administrative Functions(Lager, n.d.): Operational and discipline related duties are categorized as administrative functions. Following are some of the administrative tasks of supervisors: 1. Preparing supervisee for their professional roles is no small task. It requires giving detailed attention to innumerable contingencies. 2. Keeping attendance of supervisee, ensuring submission of records and maintaining log of supervisees' work. 3. Maintaining supervisees' discipline in work place. 4. Planning and holding of supervisory conferences, giving prior intimation to the supervisees so that they can make necessary arrangements for attending the same. 5. As different an on-going educational assessment, supervisors have to formally evaluate supervisees' performance and level of learning in terms of professional skills, knowledge and attitudes. 6. Resolution of work related problems. NSOU ? PGSW-III 255 7. Serving on Governing Boards of relevant organisation. 8. Supervisors have to be vicariously responsible for what their supervisees are doing the work place irrespective of the educative value of allowing supervisees to learn 'by doing', often by trial and error, supervisors have to ensure that this manner of learning does not aggravate the problems of the client groups. Supervisors have, therefore, to be cautions and to critically assess supervisees' work. C. Helping Functions: Supervisees struggle with confusion and self-doubt as they attempt to develop self-efficacy as a professional. The learning process in social work involves a reappraisal of own attitudes and values. In this process, the supervisee needs the support of a supervisor. It is not enough to verse supervisees' work and teach them the use of social work methods. The supervisees are expected to develop the 'professional self' which means that their 'self' is the main tool for offering professional interventions. Social work education aims at bridging the gap between the 'personal self' and the 'professional self' of the supervisees. Reassurance of worth and social integration support from supervisors go a long way towards providing supervisees an anchor which they can hold on to in times of emotional turmoil, anxiety, stress and self-doubt. Supervisory activities with this focus as designated as 'helping' functions which are as follows(Lager, n.d.): 1. Creating an open supervisory environment. 2. Providing encouragement. 3. Attending to supervisees' personal growth. 4. Building confidence. 5. Helping supervisees develop self-awareness, understanding of personal vs professional self. 6. Dealing with personal / family problem having impact on day-to-day work. 7. Referral to counsellors for in-depth personal counselling and to other agencies for addressing family and personal problems. 8. Career counselling. 9. Helping supervisees with their struggle with confusion and self-doubt as they attempt to develop self-efficacy as a professional.

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Supervision should certainly become more relaxed and more supportive as time goes on. 11. Creating a bond and communicating before applying supervisory controls is very essential. 12. Professional learning is carried out within the context of the supervisee – Supervisor relationship. The supervisor-supervisee relationship is the primary mechanism through which supervisees develops a professionally reflective and self-evaluative practice stance. Helping dimension of supervisor's function helps nurture and strengthens this relationship. 13. A non-threatening environment of the relationship will help supervisees accept constructing criticism and encourage them to change. 14. We know that mentoring is one of the most highly recommended supervisory strategies. The word mentor infers caring, setting wise example, coaching and identifying mistakes without causing resentment. Supervisors perform all the three kinds of responsibilities but the emphases and supervisory inputs may vary according to the level and stage of professional development of the supervisees, and demands of a particular work situation. 12.2.9 Supportive Functions In Supervision The supportive functions of supervision will be highlighted here as they relate to the process of developing essential skills that will be helpful in dealing with a variety of stressors often associated with social work practice(Lager, n.d.). Prolonged job related stress can ultimately lead to professional burnout and / or compassion fatigue in many helping professions. It is important for supervisors to recognize the symptoms of extreme stress and develop strategies for dealing with them immediately. It is essential that supervisors, supervisees, and other helping professionals learn to manage stress in themselves and to help their clients manage stress. Stress is a contributing factor in a wide variety of emotional and behavioural problems, including anxiety, child abuse, spouse abuse, temper tantrums, feelings of inadequacy, physical assaults, explosive expressions of anger, feelings of hostility, impatience, stuttering, suicide attempts and depression.

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Stress is also a contributing factor in most physical illness. These illness include hypertension, heart attacks, migraine and tension headaches, colitis, ulcers, diarrhoea, constipation, diabetes, backaches, arthritis, cancer, colds, flu, insomnia, alcoholism, bronchitis, infections, allergies and enuresis. Exposure to cumulative stress, crisis and even traumatic events in our professionals or personal lives can cause physical and / or emotional exhaustion that leads to professional burn out or compassion fatigue. Occupational stressors, when unchecked, can result in worker burnout. Role ambiguity, role conflict, and role overload play a large role in the onset of burnout within the work place. Stress related problems often result from a combination of (1) individual perceptions of the problems, (2) environmental demands placed on the individual that have a direct effect on his or her ability to deal with the problems and (3) one's physiological responses when confronted with stress. When stressors are social or psychological rather than physical, the stress response builds up tension that is not released(Lager, n.d.). As a result, it utilizes energy that is not restored and can ultimately lead to exhaustion. Over a period of time, prolonged exposure to the stress and the resulting exhaustion can cause significant problems to one's physical and psychological well being. Signs and Symptoms of Burn out and Compassion Fatigue:

- Change in behaviour and / or job performance.
- Increased physical complaints of fatigue, irritability, muscle tension, stomach upset and susceptibility to illness.
- Social withdrawal, pulling away from co-workers, press, family members.
- Emotional exhaustion, loss of self-esteem, depression, frustration, loss of commitment and moral purpose in one's work.
- Loss of curiosity and desire to learn, often accompanied by a negative attitude.
- Spiritual change, decline in spiritual beliefs, questioning of the meaning of life.

NSOU ? PGSW-III 258 The following chart indicates the effect of prolonged stress on job performance, interpersonal relationships, morale and behavioural functioning (Greenberg, 1999)

Effects on job	Effect on	Effect on	Effect on
Behavioural Relationship	Functioning	Decrease in Withdrawal from	Decreased Absenteeism quality work colleagues confidence
Decrease in Impatience	Loss of interest	Exhaustion quality of work	Decline in Decrease in quality
relationships dissatisfaction judgement	Avoidance of job	Poor communication	Negative attitude Irritability tasks
Subsumed by own Apathy	Frequent tardiness needs	Establishment of Staff conflicts	Demoralization and

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feelings of incompleteness Avoidance of job tasks Lack of appreciation Overworked; frequent job changes Obsession with details Detachment; Substance abuse reduced self-esteem Managing Stress and Preventing Burnout: The following approaches have been useful for helping supervisee reduce stress and prevent burn-out. It is upto each individual to select the ones that will be most helpful. Managing stress is similar to dieting. It will work for those who put forth the effort. Goal Setting and Time Management: Stress and burnout can come from the feeling of "too much to do and too little time in which to do it". Often, this feeling is due to not having clear short-term and lifetime goals and not knowing how to manage time effectively to achieve them. Realistic goals and a plan for achieving them lead to increased self-confidence, improved decision making, a greater sense of purpose, and an improved sense of security.

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Relaxation: Deep-breathing relaxation, imagery relaxation, progressive muscle relaxation, meditation, and bio feed-back are effective techniques for reducing stress and inducing the "relaxation response" (becoming relaxed). Each of these techniques is facilitated by sitting in a comfortable position in a quiet place and closing one's eyes. Exercise: Stress prepares our body to move or become involved in large-muscle activity refers to the kinds of exercise involving many muscle groups at the same time, such as jumping rope. Through exercise, a supervisee can use up fuel in the blood, reduce his or her blood pressure and heat role, and reverse the other physiological changes set off during the alarm stage of the General Adaptation Syndrome. Exercising helps a person Keep Physically fit and has more physical strength to handle crises. It also reduces stress and relieves tension. For these reasons supervisee should be encouraged by the supervisor to have a daily exercise programme. Many activities are available: walking, stretching, jogging, isometric exercises, jumping rope, swimming, playing tennis, dancing, housework, sex, gardening or golf. Taking Care of Physical self: In addition to exercising, it is important to have nourishing diet, to take appropriate care of one, and to get enough sleeps. Not only does a nourishing diet help keep people fit to resist stress but research shows there are direct links between what individuals eat and how they feel emotionally. Some foods (such as coffee) produce tension, while overeating causes individuals to feel drowsy and even ill. Staying slim and trim helps a person feel good about himself or herself. Social Support Groups: Everyone needs to feel close to others. Support groups allow people to share their lives, have fun with others, let their hair down. These groups are also a resource for help when emergencies and crises arise. These are variety of possible support groups that centre on co-workers, a hobby or sports, a service (such as Rotary), a family, a social club and so on. Taking to others: Every human needs someone with whom to share good times as well as personal difficulties. Sharing concerns with someone helps to vent emotions, and talking a

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concern through often generates constructive strategies for resolving it. A good listener is someone who convey caring and understanding. Keep the information confidential, is empathetic, helps explore the difficulty, and encourages the person to select and try out a resolution strategy. Positive Thinking: When anticipated and unanticipated events occur, people can choose to take either a positive or negative view of the situation. If they take a negative view, they are apt to experience more stress and alienate friends and acquaintances. If they take a positive view, they are likely to maintain their composure; stay relaxed, and cope with the situation quickly and easily, minimizing negative consequences. Changing Stress-Producing Thoughts: It is often erroneously believed that emotions, including feelings of tenseness and anxiety, are primarily determined by experiences – that is, by events that occur. However, cognitive therapies have shown the primary source of a person’s emotions to be what she tells herself about her experiences. Changing or Adapting to Distressing Events: There are an infinite number of distressing events: the death of someone, close, the breakup of a romantic relationship, being friend, having an unfulfilling job, failing some courses, getting into an argument, or having unresolved religious questions. When distressing events occur, supervisee should be encouraged by the supervisor to confront them directly to try to improve the situation. Personal Pleasures: Personal pleasures relieve stress, provide a change of pace, are enjoyable, make us feel good, and are (in reality) personal “therapies”. What is pleasurable to one person may not be to another. Common pleasures are being hugged, listening to music, going shopping, and taking a hot bath, going to a movie, having a glass of wine, family and religious get-together, taking a vacation, singing, and so on. Such “treats” remind individuals that they have worth; they also add spice of life. Exercise: Stress Management Techniques for Me Goal: This exercise is designed to familiarize you with available stress management techniques

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Review the material in this unit on stress management techniques. List those techniques that you have used. Also briefly describe whether each technique was beneficial to you in helping to reduce the level of stress you were experiences. 2. Specify the stress management techniques that you are planning to use in the future. 12.2.10 Roles of the Supervisor Roles are set of behaviours that the supervisors engage in fulfil their various obligations. Some of the supervisory roles conceptualized by the experts are as follows:

- **Enabler:** In this role, the supervisor is present with the supervisee as a "helper" or "enabler", there to do things with the supervisee rather than for or to the supervisee. His influence is indirect rather than direct. He helps supervisees to articulate their needs, to clarify and identify their problems, to explore resolution strategies, to select and apply a strategy, and to develop their capacities to deal with their own problems more effectively. As an enabler, the supervisor helps supervisees revitalize and mobilize their own strengths and resources to cope with difficult problems.
- **Broker:** In the broker role, the supervisor identifies community resources, government schemes and programmes that may help supervisee to carry out their plans. As a broker, the supervisor helps supervisees become aware of resources, eligibility criteria, and other conditions for using a particular service.
- **Advocate:** It is an active, directive role in which the supervisor advocates for a supervisee. In such a role, the supervisor provides leadership for collecting information, for arguing the correctness of the supervisee's need and request, and for challenging the institution's decision not to provide services.
- **Mediator:** As a mediator, the supervisor helps resolve disputes, conflicts, or opposing points of view within the group or between a member and some other person or organization. The mediator role involves intervention in finding compromises, reconcile differences, or reach mutually satisfactory agreements. He works through the supervisees of the group and occupies a NSOU ? PGSW-III 262 position of liaison between the group and the agency. The supervisors use their value orientations and unique skills in identifying miscommunication and clarifying position.
- **Negotiator:** A negotiator brings together those who are in conflict over one or more issues and seeks to achieve bargaining and compromise to arrive at mutually acceptable agreements, somewhat like mediation, negotiation involves finding a middle ground that all sides can live with. However, unlike a mediator, which is a neutral role, a negotiator usually is allied with one of the sides involved. The supervisors play this role especially while negotiating about time, venue, resources etc., with supervisees, agency or community.
- **Educator:** One of the most important roles assumed by supervisors in helping supervisees achieve their goals is that of the educator. The educator role involves giving information to supervisees and teaching them new skills. To be an effective educator, the supervisor must first be knowledgeable. Additionally, she or he must be a good communicator so that information is clearly conveyed and readily understood by the receiver.
- **Initiator:** An initiator calls attention to a problem or even to a potential problem. It is important to realise that some problems can be recognized in advance. The supervisor with his experience and knowledge can foresee the potential problem areas and draw the supervisees' attention to address the issues. In this role he initiate discussion or action on the problem area.
- **Empowerer:** A key goal of supervision is empowerment. In the role of empowerer the supervisor helps the supervisees and group to increase their personal, interpersonal, socio-economic, and political strength and influence through improving their circumstances.
- **Coordinator:** coordinators bring components together in some kind of organised manner. On behalf of the agency often the supervisor assumes the role of coordinator for helping the supervisees to avail the services from different agencies.
- **Facilitator:** A facilitator is one who serves as a supervisor for group activity. As a facilitator, supervisor provides the methodological help. He does not NSOU ? PGSW-III 263 discuss the method but he uses it for facilitating the group process. When required to express his own opinions, he at all times makes it clear when he is functioning as a facilitator.
- **Communicator and Interpreter:** The supervisor has to act as a communicator or interpreter, where interpersonal relationships have to be dealt with. In this role he actually helps the supervisee to understand what is being communicated.

12.2.11 Conclusion Appropriate supervision is an important component of the group work practice as it provides an opportunity for supervisees to apply the knowledge gained from the group work process. Two key models of supervision that are commonly used in group work to prepare supervisees are the developmental and task models. The varying modes of supervision are conducted within the context of these modes. 12.3 Record Writing in Social Group Work 12.3.1 Concept The record in social group work means a faithful representation of the facts in an orderly manner about the various interaction processes in group settings in connection with the plan and programme. The social work Dictionary (1995) defines "recording" as the process of putting in writing and keeping on file relevant information about the client system; the problem; the prognosis; the intervention; the process of treatment; the social, economic, and health factors contributing to the situation and the procedures for termination or referral. Record is an important working tool and performs the following functions:

- It gives an account of something which has taken place,
- It contains factual descriptions as well as instructions, directions, opinions, recommendation, suggestions etc.,
- It set forth plans for the future.

NSOU ? PGSW-III 264 12.3.2

Elements of Record in Social Group Work In the process of social group work, we generally attempt to record the following points:

1. When we set out to record a group work process, we write about individuals and their responses to one another in a given situation. In other words, we write about the behaviour of the individuals in the group.
2. We write about the type and extent of participation of individual in the process of social group work.
3. We note and record the origin and development of ideas, including their acceptance or rejection by the individuals involved.
4. We put down exactly what the group worker does as he carries out his helping role with the group.
5. We put down movement, growth and change as we see it in individuals and in the group as a whole.
6. We write about the relationship between the group and the agency and include community relationships when these are significant in understanding the group.
7. We write about the individual reaction to the different programmes and the contribution of each individual in programme planning.
8. The difficulties faced in the performance of any activity are also noted down.

Recording in group work process, thus implies that, we shall concentrate upon individuals working together in group situation, relationship among them as reflected by their participation, their interaction within the group and between the groups.

12.3.3 Principles of Recording

While recording the worker should be conscious about some of the basic guidelines or principles of recording. These principles or guidelines are:

1. Principle of Flexibility: The worker should be conscious about the objectives of the agency under which he is working and would maintain the record to adjust with the agency's objectives. He will not follow a rigid form of record writing.

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Principle of Selection: Everything should not be recorded in the group work recording. He records significant observation about individuals and their interactions. He selects from movement of the group behaviour patterns of individuals, his own enabling contribution and skills and techniques applied in the group process. 3. Principle of Readability: The most important thing is to keep the record as simple as possible in form, in length. Records must have face sheet, presenting a brief outline of the factual data. If records are in detailed brief summaries should be prepared. In describing individuals, verbatim quotations should be written. Records should be written systematically. 4. Principles of Confidentiality: One of the basic principle of recording in all social work is that records are written on the premise that they will be held in confidence. If records are used for other purpose such as training, all names and other identifying information needs to be carefully obscured, with fictitious ones substituted. The record is a professional document and that as such its contents are guarded by as sense of professional ethics. 5. Principles of Worker Acceptance: The worker must accept his responsibility to write records because of his conviction that records have value in rendering high quality professional service. 12.3.4 Types of Record An important part of the group worker's responsibility is the preparation and writing of records and reports. Though agencies vary in the content and the style of the records, these are similarity as to types. In social group work three (3) types of records are generally used – (1) Statistical record, (2) Programme record and (3) Process record. 1. Statistical Record: In this type of record different statistical information on organisation, enrolment and attendance of individuals are usually kept. We get these information from individual registration cards and group roaster sheet. 2. Programme record: Programme records give the information of the activities in which the group is being engaged. Different information gathered through NSOU ? PGSW-III 266 systematic study is often recorded. In addition, minutes of meetings are also preserved. These minutes are used by the group in reviewing its experience in making plans and in follow up work. 3. Process record: This is the chronological narrative write up of the group work process as it develops. In this kind of records primary attention is given to the participation and interaction of the members, with a view to determining their role in the affairs of the group. In the process record, the emphasis is not only on what happens but how it happens and what has been its impact on the individual. Thus the process record will reveal the gradual change in the situation. 12.3.5 The Importance of Narrative Records The writing of the record is becoming an integral part of social group work practice rather than something separate and distinct from it. It is a tool for the improvement of group work and it has important values for the group, the worker, the agency and the field. The major value of the narrative process record from the standpoint of the worker is that such records help the worker to do a more effective job with his groups. Every other purpose is in a sense a sub-purpose of this major one to improve the quality of experience provided for the group. By writing a complete process record of everything he does while working with the group, the worker is helped to think, to analyse and to evaluate. The record is thus a tool in the process of understanding the group and learning how to help it. When the worker puts in writing what happened in each group meeting, what he did, what problems he faced and what questions arose in his mind, he is thinking into the group situation. Process records are written by the group worker primarily for himself and for his own use continuously throughout his relationship with the group. These records help the worker to become aware of the members of the group as individuals. He can see emerging and changing interests of individuals, he can see evolving needs and how these needs are being met. He can see the development of skills and social attitudes; he becomes sensitive to special problems which may interfere with the individual's full use of the group. Process records show the worker the variety of interpersonal relationship which take shape within the group. The emergence of a group consciousness can be seen as can sub-groupings. The acceptance of the individual by NSOU ? PGSW-III 267 the group is reflected by his change in status which can be discovered from reading accumulated records. The development of the worker's relationship and role can be ascertained from careful recording of what he does while helping the group. Attention becomes focused upon the status of the group in the agency and in the community as intergroup relations are recorded. Changes in the goals of the group become more evident, and member interests outside the group are seen from a review of the record. As the worker writes his records after each meeting, he develops a picture of the group that can be passed on to his superior. Together, worker and supervisor can focus their attention on the group situation as experienced by the worker. The record is thus a stimulus to interaction between the supervisor and the worker. Records enable group work supervisors to keep in touch with many groups for purposes of coordinating the total programme of the agency. Records are useful as a basis for evaluating the group experience of the members and for helping the worker in individual and group supervisory conferences. In worker evaluation records are indispensable. When new a workers are assigned to group, past records become useful at the point of orientation and help new workers to understand the kind of experience the group has enjoyed prior to the coming of the new worker. Records are valuable to other department of the agency if it is large; and they are important in the planning of referrals of individuals to community resource agencies. The underlying function of recording is to improve the quality of service to the individual. Hence, recording enables agency administration to judge the quality of its service, the need for its service and needs of its constituency or potential constituency. Records are useful to administration in determining whether its services meet the deeds of the community, whether the quality of service is in line with purposes and objectives of the agency, and whether there is a need to change policies and practices. Furthermore, well-kept records are useful in interpreting group work as a method in social work. Agency boards and community groups can be helped to appreciate the need for added facilities, equipment, and staff. When a review of the records of several groups reveals common problems, it is possible to utilize such factual information as a basis for the selection of staff members and for staff training. Staff assignments to groups can be made with greater intelligence when there is a record of the development of the group. NSOU ? PGSW-III 268 Recording has value for the group, the worker, and the agency and for the field of social work. Teaching material for in-service training and professional education comes from well-written narratives. Discussion material for professional organizations that conduct institutes and conferences can be provided by workers who have recorded and analyzed their work with groups. Group records are essential in study, research, and experimentation. 12.3.6 Factors That Influence the Keeping of Process Records Because many agencies are at the stage in their development at which they are giving serious

consideration to the matter of improving their systems of record keeping, it is necessary to point out some of the factors that influence an agency's decision to keep process records. Not every agency affords adequate facilities for recording. It is doubtful whether or not agencies should attempt to keep full records on all their groups, especially if there is wide variation in the competence of personnel. The first factor to consider is the function and purpose of the agency. If the agency is committed to the task of providing individualized group experience, then it is absolutely necessary that records be kept. If, on the other hand, the agency conceives its role in more general terms, it may not have need for full records. Another factor to be considered is the level of current group work practice as observed in the agency. If the agency has workers who are adequately prepared to do a good job as group workers, they should be able to assume a responsible role in relation to recording. If, however, workers are not well trained, it is doubtful that they will be capable of keeping records that will be of much value. Workers who have never engaged in record keeping will need special help in developing their skill in this area. It takes time to write records. Unless agencies recognize this and allow for it in determining worker loads, it is impossible to do an adequate job of recording. Facilities and staff services are required as well. Another factor to consider is the nature and purpose of the specific group. If it is a group of indeterminate status, lacking fixed enrollment and definitely conceived as a short-term activity group, it may not require full recording. If the group is considered

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permanent, or at least long-term, with definite objectives in the sense of individual development, then records should be kept. The availability of competent supervisory help for workers is another factor. Records take on much more meaning when they are discussed by the supervisor and the worker they are discussed by the supervisor and the worker together. Supervisory staffs must be sufficiently large in relation to the number of workers supervised, so that records, will be read with care and will be utilized regularly in the supervisory process. The departmental organization of the agency will be an influential factor in the setting up of a system of recording. If records are to be used by all departments, there must be agreed-upon uniformity of content and centralization of the material to make it promptly accessible to all. When the agency is a part of a national organization, its records will necessarily be geared to the total requirements of the national scene. The fact of agency membership in local federations or in social welfare councils will influence the form and content of records. If, after analysis of its own situation, an agency decides to move ahead on establishing a system and requirement of narrative process recording on all or some of its groups, the following questions must be studied: what does it mean to record the group work process? What should be included in the record from the standpoint of content? How can workers be helped to learn how to write good records? What can be learned from analysing records, and how can the learning be utilized? 12.3.7 Meaning of the Record in the Group Work Process First, when we set out to record the group work process, we write about individuals and their responses to one another in a given group situation. In other words, we write about the behaviour of the individuals in the group. Second, we write about the type and extent of participation of individuals who are working, playing, thinking or otherwise acting together in the group. We concentrate upon what individuals do as they associate with one another. Third, we note and record the origin and the development of ideas, including their acceptance or rejection by the individuals involved. We look for the interplay of minds and the stimulation of individuals by other individuals. NSOU ? PGSW-III 270 Fourth, we put down exactly what the group worker does as he carries out his helping role with the group. In addition, we record what the worker thinks and feels about the group situation and what he hopes to accomplish as he works with it. Fifth, we put down movement, growth, and change as we see it in individuals and in the group as a whole. Sixth, we write about the relationship between the group and the agency and include community relationships when these are significant in understanding the group. Recording the group work process thus implies that we shall concentrate upon individuals working together in group situations, relationships among individuals as reflected by their participation, interaction within group and between groups, ourselves as workers present to exercise a helping role. This may be restated as who? – the members of the group; what? – the things they do together; how? – the way in which they do things together; why? – the reasons why we think certain things occur or fail to occur. In the beginning, workers who are learning how to record the group work process, discover that their job consists of alert observation and sensitivity to what is happening in the group; selection of what to include; organization of material selected; the actual write-up; analysis of the material written; interpretation and utilization of the material in next steps with the group. 12.3.8 The Content of the Narrative Record The writing of the narrative record is one part of the worker's job in group work. Any outline or list of what to include in the record is a reflection of the group work philosophy of the person or persons drawing up the outline. When workers have good insight as to the basic principles of social group work, the items included in content lists tend to emphasize or illustrate these principles. Because groups are different, any list or outline of what to include in the record must be something to select from and to be guided by in a general way. At the outset, workers should be encouraged to include everything that they see as important in understanding the group. As the worker develops security and skills with a given group, changes will come about in the recording. The worker will see more than he saw at first. He will recognize the importance of his own role within the group and will comment upon it more fully.

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He may discover perplexing and conflicting situations which need further study, and so he will include more interpretation and evaluation in the records. Various items which might appear in the records of a group which has been meeting for some time include the following: 1. The record should include basic identifying information about the group, its name, the date, time, and place of its meeting, the names of individuals present and absent should be listed and new members properly noted. The physical setting within the agency or away from the agency should be mentioned at the beginning of the record as well as any important observations on whether or other conditions which might affect the attendance. 2. The record should include mention of individuals by name; what they do, what they say, and how they get along in the group should be recorded along with the sequence of their participation. Specific contributions of individuals should be mentioned as they interact with other members of the group. The emotional quality of participation, as reflected by behaviour toward other individuals or the worker, is important and should be included. 3. As the worker works along with the group he will become aware of the group as a whole. By putting down what the group does in its activity programme, by noting positive and negative response to experience, and by recording what the members say about their group in relation to the agency, the worker becomes conscious of the group as it moves through various phases of its development. 4. The relationship and role of the group worker should be included. When the worker provides materials, makes arrangement, introduces new members, offers suggestions, leads discussion, participates the activities, interprets the agency, or in any other way enters into the affairs of the group it should be recorded. 5. At the close of each meeting's record the worker should include a section of evaluative comments regarding what happened during the meeting. This section can consist of questions, explanations as why things occurred or failed to occur, and tentative plans for the future. Such comments or meeting- by-meeting evaluations are exceedingly important and frequently are longer than the actual meeting record.

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The worker should include both planned and informal meetings with individuals before, after, and between group meetings. If the worker works with committees, that are a part of the group, these meetings should also be described. Individual conferences between the worker and offices of the group, and meetings that the worker established for the purpose of locating programme resources should be included. The goal should be to make the record as complete as possible. 12.3.9 Learning How to Write Records The development of skill in recording is fundamentally a matter of becoming capable of observing the group, analyzing what is going on and understanding what it means to the individuals. As workers become more skillful in their work with groups and develop insight into their own role and responsibility with the group, their records reflect this growth. As one worker put it, the recording is not difficult, but the thinking and analysis that precede the actual writing are difficult. Many workers believe that there is value in writing up the factual account of the meeting shortly after it has been held. The analysis of what happened then appears in the section of evaluative comments. This section may not be written until a few days after the meeting when the worker has had more time to think about what occurred. Some suggestions that have proved helpful to workers who are learning how to record are given as possible helps. Some workers find it helpful to prepare a brief topical outline before writing or dictating major record entries. Such outlining helps in the organization of the material and in the selection of the most important items. Worker should endeavour, in so far as possible, to attach the names of group members to the action as it takes place. When workers do this, they avoid phrases such as: "it was felt" without telling who "it" is; "there was a good discussion" without discussing what and why it was good; "several members objected" without telling who discussed what and why it was good, "several members objected" without telling who the "several" were; "details were left to be worked out later" without telling what the "details" were or who would work them out. Simple language, short sentences, frequent paragraphing, and the use of topical headings throughout the record will make it easier to analyse at a later time. Identification of the worker by

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w" or "worker" is preferable, though some find the use of the personal pronoun "I" easier and more natural for them. The dating of all entries is important because it shows continuity and development. Periodic summaries of individual and group growth are important means of reviewing and group growths are important means of reviewing the record and modifying future entries as to style or content. In reviewing the records that have been accumulated over a period of perhaps several months, the worker might ask such questions as: Have I identified myself and included what I did and why I did it? Have I identified the individuals who make up the group and have I included what they did? Have I included all my contacts or did I overlook some important ones? Have I given enough interpretation of what has happened? How can I improve my recording to make the record more specific and meaningful to me? There is no one way to keep the narrative process record. Most workers will develop a style of their own and will include pertinent material as they become aware of the important uses to which the records are put.

12.3.10 Using Process Records—What We Learn from Analyzing Record The worker's use of records begins when he starts to write, because the primary value of records is in helping the worker think through his work with the group. The record should be reviewed before each meeting with the group, since in so doing the worker will be helped to recall salient features of the group's development. After a period of work with the group the accumulated body of information in the record should be studied with a view to ascertaining trends and movements. Record usage thus centres around both immediate and long-term goals. Good records enable the worker to see and understand the kind of relationship he has established with the group. They show his sensitivity and the way in which he picks up group leads or fails to respond to requests for help. Records make it possible for the worker to learn how his role has changed as the group has developed and reveal the kind of problems the group has encountered in carrying out programme and in meeting specific situations. Records help the worker to deepen his understanding of individual and group behaviour and indicate the point at which the individual and the group have arrived in their development. Individuals who need special attention emerge, and the extent

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to which their needs are being met in the group can be seen. Individuals with leadership abilities can be helped to take greater responsibility for the affairs of the group when they have been located by means of the record. In general, records are most useful at the point of evaluation of the group work process. In fact, it is doubtful whether evaluations of programme, individual growth, or worker performance can be satisfactorily made without records. Although partial judgements can be made on the basis of memory, thorough evaluation is possible only if adequate records have been kept. From time to time it is advisable for the group worker to go back over his records and prepare an analysis and summary. This exercise is extremely rewarding to the worker and is well worth the time required to do it. The worker can learn a great deal about what has happened in the group, and, more important, he can retrace the role he has played in bringing about this group development. Such a review is, of course, essential if the group is being closed. It is also needed if the worker is transferring the group to a new worker. In connection with agency evaluation the summary analysis is indispensable.

12.3.11 Outline For Group Summary In writing the analysis of the group record, it is important to include throughout the place which workers have had in these various aspects of the group behaviour. In describing worker's relation to the group, it is important to indicate not only what he did but what were his purposes, his assumptions and, so far as he can evaluate them.

1. What has been happening to individuals in the group? Add to face sheet material a brief description of the behaviour of the person and his adjustment in the group.
2. How has the group changed in purpose and membership? A. Has the group stated a purpose? If so, what is it? Judging by its behaviour, what seems to be the dominant purposes of the group? What needs are being met? What unavowed purpose do you see evident? How are the group objectives influenced by unconscious motivations in your opinion? How does agency function or purpose affect the purpose of this group? How does the surrounding community affect group's objectives?

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B. What changes in purpose or membership policies have occurred during the period of the record? Why did these come about? C. How is membership determined? What agency policies affect membership? What individual factors of congeniality, etc., are determining membership? D. What social factors are affecting the make-up of the group? Note influence of nationality parochial or public school, occupation, location of residence, financial status of family, parents working away from home etc. E. What relation has worker had to this success of formation, the determining of objectives and membership? What has he aimed to do in this area? What has resulted? 3. How do the members relate to each other? A. Describe the pattern of acceptance and rejection in the group showing changes over the period. B. During the period of the record, how have subgroup's affected the way the group has functioned? Note cliques, conflicts between subgroups, leadership subgroups etc. How have groups based on personal congeniality or personal hostility affected the formation or functioning of authorized groups, such as committees? How have social factors such as occupation or race affected subgroups? C. Does the group treat any of its members consistently in certain roles, such as scapegoats, rebels, clowns, outcasts, or objects of pity to be uplifted by the group? How do you account for the attitudes in these cases – both on the part of the group and from the viewpoint of the individual treated in this way? D. What part has worker played in this process of acceptance, rejection, and status finding? How has he affected the patterns? How has he used it in relation to individuals? To the whole group? 4. How is the group governed? A. Does the group have a formal system of control embodied in a constitution or set of rules? If not, what means has it of control? Is so, how much does the group abide by its own rules? B. How much control do the officers exercise over the programme and behaviour of the group? How much is this affected in total group participations? What limits are set over the power of the officials?

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C. What committees does the group have and what are their functions? What part has worker had in setting up of committees? What were his aims here? D. Are there instances of socially inert or passive members? Of dependent or dominated members? Of fringe members not actively engaged in the group? If so, describe psychological basis of their position as you see it. E. Does the group control its members outside of the meeting? In what respects? How is this done? F. What kinds of issues have produced conflicts in the group? How does the group react when it cannot get what it wants? How was authority used in such situations? What part did worker play in such conflicts? G. Is there any unauthorized group or individual controlling or attempting to control the group? How is it working to do this? How successful is it? What methods were used? H. Who are the indigenous leaders of the group? What contribution do they make which accounts for their rise to headship? What needs or drives of their do you think play into their leadership? How do they use their position as leaders in controlling the group? I. What agency regulations or requirements affect control of the group? How are such controls put into effect? What part does the agency staff other than worker have in such control? J. How do attitudes toward authority, neighbourhood tradition, class, habits etc., affect the reactions of the group toward authority and self-government? K. What has the worker done in regard to the control of the group? At what points has he taken control himself? What methods did he use? What were his aims in doing this? What were the results? How has he attempted to establish democratic method through indigenous, leaders? 5. How does the group make up its mind? A. What kind of questions required group thinking and collective decision during the period of the record? Were these handled in business meetings? If not, how and where did the discussion occur? B. In the business meeting of the group, is formal parliamentary procedure used? Informal discussions? NSOU ? PGSW-III 277 C. How does the group usually come to its decisions? By majority rule? Compromise? Integration? What is the usual attitude of the minorities toward majority decisions? What opportunities are afforded for minority expression of opinion? How does the majority treat minority opinion? D. Has the group had discussions of questions other than those in business meetings? Are they "bull sessions", planned discussions, "round labels", "truth sessions"? What subjects have come up for such discussion? E. In the business meetings or subject discussions of the group, what is the quality of the group thinking in terms of information gained or used in the discussion, clarity of thinking, influence of emotional and irrational factors in reaching conclusions, ability to come to integrated group conclusions where necessary, etc? F. What part has worker played in group deliberation? What educational purposes has he had in mind for such deliberative meetings? With what results? 6. What has happened to esprit corps? A. What is the general social climate of the group in terms of factors, such as the following: friendliness or hostility toward each other; opportunity for free expression opinion and receptive attitude toward such, attitude toward authority as represented by worker, the agency, or the indigenous leaders; ability to cooperate effectively for common ends? What outside factors, such as physical setting of the group, fatigue, home, school, or work situations have in your opinion affected this climate? If the climate has changed markedly during the period of the record, what has produced this change? B. How has spirit do corps of the group fluctuated during this period? What has produced these fluctuations? How has it been affected by programme, conflicts, interpersonal acceptance and rejection, events outside the group? C. Do the members vary in their attachment to the group? How does this show itself? What is the pattern of group attachments? D. Does the group use any symbols or ritual to express its attachments to the group? Where did these come from? What effect do they have on group cohesion? Or individual reactions to the group? What effect do they have on the group's standing with other groups in the agency?

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E. What relation has worker to these aspects of the group? What has he aimed to do about it? What resulted? 7. What are the dominant values in the group? A. What evidences are there of commonly accepted values affecting the behaviour of the group? Are these values formulated into a clearly understood code? If so, what does the code require of this members in the way of behaviour? What does it forbid? Do these values deviate from the mores of the neighbourhood? If so, how? At what points are they different from those of worker? At what points do they differ from those of the agency? B. If the group has certain accepted standards, how do they affect individual behaviour? How are they enforced by the group? Are awards or punishment given? C. How are the group values related to its selection of indigenous leaders? Do its stigmatizing of certain members? To what extent does the elected or natural leader embody the group ideal (e.g., in popularity with the other sex, physical powers, prominence in a skill, embodiment of a social purpose, etc.)? In what ways are its values influenced by those of its indigenous leaders? D. Does the group indicate rejection of certain values? Does it have an enemy outside itself in the form of another group, racial grouping, or area? If so, how is this hostility expressed? Does it show evidences of social prejudices, racial, religions, economic, etc.? E. Does the group think of itself as in line with community standards or is it in revolt against them? Or, if the latter, is it consciously antisocial, or does it consider its standards high than those of the community? In any of these situations, how have you as worker dealt with this attitude toward accepted values? F. How is the agency attempting to affect these values? What does worker do about them? What is his aim in doing this? What has resulted? 8. What has been the programme of the group? A. List the major activity of each meeting, i.e., business meeting, trip, party. B. How is programme determined?

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C. What activities have met with the greatest response? The least? D. What contribution do you feel the programme activities have made to individuals? E. How did the worker's interests and skills affect programme? What was his part in determining it? 9. What is the relation of group to other groups? A. Has this group had any relation to other groups inside the agency? How has this group been related to programme planned for whole agency? What effect does this have on its own programme? What contacts has it had outside the agency? Describe the contact in each case in terms of activities engaged in an effect on the group. B. What part has worker played in these intergroup activities? What has he aimed to do through them? What has resulted? C. If this is a representative group, what is its relation to this constituent group? 10. What is the relation of worker to members of the group? A. During the group meetings are there certain members who are constantly endangering the effective functioning of the group by such behaviour as bullying weaker members, refusal to carry their share of work, showing off by noisy or irritating behaviour, passively, or day-dreaming, acting tough, monopolizing the leader? What is the relation of worker to these persons? How does he handle this behaviour in the group? How has he used group programme or group pressures to deal with this behaviour? Are there certain members who are normally helpful to the group by such behaviour as making useful suggestions, assuming responsibility, helping or protecting weaker members, quieting noisy members, upholding agency standards, stimulating thinking or control of emotional outbursts of others? What is the relation of worker to these persons? How has he used their behaviour to promote group programme or group relations? How has he used group programme or pressures to develop their capacities? To what extent does the worker work with the officers or committee chairman in planning business meetings or programme? NSOU ? PGSW-III 280 B. Outside of the group meeting, what contacts has worker had with members of the group? In lobbies, streets, homes, etc., in which he saw the person by himself or with one or two others? How did these contacts arise? What occurred in the interviews of significance to the person or to the functioning of the group? C. In dealing with members on an individual basis, has worker referred members to other agencies or used other resources within the agency? II) Statistical Summary: Enrollment at beginning of the period Number of members added during this period Including (a) old members re-enrolled (b) new members enrolled Number of members dropped during period Cumulative enrollment Enrollment attendance Cumulative attendance (Summation of attendance at each regular meeting) Attendance index Cumulative attendance ----- = attendance index Enrollment attendance

12.4 Conclusion The writing of the records is becoming an integral part of social group work method. Since, social group work is the process of working with the people, it needs to maintain record to conduct the group activities perfectly and methodically. Recording is thus a tool for the improvement of the horizon of different activities concerning the group. In short its utilities are: (1) helps the worker in developing skill in terms of better understanding of the individual, and ability to think analyse and evaluate, (2) helps the group worker to understand the groups as a whole because in the record writing process he becomes aware of the whole, (3) the record provides the worker NSOU ? PGSW-III 281 with evidence of growth and change in the part of the members and of himself as a worker, thus record serves as an instrument of evaluation, (4) it provides contents for supervision both on the part of the worker and the agency, (5) the record provides a source of future programme planning because it is a reflection of expressed and unexpressed and unfulfilled interests and needs as well as amount of what actually happened, (6) it provides historical data which may be used by new workers to maintain the continuity of work, (7) the record provides data to the higher opportunities, which gives financial support to the agency, (8) the reports sometimes help to resolve the difficulties arising in the course of group activities, (9) the reports helps the absentee members to follow the discussions in the meeting, (10) lastly, these records are of immense value in social research. Since, WHO in every group is different, the WHAT, HOW and WHY are also different. It is, therefore, impossible to develop a rigid records. Writing records helps the worker to acquire greater skill and sharpen his knowledge and understanding of the complex dynamics of social group work process. The reports must be factual, clear and simple and must fruitfully represent the tempo of group process and the interaction between various people within the group. In the task of evaluating of the work of a group or the agency as a whole, well written and objective reports will go a long way.

12.5 Exercise 1. What do you mean by record? What are the elements of record in social group work? 2. Write in brief the principles of recording. 3. Elucidate the importance of narrative records. 4. What are the meanings of record in the group work process? 5. As a professional gives an outline for group summary records. 6. What is Supervision? What are the functions of supervision? 7. Write in detail the supportive functions of supervision. 8. State how the task model of supervision differs from the developmental model? NSOU ? PGSW-III 282 9. What activities generally fall under the mode of supervision? 10. What are three ways in which prolonged job related stress affects professional performance? 11. Elucidate the role of a supervisor in the group work process.

12.6 Reference 1. Bernstein, Saul. "Charting Group Process", in Dorothea Sullivan (ed), Reading in Group Work. New York; Association Press, 1952. 2. Carry, Clifford M. (ed) A self-Appraisal Plan for Young Men's Christian Association, New York: Association Press, 1951. 3. Coyle, Grace L. Studies in Group Behaviour. New York: Harper, 1937. 4. Dimock, Hedley S., and Harleigh B, Trecker. Supervision of Group Work and Recreation. New York: Association Press, 1949. 5. Greenberg, J.S. (1999). Comprehensive Stress Management (6 th ed.) Boston, MA: Mc Graw – Hill. 6. Hawkins, P & Shohet, R, (1989). Supervision in the Helping Professionals. Philadelphia: Open University Press. 7. Kadushin, A. (1992). Supervision in Social Work (3 rd ed.), New York: Columbia University Press. 8. Kaiser, Clara, Record Keeping in Group Work, in New Trends in Group Work, New York: Association Press, 1938. 9. Lager, P. (n.d.). Models and Modes of Social Work Supervision. eGyanKosh. <https://egyankosh.ac.in/bitstream/123456789/50428/1/Block-3.pdf>

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<p>Group Work 33-47 Unit 4 ? Group Work as a Method of Social Work 48-59 Module 2 : Unit 5 ? Theoretical Approaches and Models in Social Group Work 60-80</p> <p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>		<p>group_work. htm]. 77 Group Work as a Method of Social Work 5 Theories and Models in Social Group Work *</p>		
4/546	SUBMITTED TEXT	59 WORDS	79% MATCHING TEXT	59 WORDS
<p>a group feel a common sense of belonging. Bur all collectivises do not constitute a social group. A group is distinct from an aggregate (people waiting at railway station or bus stand) member of which do not interact with one another. The essence of the social group is not physical closeness or contact between the individuals but a consciousness of joint interaction.</p> <p>W https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/2/PG_M.S.W._Social%20Work_349%20 ...</p>		<p>A group is a collection of individuals but all collectivities do not constitute a social group. A group is distinct from an aggregate (people waiting at railway station or bus stand) number of people in which members do not interact with one another (Allan Brown, 1986). The essence of the social group is not physical closeness or contact between the individuals but a consciousness of joint interaction.</p>		
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<p>A social group is an aggregate of individuals in which a definite relations exist between</p> <p>W https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/2/PG_M.S.W._Social%20Work_349%20 ...</p>		<p>A social group is an aggregate of individuals in which (a) definite relations exist between</p>		

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each individual is conscious of the group itself and its symbols“(each individual is conscious of the group itself and its symbols ” -		
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7/546	SUBMITTED TEXT	14 WORDS	100% MATCHING TEXT	14 WORDS
any collection of human beings who are brought into social relationship with one another”.		Any collection of human beings who are brought into social relationship with one another”		
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8/546	SUBMITTED TEXT	15 WORDS	100% MATCHING TEXT	15 WORDS
This consciousness of interaction may be present even there is no personal contact between individuals.		This consciousness of interaction may be present even there is no personal contact between individuals.		
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9/546	SUBMITTED TEXT	27 WORDS	89% MATCHING TEXT	27 WORDS
collection of human beings who are brought into social relationship with one another”. Social relationships involve some degree of reciprocity and mutual awareness among the members of the group.		collection of human beings who are brought into social relationship with one another” is called social group. Here the relationships involve some degree of reciprocity and mutual awareness among the members of the group.		
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10/546	SUBMITTED TEXT	51 WORDS	83% MATCHING TEXT	51 WORDS
a social group consists of such members as have reciprocal relations. The members are bound by a sense of unity. Their interest is common, behaviour is similar. They are bound by the common consciousness of interaction. Viewed in this way, a family, a village, a nation, a political party or a trade union		A social group consists of such members which have reciprocal relations. The members are bound by a sense of unity. Their interest is common, behavior is similar. They are bound by the common consciousness of interaction. Considering these views, a family, a village, a nation, a political party or a trade union		
W https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/2/PG_M.S.W._Social%20Work_349%20 ...				
11/546	SUBMITTED TEXT	15 WORDS	100% MATCHING TEXT	15 WORDS
In short, a group means a group of associated members, reciprocally interacting on one another.		In short, a group means a group of associated members, reciprocally interacting on one another.		
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<p>all old men between fifty and sixty or men belonging to a particular income level are regarded as 'aggregates' or 'quasi-groups'. They may become groups when they are in interaction with one another and have a common purpose. People belonging to a particular income level may constitute a social group when they consider themselves to be a distinct unit with special interest.</p>		<p>all old men between fifty and sixty or men belonging to a particular income level are regarded as 'aggregates' or 'quasi-groups'. They may become groups when they are in interaction with one another and have a common purpose. People belonging to a particular income level may constitute a social group when they consider themselves to be a distinct unit with special interest.</p>		
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<p>our own choices and efforts are voluntary groups. In contrast, we are forced or automatically</p>		<p>our own choice and effort are voluntary groups. In contrast we are forced to join or are automatically</p>		
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15/546	SUBMITTED TEXT	13 WORDS	84% MATCHING TEXT	13 WORDS
<p>based on gender, age, nationality, religion, and ethnicity. These latter groups, which we</p>		<p>based on sex, age, nationality, religion and ethnicity. These latter groups in which we</p>		
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Mutual Awareness: The members of a social group must be mutually related to one another. A mere aggregate of individuals cannot constitute a social group unless reciprocal awareness exists among them. Mutual attachment, is therefore, regarded as its important and distinctive feature. It forms an essential feature of a group. 2. One or more Common Interests: Groups are mostly formed for the fulfilment of certain interests. The individuals who form a group should possess one or more than one common interests and ideals. It is for the realization of common interests that they meet together. Groups always originate starts and proceed with a common interest. 3. Sense of Unity: Each social group requires sense of unity and a feeling of sympathy for the development of a feeling or sense of belongingness. The members of a social group develop common loyalty or feeling of sympathy among themselves in all matters because of this sense of unity. 4. We-feeling: A sense of we-feeling refers to the tendency on the part of the members to identify themselves with the group. They treat the members of their own group as friends and the members belonging to other groups as outsiders. They cooperate with those who belong to their groups and all of them protect their interests unitedly. We-feeling generates sympathy, loyalty and fosters cooperation among members. 5. Similarity of Behaviour: For the fulfilment of common interest, the members of a group behave in a similar way. Social group represents collective behaviour. The-modes of behaviour of the members on a group are more or less similar. NSOU ? PGSW-III 10 6. Group Norms: Each and every group has its own ideals and norms and the members are supposed to follow these. He who deviates from the existing group-norms is severely punished. These norms may be in the form of customs, folk ways, mores, traditions, laws etc. They may be written or unwritten. The group exercises some control over its members through the prevailing rules or norms. 1.3 Classification of Groups

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and the group will continue. For example, anyone can join the Hrithik Roshan fan club. On the other hand, some groups maintain their exclusivity by limiting membership and making participation much more difficult.

and the group continues. For instance, anyone can join the Hrithik Roshan fan club. On the other hand, there are some groups that maintain exclusiveness by restricting the membership and make it much more difficult

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in such clubs. Such groups with limited membership criteria are closed groups. Examples: Mafia (Underworld), Royal Enfield Motorcycle Club, Nightclub, etc. Closed groups usually have

in such clubs. Such groups with restrictive membership criteria are closed groups; e.g. the mafia (underworld), Royal Enfield motorcycle clubs, night clubs, etc. Closed groups typically have

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<p>In-group and Out-group William Graham Sumner, an American Sociologist in his book "Folkways" made distinction between in-group and out-group</p> <p>SA BSWS-22- ENGLISH 3.4.22.docx (D132411911)</p>				

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According to Sumner, "The groups with which the individual identifies himself are his in-groups, his family or tribe or sex or college or occupation or religion, by virtue of his awareness of likeness or consciousness of kind". The individual belongs to a number of groups which are his in-groups; all other groups to which he does not belong are his out-groups. In-group produces among the members the sense of belonging together which is the core of the group life. In-group attitudes contain some element of sympathy and a sense of attachment to the other members of the group. It embodies the collective pronoun 'we'. The members of the in-group display cooperation, goodwill, mutual help and respect for one another's rights (

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group Primary Group possesses certain essential traits. The following are the characteristics of Primary group. 1. Closeness or Physical Proximity: Physical proximity or presence provides an opportunity for the development of intimate and close relations. In order that relations of the people may be close, it is necessary that their contacts also should be close.

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Smallness: Primary groups are smaller in size. The smaller the size of the group, the greater will be the intimacy among its members. Relationship can be intimate and personal only in a small group. It is a fact that intimacy declines as the size of the group increases.

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Durability: Primary group is relatively, a permanent group. Intimacy between the members becomes deeper because they meet frequently and are closely associated with one another. All the members of the

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Identity of Ends: Members of a primary group have similar attitudes, desires and objectives. They all work together for the fulfillment of their common end. Every member tries to promote the common welfare of his group.

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<p>Relationship is an end in itself: The Primary relationship is regarded not as a means to an end but rather as an end itself. If the people make friends for specific purpose or means, we cannot regard their friendship as genuine. A genuine friendship or true love is not formed for a purpose. It is above the consideration of any selfish interest or interests. Friendship is</p> <p>SA MSWS-13 Social Work practice with groups.docx (D117055454)</p>				
31/546	SUBMITTED TEXT	47 WORDS	100% MATCHING TEXT	47 WORDS
<p>The primary relationship is a matter of persons. It exists because of them and it is sustained by them. It should be noted that this relationship comes to an end as soon as one of the partners disappears from the primary group. The personal relationship is non transferable and irreplaceable.</p> <p>SA MSWS-13 Social Work practice with groups.docx (D117055454)</p>				
32/546	SUBMITTED TEXT	32 WORDS	100% MATCHING TEXT	32 WORDS
<p>vii) Relationship is Inclusive: In the primary group, we face our fellows as total human beings. A person comes to know his fellow in all the details of his life, as a whole being.</p> <p>SA MSWS-13 Social Work practice with groups.docx (D117055454)</p>				
33/546	SUBMITTED TEXT	16 WORDS	100% MATCHING TEXT	16 WORDS
<p>primary relationships are non-contractual, non-economic, non-political and non-specialised; they are personal, spontaneous, sentimental and inclusive. Secondary group</p> <p>SA MSWS-13 Social Work practice with groups.docx (D117055454)</p>				
34/546	SUBMITTED TEXT	136 WORDS	100% MATCHING TEXT	136 WORDS
<p>Large in size: Secondary groups are relatively large in size. These groups comprise a very large number of persons. For example, a political party, a trade union, international associations, such as Rotary Club, Lions Club, the Red cross Society which consists of thousands of members scattered all over the world. 2. Formality: The relations of members in a secondary group are of a formal type. It does not exercise primary influence over its members. Secondary groups exert influence on the members indirectly. They are controlled by formal rules and regulations. Informal means of social control are less effective in regulating the relation of members. Formal social controls such as law, legislation, police, court etc. are very much important for the members. Moral control is only secondary. A formal authority is set up with designated powers in secondary groups. Here man is a legal and not a human entity.</p> <p>SA MSWS-13 Social Work practice with groups.docx (D117055454)</p>				

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Impersonality: Secondary relations are impersonal in nature. In the large scale organisation, there are contacts and they may be face-to-face, but they are, as says K. Davis, of "the touch and go variety." Here contacts are chiefly indirect. The two persons may never see each other. Relations among them are impersonal, because members are not very much interested in other members as 'persons'. They are more concerned with their self-centered goals than with other persons. There is no sentiment attaching to the contacts. It is not required that the parties know each other. For example, in the large scale factory organisation, the members are known to each other as the boss, the foreman, skilled workers, ordinary workers etc. The secondary relations are viewed as a means to an end and not an end in itself. 4.

Indirect Cooperation: Indirect cooperation is another characteristic of secondary groups. In it, members do different things interdependently. Ali contributes to the same result, but not in the same process. They do unlike things together. In the large scale organisation where division of labour is complex, the members have not only different functions but different powers, different degrees of participation, different rights and obligations. 5. Voluntary Membership: The membership of most of the secondary groups is not compulsory but voluntary. Individuals are at liberty to join or to go away from the groups. It is not essential to become the member of Rotary International or Red Cross Society. However, there are some secondary groups like nation or the State whose membership is almost involuntary (

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Role: In secondary groups the status or position of every member depends on his role. The determination of his status is not influenced by ascription or by his birth or personal qualities but by the achievement or the role he plays. For example, the status of the President in a trade union depends upon the role he plays in the union and not upon his birth.

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Secondary Groups are of special significance in modern society. They have become almost inevitable today. Their appearance is mainly due to the growing cultural complexity.

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<p>They are also called "special interest groups" or "self- interest groups". The examples of secondary groups include a city, a nation, a political party, corporation, labour union, an army, a large crowd etc. These groups have no direct bearing on the members.</p> <p>SA MSWS-13 Social Work practice with groups.docx (D117055454)</p>				
39/546	SUBMITTED TEXT	23 WORDS	100% MATCHING TEXT	23 WORDS
<p>According to C.H. Cooley, "Secondary groups are wholly lacking in intimacy of association and usually in most of the other primary and quasi-primary characteristics".</p> <p>SA BSW-22- ENGLISH 3.4.22.docx (D132411911)</p>				
40/546	SUBMITTED TEXT	13 WORDS	96% MATCHING TEXT	13 WORDS
<p>Secondary groups can be roughly defined as the opposite of everything said about primary groups".</p> <p>SA BSW-22- ENGLISH 3.4.22.docx (D132411911)</p>				
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<p>such groups with our own choices and efforts are voluntary groups. In contrast, we are forced or automatically</p> <p>Such groups we join through our own choice and effort are voluntary groups. In contrast we are forced to join or are automatically</p> <p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				
42/546	SUBMITTED TEXT	12 WORDS	84% MATCHING TEXT	12 WORDS
<p>based on gender, age, nationality, religion, and ethnicity. These latter groups, which we</p> <p>based on sex, age, nationality, religion and ethnicity. These latter groups in which we</p> <p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				
43/546	SUBMITTED TEXT	26 WORDS	60% MATCHING TEXT	26 WORDS
<p>For example, anyone can join the Hrithik Roshan fan club. On the other hand, some groups maintain their exclusivity by limiting membership and making participation much more difficult.</p> <p>For instance, anyone can join the Hrithik Roshan fan club. On the other hand, there are some groups that maintain exclusiveness by restricting the membership and make it much more difficult</p> <p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				

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<p>in such clubs. Such groups with limited membership criteria are closed groups. Examples: Mafia (Underworld), Royal Enfield Motorcycle Club, Nightclub, etc. Closed groups usually have</p>		<p>in such clubs. Such groups with restrictive membership criteria are closed groups; e.g. the mafia (underworld), Royal Enfield motorcycle clubs, night clubs, etc. Closed groups typically have</p>		
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<p>Siddiqui, H.Y (2008) Group Work: Theories and Practices, Rawat Publications, Jaipur</p>		<p>Siddiqui, H.Y. (2008), Group Work, Theories and Practices, Rawat Publications, Jaipur.</p>		
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<p>SA MSWS-13 Social Work practice with groups.docx (D117055454)</p>				
49/546	SUBMITTED TEXT	42 WORDS	44% MATCHING TEXT	42 WORDS
<p>Middleman and Goldberg Papel, 1988). Group work played an essential role in dealing with multiple shifts.In the United States in the late 19th and early 20th centuries:American Industrialization; Large Population Moves from Rural to Urban,And; a massive wave of immigrants, especially to urban areas</p>		<p>Middleman and Goldberg, 1988). Group Historical Development Group Work 29 work played an important role in dealing with a number of shifts happening in the U.S. in the late-19th century and early-20th century: the industrialization of the U.S.; large population shifts from rural to urban and; the enormous wave of immigration, mainly to U.S. urban areas (</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				
50/546	SUBMITTED TEXT	16 WORDS	86% MATCHING TEXT	16 WORDS
<p>involvement In small groups, democratic way of life, community responsibility, and recognition Membership in activities</p>		<p>involvement in small groups, the democratic way of life, community responsibility and perceived membership in activities</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				

51/546	SUBMITTED TEXT	29 WORDS	88% MATCHING TEXT	29 WORDS
<p>social problems that her neighbors had in common. John Dewey proposed and developed the idea of progressive education, The usefulness of small groups as early as 1933. Dewey</p>		<p>social problems that neighbors had in common. John Dewey, who proposed and developed the idea of progressive education also found the usefulness of small groups as early as 1933. Dewey</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				
52/546	SUBMITTED TEXT	13 WORDS	71% MATCHING TEXT	13 WORDS
<p>The first form of group setting goes back to Sir George Williams. Hard-working</p>		<p>The first form of group setting could be traced back to Sir George Williams, who organized the hard working</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				
53/546	SUBMITTED TEXT	10 WORDS	100% MATCHING TEXT	10 WORDS
<p>Literature in Social Group Work 2.8 Social Group Work in India 2.9</p>				
<p>SA MSWS-13 Social Work practice with groups.docx (D117055454)</p>				
54/546	SUBMITTED TEXT	21 WORDS	57% MATCHING TEXT	21 WORDS
<p>United States have launched many programs over the years. One such notable movement was the establishment of the Union Prayer Circle</p>		<p>United States initiated many programmes over the years. One such notable movement was the formation of Union Prayer Circle</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				
55/546	SUBMITTED TEXT	46 WORDS	33% MATCHING TEXT	46 WORDS
<p>Industrial Revolution, required the establishment of an organized organization to meet the welfare needs of those who bear the burden NSOU ? PGSW-III 26 Of industrialization. The origin of the Settlement movement is in Jane Addams who wasfounder of Hull House in Chicago in 1889. The exercise focused</p>		<p>industrial revolution, demanded the formation of an organized body to meet the welfare needs of the bearing the brunt of industrialization. The settlement movement owes its origin to Jane Addams, the founder of the Hull House in Chicago in 1889. The movement focused</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				
56/546	SUBMITTED TEXT	18 WORDS	72% MATCHING TEXT	18 WORDS
<p>Rs")- Research, Reform, and Residence. Jane and other pioneers who believed it Use the group approach to set</p>		<p>Rs") – Research, Reform and Residence. Jane and the other pioneers, who believed in the group approach, set</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				

57/546	SUBMITTED TEXT	22 WORDS	75% MATCHING TEXT	22 WORDS
<p>health, legal services and Advocated a change in social policy. According to Rameshweri Devi and Ravi, Prakash (2004) also served as</p> <p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>		<p>health and legal services, and also advocated changes in social policy. According to Rameshweri Devi and Ravi Prakash (2004) settlements have also served as</p>		
58/546	SUBMITTED TEXT	25 WORDS	68% MATCHING TEXT	25 WORDS
<p>He was the founder of a neighborhood guild, The first American settlement in 1886. Picnics and other recreational activities We have picked up so that more</p> <p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>		<p>He was the founder father of the Neighbourhood Guild, the first American settlement in 1886. Picnics and other recreational activities were taken up so that more</p>		
59/546	SUBMITTED TEXT	61 WORDS	50% MATCHING TEXT	61 WORDS
<p>the Nineteenth century. In 1868, Boston's first church came up with a vacation Playground while Washington Park in Chicago was open for team playin 1876. But it was 1885 when a sand park began in Boston. Marie Zaklzevska, whose playground was chosen as an exercise in history Social group work. She got the inspiration for such a concept. Children are playing in</p> <p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>		<p>the nineteenth century. In 1868, the first of Boston came up with a vacation play ground, while the Washington Park in Chicago was opened for team games in 1876. But it was in 1885, with the beginning of a sand park in Boston by Marie Zakrzewska, that the play ground was chosen as a movement in the history of social group work. She got the inspiration for such a concept observing the children playing in</p>		
60/546	SUBMITTED TEXT	22 WORDS	43% MATCHING TEXT	22 WORDS
<p>who formed a prayer community among them: her friends and wife. Arthur Kennard started training general women London Institute for nurses returning from</p> <p>SA BSWs-22- ENGLISH 3.4.22.docx (D132411911)</p>				
61/546	SUBMITTED TEXT	22 WORDS	52% MATCHING TEXT	22 WORDS
<p>the leadership of villages, churches, and schools. That is the Successful playground movement and the need for more tax-backed play Reasons that</p> <p>SA BSWs-22- ENGLISH 3.4.22.docx (D132411911)</p>				
62/546	SUBMITTED TEXT	11 WORDS	87% MATCHING TEXT	11 WORDS
<p>centers and youth organizations. Some later group workers relied on naturalistic observations</p> <p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>		<p>centers and youth organisations. Some later group workers relied on naturalistic observations</p>		

63/546	SUBMITTED TEXT	17 WORDS	80% MATCHING TEXT	17 WORDS
<p>gender, age, ethnic qualities, education, and social class (Jose, 2008; Warner, 1947). Such aggregates (also known as "</p>		<p>gender, age, ethnic qualities, education and social class (Jose, 2008; Warner, 1947). Such assemblages (also referred as</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				
64/546	SUBMITTED TEXT	31 WORDS	47% MATCHING TEXT	31 WORDS
<p>the establishment of a playground and recreation club American in 1906. Schools and other social institutions that supported the movement Emphasize the importance of such group experiences in child growth's social and emotional</p>				
<p>SA BSWS-22- ENGLISH 3.4.22.docx (D132411911)</p>				
65/546	SUBMITTED TEXT	53 WORDS	82% MATCHING TEXT	53 WORDS
<p>The first course of group work was offered by Clara Kaiser, the School of Social Work at Western Reserved University in Cleveland. When she left for New York in 1935, Grace Coyle continue to develop this course. Group was taught as a mthod and partially as a field of practice. By 1937 about 10 schools</p>		<p>The first course of group work was offered by Clara Kaiser, in the School of Social Work at Western Reserve University in Cleveland. When she left for New York in 1935, Grace Coyle continued to develop the course. Group Work was taught partially as a method and partially as a field of practice. By 1937 about 10 schools</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				
66/546	SUBMITTED TEXT	58 WORDS	56% MATCHING TEXT	58 WORDS
<p>in social work. However, as Schewartz points out, the real historical differ- ences between the two is that caseworksoon becomeidentified with social work profession, where groupwork didnot become to formally linked with profession until much later during the National Conference of Social Work in 1935. It was earlier rather informal in nature until the founding of National Association of Social Workers (Toseland</p>		<p>in social work. However, as 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. This remained somewhat informal until 1955 and the founding of the National Association of Social Workers (Toseland &</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				
67/546	SUBMITTED TEXT	49 WORDS	59% MATCHING TEXT	49 WORDS
<p>communication and interaction, leadership, Interpersonal preference, and social cognition, which are important factors handling group processes in social work. It's also important to mention thatthe contribution of psychoanalytic theory, learning theory, field theory, social exchange theory, and system theory explains group functions (Jose & Jyotiram, n.d.). 2.7 A Glimpse of Professionalization and Development</p>				
<p>SA MSWS-13 Social Work practice with groups.docx (D117055454)</p>				

68/546	SUBMITTED TEXT	24 WORDS	93% MATCHING TEXT	24 WORDS
<p>group created National Association for the Study of Group under the leadership of Arthur Swift • 1939, group work began to be treated as a distinct subject</p> <p>SA MSWS-13 Social Work practice with groups.docx (D117055454)</p>				
69/546	SUBMITTED TEXT	17 WORDS	94% MATCHING TEXT	17 WORDS
<p>s • 1940 and 1950s group workers began to use groups more frequently to provide therapy in mental health</p> <p>W https://lms.su.edu.pk/download?filename=1603654361-rivas-robert-f.pdf&lesson=34594</p>				
70/546	SUBMITTED TEXT	19 WORDS	92% MATCHING TEXT	19 WORDS
<p>Social Group Work in India Group work as a method of social work came to India with its introduction</p> <p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				
71/546	SUBMITTED TEXT	38 WORDS	89% MATCHING TEXT	38 WORDS
<p>There was a brave attempt 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</p> <p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				
72/546	SUBMITTED TEXT	16 WORDS	78% MATCHING TEXT	16 WORDS
<p>for group work practice in India. VD. Mehta (1987) and Helen Joseph (1997), two social workers</p> <p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				
73/546	SUBMITTED TEXT	60 WORDS	58% MATCHING TEXT	60 WORDS
<p>to follow the historical evolution of group work in India. With the theoretical perspective used in social work schools in India, the practice model is primarily American, as is the case with social work itself. The practice of social group work in India is generally limited to corrective actions. Other facilities in urban areas, hospitals, etc. The general activities undertaken were recreational, educational, and cultural</p> <p>W https://www.researchgate.net/publication/359401029_A_Guide_to_Social_Group_WorkWorking_with_Group...</p>				

74/546	SUBMITTED TEXT	22 WORDS	65% MATCHING TEXT	22 WORDS
<p>group work was also practiced in community work. In the case of Mahila Mandala and Yuvac Mandala, it was mainly recognized. As</p> <p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>		<p>Group work method was also practiced in community work, as in the case of mahila mandals and yuvak mandals, but it was primarily recognised as</p>		
75/546	SUBMITTED TEXT	20 WORDS	52% MATCHING TEXT	20 WORDS
<p>social work students in Kerala, housed in an open community, organize groups for children (Balasamithis) for adult women (kudumbashree self-help</p> <p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>		<p>social work in Kerala placed in open communities are engaged in organising groups for children (balasamithis) and also for adult women (kudumbashree self-help</p>		
76/546	SUBMITTED TEXT	20 WORDS	47% MATCHING TEXT	20 WORDS
<p>structured recreation, functional literacy, awareness-raising effective parenting, health and hygiene, environment, Joint autonomy and other socially related issues. In recent years,</p> <p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>		<p>structured recreation, functional literacy, awareness generation on diverse issues such as effective parenting, health and hygiene, environment and local selfgovernance as well as other socially relevant issues. In the recent years,</p>		
77/546	SUBMITTED TEXT	26 WORDS	41% MATCHING TEXT	26 WORDS
<p>of adolescent girls and boys was also organized in the village Addressing life skills development issues, including property management, Consider reproductive and sexual health, sexuality, family planning methods,</p> <p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>		<p>of adolescent girls and boys too have been organised in the villages to deal with issues pertaining to life skill development including home management, reproductive and sexual health, sexuality, family planning methods,</p>		
78/546	SUBMITTED TEXT	19 WORDS	65% MATCHING TEXT	19 WORDS
<p>The social reality is that most of them get married early. This brief review of historical trends in group work</p> <p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>		<p>the social reality that majority of them will be getting married at an early age. This brief review of historical trends in group work</p>		
79/546	SUBMITTED TEXT	20 WORDS	71% MATCHING TEXT	20 WORDS
<p>characteristics of group work The role of workers is to mediate between the needs of group members and society.</p> <p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>		<p>characteristics of group work also continues, where the worker's role is to mediate between the needs of group members and society.</p>		
80/546	SUBMITTED TEXT	11 WORDS	83% MATCHING TEXT	11 WORDS
<p>National Conference of Social Work • Identification of group work in social work</p> <p>SA MSWS-13 Social Work practice with groups.docx (D117055454)</p>				

81/546	SUBMITTED TEXT	22 WORDS	100% MATCHING TEXT	22 WORDS
<p>Siddiqui, H.Y (2008) Group Work: Theories and Practices, Rawat Publications, Jaipur Trecker, Harleigh (1972) Social Group Work: Principles and Practices. Follet Publishing Company, Chicago</p>		<p>Siddiqui, H.Y. (2008), Group Work, Theories and Practices, Rawat Publications, Jaipur. Trecker, Harleigh (1972), Social Group Work, Principles and Practices, Follet Publishing Company, Chicago.</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				

82/546	SUBMITTED TEXT	3 WORDS	100% MATCHING TEXT	3 WORDS
<p>GROUP WORK. eGyanKosh. https://egyankosh.ac.in/bitstream/123456789/58757/1/Unit2.pdf</p>				
<p>SA Unit 3 _SP_ Final Introduction to Social Group Work_Modified 24th December[14018].docx (D123675973)</p>				

83/546	SUBMITTED TEXT	33 WORDS	51% MATCHING TEXT	33 WORDS
<p>Unit 3 ? Introductions to Social Group Work Structure 3.0 Objective 3.1 Introduction 3.2 Definition of Social Group Work 3.3 Goal & Functions of Social Group Work 3.4 Functions of group work 3.5 Underlying Values in Social Group Work 3.6</p>				
<p>SA Unit 3 _SP_ Final Introduction to Social Group Work_Modified 24th December[14018].docx (D123675973)</p>				

principles of Social Group Work. 3.1 Introduction Social group work is a method of social work that helps individuals improve their social function and better address individual, group, or community problems through targeted group. It is also the process and method by which group life is affected by workers who consciously direct the interaction process towards achieving the goals envisioned within the framework of democratic standards. Its characteristics are that group work with group experience is used as a means of individual development in association with groups and that group workers develop social responsibility and active citizenship for the improvement of democratic society. It is to be interested. Group work is a way of servicing individuals within and through small groups of individuals to make the desired changes to the client's participants. NSOU ? PGSW-III 34 The basic objectives of this unit is to make the learners understand about social group work, its basic purpose, values catering around group work and detailed discussion on various principles one should follow while practicing group work. 3.2 Definition of Social Group Work 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 a social purpose (Hamilton, 1949). Kanopka (1960), group work is a method of social work which helps person to enhance their social functioning through purposeful group experiences. 1 (Rengasamy, n.d.) Trecker (1980) says, " Social group is a method in social work through which individuals in groups are helped by a worker who guide their interaction in programme activities so that they may relate to one another and experience growth opportunities in accordance with their needs and capacities to the end of individual, group and community development". 2 (Rengasamy, n.d.) (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 (Siddiqui,2008) Group Work is well accepted method in social work profession. It basically helps towards improving social functioning of an individuals and groups. It is directed towards bringing about desired changes of individuals, group and community level. The method is applied mainly at two levels, one at individual level and two, entire group as a system level. It helps individual to develop potentialities; identify abilities and help to cope better; enhance social functioning with their environment; to learn to inculcate new behaviour which sustained their life. One should remember that the NSOU ? PGSW-III 35 relationship between Worker to Member, Worker to Group,

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Member to Group generate a lot of forces attraction and interaction. Group became an instrument to meet the basic needs and strengthen human capacities. It functions through programme media(Rengasamy, n.d.). Basic aims and objectives: 3 1. Enable individual change; 2. Provide Individual support 3. Socialization of individuals 4. Develop self concept 5. Inculcate positive values. 6. Individual growth and assessment 7. Group growth 3.3 Goal & Functions of Social Group Work Social group work is an orderly, systematic plan; way of working with people in groups. Social group work is not an activity but a way of conducting many different activities.

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taught to work together with other people & participate in different activities. • To develop individual personality& behaviour by using different group work process

taught to work together with other people & participate in different activities. ?To develop individual personality & behaviour by using different group work process ?

W [https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/2/PG_M.S.W._Social%20Work_349%20 ...](https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/2/PG_M.S.W._Social%20Work_349%20...)

87/546

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107 WORDS

88% MATCHING TEXT

107 WORDS

are helped to learn new ideas, develop skills, attitude changes & responsibilities through participation in a social process(Sehgal, n.d.). In group work group itself has utilized by the individual with the help of the worker as a primary means of personality growth, change & development of individual Alan Brown (1992) summarizes goals or purpose of group work are individual assessment; individual support and maintenance; individual change; use for educational, informa- tion-giving and training groups; leisure/ compensatory groups for recreation & enjoyment; mediation between individuals and social systems(Sehgal, n.d.). The specific purpose of group work could be mentioned as: • To teach individual to live & work together and participate in group activities for their intellectual emotion& physical growth •

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88/546	SUBMITTED TEXT	123 WORDS	94% MATCHING TEXT	123 WORDS
<p>To prepare the individual to learn how to take responsibility in a democracy style of working. • To give opportunity to them who have potentiality, worth and dignity of leadership • To make best use of leisure time ; to learn division of labour & specialization of role just to indicate to play individual role in the group • To provide suitable task to the individual according to her/his skill, knowl- edge and interest • To widen ones horizon; to prepare people for social change • To apply group therapy in need of physical, mental and emotional adjustment • To solve problems of adjustment by development of individual's personality through the group process. • Prepare the individuals to learn to share responsibility in working of democ- racy as active citizens of the country. • Give opportunity to those who have potentialities of leadership. • To</p> <p>SA Unit 3 _SP_ Final Introduction to Social Group Work_Modified 24th December[14018].docx (D123675973)</p>				
89/546	SUBMITTED TEXT	39 WORDS	96% MATCHING TEXT	39 WORDS
<p>prepare the people for social change. 3.4 Functions of group work Group works mainly sees the situation & the needs of all the individuals & try to solve the problems of the individuals. Main functions of group work could be summarized as below: •</p> <p>SA Unit 3 _SP_ Final Introduction to Social Group Work_Modified 24th December[14018].docx (D123675973)</p>				
90/546	SUBMITTED TEXT	18 WORDS	92% MATCHING TEXT	18 WORDS
<p>in many fields such as education, religious & recreational field. • It's a helping process with dual purpose of individual</p> <p>in many fields as education, religious & recreational field. ?It's a helping process with dual purpose of individual &</p> <p>W https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/2/PG_M.S.W._Social%20Work_349%20 ...</p>				
91/546	SUBMITTED TEXT	14 WORDS	85% MATCHING TEXT	14 WORDS
<p>A group fulfil the socially desires need of each individual in the group • Group</p> <p>SA Unit 3 _SP_ Final Introduction to Social Group Work_Modified 24th December[14018].docx (D123675973)</p>				
92/546	SUBMITTED TEXT	32 WORDS	85% MATCHING TEXT	32 WORDS
<p>the function of the group work is always for the betterment of the individual as well as for the growth of the entire group. NSOU ? PGSW-III 37 • Group worker plays role of</p> <p>SA Unit 3 _SP_ Final Introduction to Social Group Work_Modified 24th December[14018].docx (D123675973)</p>				

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try to make the group better. 3.5 Underlying Values in Social Group Work Values refer to our belief that influences our practice on how one should behave. It is therefore influences our practice. There are few core values relating to group work practice as discussed below: 1. Contextual value: The main sources of this value are sponsoring agency and value of social work profession. The core social values in group like equality, democratic participation, group interaction, etc. the agency has its own values that prevail and influences group work. Therefore, it most important to look into the questions: are decision made within the group or outside group? What is the locus-standi of power? Another set of influence come from social work profession. Group worker imbibe professional values like worth and dignity of individual group member, teach respect and fairness in approach, importance of participation, individualization etc. 2. Value of Group Worker: Personal value of worker also influence in the process while working with group. But it is necessary that group worker should inculcate value of cooperation and mutual help enable participation among themselves, promote individual and group initiative, freedom to express thought and feelings, value of members etc. 3. Value of Group Member: Group members also have their own set of values. Worker should be aware about this. It is also a fact that

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culture. So the worker need to make understanding clear that the own value or interest should not dominate rather they should respect each other and create a good

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system within the group 4. Human Relationship: The group work process deals with basic values of human relationship. The basi values as conceptualizes by Northen (2007) and Kurlend are:

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96/546**SUBMITTED TEXT**

148 WORDS

94% MATCHING TEXT

148 WORDS

a) Dignity and worth of individual member; (b) Social Justice (c) Mutual help/responsibility Dignity and Worth: All members should be accepted as they are. We should respect the inherent worth and dignity of member. Group worker should recognize and treat each member as dignified member; Social Justice: fairness in approach should be the cardinal principal. Everyone should get equal opportunities. They have the right to self determination. The worker should understand and take up working on removing causes that created inequalities. Mutual Responsibilities: People are interdependent. They are capable of help- ing with each other. Worker should therefore enable norms, communication, demo- cratic process and taking mutual responsibilities for the development of group and community at large. Principles of Group Work as pointed out by HB Trecker mentioned below with elaborate discussion (Sehgal, n.d.) : The group worker benefits the conscious understanding of the basic principles of social group work because this knowledge provides him/her a frame work to work with the group.

SA Unit 3 _SP_ Final Introduction to Social Group Work_Modified 24th December[14018].docx (D123675973)**97/546****SUBMITTED TEXT**

102 WORDS

99% MATCHING TEXT

102 WORDS

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. 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 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.

SA Unit 3 _SP_ Final Introduction to Social Group Work_Modified 24th December[14018].docx (D123675973)**98/546****SUBMITTED TEXT**

83 WORDS

91% MATCHING TEXT

83 WORDS

In 1948 H. B. Trecker wrote 10 principles in his book "Social Group Work: Principles and Practice which is still read widely as those are cardinal principles of group work practice. The ten principles are discussed below for our better understanding: 1) The Principle of Planned Group Formation In social group work, a group is a basic unit that an individual can carry out. As a result, organizations and employees responsible for group formation or agency acceptance have factors specific to the group's situation that make a particular group

SA Unit 3 _SP_ Final Introduction to Social Group Work_Modified 24th December[14018].docx (D123675973)

99/546	SUBMITTED TEXT	15 WORDS	100% MATCHING TEXT	15 WORDS
<p>a positive potential for personal growth and the realization of recognizable needs. You need to</p> <p>SA Unit 3 _SP_ Final Introduction to Social Group Work_Modified 24th December[14018].docx (D123675973)</p>				
100/546	SUBMITTED TEXT	108 WORDS	97% MATCHING TEXT	108 WORDS
<p>The Social Group Work process uses group as a medium for providing services to the individual, hence the formation of a group is a prerequisite for a group worker. Whether a group worker works with groups already functioning or forms her own group, s/he should be aware of certain factors while forming a group so that the group becomes a positive potential for individual growth. A group has to be formed in a planned way before initiating the group work process. From what is explained by Trecker we can say this principle comprises the following fundamentals (Sehgal, n.d.) .Groups like individuals are different, evol- ing, developmental and ever-changing and tremendously influential upon the behaviour of individuals.</p> <p>SA Unit 3 _SP_ Final Introduction to Social Group Work_Modified 24th December[14018].docx (D123675973)</p>				
101/546	SUBMITTED TEXT	140 WORDS	96% MATCHING TEXT	140 WORDS
<p>The group worker's skill will be evident in the way s/he consciously gives aid at the point of group formation. In India group formation can become a difficult exercise as the people may lack the motivation to join a group and may do so after much persuasion. So the group worker must have the skill to deal with the resistance of such members. The group worker should be equipped with an in-depth under- standing of the client population, and pay attention to inter- personal compatibility and other factors such as age, caste, gender, socio-cultural background etc. 2) The Principle of Specific Objectives. In the work of social groups, specific goals for the development of individuals and groups must be consciously set by employees based on the needs of individuals and groups. Specific objectives of individual and group must be consciously formu- lated by the worker in harmony with group wishes</p> <p>SA Unit 3 _SP_ Final Introduction to Social Group Work_Modified 24th December[14018].docx (D123675973)</p>				
102/546	SUBMITTED TEXT	83 WORDS	100% MATCHING TEXT	83 WORDS
<p>and in keeping with agency function. The group worker should help the members achieve the overall objectives of social work through its own specific objectives, which are to assist individuals to grow and change; supplement emotional and social nourishment; promote democratic participation and remedy individual and social disorganization (Sehgal, n.d.) . Agencies and their workers must be aware of what people want from group experiences and help them to get it. The group worker who recognizes the need for consciously formulated specific objectives for individuals and groups becomes a</p> <p>SA Unit 3 _SP_ Final Introduction to Social Group Work_Modified 24th December[14018].docx (D123675973)</p>				

103/546**SUBMITTED TEXT**

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purposeful, rather than an unfocused worker and makes the group work in a planned than haphazard exercise. Objectives, thus, become a controlling force in the life of the group and the group worker should have clarity about the specific goals s/he wants to achieve along with the benefits s/he is hoping the members would get. When the worker focuses on individual and group objectives, s/he reduces the likelihood of permitting her/his own needs to get in the way of the group s/he helps the members to see their strengths and limitations and set their objectives accordingly, in alignment with the agency's formulated purposes. The expectations and the aspirations of the members should also be given due weightage while formulating the objectives and activities planned accordingly. 3) The Principle of Purposeful Worker-Group Relationship. In social group work, there is a conscious intentional relationship between workers and group members based on the acceptance of group members as they are and the willingness of the group to accept assistance from workers. There is a need to establish a good relationship

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A consciously purpose- ful relationship must be established between the worker and the group members based on mutual acceptance. This principle is based on the premise that it is both possible and necessary to create an effective working relationship with a group before the worker can be of any help(Sehgal, n.d.) . Before the worker helps the group members,

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The worker's relationship with the group is a major tool, and the quality and strength of this relationship determine the extent to which the group can be helped to the fullest realization of its potentialities. When the group workers adopt the procedures suggested by this principle, they begin their work motivated by an initial desire to understand the group as a basis for helping it. By encouraging the group to "be itself" and accepting it as it is, the worker becomes accepted and helpful to the group. 4) The Principle of Continuous Individualization. In social group activities, it is recognized that groups are different and individuals use group experiences in different ways to meet diverse needs. Therefore, continuous individualization must be practiced by workers. Groups and individuals within groups must be understood as potential for development and change. Groups

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are different and individuals utilize group experiences in a variety of ways to meet their differing needs; consequently, the principle of continuous individualization must be practiced by the group worker. Each group has to be seen as unique, different from any other group, like the members in the group (Sehgal, n.d.). When the group worker individualizes a group, she accepts the fact that human beings are naturally different. To work with groups in awareness of their differences as well as similarities is a reinforcement of the belief that people have a capacity to change, when given adequate opportunities for and help in changing. The worker should be ready for a variety of individual responses rather than a uniformity of response. S/he should accept the differences in individual ability and growth; strive to help individuals understand themselves and help them modify their behaviour towards those who have special needs. Individualization should be a continuous process on the part of the group worker who accepts the certainty of change of individuals and groups (Sehgal, n.d.).

5) The Principle of Guided Group Interaction. In the work of social groups, the main source of energy that drives the group and makes a difference to the individual is the interaction or interaction of the members. Group workers influence this interaction through the type and quality of

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Social Group Work is a method through which individuals in groups in an agency setting are helped by a professionally trained worker who guides their interaction in various program activities. The idea is that they relate themselves with others and experience growth opportunities in accordance with their needs and capacities (Sehgal, n.d.). Interaction is a process whereby two or more persons are in a meaningful contact, whereby their behaviour is modified. When people are in groups, the possibility of interaction and inter-stimulation are always present (Sehgal, n.d.). The main source of energy which propels the group is the interaction of the members through planned programme and the group worker influences this interaction by the quality of her/his

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participation. As the possibility of inter-stimulation through interaction is always present in a group, the Social Group Worker must harness and consciously direct and utilize this natural social process. The presence of the worker whose role is to actively influence NSOU ? PGSW-III 42 the type and the degree of interaction, converts the social process into the social group work process. The worker is primarily interested in helping to bring about individual growth and social development for the group as a whole as a result of guided group interaction(Sehgal, n.d.). S/he enhances the potential for interaction by helping members to assume participating roles. The group worker uses methods that stimulate the group to the fullest possible analysis and understanding of their own situation and thereupon influence the social interaction of the constituent members of the society(Sehgal, n.d.). 6) The Principle of Democratic Group Self-Determination. In social group work, groups must take the highest level of responsibility according to their abilities, make their own decisions and help them decide on their own actions. The principle of self-determination is a core value of the social work philosophy and has to be practiced, irrespective of the method of working. In social group work method, as in other methods of social work this principle is of great significance. The idea is to inculcate in the members an ideology of democracy(Sehgal, n.d.). The group must be helped to make its own decisions and determine its own activities, taking the maximum amount of responsibility in line with its capacity and ability. The group has a right to make its own choices and the capacity to make satisfactory decisions. The aim of the group worker is to encourage an ever-increasing capacity on the part of the group to take responsibility for its actions. This principle assumes that groups can develop only when they are given opportunity to behave responsibly but it is to be consciously judged as to how much responsibility a group can be asked to assume at any point in its development (Sehgal, n.d.) . The group worker must first help the group to develop a conscious group-self before it can become responsibly self-determining. The worker should give up any need to dominate the group and instead work with the group on the basis of her/his ability to share her/his wide experience and competence (Sehgal, n.d.). 7) The Principle of Flexible Functional Organisation. In social group work, the processes by which workers lead a group build a formal organization

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is important as the details of the actual structure of help in taking activities systematically. A formal organization must be flexible and should be promoted if it can meet the perceived needs, be understood

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by its members, and function accordingly. Formal organizations need to be able to adapt changes within the group. Every group has some informal organization of its constituent members enables it to function. As the group is formed for specific objectives, it should also have a formal organization to help it achieve these objectives. This formal organization should meet a felt need, be flexible, adaptive and should change as the group changes (Sehgal, n.d.) . The principle does not imply that group worker should organize the group; rather she should help the group organize itself (Sehgal, n.d.) . The group should be encouraged to explore its needs, set its objectives and determine specific functions and helped by the group worker to make its own decisions. The worker should help the group to determine who should take the leadership assignments along with the qualifications and expectations, so that the members are aware of what the group expects from them. Not only the structural details of this formal organization, but the process through which the worker guides the group to have a formal organization is equally important. Group efforts which may be scattered and haphazard become focused when formal organization is made available, as it allows the energies of the group members to be properly channelized. Tasks and duties should be identified and allocated in an orderly manner and members helped and encouraged to assume responsibilities

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The process to organize itself is an excellent vehicle for growth. The formal group organization should be simple, stable yet flexible, open to changes as per group needs. The experiences of the group members in solving the organizational problems are no less valuable than the other program experiences. 8) The Principle of Progressive Programme Experience. In social group work, the program experience in which the group participates must begin at the level of progress related to the interests, needs, experiences, abilities of the members, and the developmental abilities of the group. Program in social group work does not only mean the activities or events but is a broad concept that includes the entire range of individual and group relationships, interactions and experiences deliberately planned and carried out with the help of the group worker to achieve the group goals (Sehgal, n.d.) .The group worker should not impose her/ NSOU ? PGSW-III 44 his program plan on the group but

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group to develop its own program by extending to the group a variety of choices. S/he may only make suggestions as to possible programmes. The program development is a continuous process and grows out of group potentialities. This principle implies that there is starting point for all group programmes. Small beginnings can culminate into bigger and more challenging tasks as the group progresses.

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The program experiences in which the groups engage should begin at the level of member interest, need, experience and competence and should develop in tandem with the developing capacity of the group (Sehgal, n.d.). The worker should help the group to enjoy a progressive series of program experiences in consonance with the group's potential and capacities. The group cannot be expected to do the same thing all the time (Sehgal, n.d.). After success in simple activities, the group can be encouraged to move to more complex experiences. 9) The Principle of Resource Utilization. In social group work, the entire agency and community environment has resources that should be used to enhance the content of individual and group-wide group experiences. This principle guides the group worker to utilize the available resources to enrich the content of the group experience for individuals and group as a whole. For this it is imperative that the Social group worker should possess knowledge about the resources available in the group, agency and the community (Social Group Work Working With Groups, n.d.). S/he should use her/his skill in locating and then acquainting the group with the various resources which can be utilized by the group for different programs (Sehgal, n.d.). The worker serves as a liaison between the group and the community and her/his ability becomes apparent in the skill with which she draws upon the environment. S/he not only helps to stimulate the group to action but also helps them to discover and use the agency and community resources and those within the group. She must ensure that the members procure the required material for the smooth conduct of the group sessions. S/he should take initiative in mobilizing both material and human resources and oversee the utilization of the available resources by the members for the common good (Sehgal, n.d.). NSOU ? PGSW-III 45 10) The Principle of Evaluation. In social group work, continuous assessment of outcome processes and programs is essential to ensure maximum self-actualization for all. Continuous evaluation of the process and program regarding the results of workers, agencies and members are essential. The social group worker should carry out the evaluation of the outcomes in a carefully planned manner. Maintaining records in a systematic and orderly way aids the evaluation process. Evaluation carried out in an objective and neutral way helps in revealing the extent to which the group has been successful in achieving the group goals. A feedback from the members along with the observation and assessment of the worker help the group members develop insights into their strengths and weaknesses. Evaluation should be done at the end of each session and at the time of the termination. Konopka has described certain principles to work with the groups. Summary of these principles has been narrated here ("Principles of social group work," n.d.): • Social worker's goal is to enable

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114/546	SUBMITTED TEXT	22 WORDS	100% MATCHING TEXT	22 WORDS
<p>to move toward greater independence and capacity for help. • The social worker must use the scientific method to prepare for action fact- finding analysis</p> <p>SA Unit 3 _SP_ Final Introduction to Social Group Work_Modified 24th December[14018].docx (D123675973)</p>				
115/546	SUBMITTED TEXT	18 WORDS	63% MATCHING TEXT	18 WORDS
<p>and diagnosis in relation to the individual, group and the social environment. • The social worker must form purposeful relationship.</p> <p>SA Unit 3 _SP_ Final Introduction to Social Group Work_Modified 24th December[14018].docx (D123675973)</p>				
116/546	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
<p>The social worker must use himself consciously. This includes self-knowledge and discipline</p> <p>SA Unit 3 _SP_ Final Introduction to Social Group Work_Modified 24th December[14018].docx (D123675973)</p>				
117/546	SUBMITTED TEXT	28 WORDS	84% MATCHING TEXT	28 WORDS
<p>but without the loss of warmth and spontaneity. • The social worker must accept members as they are, without condemning their behaviour. This involves deep understanding of group members as</p> <p>SA Unit 3 _SP_ Final Introduction to Social Group Work_Modified 24th December[14018].docx (D123675973)</p>				
118/546	SUBMITTED TEXT	16 WORDS	100% MATCHING TEXT	16 WORDS
<p>as knowledge and identification of values regulating human beings. • The social worker must understand the origins</p> <p>SA Unit 3 _SP_ Final Introduction to Social Group Work_Modified 24th December[14018].docx (D123675973)</p>				
119/546	SUBMITTED TEXT	13 WORDS	100% MATCHING TEXT	13 WORDS
<p>to the value system of others. • He must allow members to develop their</p> <p>SA Unit 3 _SP_ Final Introduction to Social Group Work_Modified 24th December[14018].docx (D123675973)</p>				
120/546	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
<p>without much interference and to choose their own point of departure without</p> <p>SA Unit 3 _SP_ Final Introduction to Social Group Work_Modified 24th December[14018].docx (D123675973)</p>				

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demands. But the worker has responsibility for stimulating change. NSOU ? PGSW-III 46 Cohen has also discussed certain principles which maybe significant in working with the groups. According

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The group members must be encouraged to help themselves by the social worker playing as in director enabling role rather than a manipulative one.

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123/546**SUBMITTED TEXT**

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the group members be given the right of self-direction and self-determination. • 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. Social worker must focus not merely on the immediate problem as seen by the group but on relation to the total situation. • Social worker must keep in mind that individual differences exist while dealing with the group members. • It should be kept in mind that the welfare of individual is inextricably interwoven with the welfare of the group. 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. 3.6

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On the basis of above discussion, one would be very clear about various principles of social group work practice. These are guiding principles and without understanding of such ideas, practice of group work in any set up would be meaningless. One should at least consider HB Trecker 10 principles of social group work, such as principle of planned group formation, principle of specific objectives, principle of purposeful worker group relationship, principle of continuous individualization, principle of guided group interaction, principle of democratic group self determination, principle of flexible functional organization, principle of progressive planning and programme, principle of

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125/546	SUBMITTED TEXT	18 WORDS	100% MATCHING TEXT	18 WORDS
<p>Define Group Work. What are the purpose of group work 2. Discuss underlying values in group work practice 3.</p> <p>SA Unit 3 _SP_ Final Introduction to Social Group Work_Modified 24th December[14018].docx (D123675973)</p>				
126/546	SUBMITTED TEXT	56 WORDS	84% MATCHING TEXT	56 WORDS
<p>Group Work practice in India 4. Discuss the function of Group Work 3.8 Reference Principles of social group work. (n.d.). social work. https://socialworkbhu.blogspot.com/2013/12/principles-of-social-group-work.html Rengasamy, S. (n.d.). Social Group Work. https://files.drdeen.webnode.com/200000356-b5800b6f54/Social-Group-Work.%20Complete%20notes.pdf Sehgal, R. (n.d.). VALUES AND PRINCIPLES IN SOCIAL GROUP WORK. eGyanKosh. https://egyankosh.ac.in/bitstream/123456789/58769/1/Unit4.pdf MSW 008 Social Group Work Working With Groups. (n.d.). Pdfcoffee.Com. Retrieved December 24, 2021, from https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html Trecker, Harleigh (1972) Social Group Work:</p> <p>SA Unit 3 _SP_ Final Introduction to Social Group Work_Modified 24th December[14018].docx (D123675973)</p>				
127/546	SUBMITTED TEXT	16 WORDS	76% MATCHING TEXT	16 WORDS
<p>of Social Group Workes. 4.1 Introduction Social group work is a primary method of social work.</p> <p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				
128/546	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
<p>of social group work as a method of social work</p> <p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				
129/546	SUBMITTED TEXT	13 WORDS	76% MATCHING TEXT	13 WORDS
<p>we will discuss the concept by understanding social work and group work and</p> <p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				
130/546	SUBMITTED TEXT	35 WORDS	55% MATCHING TEXT	35 WORDS
<p>Group Work Group work is a method of social work is used to organize and carry out different types of group activities. Giselle Konopka pointed out group work as a method of social work that helps individuals</p> <p>W https://www.researchgate.net/publication/359401029_A_Guide_to_Social_Group_WorkWorking_with_Group...</p>				

131/546	SUBMITTED TEXT	30 WORDS	72% MATCHING TEXT	30 WORDS
<p>Social work believes in inequality, justice, and freedom. Social challenges, structures, institutions, and practices that prevent individuals, groups, and communities from achieving these goals. Therefore, human rights values are also important</p>		<p>Social work believes in equality, justice and freedom. Social challenges structures, institutions and practices prevent individuals, groups and communities from realizing these goals. Therefore, it can be said that human rights values are an important</p>		
<p>W https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/2/PG_M.S.W._Social%20Work_349%20 ...</p>				
132/546	SUBMITTED TEXT	30 WORDS	100% MATCHING TEXT	30 WORDS
<p>Konopka, Gisela (1963) Social Group Work: A Helping Process 2 Trekker, H. B. (1980) Social Group Work: Principles and Practices 3 H. Y Siddiqui. Group Work: Theories and Practice</p>				
<p>SA Unit 3 _SP_ Final Introduction to Social Group Work_Modified 24th December[14018].docx (D123675973)</p>				
133/546	SUBMITTED TEXT	28 WORDS	37% MATCHING TEXT	28 WORDS
<p>social work values. Another significant value is recognizing that everyone has the unique NSOU ? PGSW-III 50 ability to solve their problems. Given the right conditions, this person can</p>		<p>social work values also. Another important value is the recognition that everyone has the capacity to resolve his or her problems. Thus given the right conditions that person can</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				
134/546	SUBMITTED TEXT	46 WORDS	45% MATCHING TEXT	46 WORDS
<p>fundamental right to mental health created by social and political conditions that help them fulfill. These values find their expression in the practice of group work. The focus of group work is the voluntary work of the members. Group workers may work with involuntary groups due to legal or</p>		<p>fundamental right to experience mental health brought about by social and political conditions that support their fulfilment. values find expression in the practice of group work. Group work emphasis on voluntary participation by the members. Group workers are sometimes do work with involuntary groups due to statutory or</p>		
<p>W https://www.researchgate.net/publication/359401029_A_Guide_to_Social_Group_WorkWorking_with_Group ...</p>				
135/546	SUBMITTED TEXT	18 WORDS	100% MATCHING TEXT	18 WORDS
<p>self- determination. Group members are encouraged by group workers to participate in the planning and implementation of group activities (</p>		<p>self-determination). Group members are encouraged by group workers to participate in the planning and implementation of group activities,</p>		
<p>W https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/2/PG_M.S.W._Social%20Work_349%20 ...</p>				
136/546	SUBMITTED TEXT	13 WORDS	76% MATCHING TEXT	13 WORDS
<p>between the group and the social worker regarding the fruitfulness of the activity.</p>		<p>between the group and the worker regarding the effectiveness of the activity,</p>		
<p>W https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/2/PG_M.S.W._Social%20Work_349%20 ...</p>				

137/546	SUBMITTED TEXT	12 WORDS	90% MATCHING TEXT	12 WORDS
<p>The goals of group work as a method of social work</p> <p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>		<p>the goals of profession. Social group work as a method of social work</p>		
138/546	SUBMITTED TEXT	23 WORDS	50% MATCHING TEXT	23 WORDS
<p>individuals to learn social skills for community life, improving interpersonal relationships, improving the economic sector—for example, self-help groups, develop better self-concepts and emotions. For example,</p> <p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>		<p>individuals to learn social skills for living in the community. iii) Improvement in interpersonal relations iv) Improvement in the economic area. For example, self help groups. v) develop better self concept and feelings. for example</p>		
139/546	SUBMITTED TEXT	27 WORDS	32% MATCHING TEXT	27 WORDS
<p>communication is one example. h) Environment Change: Group Formation to demand institutions and services government and non-government organizations. i) Social changes. These groups raise member awareness, organize members, and help fight</p> <p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>		<p>communication is one example. 68 Social Group Work: Working with Groups h) Environment change Groups formed to demand facilities and services from government and non governmental organizations. i) Social change. These groups raise the consciousness of the members, organize them and help them fight</p>		
140/546	SUBMITTED TEXT	13 WORDS	87% MATCHING TEXT	13 WORDS
<p>Social group work as a method of social work is recognize as</p> <p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>		<p>Social group work as a method of social work is recognized as</p>		
141/546	SUBMITTED TEXT	44 WORDS	44% MATCHING TEXT	44 WORDS
<p>international studies on the existence of social group work in social work schools in different countries worldwide show that 135 schools participated in the survey, 2,497 were teachers, and 174 (7%) were group work trainers and teachers. Group work was taught as an individual course and</p> <p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>		<p>international study on the presence of social group work in Schools of Social work in different countries of the world reveals the following. Of the 135 schools that participated in the survey the number of teaching faculty was 2497 and 174(7percent) were group work instructors and teachers. Group work was taught both as a separate course and</p>		
142/546	SUBMITTED TEXT	28 WORDS	74% MATCHING TEXT	28 WORDS
<p>the focus of group work seems to be on individual needs such as support, therapy, and personal development. In India, group work is proposed as a separate paper in</p> <p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>		<p>the emphasis of group work in most places seems to be on individual needs such as support, therapy and self development. (Mayadas et al.) In India, group work is suggested as a separate paper in</p>		

143/546	SUBMITTED TEXT	25 WORDS	67% MATCHING TEXT	25 WORDS
<p>Group Work as Method of Social Work The method means "one way to do things," "a set of skills and techniques." But everyone has a way</p>		<p>Group Work as a Method of Social Work 69 Method Method means "a way of doing things" "a set of skills and techniques". But then everybody has a way</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				
144/546	SUBMITTED TEXT	80 WORDS	41% MATCHING TEXT	80 WORDS
<p>It is informed by the profession's value system, which has been arrived at by the consensus of the members. 2. The profession uses the method deliberately and purposefully to attain the treatment goals. 3. Its practice is carried by the knowledge base, which constantly increases by research and sharing of knowledge by professionals NSOU ? PGSW-III 53 4. It is recognized as a procedure by competent authorities. 5. The use of the method helps the clients/members and society at large through it. According to Schwartz, occupation should have three attributes,</p>		<p>It is informed by the value system of the profession, which has been arrived at by consensus of the members. 2. The method is used deliberately and purposefully by the profession to attain the treatment goals. 3. Its practice is supported by the knowledge base, which constantly increases by research and sharing of knowledge by professionals 4. It is recognized as a method by competent authorities. 5. The practice of the method helps the clients and through it the society. According to Schwartz, should have three attributes: 1.</p>		
<p>W https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/2/PG_M.S.W._Social%20Work_349%20...</p>				
145/546	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
<p>a function to perform in society to which it is held accountable;</p>		<p>A function to perform in society to which it is held accountable. 2.</p>		
<p>W https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/2/PG_M.S.W._Social%20Work_349%20...</p>				
146/546	SUBMITTED TEXT	16 WORDS	100% MATCHING TEXT	16 WORDS
<p>these actions are performed within the systems in which it takes place. Further, Schwartz says that</p>		<p>These actions are performed within the systems in which it takes place. Further, Schwartz says that '</p>		
<p>W https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/2/PG_M.S.W._Social%20Work_349%20...</p>				
147/546	SUBMITTED TEXT	34 WORDS	81% MATCHING TEXT	34 WORDS
<p>Search for common ground between the member's perception of his own need and the aspects of social demands with which he is perceived. 2. Identify the barrier which stop people from harmonizing their self-interests and the needs</p>		<p>Search for common ground between the client's perception of his own need and the aspects of social demands with which he is perceived. 2. Identify the obstacles which prevent people from harmonizing their own self-interests and the needs</p>		
<p>W https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/2/PG_M.S.W._Social%20Work_349%20...</p>				
148/546	SUBMITTED TEXT	36 WORDS	82% MATCHING TEXT	36 WORDS
<p>value concepts that are not available to the client to help him resolve the problems. 4. Give the client or member a new vision (hope) and confidence about the future. 5. Maintain a professional relationship with the client. Advantages of</p>		<p>value concepts which are not available to the client who will help him resolve the problems. 4) Give the client a new vision (hope) and confidence about the future. 5) Maintain a professional relationship with the client. Advantages of</p>		
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149/546	SUBMITTED TEXT	22 WORDS	68% MATCHING TEXT	22 WORDS
<p>Groups are natural places where people live and grow. Families, peer groups, workgroups and neighborhood groups are central to human social life.</p>		<p>Groups are natural places in which people live and grow. Families, peer groups, workplace groups and neighbourhood groups are central to the social life</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				
150/546	SUBMITTED TEXT	23 WORDS	72% MATCHING TEXT	23 WORDS
<p>Group members with similar interests and interests can help each other by sharing experiences and interests. Emphasizes the principles of mutual aid and self-help.</p>		<p>Group members who have similar interests and problems can help each other by sharing their experiences and their problems. The principles of mutual aid and self help</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				
151/546	SUBMITTED TEXT	25 WORDS	57% MATCHING TEXT	25 WORDS
<p>the services provided. 5. Group work can actually demonstrate democratic principles. 6. Group work is very effective for certain groups of people such as adolescents, children and women.</p>		<p>the services provided. 5) Group work is able to show in practice the democratic principles. 6) Group work is very effective for certain groups of people like adolescent, children and women.</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				
152/546	SUBMITTED TEXT	29 WORDS	46% MATCHING TEXT	29 WORDS
<p>can be complicated. Members often disband, are absent, and do not cooperate, which can lead to the disbandment of the group. 3. The agency does not fully support group work</p>		<p>can be difficult. Members often drop out, are absent and do not cooperate which can lead to dissolution of the groups 3) Agencies do not fully support group work</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				
153/546	SUBMITTED TEXT	38 WORDS	33% MATCHING TEXT	38 WORDS
<p>and non-participating members will be lonely. 7. Group work can contribute to the stigma and discrimination faced by members in society when they identify themselves with the group. 8. Group work is often considered a general skill that everyone can</p>		<p>and non participating members become lonely. 72 Social Group Work: Working with Groups 7) Group work can further the stigma and discrimination that the members face in society as they become identified with the group. 8) Professional expertise is often missing as group work is seen as being general skill everyone can</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				
154/546	SUBMITTED TEXT	14 WORDS	89% MATCHING TEXT	14 WORDS
<p>Knowledge is defined as the capability to understand. The knowledge base of group work</p>		<p>Knowledge is defined as the ability to understand. The knowledge base of group work</p>		
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155/546	SUBMITTED TEXT	16 WORDS	67% MATCHING TEXT	16 WORDS
<p>other disciplines Sociology, Psychology, and Social Psychology Research Groups, tiny groups, CH Cooley (primary and secondary groups),</p> <p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>		<p>other disciplines Sociology, psychology and social psychology study groups especially small groups. C.H. Cooley(primary and secondary groups),</p>		
156/546	SUBMITTED TEXT	16 WORDS	91% MATCHING TEXT	16 WORDS
<p>and outgroup), Robert Merton (reference group), Kurt Lewin (group dynamics), Moreno (sociometry), Elton Mayo (importance and influence</p> <p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>		<p>and outgroups), Robert Merton(reference group), Kurt Lewin (group dynamics), Moreno(sociometry), Elton mayo(importance and influence</p>		
157/546	SUBMITTED TEXT	17 WORDS	83% MATCHING TEXT	17 WORDS
<p>group therapy. 2. Requires knowledge from other practitioners Gisela Knopoka, Grace Coyle, Josephine Klein, Gertrude Wilson, and Gladys Ryland</p> <p>W https://kupdf.net/download/msw-008-social-group-work-working-with-groups_5b04b386e2b6f56c7da21314_pdf</p>		<p>group therapy. 2) Knowledge from the Practitioners Gisela Knopoka, Grace Coyle, Josephine Klein, Gertrude Wilson and Gladys Ryland</p>		
158/546	SUBMITTED TEXT	56 WORDS	45% MATCHING TEXT	56 WORDS
<p>group work practice. They documented their experiences and developed basic practices and rules for group work. Grace L. Coyle (1948) Group Work with American Youth: A Guide to Leadership Practices and Gertrude Wilson and Gladys Ryland (1949) Social Group Work Practices(Varghese, n.d.). The creative use of social processes was the earliest textbook. Social work with groups, small group studies, and group</p> <p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>		<p>group work practice. They documented their experiences and formulated the basic practices and rules of group work. Grace L. Coyle's (1948) Group Work with American Youth: A Guide to the Practice of Leadership, and Gertrude Wilson Social Group Work as a Method of Social Work 73 and Gladys Ryland's (1949) Social group work practice; the creative use of the social process were the earliest texts. Presently journals Social work with groups, Small Group research and Group</p>		
159/546	SUBMITTED TEXT	21 WORDS	45% MATCHING TEXT	21 WORDS
<p>relatively less frequent than other areas of social work. Most of the available literature on group work is a descriptive presentation of</p> <p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>		<p>relatively less than in other areas of concern in social work. Most of the group work literature available is anecdotal and descriptive accounts of</p>		
160/546	SUBMITTED TEXT	13 WORDS	76% MATCHING TEXT	13 WORDS
<p>are limited. A small number of PhDs have been obtained on this subject,</p> <p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>		<p>are limited. A small number of PhDs have been done on the subject</p>		

161/546	SUBMITTED TEXT	35 WORDS	35% MATCHING TEXT	35 WORDS
<p>knowledge base has grown by developing new research tools for assessing group work practices. The major gap in social work was the lack of evidence of the method's effectiveness(Varghese, n.d.). In other words, social workers could not</p> <p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>		<p>knowledge base of group work has increased by the development of new research tools for evaluation of group work practice. A major lacuna in social work has been the lack of evidence on the effectiveness of its methods. In other words social workers have not</p>		
162/546	SUBMITTED TEXT	14 WORDS	76% MATCHING TEXT	14 WORDS
<p>the group. Social work interventions with individuals and groups through expertise, he / she</p> <p>W https://en.wikipedia.org/wiki/Group_work</p>		<p>the group. Social Work Intervention with Individuals and Groups through experience he/she</p>		
163/546	SUBMITTED TEXT	13 WORDS	80% MATCHING TEXT	13 WORDS
<p>as a tool, their understanding of the individual and the group process, and</p> <p>W https://en.wikipedia.org/wiki/Group_work</p>		<p>as a tool and his understanding of the individual and of the group process and</p>		
164/546	SUBMITTED TEXT	21 WORDS	68% MATCHING TEXT	21 WORDS
<p>Group work as a method of social work seems to have this problem. Social workers often rely on personal experience and observation to</p> <p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>		<p>Group work as a method of social work seems to have the same problems. Social workers have to often rely on their personal experience and observation to</p>		
165/546	SUBMITTED TEXT	29 WORDS	35% MATCHING TEXT	29 WORDS
<p>group work as a method. Group workers enable different types of groups to function, ensure group interactions, develop program activities to personal growth and for achievement of desirable social goals.</p> <p>SA Social Work with Indiv and Groups Block 2.pdf (D164882173)</p>				
166/546	SUBMITTED TEXT	15 WORDS	86% MATCHING TEXT	15 WORDS
<p>Garvin, Charles D. et al (eds.) (2008) Handbook of Social Work With Groups, Rawat Publications, New Delhi.</p> <p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>		<p>Garvin, Charles D. et al (eds.) (2008) Handbook of Social Work With Groups, Rawat Publications, New Delhi.</p>		

167/546	SUBMITTED TEXT	37 WORDS	65% MATCHING TEXT	37 WORDS
<p>Konopka Gisela. (1963) Social Group Work: A Helping Process, Englewood Cliffs , N.J. Prentice Hall Siddiqui, H.Y. (2008) GroupWork: Theories and Practices,Rawat Publications, New Delhi. Trecker, Harleigh B. (1955) Social GroupWork- Principlesand Practices, New York: Association Press Varghese, J. (n.d.). Social Group Work</p>		<p>Konopka Gisela. (1963) Social Group Work: A Helping Process, Englewood Cliffs , N.J. Prentice Hall Siddiqui, H.Y. (2008) Group Work: Theories and Practices, Rawat Publications, New Delhi. Trecker, Harleigh B. (1955) Social Group Work- Principles and Practices, New York: Association Press Wilson, Gertrude and Gladys Ryland. (1949) Social Group Work</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				

168/546	SUBMITTED TEXT	13 WORDS	83% MATCHING TEXT	13 WORDS
<p>Wilson, Gertrude and Gladys Ryland. (1949) Social GroupWork Practice. Boston: Houghton Mifflin Co.</p>		<p>Wilson, Gertrude and Gladys Ryland. (1949) Social Group Work Practice. Boston: Houghton Mifflin Co. 124</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				

169/546	SUBMITTED TEXT	13 WORDS	76% MATCHING TEXT	13 WORDS
<p>and Disadvantages of Group Work – article1000.com. (n.d.). Retrieved December 7, 2021, from https://article1000.com/advantages-disadvantages-group-work/</p>		<p>Unit 8 Skills and techniques[13492] new.docx (D122077761)</p>		
<p>SA Unit 8 Skills and techniques[13492] new.docx (D122077761)</p>				

170/546	SUBMITTED TEXT	188 WORDS	92% MATCHING TEXT	188 WORDS
<p>Unit 5 ? Theoretical Approaches and Models in Social Group Work Structure 5.1 Objectives 5.2 Introduction 5.3 Theories and Models in Group work 5.3.1 Theories in Group Work 5.3.2 Models in Group Work 5.4 Conclusion 5.5 Exercise 5.6 Reference 5.1 Objectives The objective of this unit is to develop a clear understanding on various social science theories relevant to social group work practiceamong social work students for necessary use in their field work practice. 5.2 Introduction Groups may be defined in many ways as there is no single definition on it. It is also highly problematic and contestable. For the purpose of discussing group work within a context of working with people we may define a group as a small gathering of people. While on the other side group work may be described as the study and application of the processes and outcomes experienced when a small group comes togetherKonopka (1963) defines group work as a method of social work that is utilised in order to 'help individuals to enhance their social functioning and this is possible through purposeful group experiences, and to cope more effectively with their personal, group or community problems. This definition shows a tradition within group work of helping individuals with problems. Brown (1994) provides a</p>		<p>Unit 5 Theoretical approaches and models[13489] new.docx (D122078244)</p>		
<p>SA Unit 5 Theoretical approaches and models[13489] new.docx (D122078244)</p>				

modernised and more comprehensive definition of group work. He is of the opinion that 'group work provides a context in which individuals help each other. It is a method of helping groups as well as helping individuals. It can enable individuals and groups to influence and change personal, group, and organizational and community problems. He then goes on to distinguishing between 'relatively small and neighborhoodcentered' work and 'macro, societal and political approaches' within community work, explaining that only the former may be properly classified as group work. The role of group work can be seen as one which gives emphasis on sharing of thoughts, ideas, problems and activities, in which theoretical understanding is very much essential for the worker to undertake group activities meaningfully.

5.3 Assumptions and Theories Life Skills: One of the assumptions in group work is that many persons lack requisite skills and experiences to cope with stresses in their social relationships. These stresses usually occur in their childhood when children and adolescents move from one status and role position to the other or from one interaction milieu to the other (Rengasamy, n.d.). For example, when a child moves out from secure home environment to a school which is a more open and dynamic environment, from a primary school to middle or higher secondary school, from school to college, etc. These changes can cause stress as a child or an adolescent is expected to adapt to a new set of norms and also rules, meant for regulating behaviour. Adolescents in general experience stress associated with physical development, social acceptance and academic performance (Rengasamy, n.d.). The degree of stress is directly related to the degree of life skills they possess in coping with the change. For example, for a young boy to move from a rural school to an urban higher education institution will cause more stress than for a young person moving from an urban school to a higher education institution in an urban area. Similarly, a child from a family of uneducated parents will face more stress at school and other educational institutions (Siddiqui 2008). The inadequacy of life skills such as verbal and nonverbal communications, asserting, handling feelings and conflicts, functioning of group consisting of members from NSOU ? PGSW-III 62 multicultural background, increases the stress leading to maladjustment problems (Rengasamy, n.d.). This framework would help a group worker to understand the children and adolescents exhibiting stress symptoms and their inability to adjust in the group. The worker can provide these children a support group to discuss their problems and learn from each other and to understand the coping strategies that they are using to deal with the situation. The group worker can help them to learn new life skills to update their competence to cope with stresses and sources of stresses (Rengasamy, n.d.).

Sharing Feedback: The other assumption is that the sharing feedback can influence children and adolescents group very much in building healthy peer relationship. Hence, it is important for them to understand how others relate them. How others view the behaviour of a member? The group can provide an opportunity to children and adolescents to discover how others view them (Rengasamy, n.d.). It can also help them to analyze it objectively and learn to take corrective action if needed. For example, labels to members of a particular religious, linguistic or caste group, which are negative. Also the children and adolescents of these groups experience a high

degree of stress leading to academic and mental health problems (Siddiqui 2008). The group worker can use the knowledge to design a number of programs for children and adolescents indulging in labelling and for those who are at the receiving end(Rengasamy, n.d.). Emotional Support It is observed that a number of persons experience trauma due to a variety of reasons. Some examples are loss of significant persons, family violence, long-term unemployment, retirement, trauma, and loss of shelter or other valuables, etc. These conditions produce stress and could become traumatic. Individual counselling is helpful but emotional trauma shared with fellow sufferers has been found to be of help. There are many studies of children and adolescents affected by disasters indicate that the trauma produces a great deal of anxiety, resulting in loss of concentration and producing incoherent behaviour. The adolescent's reaction to stress may vary such as withdrawal or opting out, depression, loss of control, inability to concentrate, irritability, disturbed sleep or eating patterns, flashbacks and emotional

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numbing. Loss of significant members such as parents or siblings and material resources such as housing will require a different set of life skills and coping strategies to survive. The studies indicate that emotional support from others who have undergone a similar trauma is helpful (Shelby, 1994). The finding is used to form groups of persons having suffered a trauma to provide emotional support to each other. By now it is clear that in order to understand the events taking place within a group, one need to understand the individuals within the group on the one hand and their interaction in the group on the other(Rengasamy, n.d.). There are a number of psychological, sociological and political theories that provides an explanation of individual behaviour and how it can help in understanding the group functioning. Some of these theories are explained below 5.3.1

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Theories Learning Theory Learning Theory has raised a lot of controversy in social group work as it focuses more on individual than on group dynamics with reference to influencing individual behaviour. Learning theory also provides a frame work for understanding human behaviour. It provides an understanding of the social functioning of persons within their environments. The person in dynamic interaction with all aspects of the environment is the focus of attention. Further, it emphasizes the importance of assessment of observable behaviour, and advocates the use of specific terms in defining behaviour. And finally it takes a positive approach as if behaviour is learned then it can also be unlearned (Rengasamy, n.d.). It explains that respondent conditioning, which refers to the emission of behaviour in response to a specific stimulus. The stimulus could be a word, sight or a sound. It has been already experimented on dog. The second type of learning here explained to called modelling, which simply refers to learning by observation. The children of parents who smoke are likely to be smokers. Children of parents with ability to control their feelings under stress are likely to learn self-control. However, a number of factors or conditions can affect the effectiveness of modelling. Some of them are similarity of the model to the observer, the prestige, status and expertise of the model, and the diversity of models around the observer(Rengasamy, n.d.). Operant conditioning is a type of learning in which behaviours are altered primarily by regulating the subsequence NSOU ? PGSW-III 64 which follows them. New behaviours could be learned and undesirable behaviours could be weakened and eliminated by regulating the consequences(Rengasamy, n.d.). By using the learning theory framework, social worker can understand how group can provide reinforcements to strengthen behaviour. There are both positive and negative reinforcements. A good example of negative reinforcement in a group situation is to discourage behaviour which are not accepted by others. The learning theory thus provides a framework for group workers to modify behaviour. The context could be achievement of group tasks and development, or helping the members to unlearn behaviours that create problems in their social functioning. Field Theory Kurt Lewin (1946) is one of the pioneers to study group functioning. He focused on the forces that influenced the working of groups. He tried to study leadership styles by creating groups with different styles of leaderships in order to see their impact on the functioning of the group (Rengaswamy, n.d). It is commonly observed that a leader becomes authoritarian when the members are seeking favours, rather than questioning the decisions or even discussing the issues objectively. Lewin argued that the leadership style is a product of leader and member interaction rather than a personality trait of the leader. Further, while developing his Field Theory, he argued that a group has a life space and it has movement. It tries to accomplish goals or group tasks and faces hurdles in its movement. He believed that group was an entity of opposing forces which keep the group members in the group and move them along in achieving group goals. However, the behaviour of individual members and the group itself should be seen as a product of the totality of the group situation (Lewis, 1946). He introduced several concepts to help in the understanding of forces at work in the group. Some of them are • Roles—status rights and duties of group members; • Norms—Rules governing

the behaviour of group members; • Power—the ability of members to influence on another; • Cohesion—The attraction the group members feel towards one another and towards the group; • Consensus—the degree of agreement regarding goals and other group phenomena, and • Valence—the potency of goals and objects in the life space of the group.

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Other field theorists have continued to work on the characteristics of group that influence the individual behaviour. Cohesion has been identified as an important factor, defined as, "the totality of forces acting on individual members to keep them in the group. Cohesion reflects the agreement on goals and norms, shared understanding and a greater homogeneity in demographic background, as also the productivity, satisfaction and cooperative interaction patterns (Cartwright and Zander 1968). Lewin developed t-group as a means to observe the effects of group process on group members and as a means to induce changes in behaviour. He thus helped in developing a theory that people change when they see their behaviour as others see it, thus leading to development of the feedback method whereby the group members and the group leader provide feedback to the individual as to how his/her behaviour was affecting them. Role plays and simulations are also used to highlight the group process(Rengasamy, n.d.). The group workers using the field theory framework can design their own interventions in working with the group for achieving the group goals along with individual development(Rengasamy, n.d.).

Systems Theory(Rengasamy, n.d.) The systems theory is helpful to explain the functioning of a group. Talcott Persons explained social system as a set of interdependent elements trying to function as a unified whole to maintain order and a stable equilibrium. The social systems are constantly facing new challenges as the environment around them and within, is constantly changing. Therefore, they must act to maintain the equilibrium if they have to survive. This act of survival depends upon mainly on four basic functions, such as integration; adaptation; pattern maintenance; and goal attainment (Siddiqui, H. Y. 2008). The group viewed as a system would therefore be able to achieve its objectives once it is able to carry out these four functions effectively. It is able to integrate members by achieving individual and group goal matching. It also has the capacity to make changes to adapt itself to outside demands like that of the community and the sponsoring organization and with the internal dynamics as it changes with time. The pattern maintenance would require development of norms and guidelines to regulate its activities and develop well defined objectives, identify and procedures that are able to sustain these over time. The functioning of a system depends to a great extent on the carrying out the role assigned to them. The goal attainment is the final task to ensure the smooth functioning NSOU ? PGSW-III 66 of the system. The members will lose interest and the functioning of the group will be affected if the goals are attainable is an important attribute of group stability and functioning. Parsons pointed out that problems will arise during the functioning of the group; the group, including its leadership must make use of its resources effectively to tackle the problems to maintain the equilibrium of the group(Rengasamy, n.d.). Robert Bales (1950), however, believed that the survival of the group depends on two central tasks. The first he termed the instrumental problems related to tasks or goal related functions and the second, socio-emotional tasks related to the interpersonal relationships between members, and between members and leader, for coordinating and maintaining the emotional unity and morale of the group. While the instrumental problems generally arise on account of the external pressures, the socio emotional problems are rooted in the internal dynamics of the group(Rengasamy, n.d.). The

insights are helpful for workers to deal with both kinds of challenges in their working with groups. It is often seen that exclusive focus on one results in ignoring the other, making the group dysfunctional in the process. The worker can keep in mind that the emphasis on tasks will vary in different groups, depending upon the central purpose of the group. It will be different in a self-help group formed to achieve a specific task, than in a group of children. It is also possible to analyze the interaction between members in a group by using a tool developed by Bales called interaction process analysis (Rengasamy, n.d.).

Conflict Theory Sociologists differ in their understanding of conflict as a social phenomenon in society, yet some of the explanations of conflicts are helpful in understanding the conflicts in groups and in dealing with them (Rengasamy, n.d.). Sociologists have identified two broad categories of conflict, one endogenous conflict, which refers to sources of changes from within a society and other one exogenous conflict, which refers to changes from without or between systems. Endogenous conflict highlights the sources of conflict like inherent predilection to change, conflict over the differential distribution of resources such as wealth, power and prestige, conflict of values, conflict of authority and Conflict between individual and collectively. The exogenous conflict identifies three sources such as wars, cultural invasions and conflict of ideology. Lewis Coser (1973) distinguishes between realistic and non-realistic conflicts. NSOU ? PGSW-III 67

Realistic conflicts are conflicts arising on account of non-fulfilment of specific demands, whereas non-realistic conflicts are rooted in the need for release of tension and are not oriented towards achievement of any specific demand (Rengasamy, n.d.). In every group there are occasions for conflict, since individuals and sub-groups are likely to make rival claims to scarce resources, prestige or power positions. But social structures differ in the way the group allows expression to these claims. Some are more tolerant, others are not. Firstly, it will not aim at resolving the immediate issue as all accumulated grievances will come to force. Secondly, it is because of total personality involvement of the group members. It is important for a group worker to remember that the hostility should not be permitted to accumulate and conflict should be allowed to occur wherever a resolution of tension seems to be allowed to occur. In such cases the conflict is likely to remain focused primarily on the condition leading to its outbreak. Conflicts within a group can also help to revitalize existing norms and help to develop new norms as well (Rengasamy, n.d.).

Social Exchange Theory According to the social-exchange theory, people help because they want to gain in future from the one being helped. People calculate rewards and costs of helping others, and aim at maximizing the former and minimizing the latter, which is known as a "minimax" strategy ("Minimax," 2021). Rewards are incentives, which can be materialistic goods, social rewards which can improve one's image and reputation (e.g. praise) or self-reward. Rewards are either external or internal. External reward is things that obtained from others when helping them, for instance, friendship and gratitude. People are more likely to help those who are more attractive or important, whose approval is desired. Internal reward is generated by oneself when helping others and gaining sense of goodness and self-satisfaction. The central concern of the exchange theory is to find an explanation for the human transactions of giving and receiving. James Frazer suggests that men enter in to institutionalized patterns of exchange to satisfy their economic

needs(Social Group Work | PDF | Social Group | Psychological Trauma, n.d.) But there is a difference between economic exchange and social exchange. Social exchange process can yield for the larger society a moral code of behaviour, which acquires an independent existence outside the social exchange situation and which

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informs all social, economic, and political interpersonal relationships in society(Rengasamy, n.d.). The triple obligations of social exchange- to give, to receive and to repay – are to be understood not as self- interest but in terms of interpersonal, hence inter-group, relations. Social exchange transaction creates social bonds creating ties between individuals and the collectively. Some argue that it is the exchange which is important not the things which are exchanged and the primary function of the exchange is structural integration of the collectively(Rengasamy, n.d.). Homans (1950) and Blau (1964) among others have developed the exchange theory to explain membersbehaviour within a group. They argued that all members in a group will try to maximize individual rewards and minimize punishments. All human interaction according to them is seeking something in return from the other. The behaviour is conditioned to maximize rewards and minimize punishment in all interactions(Rengasamy, n.d.). The cognitive process and the members capacities are not full explained by the exchange theory can be summarized as follows: social –the greatest rewards within a coalition are given to the least dependent member of the coalition. Behaviour– is an exchange of goods, material and non-material, such as approval or prestige. Persons that give to others try to get something in return, and persons who receive from others are under pressure to give in return. This process of exchange tends to create equilibrium to balance the exchanges. Human Capital and Social Capital James Coleman (1988) is one of the advocated for rational choice theory. Coleman believes in a concept known a methodological individualism. The two concepts in Coleman’s theory are actors and resources, and two key resources, according to him are: human capital and social capital. Similar to the creation of physical capital by shaping the material into tools and machines to facilitate production, human capital is created by shaping the individuals by giving them skills and capabilities that gives them power to act in innovative ways to produce(Rengasamy, n.d.). Social capital is Human Capital created by shaping relations between individuals to facilitate action. For example, a group where members trust each other will act

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better than the one where there is no trust. The importance of social capital has been exhibited by the acceptance of team development efforts by the corporations. • Skills & Abilities • Creativity • Life Experiences • Knowledge • Human Capital Human capital and social capital can complement each other or they can destroy each other. Social capital as a concept can help the actors to realize the importance and usefulness of those aspects of social to realize the importance and usefulness of those aspects of social structure which will help them to achieve their interests. In a cohesive group where members are willing to help each other and abide by the group norms, the level of trust worthiness of the group environment is a crucial factor in the success of the group. It means that the obligations will be repaid(Rengasamy, n.d.). A simple example is the rotating credit groups. In such groups, each member contributes and amount to a central fund, which is given to a member. Each member gets his/her amount back and in addition gets a loan without interest. However, if obligations and expectations are not balanced the social capital gets diluted. Norms and effective sanction can help in balancing obligations and expectations. Psychoanalytic Theory Sigmund Freud is one of the earliest theorists to provide an explanation of human personality. He conceptualized that the human mind has broad systems. He described these systems as conscious, pre-conscious and unconscious and the other as Id, Ego and super Ego (Daniel K. Lapsley and Paul C 2011). Freud suggested that mind was composed of thoughts (ideas), feelings, instincts, drives, conflicts and motives. Most of these elements were located in the unconscious or preconscious. There is a repressed area which serves as a barrier where a lot of disturbing material (thoughts and feelings), as unresolved conflicts, are placed through the process of defense mechanism. Defense mechanism or repression is a process in which unacceptable desires, memories and thoughts are excluded from consciousness by

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sending the material into the unconscious area under the repressed barrier are avoided. He observed that this results in producing irritants such as unwanted emotions and behaviour such as anger, hallucinations, etc. Describing the second system Freud explains that Id is the primitive psychic force hidden in the unconscious. It represents the basic needs and drives such as hunger, thirst, sex and self-preservation, which support other personality factors. Id governed by the pleasure principle primarily seeks to express itself irrespective of the consequences, while Ego acts as the rational component of the mind which controls the thinking of the mind. Super ego serves as the conscience by indicating what is right and wrong socially and morally (Rengasamy, n.d.). Freud conceptualized that people pass through six psychosocial development stages. During any one of the stages conflicts may arise and if it remains unresolved the person's personality development will be affected. He thought that disturbances can arise from several sources. Traumatic experiences which a person's ego is not able to cope with directly are repressed. Similarly internal unconscious processes could also cause disturbances. Freud, in elaborating the group's influence on human behaviour, specifically mentions about the importance of group leader, and the early life experiences of the members (Rengasamy, n.d.). The members use transference in their interactions that occur within the group and try to recreate conflicts. A number of psychologists have contributed in developing learning theory as an explanation of human behaviour, which is very helpful to understand individuals and also helping them, which could be studied first and helped through group activities, counselling, etc.

5.3.2 Models in Social Group Work

Social workers basically utilized four distinct group work models. These are Social Goal Model; Remedial Model; Mediating Model and Developmental Model. Besides, there are other models, which are considered as suitable models for effective practice in social group work such as the Behavioural Model, Kurt Lewin's individual change process, Bale's stages of group development, Tuchman's stage model, Fisher's theory of decision emergence in group, Northen and Kurland's model, etc. A brief of each of these models are given below:

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The Social Goals Model: The basic concepts of this model are social consciousness, social responsibility, and social change. It is suggested that by participation with others in a group situation, individuals can affect social change. Social action is the desired outcome, and the group worker is regarded as an influence person and enabler, who personify the values of social responsibility and acts as stimulator and role model without purveying any political viewpoint. Implicit in this model is the emerging leader within the group. The model is concerned with democracy and the enhancement of personal functioning within the social context, heightened self-esteem and an increase in social power for the members of the group collectively and as individuals (Bimal Antony, 07:39:28 UTC).

Remedial Model: Remedial model focuses on the individual's dysfunction and utilizes the group as a context and means for altering deviant behavior. This approach to group work practice emphasizes its utility in removing the adverse conditions of individuals whose behavior is disapproved by the society. Clients of such social group work practice are physically and mentally handicapped, legal offenders, emotionally disturbed, isolated and alienated persons. The Michigan School contributed to this model. Credit

goes to Vinter and his colleagues for developing remedial model. In this model attempts are being made by social worker to bring change in the individual. According to the Remedial Model, the group can be used to treat problems of adjustments in personal and social relations. According to Vinter "attention to such problems reaffirms the profession's historic mission of service to those most in need". The remedial model is considered more as a clinical model that seeks to help the socially maladapted to improve social functioning through guided group interaction experience (Bimal Antony, 07:39:28 UTC). The social worker plays a key role as he/she gives expertise knowledge through the following activities.

- The social worker is the central person. The worker is the object of identification and drives.
- He/she is a symbol and a spokesman. He/she tries to maintain norms and values of the society.

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He/she is a motivator and stimulator. He/she helps the individual and group to understand their goal as a group member.

- He/she is an executive. He/she facilitates the activities of the group in order to gain the said objectives. In this model whatever the changes are brought, they are explicitly limited to organizational and institutional elements that are responsible for individual's dysfunction. Though this model, one can focus on the individual client who is experiencing difficulty in a group situation. The model is helpful for those likely to be affected. It means this model focuses on preventive aspects also.

Reciprocal Model or Mediating Model: Schwartz has introduced this model in 1961. This model is based on systems theory, humanistic psychology and an existential perspective. The chief characteristic of this model is that the people and society are interdependent as due to the reason they have mutual needs. In this model attention is directed towards the relationship of members in the group with each other, with the worker and the group as a whole. It is the relationship among the members that shows the characteristics of the group. It gives importance to the emergent goal and actions, which are based on feelings of the group.

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Client and worker together as well as separately challenge the current problems with their total capacity. Basic educative processes are utilized which incorporate particularizing, synthesizing and generalizing the feeling and action components of the problem. In this model distinctions are not made with respect to types and several of group since it is presumed that this model is widely applicable. In this model the individual and the group are significant components. The workers role appears here to be facilitative, relying on the power and potency of mutual aid system to take care of itself. Developmental Model: This model has been developed by the faculty members of Boston University in 1965

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In this approach, groups are seen as having "a degree of independence and autonomy, but the to and fro flow between them and their members, between them and their social settings, is crucial to their existence, viability and achievements. The main characteristics of this model are intimacy and closeness between the members

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over a span of time. The degree of intimacy is taken into account for appropriate worker interventions. This model derives knowledge from Erikson's ego psychology, group dynamics and conflict theory. The worker is connected with community, agency, social group and also with the individual member in our society (Principles, Skills and Models of Group Work Practice - IGNOU, n.d.). The social group worker tries to improve the situations among individual member, group agency and the social environment. In short, it can be said that the developmental model is a compromise between the reciprocal, remedial and traditional approaches. Behavioral Model: In this model some specific group programmes are implemented to alter dysfunctional patterns behavior. The expertise of behavioral group therapist is essential in assessing and devising a treatment plan for each individual member within the context of the group

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The group worker calculates the specific elements of the disturbing behavior to be decreased or desired behavior to be developed. Other group members provide assistance and feedback concerning progress throughout the stages of the treatment process. Besides, a number of such theoretical models have been developed to explain the change in group over certain period of time. Some of the important theorists' models are given subsequently. Kurt Lewin's (1947) individual change process: Kurt Lewin is remembered for coining the term 'group dynamics'. His model of individual change is a stepping stone for many pioneers who have contributed theoretically. His model has three stages such as unfreezing, change, and freezing in a change process or small group. The first stage makes effort to remove lethargy or sluggishness and dismantles the existing mind set. The second stage is the transition phase that brings change. In the last phase, the new mind set is crystallized and individual becomes stable (Lewin's 3-Stage Model of Change: Unfreezing, Changing & Refreezing - Video & Lesson Transcript | Study.Com, n.d.). Bales's (1950) stages of group development: Bales noted some stages of group development like orientation stage, evaluation stage and decision making stage, which are described as below:
Orientation: The

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first thing in the stages of group development is that the person in a group has to familiarize himself with other people and explore the possibilities that the group has to offer to him. Thus, Bales termed this as orientation stage. Evaluation: Bales went on to suggest next things to members to analyse the information gathered and reach some conclusion about what kind of members are there, whether they are trustworthy, helpful and cooperative and how they look at the other members, its activities, programmes and so on. He therefore termed this stage as evaluation stage. Decision making: According to Bales, the evaluation of members about the people, programmes and benefits would lead to decision making about the participants and action in the group. Bales termed this stage as decision making. Tuckman's (1965) stage model: Bruce Tuckman reviewed about fifty studies of group development (including Bales model) in the mid nineteen sixties and synthesized their commonalities in one of the most frequently cited models of group development. The model describes four linear stages, such as Forming, Storming, Norming and Performing stage. Forming which is the first stage of group process. The forming of the team takes place. The individual's behaviour is driven by the desire to be accepted by the others, and avoid controversy or conflict. Serious illness and feelings are avoided, and people focus on being busy with routines. This is comfortable stage to be in but the avoidance of conflicts and threat means that not much actually get done. The team meets and learns about the opportunities and challenges and then agrees on goals and begins to tackle the tasks. Team members tend to behave quite independently. Storming is the second stage. The members begin to assert the individual personalities and the comfort of the forming stage begins to come under siege. Members experience personal, intra and inter group conflict. Every group enter the storming stage in which different ideas compete for consideration. The team addresses issues such as what problem they are really suppose to solve, how they will function independently and together and what leadership model they will accept. Team members open up to each other and confront each others ideas and perspectives. The activities make in the storming phase are lack of cohesion, subjectivity, hidden agendas, conflicts, confrontation, resentment, anger, inconstancy, failure and so on. The next stage is Norming. During this stage, the group begins to work more constructively together towards formal or informal roles (THEORY | GROUPS & GROUPWORK, n.d.). Some

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members may not be comfortable with the role or roles which have been allotted. During norming stage sub-groups are likely to form in order that a supportive environment is once more created. Group members establish rules about how they will achieve their goal (TEAM | Meaning in the Cambridge English Dictionary, n.d.). They address the types of communication that will or will not help the task. Indicators include: questioning, performance, reviewing, clarification objectives, changing/confirming roles, opening risky issues, assertiveness, listening, testing new ground, identifying strengths and weakness. Performing is the 4th stage of group development. This is the best stage for a group to complete the tasks and assuming that task. This stage the group also reach to a conclusion and implement solution to their issues. Indicators in this phase include creativity, initiative, flexibility, open relationships, pride, concern for people, learning, confidence, high morale, success, etc. Last stage is Adjourning. This phase was added when Tuckman and Jensen updated original review of the literature in 1977. The final stage in the group ultimately is the termination. Though often overlooked, this stage in a group development is equally important to positive outcomes. The ending of a group can be very unhappy and distressing tune for some members, as they may feel some extent of dependency on the group. Fisher's (1970) theory of decision emergence in group: Fisher outlines four phases i.e. orientation, conflict, emergence and reinforcement. In the first phase, members get to know each other and experience primary tension. Second phase is meant for conflict and marked by secondary tension. Members there disagree with each other and debate ideas. Group's tasks as well as members' viewpoints become apparent in the emergence phase and group members bolster their final decision in the last phase (Fisher's Model – Small Group Communication, n.d.). Tubbs's (1995) system model of group development: Stewart Tubbs studied small group interaction and developed a system model focusing with four phases of development such as orientation, conflict, consensus and closure (Tubbs' Systems Model, Fisher's Theory of Decision Emergence in Groups, Poole's Multiple-Sequences Model – Organizational Behaviour, n.d.). In the first phase, group members introduce each other, start talking on the problems and examine the strengths as well as weaknesses. Ideas are evaluated through conflict in

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the second phase. Conflict ends in the third phase and the last stage announces results. Northen and Kurland's (2001) model: Northen and Kurland focus on a few stages of group development and point out that each stage has its own developmental issues that must be attended and at least partially resolved before the group can move into the next stage. Northen and Kurland proposes a four staged model with emphasis on socio-emotional themes. The different stages are described below. Inclusion-Orientation: The main socio-emotional theme of this stage, as implies, is whether or not group member will feel included. This stage is typically marked by anxiety and uncertainty as the group members become acquainted with the group leader and each other. The major task for the members is to become oriented to the group and to decide to be included in the group's membership. Uncertainty-Exploration: The major theme of this stage has to do with group member's uncertainty regarding issues of power and control. The socio-emotional issue pertains to conflict, especially relationship to the group leader. Group members at this stage explore and test their relationship with the leader and each other in order to establish roles and develop trust and acceptance. Mutuality—Goal Achievement: At this stage, the group is characterized by mutual aid and problem solving. Socio-emotional patterns among group members show greater self disclosure, empathy and mutual acceptance. Conflict and differences are dealt with as a means to achieve both individual and group goals. Separation-Termination: The final stage focuses on the socio-emotional issues of separation and termination. Members at this stage may be reluctant to leave the leader and the group. The task here is to help prepare members for termination, deal with any unfinished business and, most importantly, help group members thereafter what they have learnt in the group to life outside the group. NSOU ? PGSW-III 77 5.4 Conclusion Social group work is a primary method of social work, which believes that the development of individual is mainly dependent on the group experiences. There are number of socio-psychological problems that cannot be solved without the help of the group and understanding of the theory. The development of personality is also dependent on the use of group life to some extent. The group worker should follow various social science theories, some of the theories as discussed like learning, Social Exchange, Field, System Theory, Psychoanalytic, Conflict Theory and Human and Social Capital etc., are very important. But one should not also forget the theory of Sigmund Freud, psychoanalytic theory. Individual behaviour and their problems could be study well when he or she is in conflict situation. So, using all such theories the group worker can be more knowledgeable, skilful, and logical and make themselves scientific in their approach into practice field. This is also equally applicable that the group worker should develop knowledge and follow appropriate model of group work practice, which would definitely help in reaching the objectives that are set for the groups at the beginning stage. Some of the models like Social Goal, Remedial, Developmental, Fisher's theory of decision emergence in group, Tuckman's (1965) stage model, Kurt Lewins individual change model, Northen and Kurland's (2001) model, Tubbs's system model of group development, Bales's stages of group development, etc, all are important in group work practice. These models are helpful in developing and nurturing groups, especially in

understanding individual in a group and a frame of reference. Scientific knowledge about motivations of human behavior not only provided new insights to the problems which individuals experience as individuals, but make interpretation of interaction of individuals in groups much more meaningful. All theories as discussed therefore are helping to group worker to understand small group and its interaction, behavior etc for group growth and development. It is significantly important because it is helping the individual for personality formation and also personality development. So, understanding of all theories and models relating to group work are important. NSOU ? PGSW-III 78 5.5 Exercise 1. Briefly discuss any four small group work theories in social group work practice (use separate page if required) 2. Write how small group work theories help worker in group work practice 3. Write different models in group work practice and discuss how it can help worker in group work activities. 5.6 Reference Bales, R. (1950) Interaction Process Analysis: A Method for the Study of Small Groups: Readings. Anderson-Wesley Publishing Company Brown, A. (1994) Groupwork 3rd Edition Great Yarmouth: Ashgate Publishing (excerpted from Sean Harte, Groups, groupwork, theories, models downloaded <http://youthworkcentral.tripod.com/sean3.htm> Coleman, J. S. (1988). Social capital in the creation of human capital. American journal of sociology, S95-S120. Blau, Peter M (1964). Exchange and Power in Social Life. New York: John Wiley & Sons. Browning, G, Halcli, A., & Webster, F. (Eds.). (1999). Understanding contemporary society: Theories of the present. Sage publications. Cartwright, D and Ronald Lippitt (1961). Group Dynamics and the Individual in Bennis, Benne and Chin (eds). The Planning of Change. New York: Holt, Rinehart & Winston. Inc, p 264 Coleman, J. S. (1988). Social capital in the creation of human capital. American journal of sociology, S95-S120. H. Y. Siddiqui (2008) Group Work: Theories and Practice. New Delhi, Rawat Publications. Homans, G. C. (1950) . The Human Group. New York: Harcourt Brace. Konopka, G. (1963), Social Group Work : A Helping Process, Prentice Hall, Englewood Cliffs. NSOU ? PGSW-III 79 Lewis Coser (1973), Social Conflict and the Theory of Social Change in AmitalEtzioni and Browning, G, Halcli A & Webster, F (eds) (1999) Understanding Contemporary Society: Theories of the present. Sage Publications. Lewin, Kurt (1946). Behaviour as a Function of the Total Situation in L. Carmichael (ed) Manual of Child Psychology. PP 791-844. New York: John Wiley. Northen, H., & Kurland, R. (2013). Social work with groups. Columbia University Press. Rengaswamy. Social Group Work. [file:///C:/Documents%20and%20Settings/Sukumar%20Pal/My%20Documents/Downloads/Social-Group-Work.%20Complete%20notes%20\(1\).pdf](file:///C:/Documents%20and%20Settings/Sukumar%20Pal/My%20Documents/Downloads/Social-Group-Work.%20Complete%20notes%20(1).pdf) Rengaswamy. Social Group Work, downloaded [https://www.scribd.com/doc/48748413/ Social-Group-Work](https://www.scribd.com/doc/48748413/Social-Group-Work) Shelby J. 1994. Psychological Intervention with Children in Disaster Relief Shelters. The Child Youth and Family Service Quarterly 17, 14-18. https://www.homeworkmarket.com/sites/default/files/q4/05/07/chap_3.docx <http://www.ggu.ac.in/download/Model%20Answer%2014/AU-6465%20BSW-3rd%201.12.14.pdf>. (<http://www.cluteinstitute.com/ojs/index.php/AJBE/article/download/7687/7752> <http://www.cluteinstitute.com/ojs/index.php/AJBE/article/download/7687/7752> <http://youthworkcentral.tripod.com/sean3.htm>

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Lewin's 3-Stage Model of Change: Unfreezing, Changing & Refreezing—Video & Lesson Transcript | Study.com. (n.d.). Retrieved October 25, 2021, from <https://study.com/academy/lesson/lewins-3-stage-model-of-change-unfreezing-changing-refreezing.html> Minimax. (2021). In Wikipedia. <https://en.wikipedia.org/w/index.php?title=Minimax&oldid=1048398851> Principles, Skills and Models of Group Work Practice—IGNOU. (n.d.). Retrieved October 24, 2021, from <https://www.yumpu.com/en/document/view/22551446/principles-skills-and-models-of-group-work-practice-ignou> Social Group Work | PDF | Social Group | Psychological Trauma. (n.d.). Scribd. Retrieved October 24, 2021, from <https://www.scribd.com/doc/48748413/Social-Group-Work> TEAM | meaning in the Cambridge English Dictionary. (n.d.). Retrieved October 19, 2021, from <https://dictionary.cambridge.org/dictionary/english/team> THEORY | GROUPS & GROUPWORK. (n.d.). Retrieved October 25, 2021, from <https://youthworkcentral.tripod.com/sean3.htm> Tubbs' Systems Model, Fisher's Theory of Decision Emergence in Groups, Poole's Multiple-sequences Model—Organizational Behaviour. (n.d.). Retrieved October 25, 2021, from https://ebrary.net/3069/management/tubbs_systems_model Rengasamy, S. (n.d.). Social Group Work. Webnode Error Page. <https://files.drdeen.webnode.com/200000356-b5800b6f54/Social-Group-Work.%20Complete%20notes.pdf>

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Objectives 6.2 Introduction 6.3 Topic name: Group Formation 6.4 Conclusion 6.5 Exercise 6.6 Reference 6.1 Objectives The basic objective of this unit is to help the students to understand how one should form a group and what should be its basic criteria. Such understanding

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188/546	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
<p>the social worker to follow a process for setting a purposeful group,</p> <p>SA (SP NSOU 12-7-2016) final Content Write up_ for NSOU (1).docx (D21119376)</p>				
189/546	SUBMITTED TEXT	99 WORDS	95% MATCHING TEXT	99 WORDS
<p>agency set up. 6.2 Introduction The various types of groups that can be formed by social group workers are classified as a) Remedial groups, b) Growth groups, c) Task groups(Jagadish, n.d.). Remedial groups are mostly to enable the members to sustain their changed behaviour and to cope up with new situations in life. The focus is more on the socio- emotional needs. This type of group is formed with those people who have undergone some treatment for a pathological condition. For example, a group of people who have been discharged from a drug de-addiction centre have to be helped to continue their changed behaviour and the treatment(</p> <p>SA (SP NSOU 12-7-2016) final Content Write up_ for NSOU (1).docx (D21119376)</p>				
190/546	SUBMITTED TEXT	52 WORDS	100% MATCHING TEXT	52 WORDS
<p>Growth groups are to create awareness about the opportunities to grow and develop in their career and other life positions. These groups focus both on the social and emotional needs of the members as well as achievement of a tangible target. Some examples are: a group of youth is brought together to enhance their</p> <p>SA (SP NSOU 12-7-2016) final Content Write up_ for NSOU (1).docx (D21119376)</p>				
191/546	SUBMITTED TEXT	39 WORDS	100% MATCHING TEXT	39 WORDS
<p>entrepreneurial abilities so as to improve income generating capacities and make them feel they are worthy members of the society, teaching children to acquire social skills and social etiquettes, so that they perform their social responsibilities properly and grow as useful adults(</p> <p>SA (SP NSOU 12-7-2016) final Content Write up_ for NSOU (1).docx (D21119376)</p>				
192/546	SUBMITTED TEXT	34 WORDS	100% MATCHING TEXT	34 WORDS
<p>Ken Heap (1985) discussed these as group formation and planning; the first meetings; the working phase; use of activities and action; and the termination of the Group. According to Douglas (1979) there are five stages</p> <p>Ken Heap (1985) discussed these as group formation and planning; the first meetings; the working phase; use of activities and action; and the termination of the group. According to Douglas (1979) there are five stages</p> <p>W https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/2/PG_M.S.W._Social%20Work_349%20 ...</p>				

193/546	SUBMITTED TEXT	118 WORDS	100% MATCHING TEXT	118 WORDS
<p>Task groups focus on certain work or activity the group is to achieve for its own development. The task could be development oriented, solving a problem or a crisis situation or a social disadvantage. Some examples are: a committee formed by an organisation to deliberate on certain strategies to improve the service delivery, an administrative group of heads of different units of an agency to work out ways and means to improve the performance of the staff and bring about coordination among the different units, group formed to tackle water shortage, poor civic amenities and reservation of jobs for women. Therefore, formation of any short of groups should be done with care and as per proper process, which are analyzed in details as below. 6.3 Group Formation</p> <p>SA (SP NSOU 12-7-2016) final Content Write up_ for NSOU (1).docx (D21119376)</p>				
194/546	SUBMITTED TEXT	51 WORDS	100% MATCHING TEXT	51 WORDS
<p>evaluation. He has discussed these as the functions of leader while Toseland and Rivas (1984) discussed the stages under planning phase, beginning phase, middle phase and ending phase. For our purpose of understanding how one should form a group or what matters the worker should take care in different form of groups are stated below(</p> <p>SA (SP NSOU 12-7-2016) final Content Write up_ for NSOU (1).docx (D21119376)</p>				
195/546	SUBMITTED TEXT	9 WORDS	100% MATCHING TEXT	9 WORDS
<p>Middle (active working) phase • Evaluation of the group • Ending phase</p> <p>SA (SP NSOU 12-7-2016) final Content Write up_ for NSOU (1).docx (D21119376)</p>				
196/546	SUBMITTED TEXT	116 WORDS	98% MATCHING TEXT	116 WORDS
<p>In the pre-group phase worker identifies the need for organising a group and initiates steps to form the group. In the initial (first meetings) phase the worker and the group members meet at the place specified agency or any other place where group is likely to have it'sand initial orientation to the group's purpose and other information is given and shared. In the middle (active working) phase the group continues its deliberations and activities to accomplish its goals and in evaluation phase the performance of the group is examined vis-à-vis the group purpose and members, goals. Finally, in the ending or termination phase the group is made to dissolve and the worker enables the members to part with each other on a goodwill note(</p> <p>SA (SP NSOU 12-7-2016) final Content Write up_ for NSOU (1).docx (D21119376)</p>				

197/546	SUBMITTED TEXT	94 WORDS	78% MATCHING TEXT	94 WORDS
<p>The worker should remember the following important areas while going for group formation. 1. Planning and Group Formation The social group worker representing an agency providing services such as residential care, day-care and community work may come across situations where the services of the agency are effectively utilised by the members through a positive group experience. The needs of the group may even be identified. Once the worker identifies the need for formation of group, he/she starts planning for the formation of the group. For this the worker has to answer some questions with his/her professional background very carefully and systematically (</p>				
<p>SA (SP NSOU 12-7-2016) final Content Write up_ for NSOU (1).docx (D21119376)</p>				

198/546	SUBMITTED TEXT	61 WORDS	94% MATCHING TEXT	61 WORDS		
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<p>W https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/2/PG_M.S.W._Social%20Work_349%20 ...</p>						

199/546	SUBMITTED TEXT	210 WORDS	94% MATCHING TEXT	210 WORDS		
<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top; padding-right: 10px;"> <p>Size of the group • Enrolling the members • Contracting Formulating Group's objectives: Here the worker has to be clear in his mind as to why the group is being conceived and what it is addressing itself to. The purpose has to be expressed in a well-defined statement's. It shall not be confusing and shall not give any scope for suspecting its genuineness as to group's broad aim of helping the potential needy members. Therefore, it shall be formulated in simple statements. It shall provide answers to the potential members as to what to expect and to what extent their participating in the group is beneficial. A well-defined statement of the purpose also takes care of unnecessary members to join the group. It also enables the agency that the formation of the group is within the confines of the agency's areas of operations and is not against its interests and services. 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<p>W https://www.unicef.org/ghana/media/3591/file/Participant%20Manual%20-%20Social%20Welfare%20-%20Pa ...</p>						

200/546	SUBMITTED TEXT	83 WORDS	100% MATCHING TEXT	83 WORDS
<p>These questions are: Why is the group? Here, the worker has to look at the need for forming the group. The purpose and goals it can attain have to be conceptualised and defined. For whom the group is being formed? Here, the task is to work out type of members the group addresses to. What are the eligibility criteria to enrol a member? How many? This focus on the life span of the group in terms of time period and the number of sessions/ meetings it shall have(</p> <p>SA (SP NSOU 12-7-2016) final Content Write up_ for NSOU (1).docx (D21119376)</p>				
201/546	SUBMITTED TEXT	29 WORDS	100% MATCHING TEXT	29 WORDS
<p>Therefore, it is an important task for the group worker to decide the composition of the group keeping in mind the broad purpose and the individual member needs and goals (</p> <p>Therefore, it is an important task for the group worker to decide the composition of the group keeping in mind the broad purpose and the individual member needs and goals.</p> <p>W https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/2/PG_M.S.W._Social%20Work_349%20 ...</p>				
202/546	SUBMITTED TEXT	64 WORDS	100% MATCHING TEXT	64 WORDS
<p>Heterogeneity addresses to the need for diversity of certain characteristics of the members such as the length of time suffering with or coping with the problem, the efforts put into deal with the problem, the emotional state besides the other demographic attributes. Diversity ensures sharing of each other's situations, making comparisons, finding alternatives, and stimulates each other. At the same time it poses problems of acceptance and involvement (</p> <p>SA (SP NSOU 12-7-2016) final Content Write up_ for NSOU (1).docx (D21119376)</p>				
203/546	SUBMITTED TEXT	176 WORDS	93% MATCHING TEXT	176 WORDS
<p>Another aspect that has to be considered is whether to have an open group or a closed group. In open group there are no restrictions on joining the group from the point of the time. One can be enrolled into the group any time during the life of the group. While the closed group stops enrolment of members after the stipulated time of admission. Opting for open or closed group depends on the purpose, the goals and the time frame set for the group. Size of the Group: How many members shall compose the group? What shall be the ideal size? What are the criteria to determine whether the size of the group is too big or small (Participant Manual - Social Welfare - Part 3.Pdf, n.d.)? All these questions are there in the mind of the worker There are no hard and fast rules to determine the size of the group. It basically depends on the purpose of the group and manageability from the point of time, space, funds and some form of controls that need to be introduced. Small size is easy to manage, cohesive</p> <p>SA (SP NSOU 12-7-2016) final Content Write up_ for NSOU (1).docx (D21119376)</p>				

204/546	SUBMITTED TEXT	108 WORDS	97% MATCHING TEXT	108 WORDS
<p>Enrolling Members: Once it is decided to form the group and other modalities of the group viz., group's purpose, composition and the size of the group have worked out, then the next step is to enrol the group members. Here, the worker has to make arrangements to inform the potential members about forming the group. The information may be given directly to the potential members or passed through a notice in the agency's notice boards, a circular to the staff and other agencies concerned and by advertising in the media such as newspapers, local channels etc., and seeking applications from the interested members. The prospective members may approach either directly or by sending in their applications (</p>				
<p>SA (SP NSOU 12-7-2016) final Content Write up_ for NSOU (1).docx (D21119376)</p>				

205/546	SUBMITTED TEXT	46 WORDS	100% MATCHING TEXT	46 WORDS
<p>The worker has to examine the applications as to the suitability of the candidates on the basis of eligibility criteria established. The criteria include extent of need, urgency of intervention, demographic attributes, experience, and other skills. The worker can also arrange interviews with the applicants to ascertain their suitability (</p>				
<p>SA (SP NSOU 12-7-2016) final Content Write up_ for NSOU (1).docx (D21119376)</p>				

206/546	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
<p>worker completes the screening, the suitable applicants are enrolled into the group (</p>				
<p>W https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/2/PG_M.S.W._Social%20Work_349%20 ...</p>				

207/546	SUBMITTED TEXT	28 WORDS	100% MATCHING TEXT	28 WORDS
<p>By interviewing the applicants the worker can also explain to them about purpose of the group and dispel some of their doubts about joining the group. Once the</p>				
<p>SA (SP NSOU 12-7-2016) final Content Write up_ for NSOU (1).docx (D21119376)</p>				

208/546	SUBMITTED TEXT	86 WORDS	92% MATCHING TEXT	86 WORDS
<p>Contracting: At the time of enrolling the members the worker and members have to enter into an agreement and certain conditions are followed during the course of group work. It consists of a statement of general responsibilities of the members and the worker during the life of the group. Some of these include assurance to attend the group sessions regularly, to complete any task or work assigned, maintain the confidentiality of the discussions of the group, not to indulge in a behaviour that is detrimental to the well- being of the group (</p>				
<p>SA (SP NSOU 12-7-2016) final Content Write up_ for NSOU (1).docx (D21119376)</p>				

209/546**SUBMITTED TEXT**

86 WORDS

98% MATCHING TEXT

86 WORDS

The contract also specifies the fees or charges if any for undertaking certain activities and for procuring any material, as well as the penalties or fines the member/s has to pay for any violations of the terms of contract. The contents in the contract are subjected to revisions to accommodate some unforeseen developments as the group process unfolds. The contract may be in written or an oral understanding. The contract binds the worker and members to planned schedules of the group and facilitates an environment to conduct the group processes effectively (

SA (SP NSOU 12-7-2016) final Content Write up_ for NSOU (1).docx (D21119376)**210/546****SUBMITTED TEXT**

167 WORDS

98% MATCHING TEXT

167 WORDS

Finally the worker has to prepare a stage for beginning the group proceedings. She/he has to procure a conducive place for group sessions either in the agency itself or any other suitable place, arrange for monetary back up, and gather necessary information and material. And make such other preparations for launching of the group. Initial Meetings: In this section we are looking into what are the tasks the worker and members have to undertake to begin the group. In fact it is the most crucial stage as the success or failure of the group depends on how well the initial meetings are handled by the worker. The members attend the meeting with a lot of expectations. Member attends the meeting with the hope that time has come to get over the problem that has been affecting them over a (long) period of time. How much of it is going to be solved? They are also enthusiastic to meet and interact with others whom they have not met before and who are also having similar needs/problems. They will look forward to

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55 WORDS

100% MATCHING TEXT

55 WORDS

having new social experiences. While on the other hand members many entertaining a number of doubts about the competence of the worker and whether participating in this group exercise can really deal with their problems effectively. They are also having a number of fears. They do not know what type of persons are the worker and other members (

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The steps involved in this stage are self- presentations by the worker and the members, orientation about the group, goal formation, structuring the group session and reviewing the contract Self-presentations: As soon as the group is convened for the first time, the worker takes the initiative of making the group members feel comfortable by friendly greetings with each and every member. Once the members are settled comfortably then the worker introduces himself/herself giving personal and professional details. The worker shall give adequate information about himself/herself as possible so that it not only makes members confident about the worker but it also act as guide as to the details of information they have to disclose when their self –presentations turn comes. After that the members are asked to introduce themselves. This exercise of introductions shall be planned in such a way that it will help the members to feel at ease, and come out with more details about their situation(

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The worker should make them understand that the more the details they give the better will be their understanding about each other and will make a way for developing trust which is very important for effective results. There are a number of ways of introductions. The worker can employ any of such introductions keeping in mind the group's purpose and composition of the group. One way is to sit in a circle and introductions start in either clockwise or anticlockwise direction. Another way is the members are divided into pairs and each pair is asked to exchange information about each other and then one member of the pair introduces the other and vice versa.

Orientation about the Group: After the self-presentations the worker shall orient all members about the broad purpose of the group for which it is formed. Here the worker spells out circumstances that paved the way for forming the group. How their disadvantage/s are likely overcome through the participation in subsequent group processes. Members are told explained about the functions and the roles of both the worker and the members. The NSOU ? PGSW-III 88 worker also mentions previous experiences if any, so that members develop confidence in the worker as well as the strategy of adopting group work as a viable alternative. Members are encouraged to seek clarifications as to the relevance of the group's purpose to their needs or problem situation. The worker also explains the agency's background.

Goal Setting: In this step, the goals of the group are framed. Goals are statements of desired levels of change in behaviour or in social situation or in physical conditions to be achieved at some future time. The purpose of the group, agency's purpose, the needs of the individual members and the modalities of conducting the group—Then norms of conduct — determine the goals. The worker assesses the individual needs of the members and in consultation with them frames the goals. Toseland and Rivas (1984) specified three areas of goal formation. First area covers group centered goals that revolve around the conduct and maintenance of the group. Second area consists of common group goals that address to all concerned people worker, members, agency, sponsor, and finally the third area is concerning individual member centered specific goals. The goals are again viewed as ultimate goal and a number of intermediary goals (Rose, 1973; Jagdish, n.d). The ultimate goal indicates what final change in the status quo is to be attained while the intermediary goals that facilitate attainment of ultimate goal. These intermediary goals are formulated session-wise and / or stage-wise that is from the reference of time or progress made (

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214/546	SUBMITTED TEXT	105 WORDS	100% MATCHING TEXT	105 WORDS
<p>Konapka (1958) emphasises that while framing the goals, care shall be taken to see that these are complementing and supplementing rather than conflicting and contradicting each other. Some examples of the goals are: • The parents of mentally retarded children join a group to learn some better ways of coping up with the challenges of upbringing their wards – the general need of the group members.; • The purpose of the group is to provide a platform for the parents of mentally retarded children to share and exchange their skills in upbringing of the children— the purpose of the group formation. • Agency’s purpose is to make parents take more responsibility in bringing up their mentally retarded children.</p>				
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215/546	SUBMITTED TEXT	56 WORDS	95% MATCHING TEXT	56 WORDS		
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216/546	SUBMITTED TEXT	9 WORDS	100% MATCHING TEXT	9 WORDS		
<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>assessment of the group’s progress. Making Arrangements for Group Sessions(</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Assessment of the group’s progress Making arrangements for group sessions</p> </td> </tr> </table>					<p>assessment of the group’s progress. Making Arrangements for Group Sessions(</p>	<p>Assessment of the group’s progress Making arrangements for group sessions</p>
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A parent's specific need is to learn to tackle the aggressive behaviour of his/ her child and to make his/her spouse and other family members to accept the child. • The group centred goal is that all members will share their problems without any reservations and will not waste the group's time by indulging in irrelevant issues. All these are complementing and supplementing each other. For example, if the goal of joining the group is to question the policies of the agencies or to demand for more facilities then the goal is not complementary to other goals and create problems in attaining other goals, therefore, should not be included. Structuring Group Session: Structuring the group session involves two aspects. First is structuring the time and the second addresses to the pattern of interactions. The group has to work out how much time has to be allotted to each session, to each activity and to each member. The group has to evolve the modalities of adhering to the time schedules. It has also to work out alternatives in case of failure to adhere to the time schedules. For example it has to spend 30 minutes for a video show but because of the electricity failure, the video could not be played. Instead of idling away the time the group can have a discussion focused on the theme of the videotape. The interactions among the members and between the members and the worker have to be structured. Structuring the interactions includes how to address each other, how to and when to intervene and interrupt how to encourage docile and shy members to participate and control the domination of some members. It also includes certain group norms that are to be followed strictly by the members. Reviewing the Contract: At the time of enrolling, the members and worker entered into an agreement of working together. At that time the members might not have good understanding about the whole exercise. After attending the orientation and having initial interactions with the worker and with each other, members and worker may feel the need to change some conditions of the contract, for example, the frequency of meetings, time and duration of the meetings, and the fees etc. The contract is reviewed and new clauses are introduced or some clauses are deleted from the original contract with mutual NSOU ? PGSW-III 90 consent. Creating an environment that is conducive for the healthy conduct of the group session is a continuous process. The physical arrangements, financial back up and mobilising resources are the areas the group members and the worker have to work on{

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218/546	SUBMITTED TEXT	81 WORDS	82% MATCHING TEXT	81 WORDS
<p>worker and other members and self-observations of members themselves. For example, it is decided to assess the communication patterns among the members. The worker and members are informed in advance or later, that is during or after a specific task has NSOU ? PGSW-III 93 been performed, to note their observations on various aspects of communication such as the language, the gestures, modes of communication verbal or non-verbal the member/s resorts to. While, recording of the group are written reports, audiotapes and videotapes, measurement scales of behaviour,</p>		<p>worker and other members and self-observation of members themselves. For example, it is decided to assess the communication patterns among the members. The workers and members are informed in advance or later, that is during or after a specific task has been performed to note their observations on various aspects of communication, such as the language, the gestures, and modes of communication (verbal or non-verbal) the member/s resorts to. Recording of the group meetings— written reports, audiotapes and videotapes, measurement scales of behaviour,</p>		
<p>W https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/2/PG_M.S.W._Social%20Work_349%20 ...</p>				

219/546	SUBMITTED TEXT	26 WORDS	100% MATCHING TEXT	26 WORDS
<p>etc. The interaction patterns, behaviour manifestations, group attraction, situation leading to conflicts, subgroup formations, and leadership styles are some areas that can be assessed by the above mentioned tools(</p>		<p>etc. The interaction patterns, behaviour manifestations, group attraction, situation leading to conflicts, subgroup formations and leadership styles are some areas that can be assessed by the above mentioned tools.</p>		
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The group gears up for attaining various goals it is pursuing. The worker and the members plan and make preparation for the group meetings. The worker has to spend considerable amount of time in developing the activities and procedures for the conduct of the group meetings. A number of decisions have to be taken with regard to the selection of an activity or task, sequencing of the tasks and activities, assigning responsibilities etc. Materials and equipment to conduct the group activities have to be procured. Resource agencies and persons have to be contacted. For example, a pre-retirement counselling group may plan for exercises that would give them an idea about the possible changes that take place in their social status and roles and how best to cope up with the new situation. The possible exercises could be role-plays, screening of a video followed with a discussion, an orientation lecture session by an expert counsellor in the field etc.

Structuring Time: The worker continues this task of setting the time limits for group sessions and individual tasks which has already been initiated in the previous phase as the life of the group is for specified period. The members and the worker have to be quite conscious of using time to get maximum benefit out of the group meetings. It is often NSOU ? PGSW-III 91 the tendency to delay the start the meetings for the sake of latecomers. Delaying the starting time may encourage late coming and cause inconvenience to others who report in time. It also happens that the meetings are either closed early or late. This is also not healthy as it causes inconvenience to members who have other works to attend and discourage them to attending or they may not pay proper attention to the group activity. Further, it is quite possible to get totally engrossed in a particular group task and lose track of the time. This may spill over into the other activity and giving it insufficient time. Consequently the benefits from the other activity are badly affected. So it is important that members must carefully structure their time and follow it.

Facilitating the Group Sessions: It is not sufficient just to plan and prepare for the group sessions. The very reason for forming the group is to enable the members to come on to one platform to work towards solving their problems, which they could not solve individually. This suggests that the group needs guidance and support to carry out the tasks it has set forth. The worker has to take a lead in this and facilitate the group to perform its tasks successfully. At this stage of group's life, the members seriously pursue the goals of both individual and group. Worker encourages members to actively involved in the group activities, may they be sharing, discussing, and performing a task. The worker develops some insight into their strengths and weaknesses. It may be noticed that some members are performing well and while others do not show progress. Because of this the group's progress is affected. The worker has to facilitate the non- performing members to perform.

Equipped with the sound knowledge base in human behaviour he/she assists each and every member to be aware of their cognitive processes intrapersonal processes that are blocking their progress, and enables them to organise their social transactions interpersonal interactions in the group to establish purposeful relationship. Intrapersonal limitations revolve around feelings, thoughts, beliefs and behaviour patterns of the member. For example when a member is asked to give his feeling about the just concluded group session, if he/she expresses that so and so member is rude in interacting, then the

member is giving his thought but not the feeling which may unhappiness or happiness with the session. Sometimes the member does not understand the association between these cognitive processes. In the above example the link between the thoughts and feelings are not established if NSOU ? PGSW-III 92 the member could link the association between the thoughts of being dealt rudely by others during the course of the session and his/her being unhappy. In another case a member may entertain irrational thoughts and beliefs. In the above example if a member says that he/she feels the behaviour of a particular member is rude towards him/ her because the member resembles somebody in his/ her past with which he/ she had bad relationships. The worker facilitates the member to perform in desired direction by making them to understand these mental states. The worker then make suggestions for reframing and restructuring of the thoughts and expressions, as well as for stopping of the recurrence of unhealthy thoughts to enable the member to deal with these cognitive processes. The worker facilitates interpersonal interactions whenever he/she finds them deteriorating. Deteriorating interpersonal relations are discerned when members fail to communicate with each other, participate in the group activities, avoids some members, differ and pick up quarrels with each other, and form subgroups and work against each other. The worker helps to improve the interpersonal interactions by introducing a number of ice breaking, role-playing, modelling, and simulation exercises. At the environmental level worker connects the members with resources, creates congenial physical and social environment. Examining Group's Performance: The group processes are examined with a view to ensure that group attains its goals. It provides proper direction and guidance to the group. It includes the assessment of the levels of participation and involvement of group members in the group activities, the changes that are taking place in the members' perceptions, attitudes and behaviours, acquisition of new skills and strengthening of existing skills that would help members to deal with their problem areas and grow. It points out the areas for and type of interventions that have to be planned and implemented by the worker at individual level as well as at the group level. The assessment is being done by the worker, members themselves and others who are associated with the group. The tools that help generally helps in the assessment are observations

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The process and procedures of assessment are carried out with or without prior knowledge of members. Evaluation in group formation process (

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Evaluation (on going) is an integral component of social group work. The term evaluates simply means to examine the value of. According to Trecker (1955), it attempts to measure the quality of group's experience in relation to the objectives and functions of the agency. Evaluation provides the necessary feedback on the performance of the group. It is carried out after the end of group work activity. It focuses on the worker's performance, agency support, the group process and growth of the members. The evaluation may be entrusted to the worker or to someone in the agency or to an outside expert(

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It points out that whether the worker competently dealt with the group work process or not. What shortcomings are constraining the worker to perform better? It enables him/her to gain confidence and make efforts to improve his/her professional knowledge and skills, gives him/ her satisfaction that he/she is contributing for good of the profession and the society. It throws light on effectiveness and ineffectiveness of planning and conducting the group sessions.

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Finally, it indicates measures to be taken not to repeat the mistakes or overcome the shortcomings for future groups formations and processes. Therefore evaluation is not just a routine administrative job but also a guide for the future. 6.4 Summary In this chapter we have thoroughly studied

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different factors that necessitate social workers to plan for a social group.

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work groups are different from other groups as they come into existence for a specific purpose of enabling people in need to resolve their needs through group experience which under constant guidance from a professional trained social worker. We also have information about the types of social work groups that can be thought of by the worker keeping in mind the needs/problem situation of the members, the interests of the agency, and the availability of resources. We have learnt that the social work group formation has a numbers of phases and each phase has a number of steps, which the worker and members have to carefully involve. We have also examined the role of social group worker in group formation. We have discussed the generic roles group work in different stages. The group worker is the key player in the formation of the group. The worker plays a number of roles. He/ she plays the most widely shared roles of social worker in general viz., enabler, mediator, advocate, educator, and facilitator. The roles specific to social work group are that of a leader and decision maker(

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Social Work Group Formation, n.d.-a). As enabler the worker furnishes the necessary information to members so that member's doubts are clarified and their participation levels improve. He/she encourages the member/s who takes initiatives in performing the group tasks. As mediator, the worker resolves the conflicts in the group by liaison. Brings conflicting members onto discussion forum and interprets each member's points of view so that the misunderstandings that caused the conflict are put to an end. The worker also mediates the negotiations between the group and the other staff of the agency and other resource agencies(

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As advocate the worker presents the case of the members to the agency authorities to secure certain additional facilities and concessions. She/he pleads on behalf of the member with family and/or with the community to cooperate with the member by way of accommodating the member's needs. He/she presents the case of the member/ s to the referral services(

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As educator the worker clarifies the misnomers the member/s have about various aspects such as the problem/need, irrational beliefs, unfounded fears etc. He passes on information to the members about the developments taking place in the areas concerning their social situations. NSOU ? PGSW-III 95 As facilitator the worker creates congenial environment for the group to go ahead with its activities and tasks. He/she procures the required material for the smooth conduct of the group sessions/tasks. The worker helps members who are shy and withdrawn type to participate by helping them to identify their intrapersonal and interpersonal shortcomings and assists them in overcoming these. As a Leader the group worker also plays the role of a leader in the group. As a professional with sound knowledge base in human behaviour and social interactions and interpersonal relations, the group worker is automatically assumes leadership role. Till the time the group has its leader from among the members the worker discharges the functions of a leader. Douglas discussed four leadership acts the worker performs viz., preparation, intervention (working), intervention (control) and evaluation. The worker provides directions to group members in planning the group activities, making preparations for carrying out the planned activities and finally in carrying out activities. He exercises controls over those members who are either not cooperative or involving in actions that are detrimental to the group's norms and purposes. As decision maker he performs the role as decision maker. Decision making is to choose among the alternatives available. A number of decisions have to be taken in planning and organising group and its activities. The decision-making process starts from the conception of the group to that of termination of the group. At every stage decisions have to be made. For example, a decision has to be taken to decide the size and composition of the group in the formation stage. They have to be made independently by the worker or made in active consultation with and involvement of members, agency administrators and other staff and at times even with resource and referral agencies. Even though the worker has conviction in the democratic process, still the worker is compelled to take decision as the group is in a fix or dilemma to take decisions. Finally, the worker as a leader develops and promotes Co-leadership in the group. The worker identifies the potential leaders from among the members and creates opportunities for them to take up leadership responsibilities. NSOU ? PGSW-III 96 6.5 Exercise 1. What is group Formation? 2. What are the factors or areas that one should be keep in mind for group formation? 3 What role a social worker

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Douglas, Tom (1979), Group Process in Social Work, John Wiley & Sons, New York.

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<p>Heap, Ken (1985), The Practice of Social Work with Groups: A Systematic Approach, George Allen & Unwin, London.</p> <p>SA (SP NSOU 12-7-2016) final Content Write up_ for NSOU (1).docx (D21119376)</p>				
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233/546	SUBMITTED TEXT	14 WORDS	100% MATCHING TEXT	14 WORDS
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<p>New Jersey. Toseland, R. W and Rivas R. F (2001). An Introduction to Group Work Practice. Boston, Allyn and Bacon</p> <p>Trecker, H.B (1955), Social Group Work;</p> <p>SA (SP NSOU 12-7-2016) final Content Write up_ for NSOU (1).docx (D21119376)</p>				

Unit 7 ? Group Development Structure 7.0 Objectives 7.1
Introduction 7.2 Group Development 7.3 Group Process 7.4
Group Dynamics 7.5 Conclusion 7.6 Exercise 7.7 Reference 7.0
Objectives The basic objective of this part is to develop clear
concepts on group development, group process and group
dynamics. This concept is very much essential in order to help
in understanding growth of the group, which generally is the
system to prepare the members to face various challenges, to
tackle problems, to find solutions, to plan work, and to deliver
results. 7.1 Introduction Groups, like individuals, are each unique
with their own experiences and expectations. Many
commentators studying group development and dynamics have
recognized that group development, as a generalization, is more
predictable than individual behavior. Many theories of stages of
group development have been cultivated, and it must be
stressed that no single definitive model of stages of group
development exists. Two of the most useful theories of stages of
group development are those discussed by Tuckman (1965) and
Rogers (1967). These models, like others (for example Heap,
1977), propose as groups develop and change they pass through
stages which may be conceptualized. Tuckman's model has
been used extensively NSOU ? PGSW-III 99 within youth work
theory and practice and is an excellent model for attempting to
analyze individual and group behavior (Groups at Work-Social
Psychology Assignment, n.d.). Before going into those models,
let us try to understand the basic concept of group
development. 7.2 Group Development Group development in
social group work refers to the process of progress of group's
achievement over a period of time. The term generally used to
indicate the pattern in a way the groups of people change over
time and make decisions. Two specific indicators of group
development are: (a) the members feeling settled and happy in
the group; and (b) progress the group is making in achieving its
objectives. Regular meetings of the group, a wider interaction
among members, a free flowing conversation, and language,
general spirit of cooperation and accommodation of members
are some signs of positive environment in a group, reflecting a
clear sign of group development (Siddiqui, 2008). The indicators
of group development are : attendance, punctuality, definite
meeting time and attendance, development of a formal
organization, willingness on the part of the members to
undertake initiative and responsibility, Increased innovation and
motivation, controlled behavior of the members, high level of
participation, emergence of leader, and shift from 'I' and 'Me' to
'We' and 'Us'. The process was first described by Tuckman, an
educational psychologist who came up with the process in the
1960s. Since then group development is known as team
building and team development and have become a generally
accepted pattern of group behavior. In group development,
group is formed; members get to know each other, even if there
are pre-existing relationships, and also closely interact with each
other. Understanding the stages of group development helps in
developing proper intervention in the group process to bring
about group's growth and achieving group goals. Some
theorists have claimed that groups develop through more or
less predefined stages (eg. Kurt Lewin's unfreezing-change-
freezing, Tuckman's Team Development Stages, etc.). Others
have said that group development is cyclic. Yet some have
argued that group development happens while groups may or
may not go through NSOU ? PGSW-III 100 certain phases at

some moment in time. To get an acceptable definition of this phrase is difficult because it has been defined in many ways with varying degrees of depth and complexity.

- Berkowitz (1974) has stated that group development refers to the fact that group process undergoes modification which enables the group to have more alternative ways to solve problems (as cited in Smith, 2001).
- Ridgeway's (1983) definition of group development focuses on the groups need for improved communication patterns (as cited in Smith, 2001).
- Sarri & Galinsky (1974) have defined group development as changes through time in the internal structure, processes and culture of group (as cited in Bission, 1988).

As an outline in this definition (Sarri&Galinsky as cited in Ito et.al., 2008) of group development entails changes within three different dimensions. The first dimension, the social dimension, is concerned with the organization of groups' structure and the pattern of the participants' roles and structures. The second dimension focuses on the group's activities, task and the operative process of the group and is labelled the activity dimension. The other dimension, group culture, includes properties such as group norms, values and a shared group purposes.

7.2.1 Stages of Group Development: An Overview

Tuckman's model (1965) has been used extensively used theory and practice and is an excellent model for attempting to analyse individual and group behaviour. His model is elaborated below

Stage 1: Forming

In the Forming stage, group members rely on safe, patterned behaviour and look to the group leader for guidance and direction. Group members have a desire for acceptance by the group and a need to know that the group is safe. They set about gathering impressions and data about the similarities and differences among them and forming preferences for future sub grouping. Rules of behaviour seem to be to keep things simple and to avoid controversy. Serious topics and feelings are avoided. The major task functions also concern orientation. Members attempt to become NSOU ? PGSW-III 101 oriented to the tasks as well as to one another. Discussion centres on defining the scope of the task, how to approach it, and similar concerns. To grow from this stage to the next, each member must relinquish the comfort of non-threatening topics and risk the possibility of conflict (Stages of Team Development, n.d.).

Oppressive behaviour is least likely within the formation stage of a group as individuals generally look to create a comfort zone and do not wish to rock the boat. Often frustrations will be built upon between individuals who disagree strongly, but this will generally not surface until storming begins. A knowledge and understanding of the feelings and emotions felt by group members in this stage is helpful, if not essential, to the effective structuring of a programme to work towards the desired outcome for the group. The worker should be patients and undertake activities/decisions to show results in the first sessions of group formation and to arouse the interest of members. The members can be briefed about duration of the group, its size, nature, meeting place, etc. Thus, the planning for forming the group in particular should focus on the following details.

Composition of group:

The nature of membership depends on purpose of the group and its goals. The worker must collect details about members on the following points: the socio- economic background of members, geographical location, client group, earlier experience of group participation, reasons for joining the group, and individual needs and interests. Collecting information about these issues will help the worker in carrying out the work.

Size of group:

A decision about the size

of the group should be made keeping the purpose of the group and the needs of members in mind. The decision about the size depends on several factors including the experience of worker and the age group of the clients/members. Frequency of the meeting: Frequency of group meeting is to be fixed depending upon the purpose or convenience of members, the workers own work load, etc. As such, there is no fixed

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formula to decide the frequency. For example, recreational group of children meet more frequently, support group may be once in a week or once in 15 days and self help group or saving groups weekly or once in a month and so on. Frequency of meeting of treatment group is decided more in accordance with the needs of the members. Place of meetings: A place of group meeting has also to be decided in accordance with the convenience of the members and in convenience of space and other resources needful for group activities. Frequent change of venue of meeting is known to cause difficulties and should be avoided. Members consent about the place of meeting could severely affect the participation. Duration of the group: The decision about the duration is taken considering the experience, capacity of the members to achieve the goal in a given time frame. The duration of the group can be changed depending upon the progress made by the group, such as a certain level of cohesion and the decision of the members to continue in their own. Establish group culture, mutual aid system and social responsibility is also important for a worker in the planning and forming stage. Stage 2: Storming The next stage, which Tuckman refers as storming stage. As the group members attempt to organize for the task, conflict inevitably results in their personal relations. Individuals have to bend and mould their feelings, ideas, attitudes, and beliefs to suit the group organization. Because of "fear of exposure" or "fear of failure," there will be an increased desire for structural clarification and commitment. Although conflicts may or may not surface as group issues, they do exist. Questions will arise about who is going to be responsible for what, what the rules are, what the reward system is, and what criteria for evaluation are. These reflect conflicts over leadership, structure, power, and authority ("Team to Achieve Millennium - PHDessay.Com," 2017). There may be wide swings in members' behavior based on emerging issues of competition NSOU ? PGSW-III 103 and hostilities. Because of the discomfort generated during this stage, some members may remain completely silent while others attempt to dominate. In order to progress to the next stage, group members must move from a "testing and proving" mentality to a problem-solving mentality. The most important trait in helping groups to move on to the next stage seems to be the ability to listen("Team to Achieve Millennium - PHDessay.Com," 2017). The potential for oppressive behaviour is strong within the storming phase as group members preferred roles and release frustrations built within the forming period. This personal oppression should be discouraged whilst it is understood that a degree of conflict is necessary if the group is to further develop(Groups at Work-Social Psychology Assignment, n.d.). It is important to be aware that conflict will take place within all groups, and if handled well this conflict can produce benefits for the group in terms of development, objective and task setting, and ultimate outcome. Thus conflict is not inherently something to be feared or avoided(Groups at Work-Social Psychology Assignment, n.d.). In the exploration stage, the worker must focus on preparation of profile and setting objectives. Hence, the worker must take details of members including their name, age and educational status; general awareness level of group goals; the self confidence level; communication skills; and leadership potential. This profile can serve as the benchmark to see what changes can occur in individuals as a result of their participation in group activities. The success of the group depends to a great

extent on the clarity on setting objectives. The group objectives should be broad enough to cover these individual differences of needs. The objectives of group will however depend on the kind of member the worker is working with. The purpose of the group is also influenced by the sponsoring organization. A number of other objectives can also be identified to work with the groups. Some of the objectives of group work are: to provide recreational services on activities, to provide creative activities among group members, to prepare members for social responsibility, to develop life skills, and to provide helps in dealing with problems of social functioning.

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Stage 3: Norming In Tuckman's Norming stage, interpersonal relations are characterized by cohesion. Group members are engaged in active acknowledgment of all members' contributions, community building and maintenance, and solving of group issues. Members are willing to change their preconceived ideas or opinions on the basis of facts presented by other members, and they actively ask questions of one another. Leadership is shared, and cliques dissolve. When members begin to know-and identify with-one another, the level of trust in their personal relations contributes to the development of group cohesion(Stages of Team Development, n.d.). It is during this stage of development (assuming the group gets this far) that people begin to experience a sense of group belonging and a feeling of relief as a result of resolving interpersonal conflicts. The major task function of stage three is the data flow between group members: They share feelings and ideas, solicit and give feedback to one another, and explore actions related to the task (Stages of Team Development, n.d.). Creativity is high. If this stage of data flow and cohesion is attained by the group members, their interactions are characterized by openness and sharing of information on both a personal and task level. They feel good about being part of an effective group. The major drawback of the norming stage is that members may begin to fear the inevitable future breakup of the group; they may resist change of any sort(Stages of Team Development, n.d.). The storming and norming phases of group development are inextricably linked, as it is often through the storming and challenging that acceptable group norms become set. It is important that a youth worker works hard during this stage to ensure oppression against individuals within the group do not become the acceptable norm, as then all group members will oppress these individuals. Thus, individual oppressions must be challenged and emphasis placed on challenging attitudes and opinions but not group members(Groups at Work-Social Psychology Assignment, n.d.). Stage 4: Performing The Performing stage is not reached by all groups. If group members are able to evolve to stage four, their capacity, range, and depth of personal relations expand to true interdependence. In this stage, people can work independently, in subgroups, or

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as a total unit with equal facility. Their roles and authorities dynamically adjust to the changing needs of the group and individuals. Stage four is marked by interdependence in personal relations and problem solving in the realm of task functions (FacultyDevelopment_GroupDevelopment.Pdf, n.d.). By now, the group should be most productive. Individual members have become self-assuring, and the need for group approval is past. Members are both highly task oriented and highly people oriented. There is unity: group identity is complete, group morale is high, and group loyalty is intense. The task function becomes genuine problem solving, leading toward optimal solutions and optimum group development. There is support for experimentation in solving problems and an emphasis on achievement. The overall goal is productivity through problem solving and work(FacultyDevelopment_

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Pdf, n.d.). Stage 5: Adjourning Tuckman's final stage, adjourning, involves the termination of task behaviours and disengagement from relationships. A planned conclusion usually includes recognition for participation and achievement and an opportunity for members to say personal goodbyes. Concluding a group can create some apprehension – in effect, a minor crisis. The termination of the group is a regressive movement from giving up control to giving up inclusion in the group. The most effective interventions in this stage are those that facilitate task termination and the disengagement process(FacultyDevelopment_GroupDevelopment.Pdf, n.d.). The ending of a group can be a very unhappy and distressing time for some members, as they may feel some extent of dependency on the group. Garland et al. describe some of the typical responses to the ending phase as(Groups at Work-Social Psychology Assignment, n.d.):

- Denial – 'forgetting' the time of the groups termination.
- Regression – reverting to a less independent state of functioning.
- Need expression – in the hope the group will continue.
- Recapitulation – detailed recall of past experiences within the group.
- Evaluation – detailed discussion on the value of the group experience.

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Flight – destructive denial of any positive benefit of the group, or a positive disengagement towards other interests. Potential exists within this stage for members to be oppressed as scapegoats, that is blamed or at fault for the ending of the group. This can be minimised by constant focusing and refocusing on group end points and staged celebrations of group achievements. As we have seen the value of a theoretical understanding of conceptualising this group stage theory in youth work and other helping professions, lies in enabling group workers to 'tune into the group's processes and respond appropriately' (Preston-Shoot, 1987).

7.2.2 Role of Social Worker in different stages of group development

There are different roles of social worker according to different stages of development. For our easy understanding we can elaborate this concept as below by keeping reclassified stages of group development vis-a-vis role of a social worker. The social worker practicing this method in the Indian setting following the western theoretical framework may find it an uphill task. Let us try to understand to bifurcate various stages of development in view of the above to outline the role of social worker.

Stage I: Planning and Formation of Group: Under this, the worker has to work hard to form a group. Planning stage refers to contacting the potential members individually or in small groups to share with them the idea of forming a group. The formation stage thus will require careful planning. The worker should contact the members individually and in groups to discuss the idea and purpose of group formation. The members can be briefed about duration of the group, its size, nature, meeting place, etc. Thus, the planning for forming the group in particular should focus on the following details.

(i) **Composition of group:** The nature of membership depends on purpose of the group and its goals. The worker must collect details about members on the following points: the socio-economic background of members, geographical location, client group, earlier experience of group participation, reasons for joining the group, and individual needs and interests. Collecting information about these issues will help the worker in carrying out the work. NSOU ? PGSW-III 107

(ii) **Size of group:** A decision about the size of the group should be made keeping the purpose of the group and the needs of members in mind. The decision about the size depends on several factors including the experience of worker and the age group of the clients/members.

(iii) **Frequency of the meeting:** Frequency of group meeting is to be fixed depending upon the purpose or convenience of members, the workers own work load, etc. As such, there is no fixed formula to decide the frequency. For example, recreational group of children meet more frequently, support group may be once in a week or once in 15 days and self help group or saving groups weekly or once in a month and so on. Frequency of meeting of treatment group is decided more in accordance with the needs of the members.

(iv) **Place of meetings:** A place of group meeting has also to be decided in accordance with the convenience of the members and in convenience of space and other resources needful for group activities. Frequent change of venue of meeting is known to cause difficulties and should be avoided. Members consent about the place of meeting could severely affect the participation.

(v) **Duration of the group:** The decision about the duration is taken considering the experience, capacity of the members to achieve the goal in a given time frame. The duration of the group can be changed depending upon the

progress made by the group, such as a certain level of cohesion and the decision of the members to continue in their own. (vi) Establish group culture, mutual aid system and social responsibility is also important for a worker in the planning and forming stage. Stage II: Exploration Stage: It is critical stage in the group process and group development and it can be a point of making a group or break a group. It is time at which members are searching s individual role and function or one's status in the group. Issues of control and power are prominent and tested in leader-member as well as member-member interaction. The worker at this stage has to offer magical solution to problems. Each group member's needs are to be met and expressed. At the task level there may be

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anxiety and uncertainty. So, it is important that all members are involved in the group activity. Thus, in the exploration stage, the worker must focus on preparation of profile and setting objectives. The following details could be mentioned as responsibility of worker in this stage. (i) Preparation of profile: The worker must prepare a profile of members including their name, age and educational status; general awareness level of group goals; the self confidence level; communication skills; and leadership potential. This profile can serve as the benchmark to see what changes can occur in individuals as a result of their participation in group activities. (ii) Setting objectives: The success of the group depends to a great extent on the clarity on setting objectives. The group objectives should be broad enough to cover these individual differences of needs. The objectives of group will however depend on the kind of member the worker is working with. Stage III: Performing Stage: In this stage, the role of the worker is that he or she must have the capacity to develop cohesion, monitoring and a change to be avoided in allocating task, which put too much pressure on individuals as well as to the groups. The feeling of cohesiveness in the group is what members enjoy most i.e. when they feel they belong to the group. Stage IV: Evaluation Stage: In the evaluation stage, the role of worker is to perform the following: (a) record keeping, (b) help members to evaluate what they have achieved and also have failed to achieve, and (c) find out what is the development of individual and group. Evaluation is an essential part of all processes as it helps the worker and member both to assess the outcome of their efforts. The evaluation can be carried out informally or in a formal manner. Stage V: Termination Stage: At the termination of a group in particular, an assessment of the individual's dependence on the group should be carefully done. The worker can help the group NSOU ? PGSW-III 109 to feel good about the success achieved. However, the worker must guard against any emotional over dependence on the part of the member on group as it can undermine the individual's self reliance and coping capacities. In conclusion, it can be said that the worker has an important role to play in group development and its stages. The worker therefore should have a clear concept and thinking as well as decision towards different stages so as to bring a success of group goal.

7.2.3 Conclusion Generally, the well known models of group development have identified a linear arrangement of development stages, where one stage is completed to precede or follow the other stage, such as forming, storming, norming, performing and adjourning, provided by Tuckman (1965). As Konopka (1963) noted, the relationships of the members to each other are taken complex and full meaning and possibilities. They are never static. They change in time and in relation to specific situations and events in the life span of a group. They propose that as groups develop and change they pass through stages which may be conceptualised. This section dealt clearly on Tuckman's stage of development and it very well highlighted the role of social workers in different stages of group development.

7.2.4 Check Your Progress 1. Explain in short what is group development? 2. Write different stages of group development and its characteristics. 3. What role can a social worker play in different stages of group development?

Group Process Objectives The basic purpose of this sub section is to provide basic knowledge on the concept of group process for developing professional competence of handling social groups. This understanding will help a worker to know what to expect in different process of group and how to deal with the situations. The phrase "Group Process" refers to the understanding of the behaviour of people in groups, such as task groups, and the processes used to solve problems or make decisions. A group here is defined as "a collection of individuals that have shared common interests or experiences." A group develops relationships and generates an energy, or identity, that is different together than when individuals are by themselves or with others. When a group comes together they are primarily concerned with the contribution of content to achieve the purpose for which they were formed. Content is defined as the "substantive or meaningful part of something". Group process as the means by which group members interact, make decisions, handle problems, and develop their roles. As the definition implies there are several elements to a group process. Elements, which typically influence group proceedings, include process design, communication, participation, decision making and role fulfilment. As the facilitator your advantage point provides a great opportunity to regularly observe how things are going. Depending on the frequency of meetings and an understanding of what to look for, you can be instrumental in ensuring group and individual success. For the purpose of this paper I am concerned with the "process that the facilitator designs" to help the group accomplish its purpose. 7.3.1 Understanding on group process Ridgeway (1983) about the dynamics of groups listed the following group processes in small group. She identified basic fundamental processes in small group, which are identified as communication, cohesiveness, group development, conformity, deviance, social control, status differentiation, leadership, group culture. The key elements likely to happen in variety of ways and group process could be understood on the following ways:

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Interaction; Communication; Cohesion; Conflict; Structuring; Leadership; Decision making; Norming and group culture; Social control; Group development Let us try to understand each of those areas of importance in the group process.

Interaction People join groups for a various purposes. The interaction started rolling as people come face to face in a situation. The interaction process is very fluid and undergoes frequent changes that may lead to either conflict or cohesion of a group. While communication, both verbal and non-verbal, facilitates interaction. Interaction can be person or issue focussed. One person dominated interaction will result in concentration of power in the group. Such a person will determine its purpose and will influence the participation of other members. S/he may impose restriction on interaction of other members among themselves. In such a context the interaction will be focussed but it could be termed as autocratic. This domination can be questioned by other members. The general sociological understanding is that the larger the size of the group, lesser is the interaction among its members. The relationship among members is emotional bond (Toseland and Rivas 2001). Leadership is the key variable in understanding interaction. The low participation among members is indicative of an interaction where some members are keeping a low profile, remaining at eh periphery of the affairs of the group. The subgroup is another interaction pattern inevitable in some groups. The pattern of interaction can be isolated or formation of sub-groups or all round interaction. Some of the possible ways of improving interaction in group can be controlling the size, or reducing distance, developing effective leadership, clarify group goals, explain the nature of interaction pattern, dealing with fairness and resistance, etc.

Communication Communication is another important aspects of group interaction. The nature of communication itself makes difference on group interaction and its various processes. The negative communication may dissatisfied members in fulfilling their desired goal, while positive communication among members makes them happy and interact more freely among them. The communication process needs close monitoring and skilful communicator always is a great asset of the group. Good communication makes a healthy environment in the group. On the other hand communication gap NSOU ? PGSW-III 112 may create misunderstanding among the members. So, the worker should remember that the nature of communication can help in giving a structured form in the group for assigning role and responsibility among group members.

Cohesiveness Group cohesiveness in social group work refers to the willingness of all members to stay together in the group. Secondary groups, like women's groups, SHGs, children's group, neighbours are spontaneous and natural. The members join them in their own. The nature of group formed by social worker is little different from these groups. The cohesiveness of a formed group is more fluid and the situation changes with different events and activities. They external and internal environment of these groups are dynamic in nature. Therefore, cohesiveness is not the simple factors of members liking or disliking or interpersonal interaction. People want to stay in a group because of variety of reasons, group potential for meeting the needs. People stay in the group despite of competing with each other. But the factors that generally helps in the group cohesive are group norms and group culture; group goal; a caring leader; non threatening

group environment; a greater degree of homogeneity among group members. Group Conflict It is natural phenomenon that the members join together in secondary group, other than primary group voluntarily and stay and work together, play or carry out their activities; therefore, it is impossible to move forward without having any conflict among them. Heated exchange of ideas, silence, negative feedback, personal remarks directed against individuals, attacking integrity of individuals, are all symptoms indicative in a group. Some factors that can cause group conflict are like miscommunication, ideological differences, rigidity of group members, cultural differences, leadership styles, group goals not being able to address individual needs, outside environment, lack of resources, and heterogeneity among members. There are various ways in which group worker, group leader or facilitator can be taken care such group conflict for smooth function of the group based on democratic norms. Structuring Group structuring begins with group functioning. Tuckman (1963) refers that storming is one important stage, which is useful to understand the respective positions

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of members in a specific group. The structuring is based on ongoing assessment of member's ability and roles which helps in reducing conflict. It emerged as they became aware of the goals and conflict of sharing of sharing rewards. Group Decision Making Group decision is a process of arriving at a decision where more than two individuals are involved. It is therefore, necessary for to understand the process of decision making. It is a pattern, follow some broad models of decision making, such as the Rational Model, the Political Model, and the Process Model. The rational model is based upon grounded goal, objectives, alternatives etc. It takes all available information and the decision makers are capable in assessing the advantages and disadvantages of any alternative goals or consequences of selecting or not selecting any each alternative. But rational model does possess a silent disadvantage. The model assumes that there are no intrinsic biases to the decision making process (Lyles and Thomas, 1988). Therefore, the worker must be conscious on such facts while helping members to arrive at a certain decision. While political model, one should be careful as it tells us to the fact that the decision makers has some interest and are motivated by and act on their own needs and perceptions. It does not believe in making full information available or focussing the optimal viewpoints. Personal interest and biases are common among members and it influences their behaviour. This model cannot be the best for social group work practice. The process model of decision making is more structured. In this model, decisions are made based upon standard operating procedures or pre-establishing guidelines within the group. Leadership in Groups Leadership facilitate in group functioning. A leaderless group face problems in maintaining order and focus in group functioning. Social scientist doesn't however believe that leaders are born. It can emerge from the group. As Lewin suggested leadership is a function of interaction in a group. Some theories identifies as the central factors in leadership and then go on identify power as the central factor of leadership and then gone into identifying different kinds of power. All people who are able to help group or members in a society in getting the things done as seen as people having power. They are respected or fear by others and many of them have emerges as different status than other members in the group, who normally refers as leaders. French and Raven (1968) has identified a few types of power of members

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Leadership Styles and Bases of Power - Strategy, Organization, System, Manager, Definition, Model, Type, Hierarchy, Business, n.d.) Norming and Group Culture Norms serve as guideline for acceptable behaviour. Violation of norms invokes social sanctions. All groups establish norms and belief systems. But norming becomes a problem when there is a wide range of belief and commitment to various values. Norms define the group culture. It is difficult to evolve norms of role allocation acceptable to all. But adopting some procedure and system can regulate members and group functioning. In providing freedom to members and helping them in respecting each other can further helps the group growth (Leadership Styles and Bases of Power - Strategy, Organization, System, Manager, Definition, Model, Type, Hierarchy, Business, n.d.). Social Control A system of control is inevitable to enforce compliance. There are formal rules of conduct and violation of rules can evoke penalty. The other kind of rules is not coded but is known to members through process of socialization. It of course is an essential part to work with a group. Group Development The stages of group development help the worker to monitor what is happening in a group. Bale (1950) was perhaps the first person to study the groups. He noted that the first thing that the people in a group do is to familiarize themselves with other members in the group and explore possibilities that the group has to offer them. He called it as orientation stage. The members may review their relationship with others in general and assessment based on experience. He termed this stage as evaluation stage. NSOU ? PGSW-III 115 Besides, by generalizing the elements of the processes one can identify seven common steps of Group Process(Facilitation Center, n.d.). The close observation of these steps can help the facilitator to work more effectively. These steps are (Vick, Wayne. J. 2013): Reference: (Facilitation Center, n.d.) Step 1: Focusing Purpose of group- Focussing purpose of the group forms the foundation of the work of a group and consequently the group worker work as a facilitator. He/she seeks to help a group achieve its purpose or reason for being. So the purpose must be clearly identified. That is often difficult to do particularly in problem solving when participants come to a group event seeing a problem from a completely different perspective. Yet the facilitator must clarify the purpose long before participants step foot into the room. Getting clear on the purpose is absolutely critical to achieving success for the group. Step 2: Planning for Group and its Process The worker helps the group by planning a process that will achieve the purpose of the group. It is during this step that other models, concepts and frameworks are

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brought to bear on the kind of work that is being done. If we are doing problem solving we must look at the kind of problem the group is facing and to select and use a problem solving model as our guide to planning the event. There are many different types of problem solving models. If we are not doing problem solving and just want to explore, learn more, or understand someone's plan, it works equally well, although there may be group process steps that we spend little to no time on. If we are developing a plan, like a strategic plan, it works equally well.

Step 3: Gathering Data for Group Programme- Information or data is just like a pile of sand one use to make a sand castle. One should understand that the sand will become a beautiful sand sculpture when it is understood and properly formed. But before we work it, it is just a pile of sand. So, data is just information if it is not reviewed or understood or assessed within the proper context.

Step 4: Process Data and information for group decision Data is meaningless until it has been processed or activities are given proper shape. This is where we process the data, through various tools and techniques to squeeze out its meaning and learn what it has to tell us. It is possible, and often likely, that we may decide to collect more data to confirm or complete our understanding of the situation.

Steps 3 and 4 are somewhat meaning that a group's activities rarely flow from one step to another in a simple, four step, and clean process. We may need to gather data and process the information two or three times before we have enough information and understanding to look at options and make a decision.

Step 5: Examine Options In this step of the group process one should ask what group could do about this? Examining options not only assumes the development of the options but could also include the development of criteria used for assessing the value of those options to solving the issues or achieving our goals, and the actual assessment as well.

Step 6: Make Decisions Finally, after obtaining information and its proper understanding the group members need to make a decision. Decision making is the act of choosing a course of action, determining what to do. In addition this step one can also include the

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setting of priorities and action planning with success metrics and follow-up requirements. Step 7: Document Results This is often a forgotten step yet it is extremely important for three reasons, one standardization of documenting that changes the group; historical note for future and recognition and celebration: following implementation and verification of the successful project taking time to recognize the accomplishment provides a reward of sorts to the team. Allow them to celebrate for the success they created. Documenting all the results is critical but it is necessary for group process purpose. 7.3.2 Conclusion The understanding of group processes is very meaningful to develop a small group. The process can be identified by highlighting some important areas like interaction, communication, cohesiveness, group development, conformity, deviance, social control, status differentiation, leadership, group culture as part of the group process. While other can also identify the elements of group processes by analyzing seven common steps, which are like focus on the purpose; planning process; gather relevant data of group and activities process information relating to progress: examining options of groups: decision making process; document results. The worker can play an effective in understanding such concept and helping group members scientifically. 3.2.5 Check your Progress (Use the space proved for your answers) 1. What is group process? Discuss the concept briefly by mentioning different points 2. Write roles of a social worker in group processes.

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Group Dynamics 7.4.1 Objectives The basic objectives of this sub-section is to give a clear understanding on the concept of group dynamics, which is a system of behaviours and psychological processes occurring within a social group (intra group dynamics), or between social groups (intergroup dynamics). As the study of group dynamics can be useful in understanding decision-making behaviour, tracking the spread of problems in groups, creating effective therapy techniques, etc, it is necessary for worker to understand this concept. Group dynamics are at the core of understanding in psychology, sociology, anthropology, political science, epidemiology, education, social work, business, and communication studies. The group dynamics (or group processes) has a consistent, underlying premise: 'the whole is greater than the sum of its parts.' A social group is an entity, which has qualities that cannot be understood just by studying the individuals that make up the group.

7.4.2 History of Group Dynamics In 1924, Gestalt psychologist, Max Wertheimer identified this fact, stating 'There are entities where the behaviour of the whole cannot be derived from its individual elements nor from the way these elements fit together; rather the opposite is true: the properties of any of the parts are determined by the intrinsic structural laws of the whole' (Wertheimer 1924, p. 7). As a field of study, group dynamics has roots in both psychology and sociology. Wilhelm Wundt (1832–1920), credited as the founder of experimental psychology, had a particular interest in the psychology of communities, which he believed possessed phenomena (human language, customs, and religion) that could not be described through a study of the individual. Ultimately, it was social psychologist Kurt Lewin (1890–1947) who coined the term group dynamics to describe the positive and negative forces within groups of people (as cited in Kariel, 1956). In 1945, he established The Group Dynamics Research Center at the Massachusetts Institute of Technology, the first institute devoted explicitly to the study of group dynamics. Throughout his career, Lewin was focused on how the study of group dynamics could be applied to real-world, social issues.

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An increasing amount of research has applied evolutionary psychology principles to group dynamics. Humans are argued to have evolved in an increasingly complicated social environment and to have many adaptations concerned with group dynamics. Examples include mechanisms for dealing with status, reciprocity, identifying cheaters, ostracism, altruism, group decision, leadership, and intergroup relations.

7.4.3 Some Eminent theorists

Gustave Le Bon: Gustave Le Bon was a French social psychologist whose seminal study, *The Crowd: A Study of the Popular Mind* (1896) led to the development of group psychology.

Sigmund Freud: In *Group Psychology and the Analysis of the Ego*, (1922), Sigmund Freud based his preliminary description of group psychology on Le Bon's work, but went on to develop his own, original theory, related to what he had begun to elaborate in *Totem and Taboo*.

Theodor Adorno reprised Freud's essay in 1951 with his *Freudian Theory and the Pattern of Fascist Propaganda*, and said that "It is not an overstatement if we say that Freud, though he was hardly interested in the political phase of the problem, clearly foresaw the rise and nature of fascist mass movements in purely psychological categories."

Jacob L. Moreno: Jacob L. Moreno was a psychiatrist, dramatist, philosopher and theoretician who coined the term "group psychotherapy" in the early 1930s and was highly influential at the time ("Group Dynamics," 2021).

Kurt Lewin: Kurt Lewin (1943, 1948, 1951) is commonly identified as the founder of the movement to study groups scientifically. He coined the term group dynamics to describe the way groups and individuals act and react to changing circumstances over a period of time (Human Communication Processes Session 4.Pdf, n.d.).

William Schutz: William Schutz (1958, 1966) looked at interpersonal relations from the perspective of three dimensions: inclusion, control and affection. This became the basis for a theory of group behaviour that sees groups as resolving issues in each of these stages in order to be able to develop to the next stage ("What Is Group Dynamics Example - Law Essays," 2020). Conversely, a group may also devolve to an earlier stage if

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unable to resolve outstanding issues in a particular stage. He referred to these group dynamics as "the interpersonal underworld" because they dealt with group processes that were largely unseen, as opposed to "content" issues, which were nominally the agenda of group meetings.

Wilfred Bion: Wilfred Bion (1961) studied group dynamics from a psychoanalytic perspective, and stated that he was much influenced by Wilfred Trotter for whom he worked at University College Hospital London, as did another key figure in the Psychoanalytic movement, Ernest Jones. He discovered several group processes which involved the group as a whole adopting an orientation which, in his opinion, interfered with the ability of a group to accomplish its work (Human Communication Processes Session 4.Pdf, n.d.). His experiences are reported in his published books, especially *Experiences in Groups*. The Tavistock Institute has further developed and applied the theory and practices developed by Bion.

Bruce Tuckman: Bruce Tuckman (1965) proposed the four-stage model called Tuckman's Stages for a group. Tuckman's model states that the ideal group decision-making process should occur in four stages (Bruce Tuckman's Stages for a Group, n.d.).

- Forming (pretending to get on or get along with others)
- Storming (letting down the politeness barrier and trying to get down to the issues even if tempers flare up)
- Norming (getting used to each other and developing trust and productivity)
- Performing (working in a group to a common goal on a highly efficient and cooperative basis)

Tuckman later added a fifth stage for the dissolution of a group called *adjourning*. (Adjourning may also be referred to as mourning, i.e. mourning the adjournment of the group). This model refers to the overall pattern of the group, but of course individuals within a group work in different ways. If distrust persists, a group may never even get to the norming stage.

Richard Hackman: Richard Hackman developed a synthetic, research-based model for designing and managing work groups. Hackman suggested that groups are successful when they NSOU ? PGSW-III 121 satisfy internal and external clients develop capabilities to perform in the future, and when members find meaning and satisfaction in the group. Hackman proposed five conditions that increase the chance and following to such conditions the groups will be successful (Human Communication Processes Session 4.Pdf, n.d.) These include:

- Being a real team: which results from having a shared task, clear boundaries which clarify who is inside or outside of the group, and stability in group membership.
- Compelling direction: This results from a clear, challenging, and consequential goal.
- Enabling structure: which results from having tasks which have variety, a group size that is not too large, talented group members who have least moderate social skill, and strong norms that specify appropriate behavior?
- Supportive context: that occurs in groups nested in larger groups (e.g. companies). In companies, supportive contexts involves a) reward systems that reward performance and cooperation (e.g. group based rewards linked to group performance), b) an educational system that develops member skills, c) an information and materials system that provides the needed information and raw materials (e.g. computers).
- Expert coaching: which occurs on the rare occasions when group members feels they need help with task or interpersonal issues. Hackman emphasizes that many team leaders are overbearing and undermine group effectiveness.

Scott Peck: M. Scott Peck developed stages for larger-scale

groups (i.e., communities) which are similar to Tuckman's stages of group development. Peck describes the stages of a community as: • Pseudo-community • Chaos • Emptiness • True Community Communities may be distinguished from other types of groups, in Peck's view, by the need for members to eliminate barriers to communication in order to be able

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distinctiveness is necessary for group formation. Through interaction, individuals begin to develop group norms, roles, and attitudes which define the group, and are internalized to influence behaviour. Emergent groups arise from a relatively spontaneous process of group formation. For example, in response to a natural disaster, an emergent response group may form. These groups are characterized as having no pre-existing structure (e.g. group membership, allocated roles) or prior experience working together. Yet, these groups still express high levels of interdependence and coordinate knowledge, resources, and tasks. Group membership and social identity: The social group is a critical source of information about individual identity. An individual's identity (or self-concept) has two components: personal identity and social identity (or collective self). One's personal identity is defined by more idiosyncratic, individual qualities and attributes. In contrast, one's social identity is defined by his or her group membership, and the general characteristics (or prototypes) that define the group and differentiate it from others. We naturally make comparisons between our own group and other groups, but we do not necessarily make objective comparisons. Instead, we make evaluations that are self-enhancing, emphasizing the positive qualities of our own group (see ingroup bias). In this way, these comparisons give us a distinct and valued social identity that benefits our self-esteem. Our social identity and group membership also satisfies a need to belong. Of course, individuals belong to multiple groups. Therefore, one's social identity can have several, qualitatively distinct parts (for example, one's ethnic identity, religious identity, and political identity). Optimal distinctiveness theory suggests that individuals have a desire to be similar to others, but also a desire to differentiate themselves, ultimately seeking some balance of these two desires (to obtain optimal distinctiveness). For example, one might imagine a young teenager in the United States who tries to balance these desires, not wanting to be 'just like everyone else,' but also wanting to 'fit in' and be similar to others. One's collective self may offer a balance between these two desires. That is, to be similar to others (those who you share group membership with), but also to be different from others (those who are outside of your group). NSOU ? PGSW-III 124 Group cohesion: In the social sciences, group cohesion refers to the processes that keep members of a social group connected. Terms such as attraction, solidarity, and morale are often used to describe group cohesion. It is thought to be one of the most important characteristics of a group, and has been linked to group performance, intergroup conflict and therapeutic change. Group cohesion, as a scientifically studied property of groups, is commonly associated with Kurt Lewin and his student, Leon Festinger. Lewin defined group cohesion as the willingness of individuals to stick together, and believed that without cohesiveness a group could not exist. As an extension of Lewin's work, Festinger (along with Stanley Schachter and Kurt Back) described cohesion as, "the total field of forces which act on members to remain in the group" (Festinger, Schachter, & Back, 1950, p. 37). Later, this definition was modified to describe the forces acting on individual members to remain in the group, termed attraction to the group. Since then, several models for understanding the concept of group cohesion have been developed, including Albert Carron's hierarchical model and several bi-dimensional models (vertical v. horizontal cohesion,

distinctiveness is necessary for group formation. Through interaction, individuals begin to develop group norms, roles, and attitudes which define the group, and are internalized to influence behavior.[16] Emergent groups arise from a relatively spontaneous process of group formation. For example, in response to a natural disaster, an emergent response group may form. These groups are characterized as having no preexisting structure (e.g. group membership, allocated roles) or prior experience working together.[17] Yet, these groups still express high levels of interdependence and coordinate knowledge, resources, and tasks.[17] Group membership and social identity The social group is a critical source of information about individual identity.[18] An individual's identity (or self-concept) has two components: personal identity and social identity (or collective self). One's personal identity is defined by more idiosyncratic, individual qualities and attributes.[2] In contrast, one's social identity is defined by his or her group membership, and the general characteristics (or prototypes) that define the group and differentiate it from others.[2] We naturally make comparisons between our own group and other groups, but we do not necessarily make objective comparisons. Instead, we make evaluations that are self-enhancing, emphasizing the positive qualities of our own group (see ingroup bias).[2] In this way, these comparisons give us a distinct and valued social identity that benefits our self-esteem. Our social identity and group membership also satisfies a need to belong.[19] Of course, individuals belong to multiple groups. Therefore, one's social identity can have several, qualitatively distinct parts (for example, one's ethnic identity, religious identity, and political identity).[20] Optimal distinctiveness theory suggests that individuals have a desire to be similar to others, but also a desire to differentiate themselves, ultimately seeking some balance of these two desires (to obtain optimal distinctiveness).[21] For example, one might imagine a young teenager in the United States who tries to balance these desires, not wanting to be 'just like everyone else,' but also wanting to 'fit in' and be similar to others. One's collective self may offer a balance between these two desires.[2] That is, to be similar to others (those who you share group membership with), but also to be different from others (those who are outside of your group). Group cohesion Main Group cohesiveness In the social sciences, group cohesion refers to the processes that keep members of a social group connected.[4] Terms such as attraction, solidarity, and morale are often used to describe group cohesion.[4] It is thought to be one of the most important characteristics of a group, and has been linked to group performance,[22] intergroup conflict[23] and therapeutic change.[24] Group cohesion, as a scientifically studied property of groups, is commonly associated with Kurt Lewin and his student, Leon Festinger. Lewin defined group cohesion as the willingness of individuals to stick together, and believed that without cohesiveness a group could not exist.[4] As an extension of Lewin's work, Festinger (along with Stanley Schachter and Kurt Back) described cohesion as, "the total field of forces which act on members to remain in the group" (Festinger, Schachter, & Back, 1950, p. 37).[4] Later, this definition was modified to describe the forces acting on individual members to remain in the group, termed attraction to the group.[4] Since then, several models for understanding the concept of group cohesion have been developed, including Albert Carron's hierarchical

task v. social cohesion, belongingness and morale, and personal v. social attraction). Before Lewin and Festinger, there were, of course, descriptions of a very similar group property. For example, Emile Durkheim described two forms of solidarity (mechanical and organic), which created a sense of collective conscious and an emotion-based sense of community. Black sheep effect: Beliefs within the

model[25] and several bi-dimensional models (vertical v. horizontal cohesion, task v. social cohesion, belongingness and morale, and personal v. social attraction). Before Lewin and Festinger, there were, of course, descriptions of a very similar group property. For example, Emile Durkheim described two forms of solidarity (mechanical and organic), which created a sense of collective conscious and an emotion-based sense of community.[26] Black sheep effect Beliefs within the

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to form true community. Examples of common barriers are: expectations and preconceptions; prejudices; ideology, counterproductive norms, theology and solutions; the need to heal, convert, fix or solve and the need to control. A community is born when its members reach a stage of "emptiness" or peace. Intra-group dynamics: Intra group dynamics (also referred to as in group-, within-group, or commonly just 'group dynamics') are the underlying processes that give rise to a set of norms, roles, relations, and common goals that characterize a particular social group. Examples of groups include religious, political, military, and environmental groups, sports teams, work groups, and therapy groups. Amongst the members of a group, there is a state of interdependence, through which the behaviours, attitudes, opinions, and experiences of each member are collectively influenced by the other group members. In many fields of research, there is an interest in understanding how group dynamics influence individual behaviour, attitudes, and opinions. The dynamics of a particular group depend on how one defines the boundaries of the group. Often, there are distinct subgroups within a more broadly defined group. For example, one could define U.S. residents ('Americans') as a group, but could also define a more specific set of U.S. residents (for example, 'Americans in the South'). For each of these groups, there are distinct dynamics that can be discussed. Notably, on this very broad level, the study of group dynamics is similar to the study of culture. For example, there are group dynamics in the U.S. South that sustain a culture of honour, which is associated with norms of toughness, honour-related violence, and self-defence. Group formation: Group formation starts with a psychological bond between individuals. The social cohesion approach suggests that group formation comes out of bonds of interpersonal attraction. In contrast, the social identity approach suggests that a group starts when a collection of individuals perceive that they share some social category ('smokers', 'nurses,' 'students,' 'hockey players'), and that interpersonal attraction only secondarily enhances the connection between individuals. Additionally, from the social identity approach, group formation involves both identifying with some individuals and explicitly not identifying with others. So to say, a level of psychological

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Individuals tend to upgrade likeable in-group members and deviate from unlikeable group members, making them a separate outgroup. This is called the black sheep effect. A person's beliefs about the group may be changed depending upon whether they are part of the in group or out group. New members of a group must prove themselves to the full members, or "old-timers", to become accepted. Full members have undergone socialization and are already accepted within the group. They have more privilege than newcomers but more responsibility to help the group achieve its goals. Marginal members were once full members but lost membership because they failed NSOU ? PGSW-III 125 to live up to the group's expectations. They can re-join the group if they go through re-socialization. In a Bogart and Ryan study, the development of new members' stereotypes about in-groups and out-groups during socialization was surveyed. Results showed that the new members judged themselves as consistent with the stereotypes of their in-groups, even when they had recently committed to join those groups or existed as marginal members. They also tended to judge the group as a whole in an increasingly less positive manner after they became full members. Depending on the self-esteem of individual members of the in-group may experience different private beliefs about the group's activities but will publicly express the opposite—that they actually share these beliefs. One member may not personally agree with something the group does, but to avoid the black sheep effect, they will publicly agree with the group and keep the private beliefs to themselves. If the person is privately self-aware, he or she is more likely to comply with the group even if they possibly have their own beliefs about the situation.

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Group influence on individual behaviour: Individual behaviour is influenced by the presence of others. For example, studies have found that individuals work harder and faster when others are present see social and that an individual's performance is reduced when others in the situation create distraction or conflict. Groups also influence individual's decision-making processes. These include decisions related to in-group bias, persuasion (see Asch conformity experiments), obedience (see Milgram Experiment), and group think. There are both positive and negative implications of group influence on individual behaviour. This type of influence is often useful in the context of work settings, team sports, and political activism.

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Group structure: A group's structure is the internal framework that defines members' relations to one another over time.

Frequently studied elements of group structure include roles, norms, values, communication patterns, and status differentials. Group structure has also been defined as the underlying pattern of roles, norms, and networks of relations among members that define and organize the group. Roles can be defined as a tendency to behave, contribute and interrelate with others in a particular way. Roles may be assigned formally, but more often are

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defined through the process of role differentiation. Role differentiation is the degree to which different group members have specialized functions. A group with a high level of role differentiation would be categorized as having many different roles that are specialized and narrowly defined. A key role in a group is the leader, but there are other important roles as well, including task roles, relationship roles, and individual roles. Functional (task) roles are generally defined in relation to the tasks the team is expected to perform. Individuals engaged in task roles focus on the goals of the group and on enabling the work that members do; examples of task roles include coordinator, recorder, critic, or technician. A group member engaged in a relationship role (or socio-emotional role) is focused on maintaining the interpersonal and emotional needs of the groups' members; examples of relationship role include encourager, harmonizer, or compromiser. Norms are the informal rules that groups adopt to regulate members' behaviour. Norms refer to what should be done and represent value judgments about appropriate behaviour in social situations. Although they are infrequently written down or even discussed, norms have powerful influence on group behaviour. They are a fundamental aspect of group structure as they provide direction and motivation, and organize the social interactions of members. Norms are said to be emergent, as they develop gradually throughout interactions between group members. While many norms are widespread throughout society, groups may develop their own norms that members must learn when they join the group. There are various types of norms, including: prescriptive, proscriptive, descriptive, and injunctive. Prescriptive Norms: The socially appropriate way to respond in a social situation, or what group members are supposed to do (e.g. saying thank you after someone does a favour for you). Proscriptive Norms: Actions that group members should not do; prohibitive (e.g. not belching in public). Descriptive Norms: Describe what people usually do (e.g. clapping after a speech) Injunctive Norms: Describe behaviours that people ought to do; more evaluative in nature than a descriptive norm. Inter member relations are the connections among the members of a group, or the social network within a group. Group members are linked to one another at varying NSOU ? PGSW-III 127 levels. Examining the inter member relations of a group can highlight a group's density (how many members are linked to one another), or the degree centrality of members (number of ties between members). Analyzing the inter member relations aspect of a group can highlight the degree centrality of each member in the group, which can lead to a better understanding of the roles of certain group (e.g. an individual who is a 'go-between' in a group will have closer ties to numerous group members which can aid in communication, etc.). Values are goals or ideas that serve as guiding principles for the group. Like norms, values may be communicated either explicitly or on an ad hoc basis. Values can serve as a rallying point for the team. However, some values (such as conformity) can also be dysfunction and lead to poor decisions by the team. Communication Communication patterns describe the flow of information within the group and they are typically described as either centralized or decentralized. With a centralized pattern, communications tend to flow from one source to all group members. Centralized communications allow consistent, standardization information but they may restrict the free flow

of information. Decentralized communications make it easy to share information directly between group members. When decentralized, communications tend to flow more freely, but the delivery of information may not be as fast or accurate as with centralized communications. Another potential downside of decentralized communications is the sheer volume of information that can be generated, particularly with electronic media. Status differentials are the relative differences in status among group members. When a group is first formed the members may all be on an equal level, but over time certain members may acquire status and authority within the group; this can create what is known as a pecking order within a group. Status can be determined by a variety of factors and characteristics, including specific status characteristics (e.g. task-specific behavioural and personal characteristics, such as experience) or diffuse status characteristics (e.g. age, race, ethnicity). It is important that other group members perceive an individual's status to be warranted and deserved, as otherwise they may not have authority within the group. Status differentials may affect the relative amount of pay among group members and they may also affect the group's

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tolerance to violation of group norms (e.g. people with higher status may be given more freedom to violate group norms).

Group Performance: While many daily tasks undertaken by individuals could be performed in isolation, the preference is to perform with other people. Social Facilitation and Performance Gains: In a study of dynamo genic stimulation for the purpose of explaining pace making and competition in 1898, Norman Triplett theorized that "the bodily presence of another rider is a stimulus to the racer in arousing the competitive instinct...". This dynamo genic factor is believed to have laid the groundwork for what is now known as social facilitation—an "improvement in task performance that occurs when people work in the presence of other people". Further to Triplett's observation, in 1920, Floyd Allport found that although people in groups were more productive than individuals, the quality of their product/effort was inferior. In 1965, Robert Zajonc expanded the study of arousal response (originated by Triplett) with further research in the area of social facilitation. In his study, Zajonc considered two experimental paradigms. In the first—audience effects—Zajonc observed behaviour in the presence of passive spectators, and the second—co-action effects—he examined behaviour in the presence of another individual engaged in the same activity. Zajonc observed two categories of behaviours—dominant responses to tasks that are easier to learn and which dominate other potential responses and non-dominant responses to tasks that are less likely to be performed. In his Theory of Social Facilitation, Zajonc concluded that in the presence of others, when action is required, depending on the task requirement, either social facilitation or social interference will impact the outcome of the task. If social facilitation occurs, the task will have required a dominant response from the individual resulting in better performance in the presence of others, whereas if social interference occurs the task will have elicited a non-dominant response from the individual resulting in poor performance of the task and it is a positive impact of group activities. Several theories analyzing performance gains in groups via drive, motivational, cognitive and personality processes, explain why social facilitation occurs.

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Nickolas Cottrell, 1972, proposed the evaluation apprehension model whereby he suggested people associate social situations with an evaluative process. Cottrell argued this situation is met with apprehension and it is this motivational response, not arousal/elevated drive, that is responsible for increased productivity on simple tasks and decreased productivity on complex tasks in the presence of others. In *The Presentation of Self in Everyday Life* (1959), Erving Goffman assumes that individuals can control how they are perceived by others. He suggests that people fear being perceived as having negative, undesirable qualities and characteristics by other people, and that it is this fear that compels individuals to portray a positive self-presentation/social image of themselves. In relation to performance gains, Goffman's "self-presentation theory" predicts, in situations where they may be evaluated, individuals will consequently increase for positive image.

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Social orientation theory considers the way a person approaches social situations. It predicts that self-confident individuals with a positive outlook will show performance gains through social facilitation, whereas a self-conscious individual approaching social situations with apprehension is less likely to perform well due to social interference effects. Intergroup dynamics: Intergroup dynamics refers to the behavioural and psychological relationship between two or more groups. This includes perceptions, attitudes, opinions, and behaviours towards one's own group, as well as those towards another group. In some cases, intergroup dynamics is pro-social, positive, and beneficial.

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In other cases, intergroup dynamics can create conflict. For example, Fischer & Ferlie found initially positive dynamics between a clinical institution and its external authorities dramatically changed to a 'hot' and intractable conflict when authorities interfered.

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conflict According to social identity theory, intergroup conflict starts with a process of comparison between individuals in one group (the in group) to those of another group (the out group). This comparison process is not unbiased and objective. Instead, it is a mechanism for enhancing one's self-esteem. In the process of such comparisons, an individual tends to favor the in-group over the out-group, exaggerate and over generalize the differences between the in group and the out group (to enhance group NSOU ? PGSW-III 130 distinctiveness), minimize the perception of differences between in-group members, remember more detailed and positive information about the in-group, and more negative information about the out-group, etc. Even without any intergroup interaction (as in the minimal group paradigm), individuals begin to show favouritism towards their own group, and negative reactions towards the out group. This conflict can result in prejudice, stereotypes, and discrimination. Intergroup conflict can be highly competitive, especially for social groups with a long history of conflict (for example, the 1994 Rwandan Genocide, rooted in group conflict between the ethnic Hutu and Tutsi). In contrast, intergroup competition can sometimes be relatively harmless, particularly in situations where there is little history of conflict (for example, between students of different universities) leading to relatively harmless generalizations and mild competitive behaviours. Intergroup conflict is commonly recognized amidst racial, ethnic, religious, and political groups.

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Intergroup conflict reduction: There have been several strategies developed for reducing the tension, bias, prejudice, and conflict between social groups. These include the contact hypothesis, the jigsaw classroom, and several categorization-based strategies. Contact hypothesis (intergroup contact theory): Gordon Allport (1954) suggested that by promoting contact between groups, prejudice can be reduced. Further, he suggested four optimal conditions for contact: equal status between the groups in the situation; common goals; intergroup cooperation; and the support of authorities, law, or customs. Since then, over 500 studies have been done on prejudice reduction under variations of the contact hypothesis, and a meta-analytic review suggests overall support for its efficacy. In some cases, even without the four optimal conditions outlined by Allport, prejudice between groups can be reduced. Super ordinate identities: Under the contact hypothesis, several models have been developed. A number of these models utilize a super ordinate identity to reduce prejudice. That is, a more broadly defined, 'umbrella' group/identity that includes the groups that are in conflict. By emphasizing this super ordinate identity, individuals in both subgroups can share NSOU ? PGSW-III 131 a common social identity. For example, if there is conflict between White, Black, and Latino students in a high school, one might try to emphasize the 'high school' group/ identity that students share to reduce conflict between the groups. Models utilizing super ordinate identities include the common in-group identity model, the in-group projection model, the mutual intergroup differentiation model, and the in-group identity model. Interdependence: There are also techniques for reducing prejudice that utilize interdependence between two or more groups. That is, members across groups have to rely on one another to accomplish some goal or task. In the Robbers Cave Experiment, Sheriff used this strategy to reduce conflict between groups. Elliot Aronson's Jigsaw Classroom also uses this strategy of interdependence. In 1971, thick racial tensions were abounding in Austin, Texas. Aronson was brought in to examine the nature of this tension within schools, and to devise a strategy for reducing it (so to improve the process of school integration, mandated under Brown v. Board of Education in 1954). Despite strong evidence for the effectiveness of the jigsaw classroom, the strategy was not widely used (arguably because of strong attitudes existing outside of the schools, which still resisted the notion that racial and ethnic minority groups are equal to Whites and, similarly, should be integrated into schools). 7.4.3 Conclusion Group dynamics are the processes that occur between group members. These dynamics are affected by each member's internal thoughts and feelings, their expressed thoughts and feelings, their nonverbal communication, and the relationship between group members. Group dynamics helps you understand how each person's actions make sense in the context of the group. On the other hand it also refers to a system of behaviours and psychological processes which are occurring within a social group (intergroup dynamics), or between social groups (intergroup dynamics). The study of group dynamics is very useful in understanding decision-making behaviour, tracking the spread of problems in groups, creating effective therapy techniques, and following the emergence and popularity of new ideas and technologies. However, one can understand this concept by analyzing Systems theory describes how individuals behave within a

system. As groups are considered systems, systems theory helps us begin to

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understand group dynamics. Systems theory involves understanding that group dynamics is a more complex process than just summing up the individual characteristics of each group member. Instead, group dynamics is best understood by combining the characteristics of each group member, how each group member's actions affect the group, and how these group interactions affect each group member. This creates a cyclical and reciprocal feedback loop which simultaneously impacts all group members and all group members' relationships. 7.4.4 Answers to check your progress 1. What is Group Dynamics? 2. Why understanding on group dynamics is essential for group work? 3. Write dynamics in a social group. 7.6

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<p>Leadership Styles and Bases of Power—Strategy, organization, system, manager, definition, model, type, hierarchy, business. (n.d.). Retrieved October 25, 2021, from https://www.referenceforbusiness.com/management/Int-Loc/Leadership-Styles-and-Bases-of-Power.html</p> <p>SA Unit 7 Group development and group dynamics.docx (D121776257)</p>				
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Skills and Techniques in Social Groupwork Practice Structure 8.1 Objectives 8.2 Introduction 8.3 Topic Name: Skills and Techniques 8.3.1 Skills in Group Work 8.3.2 Techniques in Group Work 8.4 Conclusion 8.5 Exercise 8.6 Reference 8.1 Objectives

The basic objective of this section is to develop knowledge among social work professionals on various skills and techniques that are essential in the process of group work practice. Understanding of such skills and techniques is very much required before undertaking group work practice in any set up, whether community or agency set up.

8.2 Introduction

In a general sense skill means the capacity to perform activities. Virginia Robinson refers skills as "the capacity to set in motion and control a process of change in specific material in such a way that the change that takes place in the material is affected with the greatest degree of consideration for and utilization of the quality and capacity of the material"(Gaurav, 2013). Trecker defines methods and skill as "Methods means the purposeful use of insights and understanding based upon a body of knowledge and principles", and " Skill is the capacity to apply knowledge and understanding to a given situation"(Dhawa: 2014). NSOU ? PGSW-III 138

8.3.1 Skills in Social group work

It is needless to say that skills are essential for a social group worker to become more productive in-group situation. The skills are necessary to mainly exchange ideas among the members freely and clearly, using language understood by everyone and with no fears of starting arguments or hurting feelings, examining objectively how well the group and its members are working, sharing the leadership jobs among the group members and show sensitivity to the feelings of all, accepting new ideas and new members into the group without irreparable conflict, and to disciplining the group to work toward long range objectives and profit from failures, thinking clearly about group problems, findings, causes and working for solutions, adjusting group procedures and plans to meet the feelings and the desires of the members, creating new jobs or committees as needed and to terminate them or the group itself, when the needs are fulfilled.

Phillips has enumerated the following skills for social group workers and its practice settings (Pathare, n.d.).

Skill in Using Agency Functions: The group worker must be skilful enough to carry the functions of agency. He should always try to propagate what the agency in the community wants to do. He does the following activities for this.

The Intake Process: The worker who meets the applicants while carrying out the agency's procedures for intake, will discuss with him as to what exactly the member wants from the agency and what is available in the agency for him/her (Gaurav, 2013).

Connecting the Group with the Agency: The worker relates the group more firmly to the agency by helping it to understand what the agency stands for and what kind of responsible behaviour is expected of them as well as of other groups (Gaurav, 2013).

Serving the Individual through the Group work Process: Since the function of the agency includes helping group units to develop in socially useful ways, as well as helping individuals the social worker's attention must be on the development of the group as a whole and on each individual's use of the group (Gaurav, 2013).

Working with the Individual outside the Group of Meetings:
Although the worker offers his services within the group process he also provides help to the individual if need be for the better use of group experience on the part of member. The Referral Process: An important part of the group work agency's service is to work with members and their parents in a process of considering the use of other community services for help with problems that cannot be dealt within the group work agency. Skill in Communication of Feelings: The social group worker should have the following skills. • The Worker's Feelings: High among the qualities essential to a social worker's skill is the capacity to feel with others(Skills and Techniques of Group Work – Article1000.Com, n.d.). • The Group Member's Feelings: The worker must be skilful in helping the group members to know, accept, express and be responsible for their feelings(Skills and Techniques of Group Work – Article1000.Com, n.d.). • Group Feelings: The interaction of each member with the others and the worker produces group feelings. The worker helps the group in understanding their feelings and its meanings. Skill in Stimulating and Using Group Relations: The social group worker should enable each group member to find and take his part in relationship with other members. He should be skilful in using programmes to strengthen group relations. Trecker has listed the following skills of social group work(<http://www.ignou.ac.in/upload/bswe-02-block1-unit-9-small%20size.pdf>). Skill in Establishing Purposeful Relationship: The group worker must be skilful in gaining the acceptance of the group and in relating himself to the group on a positive professional basis. The group worker must be skilful in helping individuals in the group to accept one another and to join with the group in common pursuits(Skills and Techniques of Group Work – Article1000.Com, n.d.). NSOU ? PGSW-III 140 Skill in Analysing the Group Situation: The worker must be skilful in judging the developmental level of the group to determine what the level is, what the group needs and how quickly the group can be expected to move. This calls for skill in direct observation of groups in a basis of analysis and judgement. The group worker must be skilful in helping the group to express ideas, work out objectives, clarify immediate goals and see both its potentialities and limitations as a group(Skills and Techniques of Group Work – Article1000.Com, n.d.). Skill in Participation with the Group: The group worker must be skilful in determining, interpreting, assuming and modifying his own roles with the group. The group worker must be skilful in helping, group members to participate, to locate leadership among them and to take responsibility for their own activities. Skill in Dealing with Group Feeling: The group worker must be skilful in controlling his own feelings about the group and must study each new situation with a high degree of objectivity. The group worker must be skilful in helping groups to release their own feelings, both positive and negative. He must be skilful in helping groups to analyze situations as part of the working through group or intergroup conflicts(Skills and Techniques of Group Work – Article1000.Com, n.d.). Skill in Programme Development: The group worker must be skilful in guiding group thinking so that interests and needs will be revealed and understood. The group worker must be skilful in helping groups to develop programmes, which they want as a means through which their needs may be met(Skills and Techniques of Group Work – Article1000.Com, n.d.). Skill in Using Agency and Community

Resources: The group worker must be skilful in locating and then acquainting the group with various helpful resources which can be utilized by the members for programme purpose. The group worker must be skilful in helping certain individual members to make use of specialized services by means of referral that cannot be met within the group(Skills and Techniques of Group Work – Article1000.Com, n.d.).

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Skill in Evaluation: The group worker must have skill in recording the development processes that are going on as he works with the group. The group worker must be skilful in using his records and in helping the group to review its experiences as a means of improvement(Skills and Techniques of Group Work – Article1000.Com, n.d.). On the basis of above discussions and opinions of different social workers on the different types of skills essential for group work practitioners, we may list them as follows. Communication Skills: Communication is at the heart of group work practice. The social group worker makes use of two broad categories of communication skills, one those which are intended to facilitate interpersonal helping and other those intended to facilitate to achieve the groupwork objectives. A number of specific skills may help the group worker to perform his jobs more effectively, which are listed below: Skill of Programme Planning: It is very essential that group worker must be skilful in planning the programmes for the group. It is also essential that the worker must be skilful in communicating the message around the answers of several questions. He/ She should be skilful in communicating his own feelings to the members of the group(Gaurav, 2013). Skill of Identify Self Role: It is an important step in group work practice. The worker must convince the group for his interface in its affairs (Gaurav, 2013). Skill of Explaining the Purpose of Group: Everybody before joining the group wants to know about the benefits of joining the group. If he/she is satisfied, he comes forward and become a member of that group. Therefore, the group worker must be skilful in convincing the people to avail the facilities of the agency by joining the group. The worker, further, explains how communicate in group so that the group may advance in its goal(Gaurav, 2013). Skill in Interpreting Verbal Communication: It is the job of the group worker to keep watch on the verbal communication among the group members because if it is not on the right track, the group may loose

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its basic purpose. He/she should always try to direct in proper direction(Gaurav, 2013). Skill of Answering Question: During group process, certain questions, queries or doubts are raised by the group members. If they are not answered in right perspective, the members may disassociate themselves. Therefore, it is essential that the social group worker has the wide knowledge of social work as well as human behaviour(Gaurav, 2013). Skill in Effective Helping Relationship: It is heart of social group work practice. A group worker must genuinely care for the group members. The relationship will be more cohesive and fruitful if the social group worker possesses the following skills(Gaurav, 2013). Skill of Empathy: It refers to the worker's capacity to perceive accurately member's feelings and subjective experiences. The group worker should show in his/her behaviour that he/ she is taking genuine interest in their welfare. It will help in developing confidence between group worker and the group(Gaurav, 2013). Skill of Encouraging the Member's Feedback: It refers to statement that encourages the member to respond to the worker's explanation. This gives the members an opportunity to ask questions and raise disagreement if any(Gaurav, 2013). Skill of Describing the Member's Role: This is common tendency that everybody wants facilities, and rights but less inclined to fulfil their duties. It is the job of the social group worker to explain the member who is joining the group about his role in the group(Gaurav, 2013). Skill of Active Listening: In active listening the worker tends to both the member verbal and non-verbal message. The listening become active listening when it is followed by clarification and explanations needed by the group members(Gaurav, 2013). Skill of Exploring the Member's Silence: Sometimes it happens that one or the other members of the group keeps silence and takes the least interest in the group activities. It is the job of social group worker NSOU ? PGSW-III 143 to find out the reasons for his/her silence and encourage him/ her for active involvement(Gaurav, 2013). Skill of recognizing every Member's Strengths: It refers to expressions of confidence in the member's ability to accomplish some specific tasks in the group process. It will help the group worker in performing different types of activities in the group with the help of its members and thus the group will grow and enrich in achieving its objectives(Gaurav, 2013). Skill in giving priority and gradation of the problem: All the problems of the group and its members cannot be solved at once. Therefore, their gradation and priority is needed. Priority should be fixed by the group worker. It will facilitate the group process in right direction(Gaurav, 2013).

8.3.2 Techniques in Group Work

Techniques are interventions aiming at facilitating movement within a group (Corey and Corey 2006). They go on suggesting that almost anything that a worker or leader does in a group can be considered as techniques, including observing silence. Moreover, there are some techniques which are used quite often by the group worker to facilitate their work. Some of the more frequent techniques used by group workers are:

- Group Counselling
- Group Discussion
- Role Play
- Programme Media: Games, Story Telling, Drawing, Poster making, etc
- Individual sessions
- Supervision

Let us discuss on the various techniques and how these techniques are importance in group work. Group Counselling: Group counselling refers to activities that are used to enrich members' capacities through skill building or helping them to achieve changes in their behavioural pattern to achieve

a better growth. This counselling of course will differ in different groups

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and also worker to worker. Some of the areas in which intensive counselling is done is cognitive, behavioural domains and affective change by the group worker. The distinguishing feature of the group counselling is that the group environment is used to accomplish both development of life skills and accomplish and strengthen changes among members. Group counselling therefore is a group process to accomplish changes in the way members think, feel and act. The group participants change in the area of behaviour, attitude, and development are the main concern area for group worker and in this context sufficient counselling is done by the worker.

Group Discussion: Group discussion is one of the important techniques for sharing and communicating ideas in a group. The group is a forum for making decisions, solving problems faced by its members both individually and collectively, promoting growth, and accomplishing a variety of objectives. The group discussion as a technique helps in developing appropriate attitude and skills of members since they learn to look at a problem from several perspectives, appreciate diversity in course of discussion and provide equal opportunity to all to express and give due attention to each members opinion . The participation in group discussion helps members to develop self respect and positive self concept. They have the ability to solve problems or take up developmental activities, therefore, each members view points are taken into consideration and consensus decision of the group in the process is taken. Members get good exposure and experience in participating group discussion.

Group Worker of course keeps all members engage in a variety of purpose and keep the group moving towards its objectives.

Supervision: It is another important technique of working with group. All discussions in the group should be presided over by a group member, leader of the worker depending on the nature of the group. Even in informal talk in the group, it is better to have a person coordinates the discussions. The supervisor should help the members to participate in the group session in a democratic manner. The worker should play the role of a supervisor in the group and he or she should makes arrangements for recording the main points. In informal discussion detailed minutes may not be possible or required but may need to keep major points for assessment of the activities and happenings. Some common problems generally encountered by the worker in the group are, sometime silence of the members, which indicates either NSOU ? PGSW-III 145 lack of interest or lack of adequate communication skills, fear of worker, other factors. This may be termed as hostile environment, which needs appropriate norms, capacity building of the members and networking among themselves. Secondly, lack of movements in participation, needs caring at least to help them to talk, chair, participate in the process of decision making. The worker should deal such situation as expert, otherwise, it can lead to stagnation in the session. Thirdly, supervision also should take care over domination of the members. Not only that, supervisor or worker himself or herself can dominate in the group session, therefore, it is necessary that he or she should be vigilant enough to open up discussion and help other members to participate instead of domination by himself or herself or checking the domination of other members.

Group Decision Making: Group decision is one of the key components in group work and the decision may tell us the fact of the functioning of the group. Decision making pattern based on what manner the decision is taken. Group

worker understanding on this part is necessary. He or she should be alert to discover that the group environment is conducive enough to take a democratic decision making. The worker should help the group to take decision quickly and rationally. Role Play: Role play is a good technique to help the members to look at their own behaviour and others view it. In role play a real life situation is simulated. But it is necessary to prepare the members for role play. It is also desirable to help members to overcome stress and coping a new learning situation. A good example is child's interaction with a teacher or a parent. A careful selection of an actors to carry out role play and to provide them feedback after seeing their performance will help to improve their quality. A congenial, safe and friendly environment is important to have success in the group. A sensitive training is necessary and useful for roleplay as well. Developing Programme Media: Programme media refers to all activities in the group, such as games, singing, story telling, street play, etc, which generally has been taken for group interaction and participation of the group members. The activities help the members to become active and identify themselves as their own activities of the group. The influence of the group on members lies in three areas: participation in activities, interaction with NSOU ? PGSW-III 146 other members and their interaction with the worker. Games and sports provide an opportunity to members to express their feelings and exhibit their behaviour which is frank and true expression of what is laying dormant inside. A special care should be given to select activities for weak members. Individual Session: Individual sessions are also used by worker while working with groups. It is necessary to assess each member about their liking and interest and to carry out fruitful participation in group. A careful planning is also necessary in the process. The worker should plan in advance for holding individual session for assessing individual capacity. It should be done in a participatory manner. Some members may be given special support for shorting out their difficulties. Evaluation: Evaluation of session/ activities of the group is necessary and members should take part in the evaluation process while working in a group. The feedback from members as such is necessary and accepted method of collecting information. The individual session may be also arranged to make the group members understanding clear about the purpose of the evaluation and why individual session is important for objective assessment of the group. The member however should be given sufficient time to express his or her problem and analysis of the problem should be made and shared with the persons

8.4 Conclusion

This unit is mainly concentrated on various skills and techniques in group work practice. In nut shell, the core skills could be summarized that are needed by social workers are the communication skill, listening, observation, analytical thinking, empathy, self control, leadership skills, while in technique part the major techniques generally used in group work are group discussion, group counselling, role play. Programme planning on games, story-telling, singing, poster making, conducting individual sessions, etc. Understanding thorough ideas on those skills and techniques definitely would enrich the group work process and especially helping the members as well as for group development more scientifically. Finally the students of social work of course would be benefitted on such understanding.

281/546	SUBMITTED TEXT	11 WORDS	95% MATCHING TEXT	11 WORDS
<p>leadership in the context of group work. It explains the theories,</p> <p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>		<p>leadership in the context of group work. It also explains the theories</p>		
282/546	SUBMITTED TEXT	66 WORDS	91% MATCHING TEXT	66 WORDS
<p>occurs whenever one person in a group influences other members to help the group reach its goals. Because all group members influence each other at various times, each individual excerpts leadership. However, a difference exists between being a designated leader – a president or chairperson – and engaging in leadership behaviour. A designated leader has certain responsibilities, such as calling meetings and leading discussions, while leadership refers to influential behaviour in general(</p> <p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>		<p>occurs whenever one person in a group influences other members to help the group reach its goals. Because all group members influence each other at various times, each individual exerts leadership. However, a difference exists between being a designated leader—a president or chairperson—and engaging in leadership behavior. A designated leader has certain responsibilities, such as calling meetings and leading discussions, whereas leadership refers to influential behavior in general.</p>		
283/546	SUBMITTED TEXT	104 WORDS	94% MATCHING TEXT	104 WORDS
<p>Write different skillsrequired in group work practice. 2. Discuss major techniques in social group work practice. 8.6 Reference Corey, G and Corey, M (2006) Groups: Process and Practice, Belmont, Thomson Dhawan, Nites, (2014). Social Work for UGC-NET,New Delhi, MacGraw Hill Education (India) Pvt. Limited. Siddiqui, H. Y. (2008) Group Work: Theories and Practice. New Delhi, Rawat Publications. Verma, RBS. (n.d). Principles, Skills and Models ofGroup Work Practice Excerpted from http://www.ignou.ac.in/upload/bswe-02-block1-unit-9-small%20size.pdf Pathare, S. (n.d.). The Social Group Worker’s Role in Group Work Proces. IGNOU - The People’s University. https://www.ignou.ac.in/upload/bswe-02-block1-unit-11-small%20size.pdf Gaurav. (2013, December 2). social work: Skills of Social Group Work. Social Work. https://socialworkbhu.blogspot.com/2013/12/skills-of-social-group-work.html Skills and Techniques of Group Work – article1000.com. (n.d.). Retrieved December 12, 2021, from https://article1000.com/skills-techniques-group-work/</p> <p>SA Unit 8 Skills and techniques[13492] new.docx (D122077761)</p>				

284/546	SUBMITTED TEXT	83 WORDS	88% MATCHING TEXT	83 WORDS
<p>Approaches to Leadership Four major approaches to leadership theory – trait, position, leadership style and distributed functions – are summarized in the following(Zastrow, n.d.): The Trait Approach: Aristotle observed: “From the hour of their birth some are marked for subjugation, and others for command”. This trait approach to leadership, which has existed for centuries, assumes that leaders have inherent personal characteristics or traits that distinguish them from followers. This approach asserts that leaders are born, not made, and emerge naturally instead of being trained. It has also been called the “</p>		<p>APPROACHES TO LEADERSHIP Five major approaches to leadership theory—trait, position, leadership style, distributed functions, and servant leadership—are summarized in the following sections. The Trait Approach Aristotle observed: “From the hour of their birth some are marked for subjugation, and others for command.” This trait approach to leadership, which has existed for centuries, assumes that leaders have inherent personal characteristics, or traits, that distinguish them from followers. This approach asserts that leaders are born, not made, and emerge naturally instead of being trained. It has also been called the</p>		
<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				
285/546	SUBMITTED TEXT	22 WORDS	100% MATCHING TEXT	22 WORDS
<p>Charisma: Charisma has been defined as “an extraordinary power, as of working miracles”. Johnson and Johnson give the following definition of a charismatic leader{</p>		<p>Charisma. Charisma has been defined as “an extraordinary power, as of working miracles.”5 Johnson and Johnson give the following definition of a charismatic leader:</p>		
<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				
286/546	SUBMITTED TEXT	89 WORDS	100% MATCHING TEXT	89 WORDS
<p>The Charismatic leader must have a sense of mission, a belief in the social- change movement he or she leads and confidence in oneself as the chosen instrument to lead the movement to its destination. The leader must appear extremely self- confident in order to inspire others with the faith that the movement he or she leads will, without fail, prevail and ultimately reduce their distress. Some charismatic leaders appear to inspire their followers to love and be fully committed to them. Other charismatic leaders offer their followers the hope and promise of deliverance from distress{</p>		<p>The charismatic leader must have a sense of mission, a belief in the social-change movement he or she leads, and confidence in oneself as the chosen instrument to lead the movement to its destination. The leader must appear extremely self-confident in order to inspire others with the faith that the movement he or she leads will, without fail, prevail and ultimately reduce their distress.6 Some charismatic leaders appear to inspire their followers to love and be fully committed to them. Other charismatic leaders offer their followers the hope and promise of deliverance from distress.</p>		
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287/546	SUBMITTED TEXT	28 WORDS	89% MATCHING TEXT	28 WORDS
<p>Charisma has not been precisely defined and its components have ot been fully identified. The qualities and characteristics that each charismatic leader has will differ somewhat from these of</p>		<p>Charisma has not been precisely defined, and its components have not been fully identified. The qualities and characteristics that each charismatic leader has will differ somewhat from those of</p>		
<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				
288/546	SUBMITTED TEXT	33 WORDS	91% MATCHING TEXT	33 WORDS
<p>charismatic leaders. The following leaders all have been referred to as charismatic, yet they differed substantially in personality characteristics: John F. Kennedy, Martin Luther King Jr., Julius Ceasar, General George Patton, Mahatma Gandhi and Winston Churchill{</p>		<p>charismatic leaders. The following leaders all have been referred to as charismatic, yet they differed substantially in personality characteristics: John F. Kennedy, Martin Luther King Jr., Julius Caesar, General George Patton, Confucius, Gandhi, and Winston Churchill.</p>		
<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				

289/546	SUBMITTED TEXT	18 WORDS	83% MATCHING TEXT	18 WORDS
<p>the names of three people you identify as being charismatic. There may be presidents, political leader, religious leaders,</p> <p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>		<p>the names of three people you identify as being charismatic. These may be presidents, political leaders, religious leaders,</p> <p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>		
290/546	SUBMITTED TEXT	19 WORDS	97% MATCHING TEXT	19 WORDS
<p>teachers and so on. For each person you identify, list the characteristics that cause this person (in your view) to</p> <p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>		<p>teachers, acquaintances, and so on. For each person you identify, list the characteristics that cause this person (in your view) to</p> <p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>		
291/546	SUBMITTED TEXT	50 WORDS	100% MATCHING TEXT	50 WORDS
<p>charismatic. 2. For the three people you wrote about, identify the charismatic characteristics that all three individuals appear to have in common. 3. Do any of these people have unique charismatic characteristics (that is, characteristics that are not held by the other two)? If "yes", identify the person and describe his or her unique characteristics.</p> <p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>		<p>charismatic. 2. For the three people you wrote about, identify the charismatic characteristics that all three individuals appear to have in common. 3. Do any of these people have unique charismatic characteristics (that is, characteristics that are not held by the other two)? If "yes," identify the person and describe his or her unique characteristics. 2.</p> <p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>		
292/546	SUBMITTED TEXT	46 WORDS	94% MATCHING TEXT	46 WORDS
<p>The Position Approach: In most large organisations, there are several levels of leadership, such as president, vice-president, manager, supervisor and foreman. The position approach defines leadership in terms of the authority of a particular position. It focuses on studying the behaviour, training and personal background of leaders in high-level positions(</p> <p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>		<p>The Position Approach In most large organizations, there are several levels of leadership, such as president, vice president, manager, supervisor, and foreman. The position approach defines leadership in terms of the authority of a particular position. It focuses on studying the behavior, training, and personal background of leaders in high-level positions.</p> <p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>		
293/546	SUBMITTED TEXT	26 WORDS	92% MATCHING TEXT	26 WORDS
<p>Studies using the position approach, however, have revealed little consistency in how people assume leadership positions. Obviously, individuals may become leaders with little related training (for example-</p> <p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>		<p>Studies using the position approach, however, have revealed little consistency in how people assume leadership positions. Obviously, some individuals may become leaders with little related training (in family businesses, for example),</p> <p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>		
294/546	SUBMITTED TEXT	20 WORDS	100% MATCHING TEXT	20 WORDS
<p>others spend years developing their skills. Also, individuals in different leadership positions have been found to display a variety of appropriate</p> <p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>		<p>others spend years developing their skills. Also, individuals in different leadership positions have been found to display a variety of appropriate</p> <p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>		

295/546	SUBMITTED TEXT	37 WORDS	100% MATCHING TEXT	37 WORDS
<p>While there are various leadership styles, it is generally agreed that leadership styles is in accordance with the circumstances – the ability of members, urgency of the situation and many such crucial factors. The following are a few important</p>		<p>While there are various leadership styles, it is generally agreed that leadership styles is in accordance with the circumstances – the ability of members, urgency of the situation and many such crucial factors. The following are a few important</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				
296/546	SUBMITTED TEXT	86 WORDS	84% MATCHING TEXT	86 WORDS
<p>leader alone is the purveyor of rewards and punishments and knows the succession of future steps in the group's activities. One of the hazards, however, is that group members may NSOU ? PGSW-III 153 respond out of necessity and not because of commitment to group goals. The authoritarian leader who anticipates approval from subordinates may be surprised to find that backbiting and bickering are common in the group. Unsuccessful authoritarian leadership is opt to generate factionalism, behind the scenes jockeying for position among members and a decline in morale(Zastrow, n.d.). 2. Democratic Leaders: The</p>		<p>leader alone is the purveyor of rewards and punishments and knows the succession of future steps in the group's activities. Authoritarian leadership is generally efficient and decisive. One of the hazards, however, is that group members may respond out of necessity and not because of commitment to group goals. The authoritarian leader who anticipates approval from subordinates may be surprised to find that backbiting and bickering are common in the group. Unsuccessful authoritarian leadership is apt to generate factionalism, behind-the-scenes jockeying for position among members, and a decline in morale. Democratic Leaders. In contrast, democratic leaders seek the</p>		
<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				
297/546	SUBMITTED TEXT	55 WORDS	100% MATCHING TEXT	55 WORDS
<p>Laissez-Faire Leaders: These leaders participate very little, and group members are generally left to function (or flounder) with little input. Group members seldom function well under a laissez-faire style, which may be effective only when the members are committed to a course of action, have the resources to implement it and need minimal leadership to reach their goals.</p>		<p>Laissez-Faire Leaders. These leaders participate very little, and group members are generally left to function (or flounder) with little input. Group members seldom function well under a laissez-faire style, which may be effective only when the members are committed to a course of action, have the resources to implement it, and need minimal leadership to reach their goals.</p>		
<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				
298/546	SUBMITTED TEXT	117 WORDS	98% MATCHING TEXT	117 WORDS
<p>Identify someone who used an authoritarian style in leading a group. State what the leader did that led you to conclude his or her style was authoritarian. Also state what the reactions of the other group members were to this authoritarian style. 2. Identify someone who used democratic style in leading a group. State what the leader did that led you to conclude his or her style was democratic. Also state what the reactions of the other group members were to this democratic style. 3. Identify someone who used a laissez-faire style in leading a group. State what the leader did that led you to conclude his or her style was laissez-faire. Also state what the reactions of the other group members were to his laissez-faire style.</p>		<p>Identify someone who used an authoritarian style in leading a group. State what the leader did that led you to conclude his or her style was authoritarian. Also state what the reactions of the other group members were to this authoritarian style. 2. Identify someone who used a democratic style in leading a group. State what the leader did that led you to conclude his or her style was democratic. Also state what the reactions of the other group members were to this democratic style. 3. Identify someone who used a laissez-faire style in leading a group. State what the leader did that led you to conclude his or her style was laissez-faire. Also state what the reactions of the other group members were to this laissez-faire style.</p>		
<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				

299/546	SUBMITTED TEXT	41 WORDS	100% MATCHING TEXT	41 WORDS
<p>or trait, theory of leadership and asserts that every member of a group will be a leader at times by taking actions that serve group functions. Leadership is defined as the performance of acts that help the group maintain itself and reach its goals(</p>		<p>or trait, theory of leadership and asserts that every member of a group will be a leader at times by taking actions that serve group functions. Leadership is defined as the performance of acts that help the group maintain itself and reach its goals.</p>		
<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				

300/546	SUBMITTED TEXT	157 WORDS	93% MATCHING TEXT	157 WORDS
<p>Leadership functions include setting goals, selecting and implementing tasks and providing resources to accomplish group goals while maintaining the group's cohesion and satisfying the needs of individual member. The functional approach involves determining what tasks, or functions are essential to achieve group goals and how different group members should participate(Reborn, n.d.). With this approach, the demands of leadership are viewed as being specific to a particular group in a particular situation. For example, cracking a joke may be a useful leadership tactic in certain situations if it relieves tension. But when other members are revealing intense personal information in therapy, humour may be counterproductive and therefore inappropriate leadership behaviour. Many individuals who fear taking a leadership role are uncertain about leadership functions and feel they lack the power qualities of a leader. Amazingly, even the most fearful and anxious students have already taken on many leadership roles and nearly everyone has assumed leadership responsibilities by adolescence. Functional leadership involves a learned set of skills that anyone with certain minimal capabilities can</p>		<p>Leadership functions include setting goals, selecting and implementing tasks, and providing resources to accomplish group goals while maintaining the group's cohesion and satisfying the needs of individual members. The functional approach involves determining what tasks, or functions, are essential to achieve group goals and how different group members should participate. With this approach, the demands of leadership are viewed as being specific to a particular group in a particular situation. For example, cracking a joke may be a useful leadership tactic in certain situations if it relieves tension. But when other members are revealing intense personal information in therapy, humor may be a counterproductive and therefore inappropriate leadership behavior. Many individuals who fear taking a leadership role are uncertain about leadership functions and feel they lack the proper qualities of a leader. Amazingly, even the most fearful and anxious students have already taken on many leadership roles and nearly everyone has assumed leadership responsibilities by adolescence. Functional leadership involves a learned set of skills that anyone with certain minimal capabilities can</p>		
<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				

301/546	SUBMITTED TEXT	43 WORDS	93% MATCHING TEXT	43 WORDS
<p>acquire. Responsible membership is the same thing as responsible leadership because both maintain the group's cohesion and accomplish its goals. Since people can be taught leadership skills and behaviours the implication of this theory is that nearly everyone can be taught to be an effective leader.</p>		<p>acquire. Responsible membership is the same thing as responsible leadership because both maintain the group's cohesion and accomplish its goals. Because people can be taught leadership skills and behaviors, the implication of this theory is that nearly everyone can be taught to be an effective leader.</p>		
<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				

302/546	SUBMITTED TEXT	50 WORDS	100% MATCHING TEXT	50 WORDS
<p>The distributed-functions approach asserts that every member of a group will be a leader at times by taking actions that serve group functions. Identify a group that you are currently in or that you were a member of in the past. Describe the actions you took that were useful to the group. 9.5</p>		<p>The distributed-functions approach asserts that every member of a group will be a leader at times by taking actions that serve group functions. Identify a group that you are currently in or that you were a member of in the past. Describe the actions you took that were useful to the group. (</p>		
<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				

303/546	SUBMITTED TEXT	58 WORDS	86% MATCHING TEXT	58 WORDS
<p>Maintenance Roles: All groups, whether organized for therapeutic reasons, problem solving, or other purposes, rely on members performing task roles and group maintenance roles satisfactorily. Task roles are those needed to accomplish specific goals set by the group. They have been summarized by Johnson and Johnson as follows(Zastrow, n.d.): Information and Opinion Giver: Offer facts, opinions, ideas, suggestions and relevant information to help group discussion(</p>		<p>maintenance, specialist.¹² All groups, whether organized for therapeutic reasons, problem solving, or other purposes, rely on members performing task roles and group maintenance roles satisfactorily. Task roles are those needed to accomplish specific goals set by the group. They have been summarized by Johnson and Johnson as follows: Information and Opinion Giver: Offers facts, opinions, ideas, suggestions, and relevant information to help group discussion.</p>		
<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				
304/546	SUBMITTED TEXT	18 WORDS	92% MATCHING TEXT	18 WORDS
<p>Information and Opinion Seeker: Asks for facts, information, opinions, ideas and feeling from other members to help group discussion(</p>		<p>Information and Opinion Seeker: Asks for facts, information, opinions, ideas, and feelings from other members to help group discussion.</p>		
<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				
305/546	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
<p>Starter: Proposes goals and tasks to initiate action within the group(</p>		<p>Starter: Proposes goals and tasks to initiate action within the group.</p>		
<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				
306/546	SUBMITTED TEXT	29 WORDS	86% MATCHING TEXT	29 WORDS
<p>Direction Giver: Develops plans on how to proceed and focuses attention on the task to be done(Zastrow, n.d.). Summarizer: Pulls together related ideas or suggestions and restates and summarizes major points discussed(</p>		<p>Direction Giver: Develops plans on how to proceed and focuses attention on the task to be done. Summarizer: Pulls together related ideas or suggestions and restates and summarizes major points discussed.</p>		
<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				
307/546	SUBMITTED TEXT	15 WORDS	100% MATCHING TEXT	15 WORDS
<p>Coordinator: Shows relationships among various ideas by pulling them together and harmonizes activities of various</p>		<p>Coordinator: Shows relationships among various ideas by pulling them together and harmonizes activities of various</p>		
<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				
308/546	SUBMITTED TEXT	24 WORDS	83% MATCHING TEXT	24 WORDS
<p>and members(Zastrow, n.d).. Diagnoser: Figures out sources of difficulties the group has in working effectively and the blocks to progress in accomplishing the group's goals.</p>		<p>and members. Diagnoser: Figures out sources of difficulties the group has in working effectively and the blocks to progress in accomplishing the group's goals.</p>		
<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				

309/546	SUBMITTED TEXT	101 WORDS	91% MATCHING TEXT	101 WORDS
	<p>Energizer: Stimulates a higher quality of work from the group. Reality Tester: Examines the practicality and workability of ideas, evaluates alternative solutions and applies them to real situations to see how they will work. Evaluator: Compares group decisions and accomplishments with group standards and goals. The Johnson has also identified group maintenance roles, which strengthen social/emotional bonds within the group: Encourager of Participation: Warmly encourages everyone to participate, giving recognition for contributions, demonstrating acceptance and openness to ideas of others; is friendly and responsive to group members (Zastrow, n.d.). Harmonizer and Compromiser: Persuades members to analyze constructively their differences in opinions, searches for common elements in conflicts and tries to reconcile disagreements (</p>		<p>Energizer: Stimulates a higher quality of work from the group. Reality Tester: Examines the practicality and workability of ideas, evaluates alternative solutions, and applies them to real situations to see how they will work. Evaluator: Compares group decisions and accomplishments with group standards and goals. The Johnsons have also identified group maintenance roles, which strengthen social/emotional bonds within the group: Encourager of Participation: Warmly encourages everyone to participate, giving recognition for contributions, and demonstrating acceptance and openness to the ideas of others; is friendly and responsive to group members. Harmonizer and Compromiser: Persuades members to analyze constructively their differences in opinions, searches for common elements in conflicts, and tries to reconcile disagreements.</p>	
	<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>			

310/546	SUBMITTED TEXT	39 WORDS	96% MATCHING TEXT	39 WORDS
	<p>Tension Reliever: Eases tensions and increases the enjoyment of group members by joking, suggesting breaks and proposing for approaches to group work. Communication Helper: Shows good communication skills and makes sure that each group member understands what other members are saying (</p>		<p>Tension Reliever: Eases tensions and increases the enjoyment of group members by joking, suggesting breaks, and proposing fun approaches to group work. Communication Helper: Shows good communication skills and makes sure that each group member understands what other members are saying.</p>	
	<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>			

311/546	SUBMITTED TEXT	27 WORDS	100% MATCHING TEXT	27 WORDS
	<p>Evaluator of Emotional Climate: Asks members how they feel about the way in which the group is working and about each other, and shares own feelings about both (</p>		<p>Evaluator of Emotional Climate: Asks members how they feel about the way in which the group is working and about each other, and shares own feelings about both.</p>	
	<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>			

312/546	SUBMITTED TEXT	111 WORDS	96% MATCHING TEXT	111 WORDS
	<p>Process Observer: Watches the process by which the group is working and uses the observations to help examine group effectiveness. (Zastrow, n.d.). Standard Setter: Expresses group standards and goals to make members aware of the direction of the work and the progress being made toward the goal, and to get open acceptance of group norms and procedures. Active Listener: Listens and serves as an interested audience for other members is receptive to others' ideas, and goes along with the group when not in disagreement. Trust Builder: Accepts and supports openness of other group members, reinforcing risk taking and encouraging individuality. Interpersonal Problem Solver: Promotes open discussion of conflicts between group members in order to resolve conflicts and increase group togetherness.</p>		<p>Process Observer: Watches the process by which the group is working and uses the observations to help examine group effectiveness. Standard Setter: Expresses group standards and goals to make members aware of the direction of the work and the progress being made toward the goal, and to get open acceptance of group norms and procedures. Active Listener: Listens and serves as an interested audience for other members, is receptive to others' ideas, and goes along with the group when not in disagreement. Trust Builder: Accepts and supports openness of other group members, reinforcing risk taking and encouraging individuality. Interpersonal Problem Solver: Promotes open discussion of conflicts between group members in order to resolve conflicts and increase group togetherness.13</p>	
	<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>			

313/546	SUBMITTED TEXT	78 WORDS	96% MATCHING TEXT	78 WORDS
<p>Each of the foregoing task and maintenance functions may be required periodically within a group; end effective group members (and leaders) are sensitive to these needs. A task leader emerges in many groups because he or she has the best ideas and does the most to guide discussions. Since this person concentrates on a task, and generally plays an aggressive role in moving the group toward the goal, hostility is apt to arise and the task leader may be disliked. Concurrently, a second</p>		<p>Each of the foregoing task and maintenance functions may be required periodically within a group, and effective group members (and leaders) are sensitive to these needs. A task leader emerges in many groups because he or she has the best ideas and does the most to guide discussions. Because this person concentrates on a task, and generally plays an aggressive role in moving the group toward the goal, hostility is apt to arise and the task leader may be disliked. Concurrently, a second</p>		
<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				

314/546	SUBMITTED TEXT	81 WORDS	98% MATCHING TEXT	81 WORDS
<p>leader may emerge: a social / emotional specialist who concentrates on group harmony and resolves tensions and conflicts within the group. In groups without an official leader, the leader is expected to be both the task specialist and the social / emotional specialist. In groups without an official leader, these two functions are generally assumed by two different emergent leaders. When social / emotional group maintenance needs are met, a group will continually improve its task effectiveness. However, when maintenance needs are ignored, a group's task effectiveness deteriorates(</p>		<p>leader may emerge: a social/emotional specialist who concentrates on group harmony and resolves tensions and conflicts within the group. In groups with an official leader, the leader is expected to be both the task specialist and the social/emotional specialist. In groups without an official leader, these two functions are generally assumed by two different emergent leaders. When social/ emotional group maintenance needs are met, a group will continually improve its task effectiveness. However, when maintenance needs are ignored, a group's task effectiveness deteriorates.</p>		
<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				

315/546	SUBMITTED TEXT	55 WORDS	99% MATCHING TEXT	55 WORDS
<p>Task and Maintenance Contributions to a group. 1. Identify a group you are currently participating in or have participated in the past. Briefly describe this group, including its goals. 2. Review the list of task roles and then describe your task contributions to this group. 3. Review the list of maintenance roles and then describe your maintenance contributions to this group.</p>		<p>task and maintenance contributions to a group. 1. Identify a group you are currently participating in or have participated in in the past. Briefly describe this group, including its goals. 2. Review the list of task roles and then describe your task contributions to this group. 3. Review the list of maintenance roles and then describe your maintenance contributions to this group.</p>		
<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				

316/546	SUBMITTED TEXT	77 WORDS	88% MATCHING TEXT	77 WORDS
<p>Other Roles: The designated group leader has a special obligation to assume or to assist others in assuming, timely and appropriate task and maintenance roles. Each leader is also responsible for a variety of functions, which range from setting initial policies to planning for termination. To meet the needs and particular developmental stage of a group, a leader may be required to assume any of the previously described roles as well as these (Zastrow, n.d.): Executive: The most obvious role of a</p>		<p>Other Roles The designated group leader has a special obligation to assume, or to assist others in assuming, timely and appropriate task and maintenance roles. Each leader is also responsible for a variety of functions, which range from setting initial policies to planning for termination. To meet the needs and particular developmental stage of a group, a leader may be required to assume any of the previously described roles as well as these: Executive: Coordinates the activities of a</p>		
<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				

317/546	SUBMITTED TEXT	40 WORDS	86% MATCHING TEXT	40 WORDS
<p>Emotional Intelligence And Leadership Effectiveness Individuals, especially leaders, who engage in social interface are expected to emotionally intelligent. Leaders' lows in emotional intelligence are found to be less capable of handling stress, problematic situations and people. There are five components of Emotional Intelligence</p>		<p>Emotional Intelligence and Leadership Effectiveness Individuals, especially leaders, who engage in social interface, are expected to emotionally intelligent. Leaders low in emotional intelligence are found to be less capable of handling stress, problematic situations and people. What constitutes emotional intelligence? The five components of Emotional Intelligence</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				

318/546	SUBMITTED TEXT	15 WORDS	100% MATCHING TEXT	15 WORDS
<p>Self-awareness: exhibited by self-confidence, realistic self-assessment and a self-depreciating sense of humour. Self-management: exhibited by</p>		<p>Self-awareness: exhibited by self-confidence, realistic self-assessment, and a self-depreciating sense of humour Self-management: exhibited by</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				

319/546	SUBMITTED TEXT	48 WORDS	97% MATCHING TEXT	48 WORDS
<p>and integrity, comfort with ambiguity and openness to change. Self-motivation: exhibited by a strong drive to achieve, optimism and high organizational commitment. Empathy: exhibited by expertise in building and retaining talent, cross-cultural sensitivity and service to clients. Social Skills: exhibited by the ability to lead change, persuasiveness and expertise in building and leading teams.</p>		<p>and integrity, comfort with ambiguity, and openness to change Self-motivation: exhibited by a strong drive to achieve, optimism, and high organizational commitment Empathy: exhibited by expertise in building and retaining talent, cross-cultural sensitivity, and service to clients Social Skills: exhibited by the ability to lead change, persuasiveness and expertise in building and leading teams</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				

320/546	SUBMITTED TEXT	137 WORDS	99% MATCHING TEXT	137 WORDS
<p>Qualities of a Successful Leader Though there are several leadership styles, every leader has to develop a style appropriate to the needs of the group and the situation. It is a universal fact that every person's leadership skills are unique and cannot be borrowed from another. The leader has to grow on her own. To be a good leader one needs to have a positive sense of humour that is not derogatory or distasteful, possess good listening skills, ability to truly enjoy being with people and genuinely accepts the other person's view points. The leader has to be optimistic, unruffled and capable of handling difficult situations deftly. The leader has to be friendly-within the prescribed limits of the societal norms. This friendliness has to be done with appropriateness – not too close or too isolated. Essentially, the leader has to be broad minded, relaxed and open to criticisms.</p>		<p>Qualities of A Successful Leader Though there are several leadership styles, every leader has to develop a style appropriate to the needs of the group and the situation. It is a universal fact that every person's leadership skills are unique and cannot be borrowed from another. The leader has to grow on her own. To be a good leader one needs to have a positive sense of humour that is not derogatory or distasteful, possess good listening skills, ability to truly enjoy being with people and genuinely accepts the other person's view points. The leader has to be optimistic, unruffled and capable of handling difficult situations deftly. The leader has to be friendly – within the prescribed limits of the societal norms. This friendliness has to be done with appropriateness – not too close or too isolated. Essentially, the leader has to be broad minded, relaxed Leadership and Power 177 and open to criticisms.</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				

321/546	SUBMITTED TEXT	33 WORDS	100% MATCHING TEXT	33 WORDS
<p>While working with group members from diverse cultures, a broad cultural background is an advantage. This aids the process of the cultural 'melting pot' further enabling smooth interaction and accomplishment of group tasks. The leader</p>		<p>While working with group members from diverse cultures, a broad cultural background is an advantage. This aids the process of the cultural 'melting pot' further enabling smooth interaction and accomplishment of group tasks. The leader</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				
322/546	SUBMITTED TEXT	33 WORDS	95% MATCHING TEXT	33 WORDS
<p>The leader is a human being too, with all her problems and fears to handle. But a wise leader fully understand that it is essential to keep her problems, especially the personal ones to herself.</p>		<p>The leader is a human being too, with all her problems and fears to handle. But a wise leader fully understands that it is essential to keep her problems, especially the personal ones to herself.</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				
323/546	SUBMITTED TEXT	54 WORDS	94% MATCHING TEXT	54 WORDS
<p>Finally, the leader has to be well groomed physically too. The leader has to stick to comfortable, clean outfits, well hair, no clattering trinkets, flashy coburs, heavy costumes or any disturbing accompaniments. The leader has to make sure that his appearance is appropriate to the group's culture and expectations. He has to avoid improper mannerism and gestures. 9.8</p>		<p>Finally, the leader has to be well groomed physically too. The leader has to stick to comfortable, clean outfits, well kept hair, no clattering trinkets, flashy colours, heavy costumes or any disturbing accompaniments. The leader has to make sure that his appearance is appropriate to the group's culture and expectations. He has to avoid improper mannerisms and gestures.</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				
324/546	SUBMITTED TEXT	24 WORDS	100% MATCHING TEXT	24 WORDS
<p>Power and leadership are largely interconnected. The effective leader understands that legitimate power and influence are needed to direct the group, especially at the</p>		<p>Power and leadership are largely interconnected. The effective leader understands that legitimate power and influence are needed to direct the group, especially at the</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				
325/546	SUBMITTED TEXT	79 WORDS	99% MATCHING TEXT	79 WORDS
<p>initial stages when the group looks up to the leader for guidance. The leader has to take up a mature use of power rather than being uncomfortable or too much in control. This power should be used to empower the group towards shouldering responsibilities willingly and also in successfully completing them. Groups need leaders to avoid disorganisation and chaos; leadership and power are inseparable. The leader needs to aid power sharing with the group by highlighting the importance of member-to-member communication rather than member-to-leader communication (</p>		<p>initial stages when the group looks up to the leader for guidance. The leader has to take up a mature use of power rather than being uncomfortable or too much in control. This power should be used to empower the group towards shouldering responsibilities willingly and also in successfully completing them. Groups need leaders to avoid disorganization and chaos; leadership and power are inseparable (The leader needs to aid power-sharing with the group by highlighting the importance of member-to-member communication rather than member-to-leader communication.</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				

326/546	SUBMITTED TEXT	175 WORDS	94% MATCHING TEXT	175 WORDS
<p>French and Raven have developed a framework for understanding the extent to which one group member influences another by identifying five bases of power: reward, coercive, legitimate, referent and expert. This framework allows group members to analyze the source of their power and offers suggestions on when, and when not, to use their power to influence others (Zastrow, n.d.). Reward Power: Rewards include such things as promotions, pay increases, days off, and praise. Reward power is based on B's (one member's) perception that A (another member or the entire group) has the capacity to dispense rewards or remove negative consequences in response to B's behaviour. This power will be greater if the group members value the reward and believe they cannot get it from anyone else. Group members will usually hard for someone who has high reward power and communicate effectively with her. Reward power can backfire, however, if group members feel they are being canned or bribed. If reward power is used by A is a conflict situation with B, B is apt to feel he is being bribed and controlled and may eventually refuse to cooperate (</p>		<p>French and Raven have developed a framework for understanding the extent to which one group member influences another by identifying five bases of power: reward, coercive, legitimate, referent, and expert.¹⁵ This framework allows group members to analyze the source of their power and offers suggestions on when, and when not, to use their power to influence others. Reward Power Rewards include such things as promotions, pay increases, days off, and praise. Reward power is based on B's (one member's) perception that A (another member or the entire group) has the capacity to dispense rewards or remove negative consequences in response to B's behavior. This power will be greater if the group members value the reward and believe they cannot get it from anyone else. Group members will usually work hard for someone who has high reward power and communicate effectively with him or her. Reward power can backfire, however, if group members feel they are being conned or bribed. If reward power is used by A in a conflict situation with B, B is apt to feel he is being bribed and controlled, and may eventually refuse to cooperate.</p>		
<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				

327/546	SUBMITTED TEXT	120 WORDS	96% MATCHING TEXT	120 WORDS
<p>Coercive Power: The ability to fire a worker who fails below a given level of production is a common example of coercive power, which is based on B's perception that A can dispense punishments or remove positive consequences. Coercive power stems from the expectation on the part of B that he will be punished by A if he fails to conform to the required standards set by A. The distinction between reward and coercive power is important. French and Raven note that reward power will tend to increase the attraction of B toward A, while coercive power will decrease this attraction. If coercive power is used by A to attempt to settle a conflict, it often increases B's hostility, resentment and anger. Threats often lead to aggression and</p>		<p>Coercive Power The ability to fire a worker who falls below a given level of production is a common example of coercive power, which is based on B's perceptions that A can dispense punishments or remove positive consequences. Coercive power stems from the expectation on the part of B that he will be punished by A if he fails to conform to the required standards set by A. The distinction between reward and coercive power is important. French and Raven note that reward power will tend to increase the attraction of B toward A, whereas coercive power will decrease this attraction. If coercive power is used by A to attempt to settle a conflict, it often increases B's hostility, resentment, and anger. Threats often lead to aggression and</p>		
<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				

328/546	SUBMITTED TEXT	44 WORDS	90% MATCHING TEXT	44 WORDS
<p>example, military threats often increase conflict between rival NSOU ? PGSW-III 166 countries. Coercive power may exacerbate conflict by leading both A and B to distrust each other and to retaliate against each other. Therefore, whenever possible coercive power should not be used to settle conflicts (</p>		<p>example, military threats often increase conflict between rival countries. Coercive power may exacerbate conflict by leading both A and B to distrust each other and to retaliate against each other. Therefore, whenever possible, coercive power should not be used to settle conflicts.</p>		
<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				

329/546	SUBMITTED TEXT	124 WORDS	93% MATCHING TEXT	124 WORDS
<p>Legitimate Power: Legitimate power is directly related to an internalized value or norm and is probably the most complex of the five power basis. Legitimate power is based on the perception by B that A has a legitimate right to prescribe what constitutes proper behaviour for him and that B has obligation to accept this influence. Cultural values constitute one common basis for legitimate power and include intelligence, age, caste and physical characteristics as factors determining power. For example, in some cultures the aged are highly respected and are granted the right prescribe behaviour for others. The legitimate power inherent in a formal organisation is generally determined by a relationship between positions rather than between people. A supervisor in a factory, for instance, has inherent right to assign work. A third basis for</p>		<p>Legitimate Power Legitimate power is directly related to an internalized value or norm and is probably the most complex of the five power bases. Legitimate power is based on the perception by B that A has a legitimate right to prescribe what constitutes proper behavior for him or her and that B has an obligation to accept this influence. Cultural values constitute one common basis for legitimate power and include intelligence, age, caste, and physical characteristics as factors determining power. For example, in some cultures the aged are highly respected and are granted the right to prescribe behavior for others. The legitimate power inherent in a formal organization is generally determined by a relationship between positions rather than between people. A supervisor in a factory, for instance, has the inherent right to assign work. A third basis for</p>		
<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				

330/546	SUBMITTED TEXT	30 WORDS	95% MATCHING TEXT	30 WORDS
<p>legitimate power is a legitimizing agent; for example, an election. The election process legitimates a person's right to a position that already had a legitimate range of power associated with it (</p>		<p>legitimate power is a legitimizing agent, for example, an election. The election process legitimizes a person's right to a position that already had a legitimate range of power associated with it.</p>		
<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				

331/546	SUBMITTED TEXT	197 WORDS	95% MATCHING TEXT	197 WORDS
<p>The limits of legitimate power are generally specified at the time that power is assigned (e.g., in a job description). The attempted use of power outside of this range will decrease the legitimate power of the authority figure and decrease her attractiveness and influence. Referent Power: Referent power occurs when one individual, A, influences another, B, as a result of identification. Identification in this context means either a feeling of oneness with A or a desire for an identity such as A's. The stronger the identification of B with A, the greater attraction to A and the greater referent power of A. Verbalization of referent power is "I am like A, and therefore I will believe or behave as A does" or "I want to be like A, and will be more like A if i believe or behave as A does". In ambiguous situations (that is, situations where there are no objective right or wrong beliefs or opinions), B will seek to evaluate his thoughts, beliefs and values. In ambiguous situations B is apt to adopt the thoughts, beliefs and values of the individual or group with which B identifies. French and Raven note that B is often not consciously aware of the referents power that A exerts (</p>		<p>The limits of legitimate power are generally specified at the time that power is assigned (e.g., in a job description). The attempted use of power outside of this range will decrease the legitimate power of the authority figure and decrease his or her attractiveness and influence. Referent Power Referent power occurs when one individual, A, influences another, B, as a result of identification. Identification in this context means either a feeling of oneness with A or a desire for an identity such as A's. The stronger the identification of B with A, the greater the attraction to A and the greater the referent power of A. Verbalization of referent power is "I am like A, and therefore I will believe or behave as A does," or "I want to be like A, and I will be more like A if I believe or behave as A does." In ambiguous situations (that is, situations where there are no objective right or wrong beliefs or opinions), B will seek to evaluate his or her thoughts, beliefs, and values in terms of what A thinks, believes, and values. In ambiguous situations, B is apt to adopt the thoughts, beliefs, and values of the individual or group with which B identifies. French and Raven note that B is often not consciously aware of the referent power that A exerts.</p>		
<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				

332/546	SUBMITTED TEXT	26 WORDS	100% MATCHING TEXT	26 WORDS
<p>Expert Power: Accepting a physician's advice in medical matters is a common example of expert influence, which is based on the perception that a person has</p>		<p>Expert Power Accepting a physician's advice in medical matters is a common example of expert influence, which is based on the perception that a person has</p>		
<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				
333/546	SUBMITTED TEXT	90 WORDS	95% MATCHING TEXT	90 WORDS
<p>knowledge or expertise that is the source of power. Another example would be accepting a counsellor's suggestions. Expert can influence B (the responder) only if B thinks that A (the expert) has the right answer and B trusts A. The range of expert power is more limited than that of referent power because the expert is seen as having superior knowledge or ability only in specific areas. French and Raven note that the attempted exertion of expert power outside the perceived range will reduce that power because confidence in the expert seems to be undermined (</p>		<p>knowledge or expertise that is the source of power. Another example would be accepting a counselor's suggestions. Experts can influence B (the responder) only if B thinks that A (the expert) has the right answer and B trusts A. The range of expert power is more limited than that of referent power because the expert is seen as having superior knowledge or ability only in specific areas. French and Raven note that the attempted exertion of expert power outside the perceived range will reduce that power because confidence in the expert seems to be undermined.</p>		
<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				
334/546	SUBMITTED TEXT	48 WORDS	95% MATCHING TEXT	48 WORDS
<p>French and Raven theorize that for all five types, the stronger the basis of power, the greater power. Referent power is thought to have the broadest range. Any attempt to use power outside the prescribed range is hypothesized to reduce the power. Exercise 6: The power Bases in the class. This</p>		<p>French and Raven theorize that for all five types, the stronger the basis of power, the greater the power. Referent power is thought to have the broadest range. Any attempt to use power outside the prescribed range is hypothesized to reduce the power. EXERCISE 3.7 The Power Bases in This Class This</p>		
<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				
335/546	SUBMITTED TEXT	35 WORDS	96% MATCHING TEXT	35 WORDS
<p>The following are a few important leader behaviours: Directive: When the task to be accomplished is unclear or difficult to be achieved, the leader insures its successful accomplishment through clearly defining individual tasks and role expectations of members.</p>		<p>The following are a few important leader behaviours: Directive: When the task to be accomplished is unclear or difficult to be achieved, the leader ensures its successful accomplishment through clearly defining individual tasks and role expectations of members.</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				

336/546

SUBMITTED TEXT

189 WORDS

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Supportive: The leader shows high concern towards group members and their needs. This style is suitable for groups working on well defined tasks. Members under the supportive leader are found to be happy and highly satisfied. Participative: Here, the leader involves the group members in decision making and in all functions of the group. Discussion, consultations and group consensus are stressed upon. However, this calls for members who are responsible and who understand the importance of their contribution to the groups success. Charismatic: Medha Patkar pioneer of the Narmada Bachao Andolan (Save the Narmada Movement) is considered to be a charismatic leader for the following reasons: i. Ability to inspire followers towards goals that appears incredible to the common man ii. Vision about the future iii. Understanding followers' needs and limitations. Transformational: "This highlights on leaders who inspire followers to transcend their own self-interests and who are capable of having a profound and extraordinary effect on followers. Seven characteristics were found: sincerity of the leader; bonding effort to develop the organisation as a family by personalized relationships; consultation and participation; collectivization and team work; empowerment and support; serving as a role model; bringing in changes continuously while maintaining continuity and being innovative". – Robbins

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The theory of leadership emphasized in this unit is the distributed – functions approach, which asserts that every group members takes on leadership responsibilities at various times and every effective action by a member is simultaneously an effective leadership action. Being a designated leader is not that different from taking on leadership roles. This unit will summarize a number of suggestions for how to form and lead a group effectively. Home Work: The Key to successful group leadership is extensive preparation. Even experienced leaders carefully prepare for each group and for each group session. In planning for a new group, the following questions must be answered: What

The theory of leadership emphasized in this chapter is the distributed-functions approach, which asserts that every group member takes on leadership responsibilities at various times, and every effective action by a member is simultaneously an effective leadership action. Being a designated leader is not that different from taking on leadership roles. This section will summarize a number of suggestions for how to form and lead a group effectively. Homework The key to successful group leadership is extensive preparation. Even experienced leaders carefully prepare for each group and for each group session. In planning for a new group, the following questions must be answered: What

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the purpose or general goals of the group? How can these goals be achieved? What are the characteristics of the members? Do some members have unique NSOU ? PGSW-III 169 individual goals or needs? What resources are needed to accomplish group goals? What is the agenda for the first meeting? What is the best way for members to suggest and decide on the specific goals of the group? Should an ice-breaker exercise be used? Which one? Should refreshments be provided? How should the chairs be arranged? What type of group atmosphere will best help the group accomplish its tasks? What is the best available meeting place? Why has the leader been selected? What do the members expect from the leader? To plan the first meeting, a leader should view the group as a new member would view it. Here are a few questions a new member might have: what will be the goals of this group? Why am I joining? Will my personal goals be met? Will I feel comfortable? Will I accept? Will the other members be radically different in terms of backgrounds and interests? If I do not like this group, can I leave gracefully? Will other members respect what I have to say, or will they laugh and make

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of me? By considering such concerns, the leader can plan the first meeting to help other members feel comfortable and to clarify the goals and activities of the group. Before the first meeting, it is absolutely essential that a leader identified the group's needs and expectations as precisely as possible. A group whose leader and members disagree on goals cannot succeed. There

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a variety of way to identify what the members want. The leader may have an opportunity to ask them before the first meeting. If that is not possible, the leader can at least talk to the organizer of the meeting, about the group's expectations. The first meeting is always a good time to clarify the group's goals. The leader also needs the answers to the following: 1. How many members are expected? 2. What are their characteristics: age, socio-economic status, racial and ethnic background, gender, educational / professional background? 3. How knowledgeable are the members about the topics the group will be dealing with? 4. What are the likely personal goals of the various members? 5. How motivated are the members to accomplish the purposes for which the group is being formed? Voluntary membership usually indicates greater motivation. Individuals who have been ordered by a court to participate in NSOU ? PGSW-III 170 an alcohol rehabilitation programme, for example, have little motivation and may even be hostile. 6. What values are members likely to have? While being careful to avoid stereotyping, a leader must understand, for example, that teenagers on juvenile probation will differ significantly from retired

a variety of ways to identify what the members want. The leader may have an opportunity to ask them before the first meeting. If that is not possible, the leader can at least talk to the organizer of the meeting about the group's expectations. The first meeting is always a good time to clarify the group's goals. The leader also needs the answers to the following questions: 1. How many members are expected? 2. What are their characteristics: age, socioeconomic status, racial and ethnic background, gender, educational/professional background? 3. How knowledgeable are the members about the topics the group will be dealing with? 4. What are the likely personal goals of the various members? 5. How motivated are the members to accomplish the purposes for which the group is being formed? Voluntary membership usually indicates greater motivation. Individuals who have been ordered by a court to participate in an alcohol rehabilitation program, for example, have little motivation and may even be hostile. 6. What values are the members likely to have? While being careful to avoid stereotyping, a leader must understand, for example, that teenagers on juvenile probation will differ significantly from retired

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If a group has met more than one, the leader needs to review the following kinds of questions. Have the overall goals been decided upon and clarified? If not, what needs to be done in this clarification process? Is the group making adequate progress in accomplishing its goals? If not, what are obstacles that must be overcome? Is the group taking the most effective course of action to reach its goals? What is the agenda for the next meeting? What activities should be planned? Will successful completion of these activities move the group toward accomplishing its overall goals? If not, which other activities will? Is each member sufficiently motivated to help the group accomplish its goals? If not, why? What might be done to stimulate their interest? Planning a session: In planning a session, the leader must keep the group's over goals.

If a group has met more than once, the leader needs to review the following kinds of questions: Have the overall goals been decided upon and clarified? If not, what needs to be done in this clarification process? Is the group making adequate progress in accomplishing its goals? If not, what are the obstacles that must be overcome? Is the group taking the most effective course of action to reach its goals? What is the agenda for the next meeting? What activities should be planned? Will successful completion of these activities move the group toward accomplishing its overall goals? If not, which other activities will? Is each member sufficiently motivated to help the group accomplish its goals? If not, why? What might be done to stimulate their interest? Planning a Session In planning a session, the leader must keep the group's overall goals—

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To be effective, the leader must know exactly what should be accomplished in each session and make sure that all the items on the agenda contribute to the goals. Here is a checklist that may help leaders plan successful group sessions. An effective leader will do the following: 1. Select relevant content. The material should not only be relevant to the specific goals for the session but also to the backgrounds and interests of the participants. Time management advice for college students, for example, probably will be different from that for business executives. Time-saving tips for students will likely focus on improving study habits; business executives will be more interested in how to manage time in an office setting. An excellent way to evaluate possible material is to define precisely how it will be valuable to members of the group. The leader should ask, "If a group member wants to know why he or she should know this, can I give a valid reason?" If that question cannot be answered precisely, the material should be discarded and replaced with more relevant material. 2. Use examples. Examples help to illustrate key concepts and stimulate the participants. People tend to remember examples more readily than statistics or concepts. Vivid case histories that illustrate the drastic effects of spouse abuse, for instance, will be remembered much longer than statistics on the extent of spouse abuse. 3. Present materials in a logical order. It is generally desirable to begin by summarizing the agenda items for the session. Ideally, one topic should blend into the next. Group exercises should be used in conjunction with related theoretical material. 4.

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Plan the time. Once the content of a session is selected and organized, the time each segment requires should be estimated. Accurate estimates will help determine whether planned material and activities are appropriate for the allotted time. A good leader also knows what material can be deleted if time is running short and what can be added if the session progresses more rapidly than planned. Substitute activities must also be available to replace speakers who fail to appear or films that fail to arrive. 5. Be flexible. A variety of unexpected events may make it desirable to change the agenda during a session. Interpersonal conflict between members may take considerable time or it may become clear that subjects related to the group's overall purpose are more valuable for the group to focus on than the prepared agenda. 6. Change the pace. People may attention longer if there is an occasional change of pace. Long lectures or discussions can become boring. Group exercise, films, guest speakers, breaks, debates and other activities will help vary the tempo of a meeting or session. In group therapy, one way to change the pace is to move from one member's problem to those of another. Lectures can be more stimulating if the instructor:

- Speaks extemporaneously instead of reading material.
- Walks around the room occasionally, rather than standing or sitting in one place
- Draws out participants by asking questions.

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Relaxing before Start a Meeting: Before beginning a meeting, the leader is likely to be nervous about how the session may go. Some anxiety, in fact, is helpful because it increases alertness and that will make the leader more attentive, producing a better NSOU ? PGSW-III 172 meeting. Too much anxiety, however, reduces effectiveness. Relaxation techniques that can alleviate excessive anxiety. They are highly recommended and include walking, jogging, listening to music, meditating and being alone to clear the mind. Effective group leaders generally learn they can reduce their level of anxiety through using one or more relaxation techniques. Practice in leading groups also builds confidence and

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anxiety. Cues upon Entering the Meeting Room: It is essential that a leader be on time, but arriving early is better because it allows the leader to see that materials, seating arrangements, refreshments and any other needs are in place as planned. The leader will also have an opportunity to observe the members before the group begins. He or she can gain information about the interests of the participants from their age, gender, clothes and personal appearance, conversation and interaction with one another. An effective leader observes such cues and uses them to create an initial bond with the participants. For example, this was asked to give a workshop on suicide prevention to a high school class. Upon arriving, I was informed by the teacher that one of the students in the class had recently committed suicide. Instead of beginning with planned presentation, I asked each student to write down, anonymously, one or two concerns or questions that they had about suicide. We then had a lively discussion based on their questions and concerns. Such a discussion was probably more valuable than the formal presentation because it focused on their specific question and concerns. Seating Arrangements: Seating is important for several reasons. It can affect who talks to whom, influence leadership roles, and as a result, affect group cohesion and morale. In most groups members should have eye contact with one another. The group leader must

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be able to make eye contact with everyone to obtain nonverbal feedback on what the members are thinking and feeling. A circle is ideal for generating discussion, encouraging a sense of equal status for each member and promoting group openness and cohesion. The traditional classroom arrangement, on the other hand has the effect of placing the leader in a position of authority. It also tends to inhibit communication because members can easily make eye contact only with other members seated nearby. Tables have advantages and disadvantages. They provide a place to be writing and to put work materials and some members feel more comfortable at a table

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because they can lean on it. But tables restrict movement and may serve as barriers between people. The leader should thus carefully consider the use of tables. In business meetings or other "working" sessions, for example, tables are necessary. In therapy groups, however, tables are seldom used. When work surfaces written communication are required, small tables in a circle can be an effective arrangement. The shape of the tables can also influence the way group members interact. If the table is rectangular, the leader traditionally sits at one end becomes the head of the table and the "authority", tends to do more talking, and has a greater influence on the discussion than other group members. A round or square table, however, establishes a more equalitarian atmosphere. The "head of the table" effect can also be reduced by placing two triangular tables together to make a square. In new groups or even established ones, members are likely to sit next to friends. If it is important for everyone in the group to interact, the leader may want to ask people to sit next to individuals they do not know. People are most apt to talk to others sitting at right angles to them and them to those next to them. Those sitting directly across receive less communication, and those sitting anywhere else are even less likely to be addressed. Introductions: The leader's credentials should be summarized at the first meeting to give the group a sense of confidence that the leader can fulfil the expectations of the members. If the leader is being introduced, a concise summary of the leader's credentials for the expected role is desirable. If the leader is introducing herself, the important credentials should be summarized in an informative but modest way. The summary should be made in a way that helps create the desired atmosphere – whether it be formal or informal, fun or serious or whatever. An excellent way to handle the introductions in many groups is to use an ice-breaker exercise. It is highly desirable for the leader to learn the names of all group members as quickly as possible. This requires extra attention and name tags can help everyone be more comfortable sooner. Members appreciate being called by name because

because they can lean on it. But tables restrict movement and may serve as barriers between people. The leader should thus carefully consider the use of tables. In business meetings or other "working" sessions, for example, tables are necessary. In therapy groups, however, tables are seldom used. When work surfaces and written communication are required, small tables in a circle can be an effective arrangement. The shape of the tables can also influence the way group members interact. If the table is rectangular, the leader traditionally sits at one end, becomes the head of the table and the "authority," tends to do more talking, and has a greater influence on the discussion than other group members. A round or square table, however, establishes a more egalitarian atmosphere. The "head of the table" effect can also be reduced by placing two rectangular tables together to make a square. In new groups, or even established ones, members are likely to sit next to friends. If it is important for everyone in the group to interact, the leader may want to ask people to sit next to individuals they do not know. People are most apt to talk to others sitting at right angles to them and then to those next to them. Those sitting directly across receive less communication, and those sitting anywhere else are even less likely to be addressed. Introductions The leader's credentials should be summarized at the first meeting to give the group a sense of confidence that the leader can fulfill the expectations of the members. If the leader is being introduced, a concise summary of the leader's credentials for the expected role is desirable. If the leader is introducing him- or herself, the important credentials should be summarized in an informative but modest way. The summary should be made in a way that helps create the desired atmosphere—whether it be formal or informal, fun or serious, or whatever. An excellent way to handle the introductions in many groups is to use an ice-breaker exercise as described in Chapter 1. It is highly desirable for the leader to learn the names of all group members as quickly as possible. This requires extra attention, and name tags can help everyone be more comfortable sooner. Members appreciate being called by name because

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affirms their importance. If the group is small, the members can introduce themselves individually, perhaps using an ice breaker. In addition to the usual personal information, it is helpful for

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<p>members to state their expectations for the group as they introduce themselves. This helps uncover hidden agendas that are incompatible with the goals of the group. If a stated expectation is beyond the scope of the group, the leader should tactfully points this out to avoid later frustration or dissatisfaction. Clarification Roles: The leader of a group should be clear as to his or her roles and responsibilities. If they are unclear, the leader may want to discuss them with the group. One way of doing this is for the group to select goals and then make decisions about the tasks and responsibilities that each member will have in working toward the goals of the group. In most situations it is clearly a mistake for the leader to do the bulk of the</p>		<p>members to state their expectations for the group as they introduce themselves. This helps uncover hidden agendas that are incompatible with the goals of the group. If a stated expectation is beyond the scope of the group, the leader should tactfully point this out to avoid later frustration or dissatisfaction. Clarifying Roles The leader of a group should be clear as to his or her roles and responsibilities. If they are unclear, the leader may want to discuss them with the group. One way of doing this is for the group to select goals and then make decisions about the tasks and responsibilities that each member will have in working toward the goals of the group. In most situations it is clearly a mistake for the leader to do the bulk of the</p>		
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<p>work. Generally, the group will be most productive if all members make substantial contributions. The more members contribute to a group, the more lightly they are to feel a part of the group. Such positive feelings will benefit everyone(</p>		<p>work. Generally, the group will be most productive if all members make substantial contributions. The more members contribute to a group, the more likely they are to feel a part of the group. Such positive feelings will benefit everyone.</p>		
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<p>If there is any doubt, the leader should explain the roles clearly. If group members indicate different expectations, the group should then make decisions about who will do what. In explaining his or her role the leader should be modest about personal skills and resources, attempting to come across as a knowledgeable person rather than an authority figure who has all the answers. The leader must also be prepared to explain the reasoning behind exercises and other actions or activities. The leader's role will vary from group to group and from situation to situation(Reborn, n.d.). Agenda: Most meetings are more effective if the leader provides an agenda several days before hand. Ideally, all members of the group should have an opportunity to suggest items for the agenda. The agenda should be briefly reviewed at the start of the meeting to give each member a chance to suggest additions, deletions or other changes. In some meetings it may be appropriate for the group to discuss and perhaps vote on, the suggested changes in the agenda. Additional Guidelines for Leading a Group(</p>		<p>If there is any doubt, the leader should explain the roles clearly. If group members indicate different expectations, the group should then make decisions about who will do what. In explaining his or her role, the leader should be modest about personal skills and resources, attempting to come across as a knowledgeable person rather than as an authority figure who has all the answers. The leader must also be prepared to explain the reasoning behind exercises and other actions or activities. The leader's role will vary from group to group and from situation to situation. Agenda Most meetings are more effective if the leader provides an agenda several days beforehand. Ideally, all members of the group should have an opportunity to suggest items for the agenda. The agenda should be briefly reviewed at the start of the meeting to give each member a chance to suggest additions, deletions, or other changes. In some meetings it may be appropriate for the group to discuss, and perhaps vote on, the suggested changes in the agenda. Additional Guidelines for Leading a Group</p>		
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<p>for effectively leading a group. 1. Understand that leadership is a shared responsibility. Every member will take on leadership roles at times. Designated leaders should not seek to dominate a group or believe they are responsible for directing the group in all of its task NSOU ? PGSW-III 175 and maintenance functions. In fact, productivity and group cohesion are substantially increased when everyone contributes. 2. Use decision-making procedures best suited for the issues facing a particular group. 3.</p>		<p>for effectively leading a group. Future chapters will expand on the following guidelines: 1. Understand that leadership is a shared responsibility. Every member will take on leadership roles at times. Designated leaders should not seek to dominate a group or believe they are responsible for directing the group in all of its task and maintenance functions. In fact, productivity and group cohesion are substantially increased when everyone contributes. 2. Use decision-making procedures best suited for the issues facing a particular group. (</p>		
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<p>Use a problem-solving approach to handle the issues and problems facing the group. 4.</p>		<p>Use a problem-solving approach to handle the issues and problems facing the group. (</p>		
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<p>communication. 9. Provide stimulating, relevant content and exercises that illustrate the concepts and help members try out suggested new behaviours. In an assertiveness group, for example, theoretical material on how to be more assertive should be followed by practice in being more assertive. 10. Give attention to how to end a session. A few minutes before the session is scheduled to conclude, or when the group has exhausted the subject, a brief summary emphasizing the major points to be remembered leaves the group with a sense of achievement and signals the end of the session. Leaders are not born. They are made through training, practice and experience. By learning how to lead groups effectively individuals become more aware of themselves, grow as people, become more self-confident, feel good about themselves,</p>		<p>communication.) 9. Provide stimulating, relevant content and exercises that illustrate the concepts and help members try out suggested new behaviors. In an assertiveness group, for example, theoretical material on how to be more assertive should be followed by practice in being more assertive. (The chapters in this text use this format.) 10. Give attention to how to end a session. A few minutes before the session is scheduled to conclude, or when the group has exhausted the subject, a brief summary emphasizing the major points to be remembered leaves the group with a sense of achievement and signals the end of the session. Additional ways to end a session are described in Chapter 14. Leaders are not born. They are made—through training, practice, and experience. By learning how to lead groups effectively individuals become more aware of themselves, grow as people, become more self-confident, feel good about themselves,</p>		
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355/546	SUBMITTED TEXT	17 WORDS	91% MATCHING TEXT	17 WORDS
<p>develop highly marketable skills, learn to improve interpersonal relationship and help themselves and others accomplish important tasks. 9.12</p>		<p>develop highly marketable skills, learn to improve interpersonal relationships, and help themselves and others accomplish important tasks.</p>		
<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				

356/546	SUBMITTED TEXT	22 WORDS	81% MATCHING TEXT	22 WORDS
<p>Group Exercises Exercise A: Desensitizing Fears of Leading a Group (Zastrow, n.d.): Goal: To identify the specific fears about being a designated leader</p>		<p>Group Exercises Exercise A: Desensitizing Fears of Leading a Group EP 2.1.1.b GOAL: To identify the specific fears about being a designated leader</p>		
<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				

357/546

SUBMITTED TEXT

289 WORDS

96% MATCHING TEXT

289 WORDS

a group and to provide information to reduce those fears. NSOU ? PGSW-III 176 Sept 1: The group leader should state the purpose of this exercise. Each student should then be handed a sheet of paper and instructed to complete, anonymously, the sentence "My specific fears about being a designated leader of a group are". The leader should emphasize that the completed statements will be collected and discussed. Step 2: The responses should be collected in a way that ensures, anonymity and then read aloud. After a concern is read, the students should suggest ways of reducing the concern. If a concern involves handling hostile members, for example, the class, with help from the instructor, may suggest strategies for coping with them. If a member fears that he or she does not have the traits needed to lead a group, it may be pointed out that research has found that no specific traits distinguish leaders from followers and that the distributed-functions theory of leadership asserts that practically anyone can be trained to be a leader. Step 3: After Step 2 is completed, the group leader or the instructor may want to summarize key points on how to lead a group and explain that future sessions will explore these points in greater depth. Exercise B: Task Functions and Group Maintenance Functions: Goal: To show that at times nearly everyone takes a leadership role in groups that involves performing task and group maintenance functions. Step 1: The group leader should indicate that this exercise will elicit the class's thoughts on what criteria should be used for admitting students into the social work programme at this campus. The leader should then explain that the council on Social Work Education (the national organization that accredits social work programmes) requires every programme to have criteria for admitting students. There is considerable variation in criteria among the programmes in

a group and to provide information to reduce those fears. Step 1. The group leader should state the purpose of this exercise. Each student should then be handed a sheet of paper and instructed to complete, anonymously, the sentence "My specific fears about being a designated leader of a group are. . . ." The leader should emphasize that the completed statements will be collected and discussed. Step 2. The responses should be collected in a way that ensures anonymity and then read aloud. After a concern is read, the students should suggest ways of reducing the concern. If a concern involves handling hostile members, for example, the class, with help from the instructor, may suggest strategies for coping with them. If a member fears that he or she does not have the traits needed to lead a group, it may be pointed out that research has found that no specific traits distinguish leaders from followers and that the distributed-functions theory of leadership asserts that practically anyone can be trained to be a leader. Step 3. After Step 2 is completed, the group leader or the instructor may want to summarize key points on how to lead a group and explain that future sessions will explore these points in greater depth. Exercise B: Task Functions and Group Maintenance Functions GOAL: To show that at times nearly everyone takes a leadership role in groups that involves performing task and group maintenance functions. Step 1. The group leader should indicate that this exercise will elicit the class's thoughts on what criteria should be used for admitting students into the social work program at this campus. The leader should then explain that the Council on Social Work Education (the national organization that accredits social work programs) requires every program to have criteria for admitting students. There is considerable variation in criteria among the programs in

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358/546

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15 WORDS

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country. Common criteria include a minimum grade-point average and a vaguely defined "aptitude for social work".

country. Common criteria include a minimum grade-point average and a vaguely defined "aptitude for social work."

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359/546

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77 WORDS

98% MATCHING TEXT

77 WORDS

Step 2: The class then forms subgroups of five or six students and each selects an observer. The observers then form a group in another room or hallway. The subgroups should not begin discussing their primary task until the observers return. Step 3: The observers are told that their task is to record significant task and group maintenance functions performed by each member of their subgroup. The leader may need to explain that task functions are statements designed to help the

Step 2. The class then forms subgroups of five or six students and each selects an observer. The observers then form a group in another room or hallway. The subgroups should not begin discussing their primary task until the observers return. Step 3. The observers are told that their task is to record significant task and group maintenance functions performed by each member of their subgroups. The leader may need to explain that task functions are statements designed to help the

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360/546**SUBMITTED TEXT**

77 WORDS

96% MATCHING TEXT

77 WORDS

subgroup accomplish its task and that group maintenance functions are statements made to strengthen the social / emotional aspects of group life, observers should be given a handout that summarizes the task roles and group maintenance roles developed by Johnson and Johnson, which appear in this unit. The observers will be asked after the exercise is over to summarize to their subgroup how each member contributed through certain task and group maintenance functions. Step 4: The leader and observers return to the

subgroup accomplish its task and that group maintenance functions are statements made to strengthen the social/emotional aspects of group life. Observers should be given a handout that summarizes the task roles and group maintenance roles developed by Johnson and Johnson, which appear in this chapter. The observers will be asked after the exercise is over to summarize to their subgroups how each member contributed through certain task and group maintenance functions. Step 4. The leader and observers return to the

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361/546**SUBMITTED TEXT**

263 WORDS

95% MATCHING TEXT

263 WORDS

The subgroups are informed that their task is to develop criteria for admitting students to the social work programme at this campus. The subgroup is free to suggest various criteria but should probably begin by discussing: 1) whether a grade-point average should be used for admission and what it should be, and 2) how "aptitude for social work" should be defined and measured. Step 5: The subgroups should work for 20 to 30 minutes, and each should then state and explain its proposed criteria. Time should then be called and each subgroup should be asked to indicate to the class what criteria were arrived at. Step 6: The group leader should indicate that one of the purposes of this exercise is to demonstrate that most members in a group assume leadership roles by carrying out task and group maintenance functions. The leader should then define task and group maintenance functions. Step 7: Each observer summarizes to his or her subgroup, but not to the whole class, the significant task and group maintenance functions performed by each member. Step 8: End the exercise by asking members if they have any thoughts or comments. Exercise C: Power Bases: Goal: To practice analyzing influence attempts in terms of power bases. Step 1: The group leader explains the purpose of the exercise, describes the five bases of power developed by French and Raven, and briefly discusses the effects of using each base. Step 2: The class divides into subgroups of three members each and answers the following questions: NSOU ? PGSW-III 178 1. What bases of power does the instructor of this course have? 2. What bases of power does a student in this class have? 3. What is the primary power base

The subgroups are informed that their task is to develop criteria for admitting students to the social work program at this campus. The subgroup is free to suggest various criteria but should probably begin by discussing: 1. whether a grade-point average should be used for admission and what it should be, and 2. how "aptitude for social work" should be defined and measured. Step 5. The subgroups should work for 20 to 30 minutes, and each should then state and explain its proposed criteria. Time should then be called and each subgroup should be asked to indicate to the class what criteria were arrived at. Step 6. The group leader should indicate that one of the purposes of this exercise is to demonstrate that most members in a group assume leadership roles by carrying out task and group maintenance functions. The leader should then define task and group maintenance functions. Step 7. Each observer summarizes to his or her subgroup, but not to the whole class, the significant task and group maintenance functions performed by each member. Step 8. End the exercise by asking members if they have any thoughts or comments. Exercise C: Power Bases GOAL: To practice analyzing influence attempts in terms of power bases. Step 1. The group leader explains the purpose of the exercise, describes the five bases of power developed by French and Raven, and briefly discusses the effects of using each base. Step 2. The class divides into subgroups of three members each and answers the following questions: 1. 2. 3. 4. What What What What bases of power does the instructor of this course have? bases of power does a student in this class have? is the primary power base the instructor has? is the primary power base

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362/546	SUBMITTED TEXT	102 WORDS	94% MATCHING TEXT	102 WORDS
<p>the instructor has? 4. What is the primary power base a student has? Step 3: The subgroups share their answers to these questions by having one member from each subgroup write the answers on the blackboard. The class then discusses the reason for the similarities and differences between the answers arrived at by the subgroups. Step 4: In all likelihood the instructor will be seen as having much more power than the students. The group leader should summarize the effects of unequal power on communication and on relationships within a group. Students then discuss how they feel when an instructor attempts to present herself on a level equal or superior to students.</p>		<p>the instructor has? is the primary power base a student has? Step 3. The subgroups share their answers to these questions by having one member from each subgroup write the answers on the blackboard. The class then discusses the reasons for the similarities and differences between the answers arrived at by the subgroups. Step 4. In all likelihood the instructor will be seen as having much more power than the students. The group leader should summarize the effects of unequal power on communication and on relationships within a group (as described in this chapter). Students then discuss how they feel when an instructor attempts to present him- or herself on a level equal or superior to students.</p>		
<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				
363/546	SUBMITTED TEXT	14 WORDS	84% MATCHING TEXT	14 WORDS
<p>Step 1: The instructor explains the purpose of the exercise and asks students to</p>		<p>Step 1. The leader explains the purpose of the exercise and asks the students to</p>		
<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				
364/546	SUBMITTED TEXT	24 WORDS	100% MATCHING TEXT	24 WORDS
<p>experience in working with groups indicates that there is no 'one size fits all' approach to leadership. Different styles of leadership are relevant to different situations.</p>		<p>experience in working with groups indicates that there is no 'one size fits all' approach to leadership. Different styles of leadership are relevant to different situations.</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				
365/546	SUBMITTED TEXT	46 WORDS	88% MATCHING TEXT	46 WORDS
<p>Thus, effective leaders are highly respected individuals who have a vision. They promote safe, welcoming environments that avoid the extreme of aggressive confrontation of members or passive abdication of leadership to members who attempt to dominate groups. Next, leaders have to understand the abilities, values and personalities of members.</p>		<p>Thus, effective leaders are highly respected individuals who have a vision. They promote safe, welcoming environments that avoid the extremes of aggressive confrontation of members or passive abdication of leadership to members who attempt to dominate groups (Kivlighan & Tarrant, 2000; Smokowski, Rose, & Bacallai, 2001). Next, leaders have to understand the abilities, values, and personalities of members.</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				
366/546	SUBMITTED TEXT	26 WORDS	94% MATCHING TEXT	26 WORDS
<p>Effective leaders must also skilfully deploy the resources they have at their disposal. This includes empowering members and reinforcing feeling of confidence and individual and group efficacy.</p>		<p>Effective leaders must also skillfully deploy the resources they have at their disposal. This includes empowering members and reinforcing feeling of confidence and individual and group efficacy (</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				

367/546	SUBMITTED TEXT	15 WORDS	100% MATCHING TEXT	15 WORDS
<p>In a very real sense the right to leadership must be earned again and again. 9.14</p> <p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>		<p>In a very real sense the right to leadership must be earned again and again. 185</p>		
368/546	SUBMITTED TEXT	14 WORDS	100% MATCHING TEXT	14 WORDS
<p>David Krech, Richard S. Crutchfield and Egerton L. Ballachey, Individual in Society (New York:</p> <p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>		<p>David Krech, Richard S. Crutchfield, and Egerton L. Ballachey, Individual in Society (New York:</p>		
369/546	SUBMITTED TEXT	25 WORDS	83% MATCHING TEXT	25 WORDS
<p>Trecker, H. B., Social Group Work: Principles and Practices, (New York: Whiteside, 1955) 6. Wilson, G., and Ryland G., Social Group Work Practice, (Boston: Houghton Mifflin, 1949) 7.</p> <p>W https://www.researchgate.net/publication/359401029_A_Guide_to_Social_Group_WorkWorking_with_Group...</p>		<p>Trecker, H.B: Social Group Work – Principles and Practices, Association Press, New York, 1970. and Rayland, G: Social Group Work Practice, Boston, Houghton Mifflin</p>		
370/546	SUBMITTED TEXT	10 WORDS	100% MATCHING TEXT	10 WORDS
<p>Social work with groups : A comprehensive Worktext [PDF] [48n28pk2uda0].</p> <p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>		<p>Social Work With Groups : A Comprehensive Worktext [PDF] [48n28pk2uda0]</p>		
371/546	SUBMITTED TEXT	14 WORDS	88% MATCHING TEXT	14 WORDS
<p>References 10.0 Objectives This unit describes programme planning in the social grup work process.</p> <p>W https://www.egyankosh.ac.in/bitstream/123456789/51364/1/Block-5.pdf</p>		<p>References 3.0 OBJECTIVES This Unit describes programme planning in the social group work process.</p>		
372/546	SUBMITTED TEXT	16 WORDS	83% MATCHING TEXT	16 WORDS
<p>After reading through this unit you must be able to: • Understand the concept and principles of programme planning</p> <p>•</p> <p>W https://www.egyankosh.ac.in/bitstream/123456789/51364/1/Block-5.pdf</p>		<p>After reading through this Unit you must be able to: ? Picture the concepts and principles of programme planning</p>		

373/546	SUBMITTED TEXT	92 WORDS	85% MATCHING TEXT	92 WORDS
	<p>Introduction Careful planning is necessary for any successful group and it is very important, ongoing group process. A well planned programme gives direction to the group and enables each member to know and prepare his / her responsibility. The group worker should posse's abilities and skills to guide members through an effective programme planning process. The programme planning process includes (i) setting goals, (ii) brain storming with members, (iii) planning the programme in line with the goals, (iv) obtaining the approval of the group, (v) assigning individual and sub-group responsibilities, (vi) implementation of the programme, (vi) periodic evaluation and feedback</p>		<p>Introduction Careful planning is necessary for any successful group and it is a very important, ongoing group process. A well planned programme gives direction to the group and enables each member to know and prepare his/her responsibility. The group worker should possess abilities and skills to guide the members through an effective programme planning process. The programme planning process includes (i) setting goals (ii) brainstorming with members (iii) planning the programme in line with the goals (iv) obtaining the approval of the group (v) assigning individual and sub group responsibilities (vi) implementation of the programme (vi) periodic evaluation and feedback (</p>	
	<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>			

374/546	SUBMITTED TEXT	17 WORDS	97% MATCHING TEXT	17 WORDS
	<p>carried out with the help of the worker to meet the needs of the individuals and the group(</p>		<p>carried out with the help of the group worker to meet the needs of the individuals and the group.</p>	
	<p>W https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/2/PG_M.S.W._Social%20Work_349%20 ...</p>			

375/546	SUBMITTED TEXT	76 WORDS	90% MATCHING TEXT	76 WORDS
	<p>Planned activities play an important role in social group work practice. These planned activities are the programmes which are organised for many processes. These includes attaining improvement in members' own environmental conditions, promoting a sense of achievement, sublimating and canalizing certain impulses, actualizing problems in an on-going social situation and working through or articulating symbolically problems and feelings which members are unable to express verbally. Programme is a concept which, when broadly conceived, includes the entire range of activities, relationship, interaction and</p>			
	<p>SA MSWS-13 Social Work practice with groups.docx (D117055454)</p>			

376/546	SUBMITTED TEXT	28 WORDS	69% MATCHING TEXT	28 WORDS
	<p>programme is a concept which, when broadly conceived, includes the entire range of activities, relationships, interactions experiences individual and group which have been deliberately planned and carried out with</p>			
	<p>SA BSWS-22- ENGLISH 3.4.22.docx (D132411911)</p>			

377/546	SUBMITTED TEXT	14 WORDS	96% MATCHING TEXT	14 WORDS
	<p>Programme is thus a process rather than the periodic culmination of a process. The</p>		<p>Programme is thus a process rather than the periodic culmination of a process. In the</p>	
	<p>W https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/2/PG_M.S.W._Social%20Work_349%20 ...</p>			

378/546	SUBMITTED TEXT	28 WORDS	100% MATCHING TEXT	28 WORDS
<p>any discussion of programme in social group work must take into account such items as content and area, media of expression and methods of conducting it. Programme area or</p>		<p>Any discussion of programme in social group work must take into account such items as content and area, media of expression and methods of conducting it. Programme area or</p>		
<p>W https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/2/PG_M.S.W._Social%20Work_349%20 ...</p>				
379/546	SUBMITTED TEXT	20 WORDS	100% MATCHING TEXT	20 WORDS
<p>content refers to a segment of life experience that has general meaning for the individuals at their specific point of development.</p>		<p>content refers to a segment of life experience that has general meaning for the individuals at their specific point of development.</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				
380/546	SUBMITTED TEXT	14 WORDS	90% MATCHING TEXT	14 WORDS
<p>the programme process is itself segmental. In actual work all these are interrelated and almost indistinguishable.</p>		<p>The programme process is not segmental; in actual work all these are interrelated and almost indistinguishable (</p>		
<p>W https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/2/PG_M.S.W._Social%20Work_349%20 ...</p>				
381/546	SUBMITTED TEXT	14 WORDS	100% MATCHING TEXT	14 WORDS
<p>help of the worker to meet the needs of the individuals and the group.</p>				
<p>SA BSW-22- ENGLISH 3.4.22.docx (D132411911)</p>				
382/546	SUBMITTED TEXT	15 WORDS	100% MATCHING TEXT	15 WORDS
<p>independence and self-determination must arrange its constituent members in such a way that they can</p>		<p>independence and self-determination must arrange its constituent members in such a way that they can</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				
383/546	SUBMITTED TEXT	14 WORDS	100% MATCHING TEXT	14 WORDS
<p>said to be "organized". The form of organization is in itself of minor importance.</p>		<p>said to be "organized." The form of organization is in itself of minor importance</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				
384/546	SUBMITTED TEXT	25 WORDS	57% MATCHING TEXT	25 WORDS
<p>The function of organisation in, however, of major importance. If a group is to develop and carry out its own programme, it must have way of</p>		<p>The form of organization is in itself of minor importanceif a group is to develop and carry out its program, it must have ways of</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				

385/546	SUBMITTED TEXT	39 WORDS	96% MATCHING TEXT	39 WORDS
<p>ways of assigning or delegating responsibility, ways of getting the whole group to participate in the planning, carrying out and evaluation of the activities that make up the programme and ways of handling routine relationships with the agency and other groups.</p>		<p>ways of assigning or delegating responsibility, ways of getting the whole group to participate in the planning, carrying out, and evaluation of the activities that make up the program and ways of handling routine relationships with the agency and other groups." (</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				
386/546	SUBMITTED TEXT	23 WORDS	72% MATCHING TEXT	23 WORDS
<p>worker's job to help groups create the type of functional organization that will make possible the sort of programme the group wishes to conduct (</p>		<p>worker's responsibility is to help the group create a type of functional organization that will make possible the sort of program the group wishes to conduct.</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				
387/546	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
<p>among the members and between the members and the worker</p>		<p>among the members and between the members and the worker</p>		
<p>W https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/2/PG_M.S.W._Social%20Work_349%20 ...</p>				
388/546	SUBMITTED TEXT	57 WORDS	97% MATCHING TEXT	57 WORDS
<p>Factors influencing programme planning All initiatives and efforts of the group in pursuit of fulfilling its goal is considered to be a programme in the social group work context. Though one tends to equate programme with actively, let us be clear that programme is a concept that comprises of not only activities but also emotional aspects such as group bonding, communications</p>		<p>Factors Influencing Programme Planning All initiatives and efforts of the group in pursuit of fulfilling its goal is considered to be a programme in the social group work context. Though one tends to equate programme with activity, let us be clear that programme is a concept that comprises of not only activities but also emotional aspects such as group bonding, communications,</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				
389/546	SUBMITTED TEXT	111 WORDS	88% MATCHING TEXT	111 WORDS
<p>experiences etc. One important aspect is that all these should result out of conscious planning by the group under the guidance of the worker. Programme is thus a process rather than the periodic culmination of a process. In the light of the above, let discuss the factors influencing programme planning("SOCIAL WORK INTERVENTION IN CORRECTIONAL SETTINGS," n.d.): The primary responsibility for programmes in groups' lives with its group members – the group worker is only a facilitator in the entire process. The programmes have to be person-centered, catering to the requirements of its members. The group members, therefore, have to engage themselves to their best possible extent in programme planning, fully understanding that its successful implementation calls for their cooperation and contribution("</p>		<p>experiences etc. One important aspect is that all these should result out of conscious planning by the group under the guidance of the worker. Programme is thus a process rather than the periodic culmination of a process. In the light of the above, let us discuss the factors influencing programme planning: The primary responsibility for programmes in groups lies with its group members – the group worker is only a facilitator in the entire process. The programmes have to be person-centered, catering to the requirements of its members. The group members, therefore, have to engage themselves to their best possible extent in programme planning, fully understanding that its successful implementation calls for their cooperation and contribution.</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/51364/1/Block-5.pdf</p>				

390/546**SUBMITTED TEXT**

246 WORDS

96% MATCHING TEXT

246 WORDS

If a programme has to be person-centered, it has to respond to the wants and welfare of the group members. The group worker has to make the group understand that (i) there is a vast distinction between the wants of the group members and their welfare; (ii) this can be gathered when group members put across their views during programme sessions. However, when group starts spelling out ideas for the programme, the worker needs to carefully evaluate them on the basis of collective interests, fine foundation, feasibility in terms of resources and agency's objectives, feasibility of personal partaking of members and also of group's cooperation. It is of equal importance that the worker consistently taps the wants and welfare of the group from its members. Gathering this vital information is not a onetime affair to be done in the initial stages of the programme, but has to flow at periodic intervals to ensure that the programme is on the right path. The worker has to understand and also convey to the group members that programme planning is an NSOU ? PGSW-III 196 ongoing process – that as the programme evolves in sequence, one could comprehend the group's progress as well. Any discussion of programme in social group work must take into account such times as content and area, media of expression, and methods of conducting it. Programme area or content refers to a segment of life experience that has general meaning for the individuals at their specific point of development. The programme process is not segmental; in actual work all these are interrelated and almost indistinguishable.

If a programme has to be person-centered, it has to respond to the wants and welfare of the group members. The group worker has to make the group understand 29 that (i) there is a vast distinction between the wants of the group members and their welfare (ii) This can be gathered when group members put across their views during programme planning sessions. However, when group starts spelling out ideas for the programme, the worker needs to carefully evaluate them on the basis of collective interests, fine foundation, feasibility in terms of resources and agency's objectives, feasibility of personal partaking of members and also of group's cooperation. It is of equal importance that the worker consistently taps the wants and welfare of the group from its members. Gathering this vital information is not a one time affair to be done in the initial stages of the programme, but has to flow at periodic intervals to ensure that the programme is on the right path. The worker has to understand and also convey to the group members that programme planning is an ongoing process – that as the programme evolves in sequence, one could comprehend the group's progress as well. Any discussion of programme in social group work must take into account such items as content and area, media of expression, and methods of conducting it. Programme area or content refers to a segment of life experience that has general meaning for the individuals at their specific point of development. The programme process is not segmental; in actual work all these are interrelated and almost indistinguishable (

W <https://www.egyankosh.ac.in/bitstream/123456789/51364/1/Block-5.pdf>

391/546**SUBMITTED TEXT**

143 WORDS

99% MATCHING TEXT

143 WORDS

The group worker enables the group to understand their role in programme planning and implementation – that programmes are successful largely due to the members' willingness to share responsibilities. During the planning stages, the group members should clearly assign and accept duties and responsibilities – individually, in pairs or through forming smaller committees within the group. The group worker assists the members in functioning in unity towards executing the programme. Healthy, purposeful and friendly communication among group members is the essence of programme planning and development. The group worker's role here is imperative. He steers the group members to meaningful communication which in turn leads to the group working towards aims that reciprocate with the agency's functioning. Thus communication is a fundamental mode on the road to the group's goals. Thus, the programme planning process is influenced by various factors such as: (i) consistent unearthing of the wants and welfare of members, (ii) identification of the point

The group worker enables the group to understand their role in programme planning and implementation – that programmes are successful largely due to the members' willingness to share responsibilities. During the planning stages, the group members should clearly assign and accept duties and responsibilities – individually, in pairs or through forming smaller committees within the group. The group worker assists the members in functioning in unity towards executing the programme. Healthy, purposeful and friendly communication among group members is the essence of programme planning and development. The group worker's role here is imperative. He steers the group members to meaningful communication which in turn leads to the group working towards aims that reciprocate with the agency's functioning. Thus communication is a fundamental mode on the road to the group's goals. Thus, the programme planning process influenced by various factors such as: (i) consistent unearthing of the wants and welfare of members (ii) identification of the point

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392/546	SUBMITTED TEXT	11 WORDS	95% MATCHING TEXT	11 WORDS
<p>group worker in programme planning: 1. Helping the members plan the programme:</p> <p>SA BSW-22- ENGLISH 3.4.22.docx (D132411911)</p>				
393/546	SUBMITTED TEXT	110 WORDS	96% MATCHING TEXT	110 WORDS
<p>Programme should grow out of the needs and interests of the individuals who compose the group. • Programme should take into account such factors as age of group members, cultural background and economic difference. • Programme should provide individuals with experiences and opportunities which they voluntarily choose to pursue because of their inherent values. • Programme should be flexible and varied to satisfy a variety of needs interests and to afford a maximum number of opportunities for participation. • Programme should evolve from the simple to more complexes with movement coming as a result of group growth in ability and readiness. Movement from initially "personal" to "social" or "community" concerns should be an ultimate objective if our programmes are to have a greater social significance. 10.12</p> <p>Programme should grow out of the needs and interests of the individuals who compose the group ? Programme should take into account such factors as age of group members, cultural background, and economic differences ? Programme should provide individuals with experiences and opportunities which they voluntarily choose to pursue because of their inherent values ? Programme should be flexible and varied to satisfy a variety of needs and interests and to afford a maximum number of opportunities for participation ? Programme should evolve from the simple to the more complex with movement coming as a result of group growth in ability and readiness. Movement from initially "personal" to "social" or "community" concerns should be an ultimate objective if our programmes are to have a greater social significance. 222</p> <p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				
394/546	SUBMITTED TEXT	50 WORDS	86% MATCHING TEXT	50 WORDS
<p>evaluating the services provided by a group, there are two dimensions of evaluation – process evaluation and outcome evaluation. I. Process Evaluation: Process evaluation is an assessment, generally by group members, as to the aspects of the group that were useful or detrimental. Feed back about techniques and incidents that blocked or enhanced</p> <p>evaluating the services provided by a group, there are two dimensions of evaluation—process evaluation and outcome evaluation. Conduct a Process Evaluation of a Group Process Evaluation A process evaluation is an assessment, generally by group members, as to the aspects of the group that were useful or detrimental. Feedback about techniques and incidents that blocked or enhanced</p> <p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				
395/546	SUBMITTED TEXT	19 WORDS	100% MATCHING TEXT	19 WORDS
<p>is of immense value to the group leader. With this information, the leader can hone certain skills, eliminate some materials</p> <p>is of immense value to the group leader. With this information, the leader can hone certain skills, eliminate some materials,</p> <p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				
396/546	SUBMITTED TEXT	13 WORDS	100% MATCHING TEXT	13 WORDS
<p>and give direction for approaches and materials to add. Such feedback can aid confidence.</p> <p>and give direction for approaches and materials to add. Such feedback can aid confidence.</p> <p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				

397/546	SUBMITTED TEXT	38 WORDS	96% MATCHING TEXT	38 WORDS
<p>the programme shall commence, (iii) studying and scrutinizing work responsibilities involved in programme execution, (iv) delegating duties and responsibilities to various members, (v) synchronization of individual efforts and striving for harmony among the group members and programme evaluation. 10.11 Criteria of</p> <p>SA BSW-22- ENGLISH 3.4.22.docx (D132411911)</p>				
398/546	SUBMITTED TEXT	39 WORDS	100% MATCHING TEXT	39 WORDS
<p>Process evaluation can be conducted orally by asking the group members to discuss the aspects, techniques, materials and incidents that were constructive and those that were counterproductive. An advantage of such an oral evaluation is that most members enjoy a verbal discussion.</p> <p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				
399/546	SUBMITTED TEXT	20 WORDS	92% MATCHING TEXT	20 WORDS
<p>Process evaluation can also be accomplished by a brief questionnaire. There key questions follow: 1. Summarize the strengths of this group. 2.</p> <p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				
400/546	SUBMITTED TEXT	29 WORDS	91% MATCHING TEXT	29 WORDS
<p>Another way of evaluating process is by peer review, a form of quality control. Peer review is conducted by having one or more "peers" periodically sit in on a group.</p> <p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				
401/546	SUBMITTED TEXT	37 WORDS	93% MATCHING TEXT	37 WORDS
<p>group. II. Outcome Evaluation: Outcome evaluation involves assessing the extent to which the goals have been accomplished that was formulated when the group began. Specific approaches to measure goal attainment are single-subject design, task achievement scaling and satisfaction questionnaire. Single-Subject Design:</p> <p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				

402/546	SUBMITTED TEXT	39 WORDS	96% MATCHING TEXT	39 WORDS
<p>The first step in single-subject design is to specify the outcome of interest. The selected outcome should reflect the needs of the member and what is realistic to achieve. It also must be an outcome that can be defined specifically and measured.</p>		<p>The first step in single-subject design is to specify the outcome of interest. The selected outcome should reflect the needs of the client and what is realistic to achieve. It also must be an outcome that can be defined specifically and measured.</p>		
<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				
403/546	SUBMITTED TEXT	14 WORDS	100% MATCHING TEXT	14 WORDS
<p>The second step in the design process is to select a suitable measure.</p>		<p>The second step in the design process is to select a suitable measure.</p>		
<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				
404/546	SUBMITTED TEXT	20 WORDS	100% MATCHING TEXT	20 WORDS
<p>client outcomes, including direct observation, self-reports from the client and standardized measures. Standardized measures include tests, questionnaires, rating scales, inventories and checklists.</p>		<p>client outcomes, including direct observation, self-reports from the client, and standardized measures. Standardized measures include tests, questionnaires, rating scales, inventories, and checklists.</p>		
<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				
405/546	SUBMITTED TEXT	53 WORDS	92% MATCHING TEXT	53 WORDS
<p>standardized measures have been developed to measure variables such as self-esteem, level of assertiveness, level of depression, anxiety level, degree of marital satisfaction, burnout, amount of stress, potential for suicide and generalized contentment. The third step is to record baseline data. Baseline involves collecting data for a period of time before implementing the intervention. The objective of</p>		<p>standardized measures have been developed to evaluate variables such as self-esteem, level of assertiveness, level of depression, anxiety level, degree of marital satisfaction, burnout, amount of stress, potential for suicide, and generalized contentment. The third step is to record baseline data. Baseline involves collecting data for a period of time before implementing the intervention. The objective of</p>		
<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				
406/546	SUBMITTED TEXT	14 WORDS	100% MATCHING TEXT	14 WORDS
<p>is to establish the base rate of the outcome measure before intervention occurs. This</p>		<p>is to establish the base rate of the outcome measure before intervention occurs. This</p>		
<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				
407/546	SUBMITTED TEXT	35 WORDS	92% MATCHING TEXT	35 WORDS
<p>rate can then be used to provide a basis of comparison for the occurrence of the target behaviour (behaviour to be changed) before, during and after intervention. The fourth step is to implement intervention and monitor the outcomes.</p>		<p>rate can then be used to provide a basis of comparison for the occurrence of the target behavior (behavior to be changed) before, during, and after intervention. The fourth step is to implement intervention and monitor the outcomes.</p>		
<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				

408/546	SUBMITTED TEXT	31 WORDS	100% MATCHING TEXT	31 WORDS
<p>The sixth step in the process is to infer effectiveness. This step involves demonstrating logically and empirically that the intervention is the only reasonable explanation for the observed change in client outcome.</p>		<p>The sixth step in the process is to infer effectiveness. This step involves demonstrating logically and empirically that the intervention is the only reasonable explanation for the observed change in client outcome.</p>		
<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				
409/546	SUBMITTED TEXT	56 WORDS	100% MATCHING TEXT	56 WORDS
<p>Task Achievement Scaling: The objective of this approach is to gauge the degree to which group members and / or the leader have completed agreed upon intervention tasks. In this approach, the work toward the goals of the members and of the group is broken down into many separate actions or tasks. The tasks are selected by mutual agreement</p>		<p>Task Achievement Scaling. The objective of this approach is to gauge the degree to which group members and/or the leader have completed agreed-upon intervention tasks. In this approach, the work toward the goals of the members and of the group is broken down into many separate actions or tasks. The tasks are selected by mutual agreement</p>		
<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				
410/546	SUBMITTED TEXT	53 WORDS	100% MATCHING TEXT	53 WORDS
<p>the members, and each member is assigned or selects specific tasks to reach his or her goal and the overall goal of the group. Usually, a deadline is set for the completion of each task. Task Achievement Scaling refers to a procedure for rating the degree to which each agreed-upon task has, in fact, been achieved.</p>		<p>the members, and each member is assigned or selects specific tasks to reach his or her goal and the overall goal of the group. Usually, a deadline is set for the completion of each task. Task achievement scaling refers to a procedure for rating the degree to which each agreed-upon task has, in fact, been achieved.</p>		
<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				
411/546	SUBMITTED TEXT	24 WORDS	100% MATCHING TEXT	24 WORDS
<p>Questionnaire: Still another way to assess the outcome of a group is to have group members fill out a questionnaire that measures level of satisfaction.</p>		<p>Questionnaire. Still another way to assess the outcome of a group is to have group members fill out a questionnaire that measures level of satisfaction.</p>		
<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				
412/546	SUBMITTED TEXT	40 WORDS	95% MATCHING TEXT	40 WORDS
<p>Such a questionnaire is a relatively simple and inexpensive way to measure the members' satisfaction level with the group. The questionnaire can be filled out at the last meeting of the group or can be mailed to members sometime after the last meeting.</p>		<p>Such a questionnaire is a relatively simple and inexpensive way to measure the members' satisfaction level with the group. The questionnaire can be filled out at the last meeting of the group or can be mailed to members some time after the last meeting.</p>		
<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				

413/546	SUBMITTED TEXT	49 WORDS	99% MATCHING TEXT	49 WORDS
<p>Exercise I: Your Process Evaluation of a Group. Goal: This exercise is designed to familiarize you with process evaluation. 1. Describe a group that you participated in, which has now ended. 2. Summarize the following: a. Strengths of this group. b. Shortcomings of this group. c. Suggestions for how this group could have been improved.</p>		<p>EXERCISE 14.4 Your Process Evaluation of a Group GOAL: This exercise is designed to familiarize you with a process evaluation. 1. Describe a group that you participated in, which has now ended. 2. Summarize the following: a) Strengths of this group: b) Shortcomings of this group: c) Suggestions for how this group could have been improved:</p>		
<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				

414/546	SUBMITTED TEXT	74 WORDS	92% MATCHING TEXT	74 WORDS
<p>Exercise II: Applying Single-Subject Design to Alleviating one of your Bad Habits Goal: This exercise is designed to assist you in understanding and applying Single- subject design. 1. Identify a bad habit that you have and that you want to reduce in frequency or eliminate entirely. It might be for example, drinking fewer alcoholic beverages or quitting smoking. 2. For alleviating this habit, specify the following: a. Your outcome; b. A suitable measure to determine progress; NSOU ? PGSW-III 203 c. Your baseline</p>		<p>EXERCISE 14.5 Applying Single-Subject Design to Alleviating One of Your Bad Habits GOAL: This exercise is designed to assist you in understanding and applying single-subject design. 1. Identify a bad habit that you have and that you want to reduce in frequency or eliminate entirely. It might be, for example, drinking fewer alcoholic beverages or quitting smoking. 2. For alleviating this habit, specify the following: a) Your desired outcome: b) A suitable measure to determine progress: c) Your baseline</p>		
<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				

415/546	SUBMITTED TEXT	26 WORDS	100% MATCHING TEXT	26 WORDS
<p>d. Implementing intervention and monitoring the outcome; e. Assessing change; f. Inferring effectiveness. 3. Being realistic, after completing this evaluation, do you have a commitment to alleviating your undesired habit?</p>		<p>d) Implementing intervention and monitoring the outcome: e) Assessing change: f) Inferring effectiveness: 3. Being realistic, after completing this evaluation, do you have a commitment to alleviating your undesired habit?</p>		
<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				

416/546	SUBMITTED TEXT	40 WORDS	100% MATCHING TEXT	40 WORDS
<p>Applying a Satisfaction Questionnaire to a group you participated in. Goal: This exercise is designed to assist you in applying a satisfaction questionnaire. 4. Describe a group that you participated in that has now ended. 5. Answer the questions from the Satisfaction Questionnaire.</p>		<p>Applying a Satisfaction Questionnaire to a Group You Participated In GOAL: This exercise is designed to assist you in applying a satisfaction questionnaire. 1. Describe a group that you participated in that has now ended. 2. Answer the questions from the satisfaction questionnaire</p>		
<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				

417/546	SUBMITTED TEXT	48 WORDS	97% MATCHING TEXT	48 WORDS
<p>Group member satisfaction questionnaire: Thank you for taking a few minutes to evaluate your experiences in our group. Your answer to this brief questionnaire will help us to improve future groups. Feel free to offer your comments. To assure anonymity, please do not sign your name. 1. Did you accomplish what</p>		<p>Group Member Satisfaction Questionnaire Thank you for taking a few minutes to evaluate your experiences in our group. Your answers to this brief questionnaire will help us to improve future groups. Feel free to offer your comments. To assure anonymity, please do not sign your name. 1. Did you accomplish what</p>		
<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				

418/546	SUBMITTED TEXT	116 WORDS	86% MATCHING TEXT	116 WORDS
<p>expected when you joined the group? - Yes, completely - Mostly - No real progress - Worse off now than before - Comments _____ 2. Do you feel the group accomplished its goals? - Yes, completely - Mostly - No real progress - The group was an utter failure - Comments _____ 3. How do you feel about the group leader? - Very satisfied - Satisfied NSOU ? PGSW-III 204 - No feelings one way or another - Dissatisfied - Comments _____ 4. How do you feel about the other members in the group? - Satisfied with everyone - Satisfied with some, and dissatisfied with other - No feelings one way or another - Dissatisfied with most of the other members - Dissatisfied with all of the other members - Very dissatisfied with all of the other members - Comments _____</p>		<p>expected when you joined the group? _____ Yes, completely _____ Mostly _____ No real progress _____ Worse off now than before Comments _____ 2. Do you feel the group accomplished its goals? _____ Yes, completely _____ Mostly _____ No real progress _____ The group was an utter failure Comments _____ 3. How do you feel about the group leader? _____ Very satisfied _____ Satisfied _____ No feelings one way or another _____ Dissatisfied _____ Very dissatisfied Comments _____ 4. How do you feel about the other members in the group? _____ Satisfied with everyone _____ Satisfied with some, and dissatisfied with others _____ No feelings one way or another _____ Dissatisfied with most of the other members _____ Dissatisfied with all of the other members _____ Very dissatisfied with all of the other members Comments _____</p>		
<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				

419/546	SUBMITTED TEXT	153 WORDS	74% MATCHING TEXT	153 WORDS
<p>Group Exercise: Exercise A: Evaluating and Ending the Programme. Goal: To bring closure a group. Note: The group worker of the group should lead this exercise. Step 1: The group worker begins by expressing a number of positive thoughts and feelings that she or he has about the group. The group worker may also mention a few memorable experiences. Step 2: The group worker sits in a circle and the worker asks: "Is there anything that anyone wants to express before the programme ends? "Is there any unfinished work that we should deal with?" Step 3: The worker leads a discussion in which the group reflects upon the programme through questions such as: "Do you believe this programme has helped prepare you to lead groups in social work?" "What else might have been done to better prepare you to lead groups?" "What exercises or materials have helped you grow as a person?" "What do you see as the shortcoming of this programme?" "How might this programme be improved?"</p>		<p>Group Exercises Exercise A: Evaluating and Ending the Class GOAL: To bring closure to a group. Note: The instructor of the course should lead this exercise. Step 1. The instructor begins by expressing a number of positive thoughts and feelings that she or he has about the group. The instructor may also mention a few memorable experiences. Step 2. The group sits in a circle and the instructor asks: "Is there anything that anyone wants to express before the class ends? Is there any unfinished business that we should deal with?" Step 3. The instructor leads a discussion in which the group reflects upon the course through questions such as: "Do you believe this course has helped prepare you to lead groups in social work?" "What else might have been done to better prepare you to lead groups?" "What exercises or materials have helped you grow as a person?" "What do you see as the strengths of this course?" "What do you see as the shortcomings of this course?" "How might this course be improved?" (</p>		
<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				

420/546	SUBMITTED TEXT	29 WORDS	100% MATCHING TEXT	29 WORDS
<p>The members express what they will most remember about this course and / or what they feel they have learned. Each member should be given an opportunity to express this.</p>		<p>The members express what they will most remember about this course and/or what they feel they have learned. Each member should be given an opportunity to express this.</p>		
<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				

421/546	SUBMITTED TEXT	117 WORDS	89% MATCHING TEXT	117 WORDS
<p>Each member expresses nonverbally how she or he felt about being in this class at the first session and how she or he now feels about having been in the group. Step 6: The worker asks each member to give an imaginary gift to the person on his or her right. Each person should take a turn so everyone can hear what the gifts are. When giving or receiving the gift the member extend their hands to symbolize the giving or receiving of the gift. Example of such gifts are the time-management key to ending procrastination, a warm sun for a smiling personality, a heart for happier relationships, positive and rational thinking for handling unwanted emotions, and the gift of meditation for reducing stress. Step 7:</p>		<p>Each member expresses nonverbally how she or he felt about being in this class at the first session and how she or he now feels about having been in the class. (This step is optional.) Step 6. The leader asks each member to give an imaginary gift to the person on his or her right. Each person should take a turn so everyone can hear what the gifts are. When giving or receiving the gifts, the members extend their hands to symbolize the giving or receiving of the gifts. Examples of such gifts are the time management key to ending procrastination, a warm sun for a smiling personality, a heart for happier relationships, positive and rational thinking for handling unwanted emotions, and the gift of meditation for reducing stress. (This step</p>		
<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				
422/546	SUBMITTED TEXT	16 WORDS	82% MATCHING TEXT	16 WORDS
<p>by administering a member programme evaluation, by saying some final words, or in some other appropriate way. 10.13</p>		<p>by administering a student course evaluation, by saying some final words, or in some other appropriate way.</p>		
<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				
423/546	SUBMITTED TEXT	18 WORDS	97% MATCHING TEXT	18 WORDS
<p>carried out with the help of the worker to meet the needs of the individuals and the group.</p>		<p>carried out with the help of the group worker to meet the needs of the individuals and the group.</p>		
<p>W https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/2/PG_M.S.W._Social%20Work_349%20...</p>				
424/546	SUBMITTED TEXT	12 WORDS	95% MATCHING TEXT	12 WORDS
<p>Programme is thus a process rather than periodic culmination of a process. 10.15</p>		<p>Programme is thus a process rather than the periodic culmination of a process.</p>		
<p>W https://mis.alagappauniversity.ac.in/siteAdmin/dde-admin/uploads/2/PG_M.S.W._Social%20Work_349%20...</p>				
425/546	SUBMITTED TEXT	10 WORDS	100% MATCHING TEXT	10 WORDS
<p>Rengasamy, S. (n.d.). Social Group Work. Webnode Error Page. https://files.drdeen.</p>				
<p>SA Unit 5 Theoretical approaches and models[13489] new.docx (D122078244)</p>				
426/546	SUBMITTED TEXT	22 WORDS	47% MATCHING TEXT	22 WORDS
<p>Group work in Institutional Settings 11.2.1 Group Work with Families 11.2.2 Group Work and Child Welfare 11.2.3 Group Work in Residential Homes 11.2.4 Group Work</p>		<p>GROUP WORK IN INSTITUTIONAL SETTINGS Contents 4.0 Objectives 4.1 Introduction 4.2 Group Work and Child Welfare 4.3 Group Work and Geriatric Care 4.4 Group Work in Psychiatric Setting 4.5 Group Work</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/51364/1/Block-5.pdf</p>				

427/546	SUBMITTED TEXT	15 WORDS	89% MATCHING TEXT	15 WORDS
<p>Group Work and Geriatric Care 11.2.6 Group Work in Psychiatric Clinic 11.2.7 Group Work in Hospitals 11.2.8</p> <p>W https://www.egyankosh.ac.in/bitstream/123456789/51364/1/Block-5.pdf</p>		<p>Group Work and Geriatric Care 4.4 Group Work in Psychiatric Setting 4.5 Group Work in Hospitals 4.6</p>		
428/546	SUBMITTED TEXT	8 WORDS	92% MATCHING TEXT	8 WORDS
<p>Group Work Practice. IGNOU - The People's University. https://www.ignou.ac.in/upload/bswe-02-block1-unit-9-small%20size.pdf</p> <p>SA Unit 8 Skills and techniques[13492] new.docx (D122077761)</p>				
429/546	SUBMITTED TEXT	19 WORDS	100% MATCHING TEXT	19 WORDS
<p>Objectives After reading the unit you should be able to : • Know the role of group work in different institutional</p> <p>W https://www.egyankosh.ac.in/bitstream/123456789/51364/1/Block-5.pdf</p>		<p>OBJECTIVES After reading the unit you should be able to: ? know the role of group work in different institutional</p>		
430/546	SUBMITTED TEXT	58 WORDS	53% MATCHING TEXT	58 WORDS
<p>To understand the uses of group work in educational settings; • To know the role of groups in community settings. NSOU ? PGSW-III 210 11.1 Introduction Group work is used in numerous institutions – hospitals, childwelfare institu- tions, alcoholic and drug rehabilitation agencies, old age agencies etc. Group work, if effectively used can alleviate the problems and reduce its psychosocial effects. Educational institutions</p> <p>W https://www.egyankosh.ac.in/bitstream/123456789/51364/1/Block-5.pdf</p>		<p>to: ? know the role of group work in different institutional settings; and ? know the principles how group work in these settings can be made INTRODUCTION Group work is used in numerous institutions- hospitals, child welfare institutions, alcoholic and drug rehabilitation agencies, old age agencies, family counselling agencies and industries. Group work, if effectively used can alleviate the problems and reduce its psychosocial effects. Every institution</p>		
431/546	SUBMITTED TEXT	10 WORDS	100% MATCHING TEXT	10 WORDS
<p>A variety of activities can be done with the group.</p> <p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>		<p>A variety of activities can be done with the group.</p>		
432/546	SUBMITTED TEXT	19 WORDS	92% MATCHING TEXT	19 WORDS
<p>Present day educators see to provide holistic education to the student, not just improve his memory and his retention powers.</p> <p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>		<p>Present day educators seek to provide holistic education to the student, not just improve his memory and his retention powers.</p>		
433/546	SUBMITTED TEXT	21 WORDS	100% MATCHING TEXT	21 WORDS
<p>Group Work seen in this context is an apt method to bring about this transformation in the student. 11.2 Group work in</p> <p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>		<p>Group work seen in this context is an apt method to bring about this transformation in the student. Group Work in</p>		

434/546	SUBMITTED TEXT	17 WORDS	94% MATCHING TEXT	17 WORDS
<p>Work with Families A family is one category out of a number of categories of small groups.</p> <p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>		<p>Work with Families* Learning Objectives A family is one category out of a number of categories of small groups.</p>		
435/546	SUBMITTED TEXT	136 WORDS	93% MATCHING TEXT	136 WORDS
<p>The focus of group work services is often the family, an interacting, interdependent system. The problems faced by people are usually influenced by the dynamics within the family and dynamics within the family are in turn, influenced by the wider social and cultural environment. Because a family is an interacting system, change in any member will affect all others. Tensions between a husband and wife, for example, will be felt by their children who may then respond with disturbed behaviour. Treating the children's behaviour alone will not get to the root of the family problem. Another reason for the focus on the family rather than the individual is that other family members are often needed in the treatment process. They can help identify family patterns. In addition, the whole family, once members perceive the relation- ships among their various behaviours can form a powerful team in</p> <p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>		<p>The focus of social work services is often the family, an interacting, interdependent system. The problems faced by people are usually influenced by the dynamics within the family, and dynamics within the family are, in turn, influenced by the wider social and cultural environment. Because a family is an interacting system, change in any member will affect all others. Tensions between a husband and wife, for example, will be felt by their children, who may then respond with disturbed behavior. Treating the children's behavior alone will not get to the root of the family problem.¹ Another reason for the focus on the family rather than the individual is that other family members are often needed in the treatment process. They can help identify family patterns. In addition, the whole family, once members perceive the relationships among their various behaviors, can form a powerful team in</p>		
436/546	SUBMITTED TEXT	41 WORDS	88% MATCHING TEXT	41 WORDS
<p>healthier patterns. For example, family members can pressure their alcoholic mother to acknowledge her problem. They may provide important emotional support for her efforts to stop drinking. They may also need counselling themselves to assist in coping with them when she is drinking.</p> <p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>		<p>healthier patterns. For example, family members can pressure their alcoholic mother to acknowledge her problem. They may provide important emotional support for her efforts to stop drinking. They may also need counseling themselves (or support from a self-help group) to assist in coping with them when she is drinking.</p>		
437/546	SUBMITTED TEXT	19 WORDS	55% MATCHING TEXT	19 WORDS
<p>Group Work in Educational Settings 11.4 Group Work with Youths 11.5 Group Work with Women 11.6 Group Work in Community Settings 11.6.1</p> <p>SA Social Work with Indiv and Groups Block 2.pdf (D164882173)</p>				
438/546	SUBMITTED TEXT	16 WORDS	96% MATCHING TEXT	16 WORDS
<p>Family problems and the nature of social work: An infinite number of problems occur in families.</p> <p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>		<p>FAMILY PROBLEMS AND THE NATURE OF SOCIAL WORK An infinite number of problems may occur in families.</p>		

439/546	SUBMITTED TEXT	254 WORDS	91% MATCHING TEXT	254 WORDS
	<p>When problems arise in a family, social services are often needed. The types and forms of services that group workers provide to trouble families are extremely varied. We can group them into two major categories: in-home services and out-of-home services. In-home services are preventive. Although not all are offered literally within the home itself, they are specifically designed to help families stay together. They include financial aid; protective services (services to safeguard children or frail older adults from abuse and neglect); family preservation services (intensive crises intervention within the home setting where children are so seriously at risk that removal to foster care would otherwise be required); family therapy (intensive counselling to improve family relationships); day care (Caretaking services for children or older adults to provide respite for caregivers who might otherwise be overwhelmed or to permit them to work outside the home); home-maker services; and family life education (classes, often offered at traditional family service agencies, that cover such topics as child development, parenting skills, communication issues etc.). Obviously, not all of these services can be provided by group workers, but workers must know where to find them and how to help the family obtain them when needed. Out-of-home services, on the other hand, are those services that must be operationalized when the family can no longer remain intact. They are a manifesta- tion that sometimes has gone seriously wrong, since the breakup of any family amounts to a tragedy that will have ramifications beyond family boundaries. While family members usually received the blame, the larger system (social environment and the level of support it provides to troubled families) may be called into question. Out-of-home</p>		<p>When problems arise in a family, social services are often needed. The types and forms of services that social workers provide to troubled families are extremely varied. We can group them into two major categories: in-home services and out-of-home services. In-home services are preventive. Although not all are offered literally within the home itself, they are specifically designed to help families stay together. They include financial aid; protective services (services to safeguard children or frail older adults from abuse and neglect); family preservation services (intensive crises intervention within the home setting where children are so seriously at risk that removal to foster care would otherwise be required); family therapy (intensive counseling to improve family relationships); day care (caretaking services for children or older adults to provide respite for caregivers who might otherwise be overwhelmed or to permit them to work outside the home); homemaker services (for the same purpose); and family life education (classes, often offered at traditional family service agencies, that cover such topics as child development, parenting skills, communication issues, etc.). Obviously, not all of these services can be provided by social workers, but workers must know where to find them and how to help the family obtain them when needed.4 Out-of-home services, on the other hand, are those services that must be operationalized when the family can no longer remain intact. They are a manifestation that something has gone seriously wrong, as the breakup of any family amounts to a tragedy that will have ramifications beyond family boundaries. Although family members usually receive the blame, the larger system (social environment, and the level of support it provides to troubled families) may be called into question. Out-of-home</p>	
	<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>			

440/546	SUBMITTED TEXT	42 WORDS	96% MATCHING TEXT	42 WORDS
	<p>services include foster care, adoption, group homes, institutional care (for example, residential treatment centres), and the judicial system (which provides a different kind of institutional care, prison or jail for family members who have run into difficulty with the law). To perform these services,</p>		<p>services include foster care, adoption, group homes, institutional care (for example, residential treatment centers), and the judicial system (which provides a different kind of institutional care, prison or jail, for family members who have run into difficulty with the law). To perform these services,</p>	
	<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>			

441/546	SUBMITTED TEXT	13 WORDS	100% MATCHING TEXT	13 WORDS
	<p>workers engage in a variety of roles (for example, broker, educator, advocate, supporter,</p>		<p>workers engage in a variety of roles (for example, broker, educator, advocate, supporter,</p>	
	<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>			

442/546	SUBMITTED TEXT	33 WORDS	75% MATCHING TEXT	33 WORDS
<p>and mediator). Family Assessment: The two areas in family social work practice that have received the most attention are family assessment and family therapy. NSOU ? PGSW-III 212 There are a variety of ways to assess</p>		<p>and Genograms FAMILY ASSESSMENT The two areas in family social work practice that have received the most attention are family assessment and family therapy. In section we on family assessment. There are a variety of ways to assess</p>		
<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				
443/546	SUBMITTED TEXT	136 WORDS	91% MATCHING TEXT	136 WORDS
<p>to assess families conducting a social history of a family and its members is a widely need approach. With regard to family assessment, however, two techniques have received considerable discussion in record years: eco-maps and genograms. The Eco-Map: The eco-map is a paper-and-pencil assessment tool used to assess specific troubles and plan interventions for clients. The eco-maps, a drawing of the client family in its social environment, is usually drown jointly by the worker and the client. It helps both parties achieve a holistic or ecological view of the client's family life and the nature of the family's relationships with groups, associations, organisations and other families and individuals. The eco-map has been used in a variety of situations including marriage and family counselling and adoption and foster-care home studies. It has also been used to supplement traditional social histories and case records. The eco-map is a shorthand method</p>		<p>to assess families. Conducting a social history of a family and its members is a widely used approach. With regard to family assessment, however, two techniques have received considerable discussion in recent years: ecomaps and genograms. The Eco-Map The eco-map (Figure 9.1) is a paper-and-pencil assessment tool used to assess specific troubles and plan interventions for clients. The eco-map, a drawing of the client family in its social environment, is usually drawn jointly by the social worker and the client. It helps both parties achieve a holistic or ecological view of the client's family life and the nature of the family's relationships with groups, associations, organizations, and other families and individuals. The eco-map has been used in a variety of situations, including marriage and family counseling, and adoption and foster-care home studies. It has also been used to supplement traditional social histories and case records. The eco-map is a shorthand method</p>		
<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				
444/546	SUBMITTED TEXT	35 WORDS	88% MATCHING TEXT	35 WORDS
<p>recording basic special information. The technique helps clients and workers gain insight into the client's problems by providing a "snapshot view" of important interactions at a particular point in time. Ann Hartman is the primary developer of</p>		<p>recording basic social information. The technique helps clients and workers gain insight into the clients' problems by providing a "snapshot view" of important interactions at a particular point in time. Ann Hartman is the primary developer of</p>		
<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				
445/546	SUBMITTED TEXT	42 WORDS	93% MATCHING TEXT	42 WORDS
<p>the tool. The Genogram: The genogram is a graphic way of investigating the origin of a client's or client family's presenting problem by diagramming the family over at least three generations. The client and worker usually jointly construct the family genogram, which is essentially a</p>		<p>the dynamics. The Genogram The genogram is a graphic way of investigating the origins of a client's or client family's presenting problem by diagramming the family over at least three generations. The client and worker usually jointly construct the family genogram, which is essentially a</p>		
<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				

446/546	SUBMITTED TEXT	49 WORDS	94% MATCHING TEXT	49 WORDS
<p>family tree. Bowen is the primary developer of this technique. The genogram helps the worker and family members examine problematic emotional and behavioural patterns in an intergenerational context. Patterns tend to repeat themselves, what happens in one generation often occurs in the next. Genograms help family members identify and understand family relationship patterns.</p>		<p>family tree. Bowen is the primary developer of this technique.⁶ The genogram helps the worker and family members examine problematic emotional and behavioral patterns in an intergenerational context. Patterns tend to repeat themselves; what happens in one generation often occurs in the next. Genograms help family members identify and understand family relationship patterns.</p>		
<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				
447/546	SUBMITTED TEXT	16 WORDS	100% MATCHING TEXT	16 WORDS
<p>Family Therapy: One of the many social services provided to families is family therapy (also called family</p>		<p>FAMILY THERAPY One of the many social services provided to families is family therapy (also called family</p>		
<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				
448/546	SUBMITTED TEXT	36 WORDS	92% MATCHING TEXT	36 WORDS
<p>is a subset of the boarder classification of group therapy that is aimed at helping families with whatever interactional, behavioural and emotional problems arise in the course of everyday living. Problems include marital conflicts, parent-child interactional problems and</p>		<p>is a subset of the broader classification of group therapy that is aimed at helping families with whatever interactional, behavioral, and emotional problems arise in the course of everyday living. Problems include marital conflicts, parent-child interactional problems, and</p>		
<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				
449/546	SUBMITTED TEXT	45 WORDS	81% MATCHING TEXT	45 WORDS
<p>conflicts with guard-parents or other relatives. A wide variety of problems are dealt within family therapy: domestic violence, communication problems, disagreements between family members on drug use and abuse, school performance, money management, sexual values and behaviour, performance of domestic tasks and methods of disciplining the children. 11.2.2</p>		<p>conflicts with grandparents or other relatives. A wide variety of problems are dealt with in family therapy: domestic violence, communication problems, disagreements between family members on drug use and abuse, curfew hours, school performance, money management, sexual values and behavior, performance of domestic tasks, and methods of disciplining the children.</p>		
<p>W https://vdoc.pub/documents/social-work-with-groups-a-comprehensive-worktext-48n28pk2uda0</p>				
450/546	SUBMITTED TEXT	21 WORDS	85% MATCHING TEXT	21 WORDS
<p>Training them in alternate behaviour patterns. Many children are from dysfunctional families and lack appropriate role models in the family. 2.</p>		<p>Training them in alternate behaviour patterns. Many children are from dysfunctional families and lack appropriate role models in the family.</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/51364/1/Block-5.pdf</p>				
451/546	SUBMITTED TEXT	17 WORDS	82% MATCHING TEXT	17 WORDS
<p>Treatment for symptoms related to anxiety, depression, post traumatic stress disorder, substance abuse and poor interpersonal relations. 4.</p>		<p>Treatment for symptoms related to anxiety, depression, posttraumatic stress disorder, substance abuse and poor interpersonal relations.</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				

452/546	SUBMITTED TEXT	25 WORDS	100% MATCHING TEXT	25 WORDS
<p>Training in personality development especially building self-confidence and self-esteem, public speaking and ability to face personal interviews. 5. Recreational activities in their free time-play groups etc (</p>		<p>Training in personality development especially building self-confidence and self-esteem, public speaking and ability to face personal interviews. 5) Recreational activities in their free time-play groups etc.</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				
453/546	SUBMITTED TEXT	13 WORDS	95% MATCHING TEXT	13 WORDS
<p>It sought to contribute to the beginning of the treatment process. 4. It</p>		<p>It sought to contribute to the beginning of the treatment process Again it</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				
454/546	SUBMITTED TEXT	46 WORDS	93% MATCHING TEXT	46 WORDS
<p>street children. Street children many of whom come to their open shelter – shelter for street children are without any compulsions or rules and regulations. Children are free to come and leave the shelter whenever they please. The shelter provides them facilitates to sleep, to take both and watch television.</p>		<p>street children. Street children many of whom come to their open shelter- shelter for street children are without any compulsions or rules and regulations. Children are free to come and leave the shelter whenever they please. The shelter provides them facilities to sleep, to take bath and watch television.</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				
455/546	SUBMITTED TEXT	14 WORDS	90% MATCHING TEXT	14 WORDS
<p>To provide help in dealing with personal problems. • To provide informal education. • To provide emotional support.</p>				
<p>SA BSW-22- ENGLISH 3.4.22.docx (D132411911)</p>				
456/546	SUBMITTED TEXT	136 WORDS	94% MATCHING TEXT	136 WORDS
<p>Group Work with parents of mentally challenged children NGOs work with spastics children organizes support group for the parents of the children of mentally challenged. The parents of these children need treatment as much as the children do. Newly enrolled parents are encouraged to join existing groups. These groups are meant for sharing and learning session. Parents are often denial about the condition of their children. They cannot see why this should happen to them and their children. Parents are depressed and anxious about the future of the children. They do not know how to react when their children are unable perform the actions that other children are able to do. Answers to most of the problems are found in the group – shared knowledge and from the experiences of other parents. The group facilitates the process of universalization of experience and the installation of hope (</p>		<p>Group work with parents of mentally challenged children An NGO work with Spastics children organizes support group for the parents of the children of mentally challenged. A staff member of the agency says that the parents of these children need treatment as much as the children do. Newly enrolled parents are encouraged to join existing groups. These groups are meant for sharing and learning session. Parents are often in the state of denial about the condition of their children. They cannot see why this should happen to them and their children. Parents are depressed and anxious about the future of the children. They do not know how to react when their children are unable perform the actions that other children are able to do. Answers to most of the problems are found in the group-shared knowledge and from the experiences of other parents. The group facilitates the process of universalization of experience and the installation of hope.</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				

457/546	SUBMITTED TEXT	15 WORDS	100% MATCHING TEXT	15 WORDS
<p>What are the group work objectives in Child Welfare agencies? 11.2.5 Group Work and Geriatric Care</p>		<p>What are the group work objectives in child welfare agencies? 4.3 GROUP WORK AND GERIATRIC CARE</p>		
<p>W https://www.egyankosh.ac.in/bitstream/123456789/51364/1/Block-5.pdf</p>				

458/546	SUBMITTED TEXT	67 WORDS	73% MATCHING TEXT	67 WORDS
<p>persons suffer from a number of mental and physical ailments. More importantly, their social situation and their somatic condition affect their physical condition. They need special care and attention. The major characteristics of elderly people are(Varghese, n.d.) – 1. Intense loneliness and social isolation, poverty, feeling of rejection, struggle to find meaning in life, dependency, feeling of uselessness, hopelessness and despair, fear of death and dying, grief over other people’s death. 2.</p>		<p>persons suffer from a number of mental and physical ailments. More importantly, their social situation and their somatic condition affect their physical condition. They need special care and attention. According to Corey and Corey(1982;348) some of the major characteristics of the old aged are1) Intense loneliness and social isolation; loss; poverty; feeling of rejection; struggle to find meaning in life; dependency; feeling of uselessness, hopelessness and despair; fear of death and dying; grief over other people’s death 2)</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				

459/546	SUBMITTED TEXT	52 WORDS	98% MATCHING TEXT	52 WORDS
<p>Work in Psychiatric Setting Group Work is an important component in the treatment and care of mentally ill people. It is being increasingly used in mental health setting in India. The incidence of mental illness is high in India. A trend in the care of mentally ill which is influencing the practice of group work</p>		<p>Work in Psychiatric Setting Group work is an important component in the treatment and care of mentally ill people. It is being increasingly used in mental health setting in India and abroad. The incidence of mental illness is high in India.A trend in the care of mentally ill which is influencing the practice of group work</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				

460/546	SUBMITTED TEXT	23 WORDS	100% MATCHING TEXT	23 WORDS
<p>institutionalization increasing numbers of mentally ill people were being taken care in the families and in their homes rather than being confined to the hospital(</p>		<p>institutionalization- increasing numbers of mentally ill people were being taken care in the families and in their homes rather than being confined to the hospital. (</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				

461/546	SUBMITTED TEXT	100 WORDS	84% MATCHING TEXT	100 WORDS
	to socialize including forming satisfying social relations, establishing an awareness of others, learning and re-learning social skills. 2. to offer ego supports and develop ego strengths as well as broadening interest and scope of activities, building self confidence, self-esteem, self-worth, achieving tangible things, acceptance. 3. to test and see cause-and-effect relationship. 4. to increase responsibility, develop good judgements and self control and handle group living problems. 5. to influence one another in a positive way, develop better morale and challenge group hostility. NSOU ? PGSW-III 217 6. to adjust to a new mode of living and interrupt the deterioration process and counteract the regression of institutional living. 7. to		to socialize including forming satisfying social relations, establishing an awareness of others, learning and relearning social skills 2) to offer ego supports and develop ego strengths as well as broadening interest and scope of activities, building self confidence, self esteem, self worth, achieving tangible things, acceptance.. 3) to test and see cause-and-effect relationship Group Work in Institutional Settings 44 Social Group Work II 4) to increase responsibility, develop good judgments and self control and handle group living problems 5) to influence one another in a positive way, develop better morale , and challenge group hostility 6) to and exert control over one's to adjust to a new mode of living and interrupt the deterioration process and counteract the regression of institutional living 8) to	
	W	https://www.egyankosh.ac.in/bitstream/123456789/51364/1/Block-5.pdf		
462/546	SUBMITTED TEXT	25 WORDS	94% MATCHING TEXT	25 WORDS
	sessions with the mentally ill should be highly structured, meaning that the group worker should take control of sessions by planning the activity well. 2. Each group		sessions with the mentally ill should be highly structured, meaning that the group worker should take control of sessions by planning the activity well. Group	
	W	https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html		
463/546	SUBMITTED TEXT	20 WORDS	100% MATCHING TEXT	20 WORDS
	session should be a rewarding one in the sense that the members should derive some pleasure and enjoyment from it. 3.		session should be a rewarding one in the sense that the members should derive some pleasure and enjoyment from it.	
	W	https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html		
464/546	SUBMITTED TEXT	23 WORDS	93% MATCHING TEXT	23 WORDS
	The group workers should also be careful that anxiety producing events and actions should be avoided and be prepared to deal with them. 11.2.7		The group worker should also be careful that anxiety producing events and actions should be avoided and be prepared to deal with them.	
	W	https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html		
465/546	SUBMITTED TEXT	27 WORDS	98% MATCHING TEXT	27 WORDS
	Group Work in Hospitals Hospitals are important settings for social work practice. Psychological factors and physical health are related. Adverse negative factors can worsen the health conditions of the patients.		Group Work in Hospitals Hospitals are important settings for social work practice. Psychological factors and physical health are related. Adverse psychological negative factors can worsen the health conditions of the patients.	
	W	https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html		

466/546	SUBMITTED TEXT	24 WORDS	94% MATCHING TEXT	24 WORDS
<p>Another important factor is the growing importance of multidisciplinary teams which will address the various dimensions of the illness and its effect of the patient.</p> <p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>		<p>Another important factor is the growing importance of multidisciplinary teams which will address the various dimensions of the illnesses and its effect of the patient.</p>		
467/546	SUBMITTED TEXT	26 WORDS	69% MATCHING TEXT	26 WORDS
<p>To provide recreational activities • To meet emotional needs of children • To develop life skills to strengthen capacities to avoid exploitation and abuse • To provide livelihood and shelter • To provide</p> <p>SA BSW-22- ENGLISH 3.4.22.docx (D132411911)</p>		<p>To provide recreational activities • To meet emotional needs of children • To develop life skills to strengthen capacities to avoid exploitation and abuse • To provide livelihood and shelter • To provide</p>		
468/546	SUBMITTED TEXT	13 WORDS	100% MATCHING TEXT	13 WORDS
<p>Support Groups: These groups provide the necessary social and emotional support to the</p> <p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>		<p>Support groups- These groups provide the necessary social and emotional support to the</p>		
469/546	SUBMITTED TEXT	106 WORDS	86% MATCHING TEXT	106 WORDS
<p>treatment programme 3. Training groups: Training groups focus on teaching new social skills to the patients which would help them after they are discharged from the hospitals. Practice principles inhealth settings(Varghese, n.d.): Firstly, Group work in health setting needs to understand that patients suffer from pain and fatigue due to illness and often due to their treatment. She should therefore encourage patients to attend the meetings but not use excessive pressure. Secondly, the group workers should be flexible in her approach to group. The treatment cycle may vary with person to person and therefore the time period of attending the group sessions cannot be specified. Thirdly, individualization of client's is another important aspect, as</p> <p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>		<p>treatment phase. 3) Training groups- Training groups focus on teaching new social skills to the patients which would help them after they are discharged from the hospitals. Practice principles health settings Daste and Ross (in Grief and Ross;2005) make following suggestions: Group work in health setting needs to understand that patients suffer from pain and fatigue due to illness and often due to their treatment. She should therefore encourage patients to attend the meetings but not use excessive pressure. Secondly, the group worker should be flexible in her approach to group. The treatment cycle may vary with person to person and therefore the time period of attending the group sessions cannot be specified. Thirdly, individualization of clients is another important aspect, as</p>		
470/546	SUBMITTED TEXT	64 WORDS	80% MATCHING TEXT	64 WORDS
<p>will differ in terms of stages of disease, social support available in family, community and work place and the psychological condition. Fear of death, fear of disease recurrence, problems related to treatment (pain, changes in appearance, fatigue), changes in relationship and economic issues (income, future job prospects, costs of treatment) are important concerns that group workers must address. Exercise-II (1)What are the goals of group work in psychiatric settings? 11.2.8</p> <p>W https://www.egyankosh.ac.in/bitstream/123456789/51364/1/Block-5.pdf</p>		<p>will differ in terms of stages of disease, social support available in family, community and and the psychological condition. Fear of death, fear of disease recurrence, problems related to treatment (pain, changes in appearances, fatigue), changes in relationship and economic issues (income, future job prospects, costs of treatment,) are important concerns that group worker must address. Check Progress II Note: Use the space provided for your answer. 1) What are some of the goals of group work in psychiatric settings</p>		

471/546	SUBMITTED TEXT	80 WORDS	89% MATCHING TEXT	80 WORDS
<p>therefore is an important method of work in health care settings. Thirdly, group work is seen as humanizing the bureaucratic system and giving holistic care for the clients. Lastly, group work is effective in disseminating information to the clients. Following groups are used in the hospitals(Varghese, n.d.): 1. Educational Groups: Educational groups disseminate information about the disease and its effects on the patients. They educate the person about the causes of diseases, its effects on the body, its pattern of progression and its debilitating effects. 2.</p>				
<p>SA BSW-22- ENGLISH 3.4.22.docx (D132411911)</p>				

472/546	SUBMITTED TEXT	102 WORDS	66% MATCHING TEXT	102 WORDS
<p>aware of the fact that child is facing stresses in school. Even if they do, they are not proficient in dealing with the problem. The sources of stresses may vary from scholastic difficulties to the problem of maintaining relationship. The organisational dynamics of schools also makes and impact on the social and academic adjustment of children. School polices such as rules for conduct and manner of the rule enforce- ment, number of teachers, their training and educational status, etc., all of these can be potential sources of stresses. Presence of parents and teachers for achieving high standard of academic performance and social behaviour, are the most common sources of</p>				
<p>SA MSWS-13 Social Work practice with groups.docx (D117055454)</p>				

473/546	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
<p>that can be used in the schools are – 1) Educational Groups: that can be used in the schools are1) Educational groups</p>				
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				

474/546	SUBMITTED TEXT	60 WORDS	90% MATCHING TEXT	60 WORDS
<p>educational objectives. Educational groups will enable the students in learning about subjects that are not part of the curricu- lum. The areas of education can be life skill education, HIV/AIDS, public speaking etc. Value education can be taught through stories and parables. Songs that motivate the members can be sung. Competitions like essay writing, handwriting and spelling can be organised. 2) Recreational Groups: Recreational groups</p>				
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				

475/546	SUBMITTED TEXT	15 WORDS	70% MATCHING TEXT	15 WORDS
<p>Group experiences if carefully chosen will help growth in their person- ality. 3) Personality Developed Groups: Group experiences if carefully chosen will help growth in their personality. 3) Personality development groups</p>				
<p>W https://egyankosh.ac.in/bitstream/123456789/52012/1/MSW-008.pdf</p>				

476/546	SUBMITTED TEXT	26 WORDS	78% MATCHING TEXT	26 WORDS
<p>Personality development groups seek to de-velop self-confidence and self-esteem. Skills to face interviews, public speaking and grooming habits can be improved in groups. 4) Support Groups:</p>		<p>Personality development groups seek to develop self-confidence and self esteem. Skills to face interviews, public speaking and grooming habits can be improved in groups. 4) Treatment groups</p>		
<p>W https://egyankosh.ac.in/bitstream/123456789/52012/1/MSW-008.pdf</p>				

477/546	SUBMITTED TEXT	181 WORDS	95% MATCHING TEXT	181 WORDS
<p>The group sessions are so designed that the dysfunctional students' needs are addressed his / her problem is described, the student's view point is brought to the open and perceptions of the other members are discussed. Support from the other members for the dysfunctional student is encouraged. The interaction between the members and the dysfunctional student is expected to bring about change in the behaviour of the student. NSOU ? PGSW-III 222 2. Classroom Groups: Classroom groups are used when it is found that it is not individuals or group of students that are dysfunctional but the entire class is dysfunctional. Therefore the whole class should be taken as a group and needs to be treated. The causes for these problems can uneasiness with teachers, over scapegoating, over identification with the students who are victimized, conflicts between groups within class and inability to perform as per expectations. The cause of the problem may lie in a few students or the whole class. The group worker uses the whole class as group and address the problem by using group discussions and role plays. 3. Splinter Groups: These groups consist of problematic children who cannot be separated and treated.</p>		<p>The group sessions are so designed that the dysfunctional students' needs are addressed- his/her problem is described, the student's view point is brought to the open and perception of the other members are discussed. Support from the other members for the dysfunctional student is encouraged. The interaction between the members and the dysfunctional student is expected to bring about change in the behaviour of the student. 2) Classroom groups- Classroom groups are used when it is found that it is not individuals or group of students that are dysfunctional but the entire class is dysfunctional. Therefore the whole class should be taken as a group and needs to be treated. The causes for these problems can uneasiness with teachers, guilt over scapegoating, over identification with the students who are victimized, conflicts between groups within class and inability to perform as per expectations. The cause of the problem may lie in a few students or the whole class. The group worker uses the whole class as group and address the problem by using group discussions and role plays. 310 Social Group Work: Working with Groups 3) Splinter groups These groups consist of problematic children who cannot be separated and treated.</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				

478/546	SUBMITTED TEXT	215 WORDS	94% MATCHING TEXT	215 WORDS
<p>In this group the dysfunctional members are identified and his identity revealed. He chooses from the class a smaller group consisting of a few members. The group worker then describes the problem to the group and its effect on the affected student. Certain activities are chosen which will attract the larger student body to the smaller group and interact with it. If successful the smaller group status improves and so does the status of the dysfunctional student. 4. Telescopic Groups: Telescopic groups are groups which meet five or six times in a short period of time. A current problem is taken up as a major issue. For example absenteeism and group formed by members who are found to be excessively absent. The members are made aware of the reason for being part of the group. A plan is made for a group which includes activities which are gratifying and ego supportive. 5. Socio educational groups: These groups involve the other stakeholders like the parents and staff members to improve the school functioning. For example – suitable parents are depending on their need, aptitude and interest are taken as members of the group. They are informed that the purpose of the groups is to improve their performance as the parents. Sessions are planned which will provide them with new skills and knowledge. Films, lectures, role plays and members presentations are the best means.</p>		<p>In this group the dysfunctional members are identified and his identity revealed. He chooses from the class a smaller group consisting of a few members. The group worker then describes the problem to the group and its affects on the affected student. Certain activities are chosen which will attract the larger student body to the smaller group and interact with it. If successful the smaller group status improves and so does the status of the dysfunctional student. 4) Telescopic groups are groups which meet five or six times in a short period of time. A current problem is taken up as a major issue. For example absenteeism, and group formed by members who are found to be excessively absent. The members are made aware of the reason for being part of the group. A plan is made for a group which includes activities which are gratifying and ego supportive. 5) Socio educational groups These group involve the other stakeholders like the parents and staff members to improve the school functioning. For example ,suitable parents are depending on their need, aptitude and interest are taken as members of the group. They are informed that the purpose of the groups is to improve their performance as the parents. Sessions are planned which will provide them with new skills and knowledge. Films, lectures, role plays and member presentations are the best means.</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				
479/546	SUBMITTED TEXT	16 WORDS	100% MATCHING TEXT	16 WORDS
<p>Confidentiality is very important as children are not often able to keep personal information to themselves.</p>		<p>Confidentiality is very important as children are not often able to keep personal information to themselves.</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				
480/546	SUBMITTED TEXT	43 WORDS	93% MATCHING TEXT	43 WORDS
<p>Avoid using sides. Students may blame teacher or parent for some of the difficulties they face. It is important that the group worker describes the problems rather than point fingers at others. 3. Explain the purpose of the group and its goal to the members. 4.</p>		<p>Avoid using sides. Students may blame teacher or parent for some of the difficulties they face. It is important that the group works describes the problems rather than point fingers at others. 3) Explain the purpose of the group and its goals to the members.</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				
481/546	SUBMITTED TEXT	37 WORDS	76% MATCHING TEXT	37 WORDS
<p>Listen to the opinion of the members even though group worker may disagree with it. 5. Choose those activities and games which will be useful and enjoyable for the members. 6. Prepare for termination as students may become attached</p>		<p>Listen to the opinion of the members even though you may disagree with it. 3)2 Social Group Work: Working with Groups 5) Choose those activities and games which will be useful and enjoyable for the members. 6) Prepare for termination as students may become attached</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				

482/546	SUBMITTED TEXT	17 WORDS	100% MATCHING TEXT	17 WORDS
Homogeneity in terms of age, sex and class is a prerequisite for successful group work in children. 11.4		Homogeneity in terms of age, sex and class is a prerequisite for successful group work in children.		
W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html				
483/546	SUBMITTED TEXT	31 WORDS	100% MATCHING TEXT	31 WORDS
Any number of natural groups is found in the community. Most of them are spontaneous efforts by the people themselves to control their lives by helping others and getting help from others.		Any number of natural groups is found in the community. Most of them are spontaneous efforts by the people themselves to control their lives by helping others and getting help from others.		
W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html				
484/546	SUBMITTED TEXT	40 WORDS	85% MATCHING TEXT	40 WORDS
and support is an effective ideas medium to provide both. Ensuring educational inputs to children outside the formal school setting also poses a serious challenge in all developing society. The group work offers a useful opportunity in addressing many of these issues.				
SA BSW-22- ENGLISH 3.4.22.docx (D132411911)				
485/546	SUBMITTED TEXT	12 WORDS	87% MATCHING TEXT	12 WORDS
Community based groups are based on neighbourhood, caste and extended kinship ties.		Community based groups are based on neighborhood, caste and extended kinship ties.		
W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html				
486/546	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
One important type of group that is increasingly being important		One important type of group that is increasingly being important *		
W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html				
487/546	SUBMITTED TEXT	33 WORDS	95% MATCHING TEXT	33 WORDS
know group work groups are divided into two types – (1) Treatment group that consists of personality development groups, educational groups, recreational groups, support groups and therapeutic group. (2) Task groups includes committees and councils		know group work groups are divided into two types (1) Treatment group that consists of personality development groups, educational groups, recreational groups, support groups and therapeutic group (2) Tasks groups includes committees and councils.		
W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html				

488/546	SUBMITTED TEXT	95 WORDS	94% MATCHING TEXT	95 WORDS
<p>social action groups belong to category of task groups. It usually consists of a small number of members who may belong to the community or are outsiders to the community or both. They take up an issue that they identify as having an adverse effect on the well being of the members of the community. They identify the causative factors that lead to the problem. Institutions, practices and values that cause the problems are identified. The agent can be the government itself or a government department, police, industries, social groups, organisations whose actions or inactions has lead to the problem.</p>		<p>Social actions groups belong to category of Task groups. It usually consists of a small number of members who may belong to the community or are outsiders to the community or both. They take up an issue that they identify as having an adverse effect on the well being of the members of the community. They identify the causative factors that lead to the problem. Institutions, practices and values that cause the problems are identified. The agent can be the government itself or a government department, police, industries, social groups, organizations whose actions or inactions has lead to the problem.</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				
489/546	SUBMITTED TEXT	23 WORDS	100% MATCHING TEXT	23 WORDS
<p>The action group believes that the problem can be alleviated if people unite and challenge the powerful and force them to act in public interests.</p>		<p>The action group believes that the problem can be alleviated if people unite and challenge the powerful and force them to act in public interests.</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				
490/546	SUBMITTED TEXT	95 WORDS	86% MATCHING TEXT	95 WORDS
<p>Some of the areas, where action groups have contributed, are as follows: 1. Protection of human rights issues including protection of the under trials; police atrocities including custodial deaths of the arrested; encounter deaths, etc. The People's Union for Civil Liberties and Human Rights Law network is just two examples of action groups. 2. Rights of people are displaced due to Development Project. Examples – the Narmada BachaoAndolan and Protest Movement against Tehri Dam in Uttarakhand. 3. Women rights issues like domestic violence, dowry, and sexual harassment. Many of legislation have been passed and existing law modified due to the pressure from action groups. 4.</p>		<p>Some of the areas, which action groups have contributed, are as follows1) Promotion of human rights issues including protection of the under trials; police atrocities including custodial deaths rights of the arrested; encounter deaths; juvenile justice; rights of sexual minorities. The People's Union for Civil Liberties and Human Rights Law network is just two examples of action groups. 2) Rights of people are displaced due to Development Project. Examples -the Narmada Bachao Andolan and Protest Movements against Tehri Dam in Uttrakhand. 3) Women rights issues like domestic violence, dowry, and sexual harassment. Many of legislations have been passed and existing laws modified due to the pressure from action groups.</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				
491/546	SUBMITTED TEXT	27 WORDS	57% MATCHING TEXT	27 WORDS
<p>Tribal issues like land alienation, displacement and exploitation. 5. Environment issues like pollution of rivers, lowering of water label because of over exploitation by corporate, damage to monuments</p>		<p>Tribal issues like land alienation, displacement and exploitation 5) Environment issues pollution of rivers, lowering of water table because of over exploitation by corporate, damage to monuments</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				

492/546	SUBMITTED TEXT	71 WORDS	90% MATCHING TEXT	71 WORDS
<p>Protection of the rights of informal labour like domestic workers, brick kilns, glass-manufacturing units. 8. Child labour. 9. Animal rights. 10. Rights of people living in slums. Steps for social action group: According to carr (2008) the following steps can be implemented to create and sustain a social action group: 1. Engaging: The process in which the group worker engages the target group – a community (a village where the National Rural Employment Guarantee Scheme is not implemented properly).</p>		<p>Protection of the rights of informal labour like workers working in house (domestic workers), brick kilns, glass-manufacturing units. 8) Child labour 264 9) Social Group Work: Working with Groups Animal rights 10) Right to housing and rights of people living in slums. Steps for social action group According to Carr (2008) the following steps can be implemented to create and sustain a social action group 1) Engaging The process in which the group worker engages the target group- a community (a village where the National Rural Employment Guarantee Scheme is not implemented properly);</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				
493/546	SUBMITTED TEXT	14 WORDS	100% MATCHING TEXT	14 WORDS
<p>The engagement phase will include familiarizing herself with the various dimensions of the problem.</p>		<p>The engagement phase will include familiarizing herself with the various dimensions of the problem.</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				
494/546	SUBMITTED TEXT	61 WORDS	97% MATCHING TEXT	61 WORDS
<p>Another step in the process is build rapport with the existing leadership in the community and knowing their limitation and strengths. Initial reflections – the group worker must understand the situation and identify the principles that will guide her action and her relationship with the target group. Assessing system barriers – the group assess the various barriers that stand in between the target group and its objectives.</p>		<p>Another step in the process is build rapport with the existing leadership in the community and knowing their limitations and strengths. Initial reflections- the group worker must understand the situation and identify the principles that will guide her action and her relationship with the target group. Assessing system barriers- the group assess the various barriers that stand in between the target group and its objectives.</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				
495/546	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
<p>Finding allies and making contacts – Networking with like-minded groups, developing contacts</p>		<p>Finding allies and making contacts Networking with like-minded groups, developing contacts</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				
496/546	SUBMITTED TEXT	86 WORDS	96% MATCHING TEXT	86 WORDS
<p>the media and academic world and obtaining the support of other communities are important function of the group leader. In India, personal contacts with the police, bureaucracy and professionals (Lawyers, doctors) are also very useful. These allies and contacts can be useful in many ways - increasing the knowledge base, for providing professional guidance, recruiting new members, contributing resources, arranging publicity and giving encouragement. 2. Initiating the Group: Identifying members are seeking ways to motivate them to join the group, finding resources and venue meetings and the important tasks that have to be done.</p>		<p>the media and academic world and obtaining the support of other communities are important function of the group leader. In India personal contacts with the police, bureaucracy and professionals (lawyers, doctors) are also very useful. These allies and contacts can be useful in many ways- increasing the knowledge base, for providing professional guidance, recruiting new members, contributing resources, arranging publicity and giving encouragement. 2) Initiating the Group Identifying members, seeking ways to motivate them to join the group, finding resources and venue meetings are the important tasks that have to be done.</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				

497/546	SUBMITTED TEXT	33 WORDS	100% MATCHING TEXT	33 WORDS
<p>The group worker must be able to withstand the problems of forming the group before she moves ahead. Recruiting participants: Individuals may initially agree and then refuse or refuse many times before agreeing to join.</p>		<p>The group worker must be able to withstand the problems of forming the group before she moves ahead Recruiting participants Individuals may initially agree and then refuse or refuse many times before agreeing to join.</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				
498/546	SUBMITTED TEXT	42 WORDS	96% MATCHING TEXT	42 WORDS
<p>Finding a venue and obtaining needed materials: An accessible place for meeting and materials needed have to be organised. It is better if available resources are used. Building trust: Any group has to have a certain level of trust and goodwill among its members.</p>		<p>Finding a venue and obtaining needed materials An accessible place for meeting and materials needed have to be organized. It is better if available resources are used. Building trust Any group has to have a certain level of trust and goodwill among its members.</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				
499/546	SUBMITTED TEXT	21 WORDS	87% MATCHING TEXT	21 WORDS
<p>The level of trust can be increased if opportunities and a climate exit in the group to expense one's opinions and views.</p>		<p>The level of trust can be increased if opportunities and a climate exist in the group to express one's opinions and views.</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				
500/546	SUBMITTED TEXT	54 WORDS	100% MATCHING TEXT	54 WORDS
<p>Establishing collegiality: Perfect equality may not be possible in the group as the group worker often is a person with more knowledge and skills. However he should take care that he works with the group rather than for the group. His example will help set norms for the group regarding the rules of participating and engaging. 3.</p>		<p>Establishing collegiality Perfect equality may not be possible in the group as the group worker often is a person with more knowledge and skills. However he should take care that he works with the group rather than for the group. His example will help set norms for the group regarding the rules of participating and engaging.</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				
501/546	SUBMITTED TEXT	16 WORDS	100% MATCHING TEXT	16 WORDS
<p>the Group: Establishing ground rules: Rules and regulations agreed upon by every members help in maintaining the</p>		<p>the group Establishing ground rules Rules and regulations agreed upon by every members help in maintaining the</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				

502/546	SUBMITTED TEXT	88 WORDS	88% MATCHING TEXT	88 WORDS
<p>The process of waising consciousness will include challenging and removing many of the existing percep- tions of the members on their situation. Supporting action: Action requires the utilization of all available resources – personal and community based. The support network built by the group including personal contacts and community members, concerned students, activists is used. Action should identify the target – the institution or person against whom the action is taken. This target should be carefully chosen as the success of the action depends on the how much change is achieved in the institution. Encourage praxis:</p>		<p>The process of raising consciousness will include challenging and Group Work in Community Settings 267 removing many of the existing perceptions of the members on their situation. Supporting action Group action should follow the raising of consciousness. Action requires the utilization of all available resources personal and community based. The support network built by the group including personal contacts and community members, concerned students, activists is used. Action should identify the target - the institution or person against whom the action is taken. This target should be carefully chosen as the success of the action depends on the how much change is achieved in the institution. Encourage praxis</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				

503/546	SUBMITTED TEXT	93 WORDS	90% MATCHING TEXT	93 WORDS
<p>A certain amount of learning takes place in every action even if it fails in achieving its objectives. The learning can be about the group itself, or the community as a whole or about the power structures. These leaning can be analysed by getting the members to talk about it. The sharing of the views will increase the level of consciousness. Based on these learning, future action is planned and taken and process goes on. 4. Transferring power: The ultimate aim of the empowering process is to make the members independent. After a period the group worker should</p>		<p>A certain amount of learning takes place in every action even if it fails in achieving its objectives. The learning can be about the group itself, or the community as a whole or about the power structures. These learning can be analyzed by getting the members to talk about it. The sharing of the views will increase the level of consciousness. Based on these learning, future action is planned and taken and the process goes on... 4) Transferring power The ultimate aim of the empowering process is to make the members independent, not make them depend on the group worker. After a period the group members should</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				

504/546	SUBMITTED TEXT	69 WORDS	85% MATCHING TEXT	69 WORDS
<p>transfer his skills and information to the group members. Some of the methods used to build the NSOU ? PGSW-III 231 capacity of the members are training; handholding (members perform under close supervision) and delegation of authority. 5. Wrapping up: The group worker must be able to leave the group at the right time. The group members should be prepared for this. Leadership should be created and trained and resources identified for future use. 11.6.2</p>		<p>transfer his skills and information to the group members. Some of the methods used to build the capacity of members 268 Social Group Work: Working with Groups are training; handholding (members, performs under close supervision) and delegation of authority. 5) Wrapping up The group worker must be able to leave the group at the right time. The group members should be prepared for this. Leadership should be created and trained and resources identified for future use.</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				

505/546	SUBMITTED TEXT	203 WORDS	89% MATCHING TEXT	203 WORDS
<p>Group work with Disaster Victims Disasters are sudden events that cause large-scale damage to human being and their property. The victims of a disaster are not only those who die and are injured but also those who survive. Both the category of survivors, injured and the unharmed need psychological support. Another important category of people who are in need of support is the care givers. Caregivers are those who give the survivors emotion and social support. Victims of the disaster care classified into six categories by Taylor and Frazer – 1. The primary victims are those who are directly affected by the disaster, 2. Secondary victim includes the friends and relatives of the primary victims, 3. The tertiary victims are those involved in the rescue and recovery, 4. The fourth category are those in the community that are involved in the disaster work, 5. The fifth categories are those who have not experienced by the disaster but experience grief and pain. 6. The sixth categories of victims are those who could have been victims, but by chance escaped. The cares that the victims need are the following: 1. Shelter temporary and later on permanent if house destroyed. 2. Food and medicines. 3. Medical facility if injured. 4. Livelihood. 5. Legal aid filling for compensation. 6. Compensation. 7. Psycho social care and 8. Self-help leading to self reliance.</p>		<p>Group Work with Disaster Victims Disasters are sudden events that cause large-scale damage to human being and their property. The victims of a disaster are not only those who die and are injured but also those who survive. Both the category of survivors; injured and the unharmed need psychological support. Another important category of people who are in need of support is the caregivers. Caregivers are those who give the survivors emotional and social support. But the experience can be stressful for the caregivers themselves. Victims of the disaster are classified into six categories by Taylor and Frazer (1) The primary victims are those who are directly affected by the disaster (2) Secondary victims includes the friends and relatives of the primary victims (3) The tertiary victims are those involved in the rescue and recovery (4) The fourth category are those in the community that are involved in the disaster work (5) The fifth category are those Group Work in Community Settings 269 who have not experienced by the disaster but experience grief and pain (6) The sixth category of victims are those who could have been victims, but by chance escaped. The care that the victims need are the following (1) Shelter temporary and later on permanent if house destroyed (2) food and medicines (3) Medical facility if injured (4) Livelihood (5) legal aid filing for compensation, filing case against perpetrators (6) Compensation (7) Psycho social care and (8)Self help leading to self reliance.</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				
506/546	SUBMITTED TEXT	21 WORDS	100% MATCHING TEXT	21 WORDS
<p>social worker is involved in every action. But the most important aspect of his work is psycho-social care. The aim of</p>		<p>Social worker is involved in every action But the most important aspect of his work is psycho-social care. The aim of</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				
507/546	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
<p>care is to treat the victims who have undergone a traumatic experience.</p>		<p>care is to treat the victims who have undergone a traumatic experience.</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				

508/546	SUBMITTED TEXT	182 WORDS	94% MATCHING TEXT	182 WORDS
<p>can be effective if it is done in group. The advantages of group-based treatment of victims are as follows: 1. Sharing the victim's painful experiences in a group where other victims are present. Universalization of experiences and identification with every other problem take place in the group sessions. Knowing that others also have gone through the experiences and knowing how they are coping with the situation is helpful for the victims. 2. Recreational and relaxation activities are more enjoyable if they are done in groups. 3. Engaging in productive work (for example – gardening, basket making, building houses) in team motivates the members to engage in these activities on regular basis. 4. Efforts like starting SHGs for women can be a start for rehabilitation of the victims. A large number of victims can be treated using group work. Secondly, special groups for the vulnerable groups for women and children can take care of their special needs as these sections are more vulnerable than others and need special care. Thirdly, these groups survive even after the social workers and the administrator go and is a source for support for disaster victims after a long time. 11.6.3 Group Work With the Substance Abusers</p>		<p>can be effective if it is done in the group. The advantages of group-based treatment of victims are as follows. Group Work in Community Settings 271 1) Sharing the victim's painful experiences in a group where other victims are present. Universalization of experiences and identification with every other problem take place in the group sessions. Knowing that others also have gone through the experiences and knowing how they are coping with the situation is helpful for the victims. 2) Recreational and relaxation activities are more enjoyable if they are done in groups. 3) Engaging in productive work (for example gardening, basket making building houses)in team motivates the members to engage in these activities on regular basis 4) Efforts like starting SHGs for women can be a start for the rehabilitation of the victims. A large number of victims can be treated using group work. Secondly, special groups for the vulnerable Groups for women and children can take care of their special needs as these sections are more vulnerable than others and need special care. Thirdly, these groups survive even after the social workers and the administration go and is a source for support for disaster victims after a long time. Groups Work Among the Substance Abusers Group work among the substance abusers</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				
509/546	SUBMITTED TEXT	14 WORDS	100% MATCHING TEXT	14 WORDS
<p>Group work among the substance abusers can be done in institution as well</p>		<p>Group work among the substance abusers can be done in institutions as well</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				
510/546	SUBMITTED TEXT	87 WORDS	88% MATCHING TEXT	87 WORDS
<p>as in the community. Usually the group members meet in a common place – religions places, school or community centres. There are a number of approaches available to solve the problem of substance abuse alcohol. According to Fisher (in Gravin 2004), group work is an appropriate method to deal with the problem of addiction – 1. Group reduce the sense of isolation often experienced by persons with the substance use disorders, who may experience a sense of relief to discover that other people are struggling with similar problems. NSOU ? PGSW-III 233 2. Groups can</p>		<p>as well in the community. Usually the group members meet in a common place- religious places, school or community centres. There are a number of approaches available to solve the problem of substance abuse and alcohol. According to Fisher (in Gravin(2004)), group work is an appropriate method to deal with the problem of addiction- 272 Social Group Work: Working with Groups 1) Group reduce the sense of isolation often experienced by persons with the substance use disorders, who may experience a sense of relief to discover that other people are struggling with similar problems. 2) Groups can</p>		
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511/546	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
<p>hope in the persons that they can recover when they observe</p>		<p>hope in the persons that they can recover when they observe</p>		
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512/546	SUBMITTED TEXT	75 WORDS	100% MATCHING TEXT	75 WORDS
	deal successfully with similar problems. 3. Groups provide opportunity for the members to learn to cope with problems of substance abuse when they observe others coping with similar problems. 4. Groups can give new information to the members given by the group worker, guest lecturer, instructors and other members. 5. Positive feedback about their worth, skills and abilities from other members will improve their self concept (self worth and self image). 6. Groups provide reparative (alternate) family experiences as the group		deal successfully with similar problems. 3) Groups provide opportunity for the members to learn to cope with problems of substance abuse when they observe others coping with similar problems. 4) Groups can give new information to the members given by the group worker, guest lecturer, instructors and other members. 5) Positive feedback about their worth, skills and abilities from other members will improve their self concept (self worth and self image) 6) Groups provide reparative(alternate) family experiences as the group	
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513/546	SUBMITTED TEXT	75 WORDS	95% MATCHING TEXT	75 WORDS
	give the support and assurance that they sometimes do not receive from their own families. They may try out new behaviours which can be used in their own families. 7. Groups provide emotional support to the members when they experience stressful and difficult situations outside the group. Encouragement, reinforcement and coaching can happen in the group. 8. Groups help the members acquire social skills that are needed to cope with anxiety situations instead of depending on substances for dealing with		give the support and assurance that they sometimes do not receive from their own families. They may try out new behaviours which can be used in the their own families. 7) Groups provide emotional support to the members when they experience stressful and difficult situations outside the group. Encouragement, reinforcement and coaching can happen in the group. 8) Groups help the members acquire social skills that are needed to cope with anxiety situations instead of depending on substances for dealing with	
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514/546	SUBMITTED TEXT	75 WORDS	96% MATCHING TEXT	75 WORDS
	Group members can confront each other in very powerful ways regarding the substance abuse. Confrontation in substance abuse is important as most of the abusers are in the state of denial. Confrontation by other who had similar problems is particularly powerful. 10. Groups are cost effective as many members can be treated simultaneously. 11. The benefits of group work may exceed beyond the group and benefit others who are in some way related to the members – family members, employers. 11.6.4		Group members can confront each other in very powerful ways regarding the substance abuse. Confrontation in substance abuse is important as most Group Work in Community Settings 273 of the abusers are in the state of denial. Confrontation by other who had similar problems is particularly powerful. 10) Groups are cost effective as many members can be treated simultaneously. 11) The benefits of group work may exceed beyond the group and benefit others who are in some way related to the members- family members, employers.	
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	mutual self-help, as the name implies, developed from the need for mutual aid and support”.		mutual self-help as the name implies, developed from the need for mutual aid and support.	
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516/546	SUBMITTED TEXT	49 WORDS	97% MATCHING TEXT	49 WORDS
<p>The practice of group work in different settings has been described briefly and important practice principles have been highlighted. The list is not comprehensive and as group work in its generic form can be practiced almost anywhere. Also institutions differ in many ways even when they are dealing with the similar</p>		<p>The practice of work in different settings has been described briefly and important practice principles have been highlighted. The list is not comprehensive and as group work in its generic form can be practiced almost anywhere. Also institutions differ in many ways even when they are dealing with the similar</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				
517/546	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
<p>Group Work practice has to adapt to the institutional requirement and clients need.</p>		<p>Group work practice has to adapt to the institutional requirement and clients need.</p>		
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518/546	SUBMITTED TEXT	50 WORDS	91% MATCHING TEXT	50 WORDS
<p>the different settings in the community where group work can be practiced. We have seen the role of the social action group, which fights for justice. The contribution of these groups in securing justice for the disadvantaged is significant. When formal organisations are increasingly seen as ineffective groups are seen as better options.</p>		<p>the different settings in the community where group work can be practiced. We have seen the role of the social action group, which fights for justice. The contribution of these groups in securing justice for the disadvantaged is significant. When formal organizations are increasingly seen as ineffective groups are seen as better options.</p>		
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519/546	SUBMITTED TEXT	49 WORDS	97% MATCHING TEXT	49 WORDS
<p>Group work in educational setting can play an important role in moulding individual personalities beyond the curriculum. Equally important the maladjusted student can be better addressed by combining the group work with counselling. It also helps other students to understand the problems of the students who take part in the treatment process. 11.8</p>		<p>Group work in educational setting can play an important role in moulding individual personalities beyond the curriculum. Equally important the maladjusted student can be better addressed by combining the group work with counseling. It also helps other students to understand the problems of the students who take part in the treatment process.</p>		
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520/546	SUBMITTED TEXT	25 WORDS	42% MATCHING TEXT	25 WORDS
<p>Brown, Allan, Group Work, Gower Publishing Company Ltd, Aldershot 2 nd ed. 1986. • Dwivedi, K. N (2005) (ed.): Group Work with children and Adolescents. London: Jessica Kingsley Publishers. •</p>		<p>Brown, Allan(1994), Group Work, 3 rd edition, Ashgate Publishing Limited, Hampshire. Dwivedi, K.,N., and Robin Skynner(1993), Group Work with Children and Adolescents: A Handbook, Jessica Kingsley Publishers,</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				
521/546	SUBMITTED TEXT	17 WORDS	100% MATCHING TEXT	17 WORDS
<p>Andrew, Group Work with Adolescents: Principles and Practice, The Guilford Press, New York, 2 nd Edition, 2004. •</p>		<p>Andrew, Group Work with Adolescents: Principles and Practice, The Guilford Press, New York, 2nd Edition, 2004 2)</p>		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				

522/546	SUBMITTED TEXT	9 WORDS	100% MATCHING TEXT	9 WORDS
Essentials of Social Group Work Skill. New York: Association Press. •		Essentials of social group work skill. New York: Association Press		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				
523/546	SUBMITTED TEXT	21 WORDS	78% MATCHING TEXT	21 WORDS
Siddiqui, H. Y. (2006), Group Work, Theories and Practices, Rawat Publications, Jaipur. • Trecker, Harleigh B (1972), Social Group Work, Principles and Practices,		Siddiqui, H.Y. (2008) Group Work: Theories and Practices, Rawat Publications, New Delhi. Harleigh B. (1955) Social Group Work-Principles and Practices,		
<p>W https://pdfcoffee.com/msw-008-social-group-work-working-with-groups-pdf-free.html</p>				
524/546	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
Concepts and Dynamics of Self Help Groups (SHGs) in Indian Context.		Concepts and Dynamics of Self Help Groups (SHGs) in Indian Context *		
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Supervision and Record Writing in Social Group Work Structure
12.0 Objectives 12.1 Introduction 12.2 Supervision in Social
Group Work 12.2.1 Concept 12.2.2 Ingredients of supervision
12.2.3 Models of supervision 12.2.4 Modes of supervision 12.2.5
Techniques of supervision 12.2.6 Qualities of a supervisor 12.2.7
Principles of supervision 12.2.8 Functions of the supervisor
12.2.9 Supportive functions in supervision 12.2.10 Roles of the
supervisor 12.2.11 Conclusion 12.3 Record Writing in Social
Group Work 12.3.1 Concept 12.3.2 Elements of record in social
group work 12.3.3 Principles of recording 12.3.4 Types of record
12.3.5 Importance of narrative records 12.3.6 Factors that
influence the keeping of process records 12.3.7 Meaning of the
record in the group work 12.3.8 The content of the narrative
record NSOU ? PGSW-III 244 12.3.9 Learning how to write
record 12.3.10 Using process records 12.3.11 Outline for group
summary 12.4 Conclusion 12.5 Exercise 12.6 Reference 12.0
Objectives In this unit, we review the definition and purpose of
supervision in group work and how it is conducted within
varying cultural contexts. We also examine the different modes,
models, roles and functions of supervision in group work. The
unit also journeys to recording, types of recording. After reading
through this unit you must be able to: • have a general
understanding of the definition and functions of supervision
within a professional human service setting; • Identify a mode of
supervision; • understand the models of supervision • perceive
recording and types of recording in group work. 12.1
Introduction The supervision process consists of the face-to-
face contact between the supervisor and the supervisee.
Supervision defined as the relationship between a supervisee
and supervisor who oversees the development of the supervisee
throughout the group work process. Writing and maintaining
group work records is an essential element of professional
social work. Recording in social group work aims to make better
the quality of service to the members. The agency could assess
the quality of its service, thereby understanding its efficiency.
Group records are imperative in study, research and
experimentation.

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Supervision in Social Group Work 12.2.1 Concept Supervision is an enabling process in which the supervisor through the medium of his relationships with the supervisee contributes to the supervisee's growth on the job, so that he can perform his functions effectively and efficiently to achieve the purpose of the programme. Supervision is a process by which members are helped by a professional group worker to learn according to their needs to make the best use of their knowledge and skills, and to improve their abilities so that they do their jobs more effectively and with increasing satisfaction to themselves and the agencies. John D. Millet Rightly observes: "Supervision is more than a process, it is a spirit which animates the relationship between levels of organisation and which includes maximum administrative accomplishment, or when unsuccessful, generates administrative paralyses. Effective management is concerned to realize the first and to avoid the second". It may be added here that many words like 'advice', 'inspection', 'counselling', 'guidance', 'help', 'performance audit', and 'investigation', etc., are also used in the context of supervision but in the final analyses, these are the part of the process of supervision. Their meaning though may vary in degree yet all lead to improvement of efficiency and building up a positive relationship between cliental and the end attainment of objectives according to plans. Supervision includes modifying the behaviour of the supervisee and is measured by the qualitative growth of those being supervised. Supervision is different from inspection – one is more positive and other rather negative. Supervision reports contain constructive suggestions where as inspection reports are an enumeration of faults. The supervision is concerned with staff development and effective implementation of project / programmes. The inspector often behaves more like a prosecutor and treats his subordinates as culprits.

12.2.2 Ingredients of Supervision

Supervision has many ingredients. According to Halsey, the supervision, has the following ingredients: NSOU ? PGSW-III 246

1. Selecting the right person for each job;
2. Arousing in each person an interest in his work and teaching him how to do it;
3. Measuring and rating performance to be sure that teaching has been fully effective;
4. Administering correction where this is found necessary and transferring to more suitable work or distributing those for whom this proves ineffective;
5. Commending wherever praise is merited and rewarding for good work, and finally;
6. Fitting each person harmoniously into the working group – all done fairly, patiently and tactfully so that each person is caused to do his work skilfully, accurately, intelligently, enthusiastically and completely.

12.2.3 Models of Supervision

There are two primary models of supervision that are generally used by the supervisor in preparing the supervisee to work in various human service professions – the developmental and task models of supervision (Lager, n.d.). The developmental model of supervision is more of a process-oriented model that follows the various stages of learning that a new member generally experiences during his or her development of professional knowledge and skills for work. The primary focus of a developmental model of supervision is on how supervisee change as they gain more training and experience in the field of practice, based on a shift in identity (from learner to worker) and the skills that develop with the experiences gained. In the developmental model of supervision, supervisors primarily attempt to match their behaviour and

teaching techniques to the developmental needs of the supervisees (Lager, n.d.). The developmental model generally consists of four stages of development that supervisees follow as they gain experience in the field of social work. At each stage the supervisee's development is strongly influenced by three general themes, all of which have an enormous effect on the other themes. Those themes are (Lager, n.d.):

- The development of the supervisee's professional self and identity.
- The relationship between the supervisor and the supervisee.
- The administrative structure within which he or she works.

The stages of development are as follows (Lager, n.d.):

Stage One: During this stage the supervisee is very dependent on the supervisor and lacks the competence needed for independent work. Supervisees also generally lack self-awareness and have little experience in working with clients. Learning takes place by shadowing the supervisor and observing his or her style of practice.

Stage Two: This stage is generally characterised by a dependency – autonomy conflict. As the supervisee's awareness increases, he or she strives for independence but is not ready for complete autonomy. At this stage the supervisee needs more independence and less restrictiveness than the first stage.

Stage Three: This is the stage of conditional dependency in which the supervisee is generally more differentiated, motivated, insightful and empathetic. He or she is more comfortable with a perception of professional self and is able to function with a great deal of autonomy. The supervisee at this stage is also able to formulate assessments well and develop appropriate interventions for clients with minimal input from the supervisor.

Stage Four: At this stage the supervisee has developed a high level of competence and is able to independently formulate accurate assessments with appropriate interventions. Supervisees at this stage are able to take responsibility for their own learning.

The Task model of supervision is very similar to the developmental model, however it relies heavily on the assignment of tasks that help supervisees develop to a more advanced level of practice. This model includes a focus on both functions and tasks within supervision which are, respectively, the how and what of supervision. For example, some of the tasks that are included in the model are: monitoring- evaluating; instructing-advising; modelling; consulting; supporting-sharing. Likewise, some of the functions are: counselling skill; case conceptualization; professional role; emotional awareness; self-evaluation. The consequence is a 5 (task) by 5 (function) matrix, with 25 resulting task-function combinations (see figure 4.1). A supervisor might, for example, engage in monitoring-evaluating (the how) of the supervisee's counselling skill (the what), or might engage in consulting concerning the supervisee's emotional awareness, and so on. Hypothetically, a supervisor might engage in any task with any function, but realistically there are probably some task and function matches that are more likely to occur in supervision.

Functions (How) Counselling Case Professional Emotional Self skill conceptualization role awareness evaluation
 Monitoring- Evaluating Tasks Instructing (What) Advising Consulting Supporting- sharing

Figure 4.1: Functions and Tasks in Supervision

Exercise I: 1. What is the primary underlying principle of developmental model of supervision? 2. State how the task model of supervision differs from the developmental model, and provide an illustration of how it might focus on the intersection of the how and what of supervision.

12.2.4 Modes of Supervision Direct observation of

the supervisee: Regardless of the particular model of supervision used, there is no substitute for directly observing a supervisee's work with a client. Several arrangements can be used for conducting these observations. One way is for the supervisor to be physically present in the place with the supervisee, or accompanying him or her on home visits(Lager, n.d.). Another possibility involves the use of special observation rooms equipped with one way mirror. By observing sessions as they occur, supervisors get a better sense of the social work process of assessing and counselling client. They can listen to what is said, watch the non-verbal behaviours of the supervisee and client, note key moments of the session, and get a deeper awareness of the overall "feel" of the interventions. In NSOU ? PGSW-III 249 some arrangements, supervisors can also instruct the supervisee during the interaction. Using a technique known as a "bug in the ear", supervisors observe the sessions from behind a mirror and can speak to the supervisee through a microphone connected to tiny earplug-type speakers(Lager, n.d.). Although direct observation can be one of the best ways for supervisees to learn counselling techniques, a drawback is the fact that they can be intimidated by the supervisor's presence—even if he or she is behind a mirror- and therefore their already existing anxiety can be elevated. In such situation, it is helpful for supervisors and supervisees to establish an agreement about how directly observed sessions will proceed, what the goals and objectives of the session are, and perhaps engage in a role play before the actual client session begins.

Didactic supervision: Didactic or teaching supervision is best chosen when an supervisee wants to learn, or a supervisor wants to teach, specific information about a theory, technique, or some topic relevant to the supervisee's activities. The goal of a didactic approach is to get information across as efficiently as possible so the supervisee can learn and apply the information directly to his or her work(Lager, n.d.). Didactic approaches tend to be particularly appealing to beginning learners because they feel a need for concrete, practical information to help the cope with the anxiety and ambiguity of starting something new.

Case discussion: Case discussion means the supervisee describes a case to the supervisor and the two discuss what is going on. Case discussions can take a variety of formats depending on the goals and preferences of the supervisee and supervisor. Perhaps the most common approach involves supervisees describing what is happening in a case, explaining their actions and offering interpretations for what is happening. The supervisor typically listens, asks questions, and may offer alternative interpretations or suggestions(Lager, n.d.).

Types and Role Plays: Video or audio recordings of sessions with clients enable the supervisor and supervisee to observe the actual interview process with a client. This is an extremely valuable method for clinical training, although some time limitations prohibit reviews of the entire session. This mode of supervision presents an interesting paradox. NSOU ? PGSW-III 250 An alternative to working with recorded sessions is to enact a client session with the supervisor. Role plays involve supervisees taking the roles clients, trainees or other staff members and acting these roles as they portray a situation or interaction of interest. They can be particularly helpful in developing basic helping skills and in learning to deal with difficult clients. Role plays can also help supervisees to become aware of their counselling style and, in some instances, about significant issues in their own lives. Supervisors can also use role plays to learn about issues and techniques in supervision. Direct observation of the supervisor:

The majority of supervisees prefer this mode of supervision above most others. While they recognise that discussion about their own work can only take them so far, they also feel they can learn a great deal when they can watch their supervisor in group or individual sessions, read reports written by the supervisor, and observe him or her in other actions such as meetings, conferences etc. One way to accomplish this is for the supervisor and supervisee to work jointly in counselling clients. This is most commonly practiced in group or couples counselling, but it can also be used with individual client.

Exercise II: 1. What mode of supervision is preferred by supervisees? What activities generally fall under this mode? 2. What are role plays, and how are they helpful in the supervisory process? 12.2.5 Techniques of Supervision According to John D. Millet there are, broadly considered six techniques of supervision. The techniques are presented through a diagram given below:

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Prior approved of individual projects The formulation of service standards Approval of Key subordinate personnel Supervision Budgetary limitations upon the magnitude of operations Reporting system on work progress NSOU ? PGSW-III 251 Techniques of supervision The above diagram shows that supervision needs specialised knowledge and skills in utilizing it to achieve the intended results. This diagram also indicates that the supervisor has to possess certain qualities, while at supervision. Following are the techniques of supervision: Prior approval: Prior approval means that prior approval of the competent authority has to be obtained before the work on a particular programme is started. In this manner, the supervisor will be in a position to gather detailed information about the intentions of the operating organisations. Moreover, the supervisor will come to know about the details of work which his organisation, where he performs his work, is going to execute. Deviations, if any would be corrected and controlled without any misunderstanding, wastage of time, energy in terms of money, manpower and material resources. Service Standards: Service standards means setting up norms of administrative output. Setting up norms is not an easy process. Difficulties lie in striking a balance between quantity and quality, the achievement of targets and the way it has to be done. The supervisor has to work with thoughtfulness, fairness, tact, emotion etc for effectiveness and efficiency of service standards so laid down. Budgetary Limitation: Budgetary limitation means that the operating units work within the budgetary allocations and have to carry out the work within the limited budget provisions. The technique is being followed in day-to-day financial administration of the organization. Approval of Personnel: This means to reserve the right of approval of personnel of the key personnel in the organization by the Chief Executive while leaving the initiative of selection in the hands of the operating head. This technique helps in exercising control over the personnel in a manner stipulated for achieving the objectives of an organisation. Reporting System: Reporting holds a key position for assessing day-to-day performance of an organization. It helps in identifying shortcomings and bottlenecks in execution of the programmes and projects and in turn, ways and means for NSOU ? PGSW-III 252 corrective action. Reporting system works as one of the means for effective monitoring of the progress of an organization. Inspection of Results: Inspection of result is very effective instrument of supervision. The supervisor has to ensure that the inspection is timely, result-oriented, humanistic and problem solving. It helps in building the role conflicts and establishing harmonious contacts between the supervisor and the supervisees in the performance of their work. Inspection has to see that the existing rules and regulations are observed. It is a sort of performance audit. The inspection is related to instructing and guiding the persons working in the organisation as well as improvement of efficiency. 12.2.6 Qualities of Supervisor The supervisor – 1. He is more a leader among the group members than a boss over the subordinates. He substitutes leadership for authority. 2. He should be impartial, objective, fair minded, humane, capable and willing to guide and help the supervisee. 3. He should have HUMAN TOUCH H – Hear him out U - Understand his feelings M – Motivate him A - Acknowledge his efforts N - News-keep him informed T - Train

him O – Open his eyes U - Uniqueness – treat him as individual
C - Contact him regularly H – Honour him as a person.

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Principles of Supervision 1. It should be person-oriented rather than production-oriented. 2. How a job is done is more important than how much done. 3. It is being good and not doing good that counts. 4. It is being on tap rather than on top. 5. For dynamic programmes increased possibility of error must be recognized and allowed for. 6. It should be based on understanding and not fear. 7. Too much of supervision begets mediocrity. 8. Responsibility would always be coupled with authority. 9. No supervisee should receive orders from more than one source. 12.2.8 Functions of the supervisor: Educational, Administrative, Helping Supervisors perform three-pronged functions, namely administrative i.e., operational and discipline related functions; educational i.e. related to professional learning constituted of knowledge, skills and values; and the helping functions that deal with supervisee as a person and are concerned with his personal growth(Lager, n.d.). a) Educational Function(Lager, n.d.): Educational functions include the following: 1. Designing and planning of learning activities and/or programmes of study. 2. Identifying professional skills in daily work. 3. Professional socialization – teaching supervisees to apply values and principles while using social work method. 4. Giving knowledge of micro-macro linkage, legal provisions, government schemes, information about community resources. 5. Teaching the use of tools and techniques of social work practice. 6. Demonstrating use of methods and skills – through lab work. 7. Teaching record-writing, documentation work.

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Provide frequent and accurate feed-back. 9. Facilitate reflection and critical thinking through well planned and structured supervisory sessions. 10. Dealing with ethical dilemmas in day to day work. 11. Working with co-workers and utilizing supervision, accepting and utilizing feed-back. 12. Teaching NGO/GO management including maintaining records, working on committees, budgeting, project proposal formulation, inter-agency coordination etc. 13. Guidance on research exercise – catching supervisees to take up any research based assignment – teaching supervisee about research methodology, i.e., data collection, data analysis and reporting. 14. Innovative projects to help individuals / group / families / communities – introducing by direct instruction or encouraging supervisees to take initiatives themselves. b) Administrative Functions(Lager, n.d.): Operational and discipline related duties are categorized as administrative functions. Following are some of the administrative tasks of supervisors: 1. Preparing supervisee for their professional roles is no small task. It requires giving detailed attention to innumerable contingencies. 2. Keeping attendance of supervisee, ensuring submission of records and maintaining log of supervisees' work. 3. Maintaining supervisees' discipline in work place. 4. Planning and holding of supervisory conferences, giving prior intimation to the supervisees so that they can make necessary arrangements for attending the same. 5. As different an on-going educational assessment, supervisors have to formally evaluate supervisees' performance and level of learning in terms of professional skills, knowledge and attitudes. 6. Resolution of work related problems. NSOU ? PGSW-III 255 7. Serving on Governing Boards of relevant organisation. 8. Supervisors have to be vicariously responsible for what their supervisees are doing the work place irrespective of the educative value of allowing supervisees to learn 'by doing', often by trial and error, supervisors have to ensure that this manner of learning does not aggravate the problems of the client groups. Supervisors have, therefore, to be cautious and to critically assess supervisees' work. C. Helping Functions: Supervisees struggle with confusion and self-doubt as they attempt to develop self-efficacy as a professional. The learning process in social work involves a reappraisal of own attitudes and values. In this process, the supervisee needs the support of a supervisor. It is not enough to verse supervisees' work and teach them the use of social work methods. The supervisees are expected to develop the 'professional self' which means that their 'self' is the main tool for offering professional interventions. Social work education aims at bridging the gap between the 'personal self' and the 'professional self' of the supervisees. Reassurance of worth and social integration support from supervisors go a long way towards providing supervisees an anchor which they can hold on to in times of emotional turmoil, anxiety, stress and self-doubt. Supervisory activities with this focus as designated as 'helping' functions which are as follows(Lager, n.d.): 1. Creating an open supervisory environment. 2. Providing encouragement. 3. Attending to supervisees' personal growth. 4. Building confidence. 5. Helping supervisees develop self-awareness, understanding of personal vs professional self. 6. Dealing with personal / family problem having impact on day-to-day work. 7. Referral to counsellors for in-depth personal counselling and to other agencies for addressing family and personal problems. 8. Career counselling. 9. Helping supervisees with their struggle

with confusion and self-doubt as they attempt to develop self-efficacy as a professional.

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Supervision should certainly become more relaxed and more supportive as time goes on. 11. Creating a bond and communicating before applying supervisory controls is very essential. 12. Professional learning is carried out within the context of the supervisee – Supervisor relationship. The supervisor-supervisee relationship is the primary mechanism through which supervisees develop a professionally reflective and self-evaluative practice stance. Helping dimension of supervisor's function helps nurture and strengthens this relationship. 13. A non-threatening environment of the relationship will help supervisees accept constructive criticism and encourage them to change. 14. We know that mentoring is one of the most highly recommended supervisory strategies. The word mentor infers caring, setting wise example, coaching and identifying mistakes without causing resentment. Supervisors perform all the three kinds of responsibilities but the emphases and supervisory inputs may vary according to the level and stage of professional development of the supervisees, and demands of a particular work situation. 12.2.9 Supportive Functions In Supervision The supportive functions of supervision will be highlighted here as they relate to the process of developing essential skills that will be helpful in dealing with a variety of stressors often associated with social work practice (Lager, n.d.). Prolonged job related stress can ultimately lead to professional burnout and / or compassion fatigue in many helping professions. It is important for supervisors to recognize the symptoms of extreme stress and develop strategies for dealing with them immediately. It is essential that supervisors, supervisees, and other helping professionals learn to manage stress in themselves and to help their clients manage stress. Stress is a contributing factor in a wide variety of emotional and behavioural problems, including anxiety, child abuse, spouse abuse, temper tantrums, feelings of inadequacy, physical assaults, explosive expressions of anger, feelings of hostility, impatience, stuttering, suicide attempts and depression.

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Stress is also a contributing factor in most physical illness. These illness include hypertension, heart attacks, migraine and tension headaches, colitis, ulcers, diarrhoea, constipation, diabetes, backaches, arthritis, cancer, colds, flu, insomnia, alcoholism, bronchitis, infections, allergies and enuresis. Exposure to cumulative stress, crisis and even traumatic events in our professionals or personal lives can cause physical and / or emotional exhaustion that leads to professional burn out or compassion fatigue. Occupational stressors, when unchecked, can result in worker burnout. Role ambiguity, role conflict, and role overload play a large role in the onset of burnout within the work place. Stress related problems often result from a combination of (1) individual perceptions of the problems, (2) environmental demands placed on the individual that have a direct effect on his or her ability to deal with the problems and (3) one's physiological responses when confronted with stress. When stressors are social or psychological rather than physical, the stress response builds up tension that is not released(Lager, n.d.). As a result, it utilizes energy that is not restored and can ultimately lead to exhaustion. Over a period of time, prolonged exposure to the stress and the resulting exhaustion can cause significant problems to one's physical and psychological well being. Signs and Symptoms of Burn out and Compassion Fatigue:

- Change in behaviour and / or job performance.
- Increased physical complaints of fatigue, irritability, muscle tension, stomach upset and susceptibility to illness.
- Social withdrawal, pulling away from co-workers, press, family members.
- Emotional exhaustion, loss of self-esteem, depression, frustration, loss of commitment and moral purpose in one's work.
- Loss of curiosity and desire to learn, often accompanied by a negative attitude.
- Spiritual change, decline in spiritual beliefs, questioning of the meaning of life.

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PGSW-III 258 The following chart indicates the effect of prolonged stress on job performance, interpersonal relationships, morale and behavioural functioning (Greenberg, 1999)

Effects on job performance	Effect on morale	Effect on interpersonal relationships	Behavioural functioning
Decrease in performance	Decrease in morale	Decrease in relationships	Decrease in functioning
Interpersonal dissatisfaction	Withdrawal from work	Decreased quality of work	Decreased confidence
Relationships	Impatience	Exhaustion	Decline in quality
General dissatisfaction	Faulty judgement	Avoidance of job	Poor communication
Negative attitude	Irritability	Tasks	Increase in mistakes
Subsumed by own	Apathy	Frequent tardiness	needs
Establishment of Staff conflicts	Demoralization	and	

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feelings of incompleteness Avoidance of job tasks Lack of appreciation Overworked; frequent job changes Obsession with details Detachment; Substance abuse reduced self-esteem
Managing Stress and Preventing Burnout: The following approaches have been useful for helping supervisee reduce stress and prevent burn-out. It is upto each individual to select the ones that will be most helpful. Managing stress is similar to dieting. It will work for those who put forth the effort. Goal Setting and Time Management: Stress and burnout can come from the feeling of "too much to do and too little time in which to do it". Often, this feeling is due to not having clear short-term and lifetime goals and not knowing how to manage time effectively to achieve them. Realistic goals and a plan for achieving them lead to increased self-confidence, improved decision making, a greater sense of purpose, and an improved sense of security.

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Relaxation: Deep-breathing relaxation, imagery relaxation, progressive muscle relaxation, meditation, and bio feed-back are effective techniques for reducing stress and inducing the "relaxation response" (becoming relaxed). Each of these techniques is facilitated by sitting in a comfortable position in a quiet place and closing one's eyes. Exercise: Stress prepares our body to move or become involved in large-muscle activity refers to the kinds of exercise involving many muscle groups at the same time, such as jumping rope. Through exercise, a supervisee can use up fuel in the blood, reduce his or her blood pressure and heat role, and reverse the other physiological changes set off during the alarm stage of the General Adaptation Syndrome. Exercising helps a person Keep Physically fit and has more physical strength to handle crises. It also reduces stress and relieves tension. For these reasons supervisee should be encouraged by the supervisor to have a daily exercise programme. Many activities are available: walking, stretching, jogging, isometric exercises, jumping rope, swimming, playing tennis, dancing, housework, sex, gardening or golf. Taking Care of Physical self: In addition to exercising, it is important to have nourishing diet, to take appropriate care of one, and to get enough sleeps. Not only does a nourishing diet help keep people fit to resist stress but research shows there are direct links between what individuals eat and how they feel emotionally. Some foods (such as coffee) produce tension, while overeating causes individuals to feel drowsy and even ill. Staying slim and trim helps a person feel good about himself or herself. Social Support Groups: Everyone needs to feel close to others. Support groups allow people to share their lives, have fun with others, let their hair down. These groups are also a resource for help when emergencies and crises arise. These are variety of possible support groups that centre on co-workers, a hobby or sports, a service (such as Rotary), a family, a social club and so on. Taking to others: Every human needs someone with whom to share good times as well as personal difficulties. Sharing concerns with someone helps to vent emotions, and talking a

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concern through often generates constructive strategies for resolving it. A good listener is someone who convey caring and understanding. Keep the information confidential, is empathetic, helps explore the difficulty, and encourages the person to select and try out a resolution strategy. Positive Thinking: When anticipated and unanticipated events occur, people can choose to take either a positive or negative view of the situation. If they take a negative view, they are apt to experience more stress and alienate friends and acquaintances. If they take a positive view, they are likely to maintain their composure; stay relaxed, and cope with the situation quickly and easily, minimizing negative consequences. Changing Stress-Producing Thoughts: It is often erroneously believed that emotions, including feelings of tenseness and anxiety, are primarily determined by experiences – that is, by events that occur. However, cognitive therapies have shown the primary source of a person's emotions to be what she tells herself about her experiences. Changing or Adapting to Distressing Events: There are an infinite number of distressing events: the death of someone, close, the breakup of a romantic relationship, being friend, having an unfulfilling job, failing some courses, getting into an argument, or having unresolved religions questions. When distressing events occur, supervisee should be encouraged by the supervisor to confront them directly to try to improve the situation. Personal Pleasures: Personal pleasures relieve stress, provide a change of pace, are enjoyable, make us feel good, and are (in reality) personal "therapies". What is pleasurable to one person may not be to another. Common pleasures are being hugged, listening to music, going shopping, and taking a hot bath, going to a movie, having a glass of wine, family and religious get-together, taking a vacation, singing, and so on. Such "treats" remind individuals that they have worth; they also add spice of life. Exercise: Stress Management Techniques for Me Goal: This exercise is designed to familiarize you with available stress management techniques

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Review the material in this unit on stress management techniques. List those techniques that you have used. Also briefly describe whether each technique was beneficial to you in helping to reduce the level of stress you were experiences. 2. Specify the stress management techniques that you are planning to use in the future.

12.2.10 Roles of the Supervisor

Roles are set of behaviours that the supervisors engage in fulfil their various obligations. Some of the supervisory roles conceptualized by the experts are as follows:

- **Enabler:** In this role, the supervisor is present with the supervisee as a "helper" or "enabler", there to do things with the supervisee rather than for or to the supervisee. His influence is indirect rather than direct. He helps supervisees to articulate their needs, to clarify and identify their problems, to explore resolution strategies, to select and apply a strategy, and to develop their capacities to deal with their own problems more effectively. As an enabler, the supervisor helps supervisees revitalize and mobilize their own strengths and resources to cope with difficult problems.
- **Broker:** In the broker role, the supervisor identifies community resources, government schemes and programmes that may help supervisee to carry out their plans. As a broker, the supervisor helps supervisees become aware of resources, eligibility criteria, and other conditions for using a particular service.
- **Advocate:** It is an active, directive role in which the supervisee advocates for a supervisee. In such a role, the supervisor provides leadership for collecting information, for arguing the correctness of the supervisee's need and request, and for challenging the institution's decision not to provide services.
- **Mediator:** As a mediator, the supervisor helps resolve disputes, conflicts, or opposing points of view within the group or between a member and some other person or organization. The mediator role involves intervention in finding compromises, reconcile differences, or reach mutually satisfactory agreements. He works through the supervisees of the group and occupies a NSOU ? PGSW-III 262 position of liaison between the group and the agency. The supervisors use their value orientations and unique skills in identifying miscommunication and clarifying position.
- **Negotiator:** A negotiator brings together those who are in conflict over one or more issues and seeks to achieve bargaining and compromise to arrive at mutually acceptable agreements, somewhat like mediation, negotiation involves finding a middle ground that all sides can live with. However, unlike a mediator, which is a neutral role, a negotiator usually is allied with one of the sides involved. The supervisors play this role especially while negotiating about time, venue, resources etc., with supervisees, agency or community.
- **Educator:** One of the most important roles assumed by supervisors in helping supervisees achieve their goals is that of the educator. The educator role involves giving information to supervisees and teaching them new skills. To be an effective educator, the supervisor must first be knowledgeable. Additionally, she or he must be a good communicator so that information is clearly conveyed and readily understood by the receiver.
- **Initiator:** An initiator calls attention to a problem or even to a potential problem. It is important to realise that some problems can be recognized in advance. The supervisor with his experience and knowledge can foresee the potential problem areas and draw the supervisees' attention to address the issues. In this role he initiate discussion or action on the problem area.
- **Empowerer:** A key goal of

supervision is empowerment. In the role of empowerer the supervisor helps the supervisees and group to increase their personal, interpersonal, socio-economic, and political strength and influence through improving their circumstances. •

Coordinator: coordinators bring components together in some kind of organised manner. On behalf of the agency often the supervisor assumes the role of coordinator for helping the supervisees to avail the services from different agencies. •

Facilitator: A facilitator is one who serves as a supervisor for group activity. As a facilitator, supervisor provides the methodological help. He does not NSOU ? PGSW-III 263 discuss the method but he uses it for facilitating the group process. When required to express his own opinions, he at all times makes it clear when he is functioning as a facilitator. •

Communicator and Interpreter: The supervisor has to act as a communicator or interpreter, where interpersonal relationships have to be dealt with. In this role he actually helps the supervisee to understand what is being communicated. 12.2.11

Conclusion Appropriate supervision is an important component of the group work practice as it provides an opportunity for supervisees to apply the knowledge gained from the group work process. Two key models of supervision that are commonly used in group work to prepare supervisees are the developmental and task models. The varying modes of supervision are conducted within the context of these modes.

12.3 Record Writing in Social Group Work 12.3.1 Concept The record in social group work means a faithful representation of the facts in an orderly manner about the various interaction processes in group settings in connection with the plan and programme. The social work Dictionary (1995) defines "recording" as the process of putting in writing and keeping on file relevant information about the client system; the problem; the prognosis; the intervention; the process of treatment; the social, economic, and health factors contributing to the situation and the procedures for termination or referral. Record is an important working tool and performs the following functions: • It gives an account of something which has taken place, • It contains factual descriptions as well as instructions, directions, opinions, recommendation, suggestions etc., • It set forth plans for the future.

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Elements of Record in Social Group Work In the process of social group work, we generally attempt to record the following points: 1. When we set out to record a group work process, we write about individuals and their responses to one another in a given situation. In other words, we write about the behaviour of the individuals in the group. 2. We write about the type and extent of participation of individual in the process of social group work. 3. We note and record the origin and development of ideas, including their acceptance or rejection by the individuals involved. 4. We put down exactly what the group worker does as he carries out his helping role with the group. 5. We put down movement, growth and change as we see it in individuals and in the group as a whole. 6. We write about the relationship between the group and the agency and include community relationships when these are significant in understanding the group. 7. We write about the individual reaction to the different programmes and the contribution of each individual in programme planning. 8. The difficulties faced in the performance of any activity are also noted down.

Recording in group work process, thus implies that, we shall concentrate upon individuals working together in group situation, relationship among them as reflected by their participation, their interaction within the group and between the groups.

12.3.3 Principles of Recording While recording the worker should be conscious about some of the basic guidelines or principles of recording. These principles or guidelines are: 1.

Principle of Flexibility: The worker should be conscious about the objectives of the agency under which he is working and would maintain the record to adjust with the agency's objectives. He will not follow a rigid form of record writing.

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Principle of Selection: Everything should not be recorded in the group work recording. He records significant observation about individuals and their interactions. He selects from movement of the group behaviour patterns of individuals, his own enabling contribution and skills and techniques applied in the group process.

3. Principle of Readability: The most important thing is to keep the record as simple as possible in form, in length. Records must have face sheet, presenting a brief outline of the factual data. If records are in detailed brief summaries should be prepared. In describing individuals, verbatim quotations should be written. Records should be written systematically.

4. Principles of Confidentiality: One of the basic principle of recording in all social work is that records are written on the premise that they will be held in confidence. If records are used for other purpose such as training, all names and other identifying information needs to be carefully obscured, with fictitious ones substituted. The record is a professional document and that as such its contents are guarded by as sense of professional ethics.

5. Principles of Worker Acceptance: The worker must accept his responsibility to write records because of his conviction that records have value in rendering high quality professional service.

12.3.4 Types of Record

An important part of the group worker's responsibility is the preparation and writing of records and reports. Though agencies vary in the content and the style of the records, these are similarity as to types. In social group work three (3) types of records are generally used – (1) Statistical record, (2) Programme record and (3) Process record.

1. Statistical Record: In this type of record different statistical information on organisation, enrolment and attendance of individuals are usually kept. We get these information from individual registration cards and group roaster sheet.

2. Programme record: Programme records give the information of the activities in which the group is being engaged. Different information gathered through NSOU ? PGSW-III 266 systematic study is often recorded. In addition, minutes of meetings are also preserved. These minutes are used by the group in reviewing its experience in making plans and in follow up work.

3. Process record: This is the chronological narrative write up of the group work process as it develops. In this kind of records primary attention is given to the participation and interaction of the members, with a view to determining their role in the affairs of the group. In the process record, the emphasis is not only on what happens but how it happens and what has been its impact on the individual. Thus the process record will reveal the gradual change in the situation.

12.3.5 The Importance of Narrative Records

The writing of the record is becoming an integral part of social group work practice rather than something separate and distinct from it. It is a tool for the improvement of group work and it has important values for the group, the worker, the agency and the field. The major value of the narrative process record from the standpoint of the worker is that such records help the worker to do a more effective job with his groups. Every other purpose is in a sense a sub-purpose of this major one to improve the quality of experience provided for the group. By writing a complete process record of everything he does while working with the group, the worker is helped to think, to analyse and to evaluate. The record is thus a tool in the process of understanding the group and learning how to help it. When the worker puts in writing what happened in each group meeting,

what he did, what problems he faced and what questions arose in his mind, he is thinking into the group situation. Process records are written by the group worker primarily for himself and for his own use continuously throughout his relationship with the group. These records help the worker to become aware of the members of the group as individuals. He can see emerging and changing interests of individuals, he can see evolving needs and how these needs are being met. He can see the development of skills and social attitudes; he becomes sensitive to special problems which may interfere with the individual's full use of the group. Process records show the worker the variety of interpersonal relationship which take shape within the group. The emergence of a group consciousness can be seen as can sub-groupings. The acceptance of the individual by NSOU ? PGSW-III 267 the group is reflected by his change in status which can be discovered from reading accumulated records. The development of the worker's relationship and role can be ascertained from careful recording of what he does while helping the group. Attention becomes focused upon the status of the group in the agency and in the community as intergroup relations are recorded. Changes in the goals of the group become more evident, and member interests outside the group are seen from a review of the record. As the worker writes his records after each meeting, he develops a picture of the group that can be passed on to his superior. Together, worker and supervisor can focus their attention on the group situation as experienced by the worker. The record is thus a stimulus to interaction between the supervisor and the worker. Records enable group work supervisors to keep in touch with many groups for purposes of coordinating the total programme of the agency. Records are useful as a basis for evaluating the group experience of the members and for helping the worker in individual and group supervisory conferences. In worker evaluation records are indispensable. When new workers are assigned to group, past records become useful at the point of orientation and help new workers to understand the kind of experience the group has enjoyed prior to the coming of the new worker. Records are valuable to other department of the agency if it is large; and they are important in the planning of referrals of individuals to community resource agencies. The underlying function of recording is to improve the quality of service to the individual. Hence, recording enables agency administration to judge the quality of its service, the need for its service and needs of its constituency or potential constituency. Records are useful to administration in determining whether its services meet the needs of the community, whether the quality of service is in line with purposes and objectives of the agency, and whether there is a need to change policies and practices. Furthermore, well-kept records are useful in interpreting group work as a method in social work. Agency boards and community groups can be helped to appreciate the need for added facilities, equipment, and staff. When a review of the records of several groups reveals common problems, it is possible to utilize such factual information as a basis for the selection of staff members and for staff training. Staff assignments to groups can be made with greater intelligence when there is a record of the development of the group. NSOU ? PGSW-III 268 Recording has value for the group, the worker, and the agency and for the field of social work. Teaching material for in-service training and professional education comes from well-written narratives. Discussion material for professional organizations that conduct institutes

and conferences can be provided by workers who have recorded and analyzed their work with groups. Group records are essential in study, research, and experimentation. 12.3.6 Factors That Influence the Keeping of Process Records Because many agencies are at the stage in their development at which they are giving serious consideration to the matter of improving their systems of record keeping, it is necessary to point out some of the factors that influence an agency's decision to keep process records. Not every agency affords adequate facilities for recording. It is doubtful whether or not agencies should attempt to keep full records on all their groups, especially if there is wide variation in the competence of personnel. The first factor to consider is the function and purpose of the agency. If the agency is committed to the task of providing individualized group experience, then it is absolutely necessary that records be kept. If, on the other hand, the agency conceives its role in more general terms, it may not have need for full records. Another factor to be considered is the level of current group work practice as observed in the agency. If the agency has workers who are adequately prepared to do a good job as group workers, they should be able to assume a responsible role in relation to recording. If, however, workers are not well trained, it is doubtful that they will be capable of keeping records that will be of much value. Workers who have never engaged in record keeping will need special help in developing their skill in this area. It takes time to write records. Unless agencies recognize this and allow for it in determining worker loads, it is impossible to do an adequate job of recording. Facilities and staff services are required as well. Another factor to consider is the nature and purpose of the specific group. If it is a group of indeterminate status, lacking fixed enrollment and definitely conceived as a short-term activity group, it may not require full recording. If the group is considered

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permanent, or at least long-term, with definite objectives in the sense of individual development, then records should be kept. The availability of competent supervisory help for workers is another factor. Records take on much more meaning when they are discussed by the supervisor and the worker they are discussed by the supervisor and the worker together. Supervisory staffs must be sufficiently large in relation to the number of workers supervised, so that records, will be read with care and will be utilized regularly in the supervisory process. The departmental organisation of the agency will be an influential factor in the setting up of a system of recording. If records are to be used by all departments, there must be agreed-upon uniformity of content and centralization of the material to make it promptly accessible to all. When the agency is a part of a national organization, its records will necessarily be geared to the total requirements of the national scene. The fact of agency membership in local federations or in social welfare councils will influence the form and content of records. If, after analysis of its own situation, an agency decides to move ahead on establishing a system and requirement of narrative process recording on all or some of its groups, the following questions must be studied: what does it mean to record the group work process? What should be included in the record from the standpoint of content? How can workers be helped to learn how to write good records? What can be learned from analysing records, and how can the learning be utilized?

12.3.7 Meaning of the Record in the Group Work Process

First, when we set out to record the group work process, we write about individuals and their responses to one another in a given group situation. In other words, we write about the behaviour of the individuals in the group. Second, we write about the type and extent of participation of individuals who are working, playing, thinking or otherwise acting together in the group. We concentrate upon what individuals do as they associate with one another. Third, we note and record the origin and the development of ideas, including their acceptance or rejection by the individuals involved. We look for the interplay of minds and the stimulation of individuals by other individuals. NSOU ? PGSW-III 270 Fourth, we put down exactly what the group worker does as he carries out his helping role with the group. In addition, we record what the worker thinks and feels about the group situation and what he hopes to accomplish as he works with it. Fifth, we put down movement, growth, and change as we see it in individuals and in the group as a whole. Sixth, we write about the relationship between the group and the agency and include community relationships when these are significant in understanding the group. Recording the group work process thus implies that we shall concentrate upon individuals working together in group situations, relationships among individuals as reflected by their participation, interaction within group and between groups, ourselves as workers present to exercise a helping role. This may be restated as who? – the members of the group; what? – the things they do together; how? – the way in which they do things together; why? – the reasons why we think certain things occur or fail to occur. In the beginning, workers who are learning how to record the group work process, discover that their job consists of alert observation and sensitivity to what is happening in the group; selection of what to include; organization of material selected; the actual write-up; analysis of the material written; interpretation and utilization of the

material in next steps with the group. 12.3.8 The Content of the Narrative Record The writing of the narrative record is one part of the worker's job in group work. Any outline or list of what to include in the record is a reflection of the group work philosophy of the person or persons drawing up the outline. When workers have good insight as to the basic principles of social group work, the items included in content lists tend to emphasize or illustrate these principles. Because groups are different, any list or outline of what to include in the record must be something to select from and to be guided by in a general way. At the outset, workers should be encouraged to include everything that they see as important in understanding the group. As the worker develops security and skills with a given group, changes will come about in the recording. The worker will see more than he saw at first. He will recognize the importance of his own role within the group and will comment upon it more fully.

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He may discover perplexing and conflicting situations which need further study, and so he will include more interpretation and evaluation in the records. Various items which might appear in the records of a group which has been meeting for some time include the following: 1. The record should include basic identifying information about the group, its name, the date, time, and place of its meeting, the names of individuals present and absent should be listed and new members properly noted. The physical setting within the agency or away from the agency should be mentioned at the beginning of the record as well as any important observations on whether or other conditions which might affect the attendance. 2. The record should include mention of individuals by name; what they do, what they say, and how they get along in the group should be recorded along with the sequence of their participation. Specific contributions of individuals should be mentioned as they interact with other members of the group. The emotional quality of participation, as reflected by behaviour toward other individuals or the worker, is important and should be included. 3. As the worker works along with the group he will become aware of the group as a whole. By putting down what the group does in its activity programme, by noting positive and negative response to experience, and by recording what the members say about their group in relation to the agency, the worker becomes conscious of the group as it moves through various phases of its development. 4. The relationship and role of the group worker should be included. When the worker provides materials, makes arrangement, introduces new members, offers suggestions, leads discussion, participates the activities, interprets the agency, or in any other way enters into the affairs of the group it should be recorded. 5. At the close of each meeting's record the worker should include a section of evaluative comments regarding what happened during the meeting. This section can consist of questions, explanations as why things occurred or failed to occur, and tentative plans for the future. Such comments or meeting- by-meeting evaluations are exceedingly important and frequently are longer than the actual meeting record.

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The worker should include both planned and informal meetings with individuals before, after, and between group meetings. If the worker works with committees, that are a part of the group, these meetings should also be described. Individual conferences between the worker and offices of the group, and meetings that the worker established for the purpose of locating programme resources should be included. The goal should be to make the record as complete as possible.

12.3.9 Learning How to Write Records

The development of skill in recording is fundamentally a matter of becoming capable of observing the group, analyzing what is going on and understanding what it means to the individuals. As workers become more skillful in their work with groups and develop insight into their own role and responsibility with the group, their records reflect this growth. As one worker put it, the recording is not difficult, but the thinking and analysis that precede the actual writing are difficult. Many workers believe that there is value in writing up the factual account of the meeting shortly after it has been held. The analysis of what happened then appears in the section of evaluative comments. This section may not be written until a few days after the meeting when the worker has had more time to think about what occurred. Some suggestions that have proved helpful to workers who are learning how to record are given as possible helps. Some workers find it helpful to prepare a brief topical outline before writing or dictating major record entries. Such outlining helps in the organization of the material and in the selection of the most important items. Worker should endeavour, in so far as possible, to attach the names of group members to the action as it takes place. When workers do this, they avoid phrases such as: "it was felt" without telling who "it" is; "there was a good discussion" without discussing what and why it was good; "several members objected" without telling who discussed what and why it was good, "several members objected" without telling who the "several" were; "details were left to be worked out later" without telling what the "details" were or who would work them out. Simple language, short sentences, frequent paragraphing, and the use of topical headings throughout the record will make it easier to analyse at a later time. Identification of the worker by

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w" or "worker" is preferable, though some find the use of the personal pronoun "I" easier and more natural for them. The dating of all entries is important because it shows continuity and development. Periodic summaries of individual and group growth are important means of reviewing and group growths are important means of reviewing the record and modifying future entries as to style or content. In reviewing the records that have been accumulated over a period of perhaps several months, the worker might ask such questions as: Have I identified myself and included what I did and why I did it? Have I identified the individuals who make up the group and have I included what they did? Have I included all my contacts or did I overlook some important ones? Have I given enough interpretation of what has happened? How can I improve my recording to make the record more specific and meaningful to me? There is no one way to keep the narrative process record. Most workers will develop a style of their own and will include pertinent material as they become aware of the important uses to which the records are put.

12.3.10 Using Process Records—What We Learn from Analyzing Record

The worker's use of records begins when he starts to write, because the primary value of records is in helping the worker think through his work with the group. The record should be reviewed before each meeting with the group, since in so doing the worker will be helped to recall salient features of the group's development. After a period of work with the group the accumulated body of information in the record should be studied with a view to ascertaining trends and movements. Record usage thus centres around both immediate and long-term goals. Good records enable the worker to see and understand the kind of relationship he has established with the group. They show his sensitivity and the way in which he picks up group leads or fails to respond to requests for help. Records make it possible for the worker to learn how his role has changed as the group has developed and reveal the kind of problems the group has encountered in carrying out programme and in meeting specific situations. Records help the worker to deepen his understanding of individual and group behaviour and indicate the point at which the individual and the group have arrived in their development. Individuals who need special attention emerge, and the extent

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to which their needs are being met in the group can be seen. Individuals with leadership abilities can be helped to take greater responsibility for the affairs of the group when they have been located by means of the record. In general, records are most useful at the point of evaluation of the group work process. In fact, it is doubtful whether evaluations of programme, individual growth, or worker performance can be satisfactorily made without records. Although partial judgements can be made on the basis of memory, thorough evaluation is possible only if adequate records have been kept. From time to time it is advisable for the group worker to go back over his records and prepare an analysis and summary. This exercise is extremely rewarding to the worker and is well worth the time required to do it. The worker can learn a great deal about what has happened in the group, and, more important, he can retrace the role he has played in bringing about this group development. Such a review is, of course, essential if the group is being closed. It is also needed if the worker is transferring the group to a new worker. In connection with agency evaluation the summary analysis is indispensable.

12.3.11 Outline For Group Summary

In writing the analysis of the group record, it is important to include throughout the place which workers have had in these various aspects of the group behaviour. In describing worker's relation to the group, it is important to indicate not only what he did but what were his purposes, his assumptions and, so far as he can evaluate them.

1. What has been happening to individuals in the group? Add to face sheet material a brief description of the behaviour of the person and his adjustment in the group.
2. How has the group changed in purpose and membership? A. Has the group stated a purpose? If so, what is it? Judging by its behaviour, what seems to be the dominant purposes of the group? What needs are being met? What unavowed purpose do you see evident? How are the group objectives influenced by unconscious motivations in your opinion? How does agency function or purpose affect the purpose of this group? How does the surrounding community affect group's objectives?

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B. What changes in purpose or membership policies have occurred during the period of the record? Why did these come about? C. How is membership determined? What agency policies affect membership? What individual factors of congeniality, etc., are determining membership? D. What social factors are affecting the make-up of the group? Note influence of nationality parochial or public school, occupation, location of residence, financial status of family, parents working away from home etc. E. What relation has worker had to this success of formation, the determining of objectives and membership? What has he aimed to do in this area? What has resulted? 3. How do the members relate to each other? A. Describe the pattern of acceptance and rejection in the group showing changes over the period. B. During the period of the record, how have subgroup's affected the way the group has functioned? Note cliques, conflicts between subgroups, leadership subgroups etc. How have groups based on personal congeniality or personal hostility affected the formation or functioning of authorized groups, such as committees? How have social factors such as occupation or race affected subgroups? C. Does the group treat any of its members consistently in certain roles, such as scapegoats, rebels, clowns, outcasts, or objects of pity to be uplifted by the group? How do you account for the attitudes in these cases – both on the part of the group and from the viewpoint of the individual treated in this way? D. What part has worker played in this process of acceptance, rejection, and status finding? How has he affected the patterns? How has he used it in relation to individuals? To the whole group? 4. How is the group governed? A. Does the group have a formal system of control embodied in a constitution or set of rules? If not, what means has it of control? Is so, how much does the group abide by its own rules? B. How much control do the officers exercise over the programme and behaviour of the group? How much is this affected in total group participations? What limits are set over the power of the officials?

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C. What committees does the group have and what are their functions? What part has worker had in setting up of committees? What were his aims here? D. Are there instances of socially inert or passive members? Of dependent or dominated members? Of fringe members not actively engaged in the group? If so, describe psychological basis of their position as you see it. E. Does the group control its members outside of the meeting? In what respects? How is this done? F. What kinds of issues have produced conflicts in the group? How does the group react when it cannot get what it wants? How was authority used in such situations? What part did worker play in such conflicts? G. Is there any unauthorized group or individual controlling or attempting to control the group? How is it working to do this? How successful is it? What methods were used? H. Who are the indigenous leaders of the group? What contribution do they make which accounts for their rise to headship? What needs or drives of their do you think play into their leadership? How do they use their position as leaders in controlling the group? I. What agency regulations or requirements affect control of the group? How are such controls put into effect? What part does the agency staff other than worker have in such control? J. How do attitudes toward authority, neighbourhood tradition, class, habits etc., affect the reactions of the group toward authority and self-government? K. What has the worker done in regard to the control of the group? At what points has he taken control himself? What methods did he use? What were his aims in doing this? What were the results? How has he attempted to establish democratic method through indigenous, leaders? 5. How does the group make up its mind? A. What kind of questions required group thinking and collective decision during the period of the record? Were these handled in business meetings? If not, how and where did the discussion occur? B. In the business meeting of the group, is formal parliamentary procedure used? Informal discussions? NSOU ? PGSW-III 277 C. How does the group usually come to its decisions? By majority rule? Compromise? Integration? What is the usual attitude of the minorities toward majority decisions? What opportunities are afforded for minority expression of opinion? How does the majority treat minority opinion? D. Has the group had discussions of questions other than those in business meetings? Are they "bull sessions", planned discussions, "round labels", "truth sessions"? What subjects have come up for such discussion? E. In the business meetings or subject discussions of the group, what is the quality of the group thinking in terms of information gained or used in the discussion, clarity of thinking, influence of emotional and irrational factors in reaching conclusions, ability to come to integrated group conclusions where necessary, etc? F. What part has worker played in group deliberation? What educational purposes has he had in mind for such deliberative meetings? With what results? 6. What has happened to esprit corps? A. What is the general social climate of the group in terms of factors, such as the following: friendliness or hostility toward each other; opportunity for free expression opinion and receptive attitude toward such, attitude toward authority as represented by worker, the agency, or the indigenous leaders; ability to cooperate effectively for common ends? What outside factors, such as physical setting of the group, fatigue, home, school, or work situations have in your opinion affected this climate? If the climate has changed markedly during the period

of the record, what has produced this change? B. How has spirit do corps of the group fluctuated during this period? What has produced these fluctuations? How has it been affected by programme, conflicts, interpersonal acceptance and rejection, events outside the group? C. Do the members vary in their attachment to the group? How does this show itself? What is the pattern of group attachments? D. Does the group use any symbols or ritual to express its attachments to the group? Where did these come from? What effect do they have on group cohesion? Or individual reactions to the group? What effcet do they have on the group's standing with other groups in the agency?

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E. What relation has worker to these aspects of the group? What has he aimed to do about it? What resulted? 7. What are the dominant values in the group? A. What evidences are there of commonly accepted values affecting the behaviour of the group? Are these values formulated into a clearly understood code? If so, what does the code require of this members in the way of behaviour? What does it forbid? Do these values deviate from the mores of the neighbourhood? If so, how? At what points are they different from those of worker? At what points do they differ from those of the agency? B. If the group has certain accepted standards, how do they affect individual behaviour? How are they enforced by the group? Are awards or punishment given? C. How are the group values related to its selection of indigenous leaders? Do its stigmatizing of certain members? To what extent does the elected or natural leader embody the group ideal (e.g., in popularity with the other sex, physical powers, prominence in a skill, embodiment of a social purpose, etc.)? In what ways are its values influenced by those of its indigenous leaders? D. Does the group indicate rejection of certain values? Does it have an enemy outside itself in the form of another group, racial grouping, or area? If so, how is this hostility expressed? Does it show evidences of social prejudices, racial, religions, economic, etc.? E. Does the group think of itself as in line with community standards or is it in revolt against them? Or, if the latter, is it consciously antisocial, or does it consider its standards high than those of the community? In any of these situations, how have you as worker dealt with this attitude toward accepted values? F. How is the agency attempting to affect these values? What does worker do about them? What is his aim in doing this? What has resulted? 8. What has been the programme of the group? A. List the major activity of each meeting, i.e., business meeting, trip, party. B. How is programme determined?

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C. What activities have met with the greatest response? The least? D. What contribution do you feel the programme activities have made to individuals? E. How did the worker's interests and skills affect programme? What was his part in determining it? 9. What is the relation of group to other groups? A. Has this group had any relation to other groups inside the agency? How has this group been related to programme planned for whole agency? What effect does this have on its own programme? What contacts has it had outside the agency? Describe the contact in each case in terms of activities engaged in an effect on the group. B. What part has worker played in these intergroup activities? What has he aimed to do through them? What has resulted? C. If this is a representative group, what is its relation to this constituent group? 10. What is the relation of worker to members of the group? A. During the group meetings are there certain members who are constantly endangering the effective functioning of the group by such behaviour as bullying weaker members, refusal to carry their share of work, showing off by noisy or irritating behaviour, passively, or day-dreaming, acting tough, monopolizing the leader? What is the relation of worker to these persons? How does he handle this behaviour in the group? How has he used group programme or group pressures to deal with this behaviour? Are there certain members who are normally helpful to the group by such behaviour as making useful suggestions, assuming responsibility, helping or protecting weaker members, quieting noisy members, upholding agency standards, stimulating thinking or control of emotional outbursts of others? What is the relation of worker to these persons? How has he used their behaviour to promote group programme or group relations? How has he used group programme or pressures to develop their capacities? To what extent does the worker work with the officers or committee chairman in planning business meetings or programme? NSOU ? PGSW-III 280 B. Outside of the group meeting, what contacts has worker had with members of the group? In lobbies, streets, homes, etc., in which he saw the person by himself or with one or two others? How did these contacts arise? What occurred in the interviews of significance to the person or to the functioning of the group? C. In dealing with members on an individual basis, has worker referred members to other agencies or used other resources within the agency? II) Statistical Summary: Enrollment at beginning of the period Number of members added during this period Including (a) old members re-enrolled (b) new members enrolled Number of members dropped during period Cumulative enrollment Enrollment attendance Cumulative attendance (Summation of attendance at each regular meeting) Attendance index Cumulative attendance ----- = attendance index Enrollment attendance 12.4 Conclusion The writing of the records is becoming an integral part of social group work method. Since, social group work is the process of working with the people, it needs to maintain record to conduct the group

activities perfectly and methodically. Recording is thus a tool for the improvement of the horizon of different activities concerning the group. In short its utilities are: (1) helps the worker in developing skill in terms of better understanding of the individual, and ability to think analyse and evaluate, (2) helps the group worker to understand the groups as a whole because in the record writing process he becomes aware of the whole, (3) the record provides the worker NSOU ? PGSW-III 281 with evidence of growth and change in the part of the members and of himself as a worker, thus record serves as an instrument of evaluation, (4) it provides contents for supervision both on the part of the worker and the agency, (5) the record provides a source of future programme planning because it is a reflection of expressed and unexpressed and unfulfilled interests and needs as well as amount of what actually happened, (6) it provides historical data which may be used by new workers to maintain the continuity of work, (7) the record provides data to the higher opportunities, which gives financial support to the agency, (8) the reports sometimes help to resolve the difficulties arising in the course of group activities, (9) the reports helps the absentee members to follow the discussions in the meeting, (10) lastly, these records are of immense value in social research. Since, WHO in every group is different, the WHAT, HOW and WHY are also different. It is, therefore, impossible to develop a rigid records. Writing records helps the worker to acquire greater skill and sharpen his knowledge and understanding of the complex dynamics of social group work process. The reports must be factual, clear and simple and must fruitfully represent the tempo of group process and the interaction between various people within the group. In the task of evaluating of the work of a group or the agency as a whole, well written and objective reports will go a long way.

12.5 Exercise 1. What do you mean by record? What are the elements of record in social group work? 2. Write in brief the principles of recording. 3. Elucidate the importance of narrative records. 4. What are the meanings of record in the group work process? 5. As a professional gives an outline for group summary records. 6. What is Supervision? What are the functions of supervision? 7. Write in detail the supportive functions of supervision. 8. State how the task model of supervision differs from the developmental model? NSOU ? PGSW-III 282 9. What activities generally fall under the mode of supervision? 10. What are three ways in which prolonged job related stress affects professional performance? 11. Elucidate the role of a supervisor in the group work process.













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PREFACE In the curricular structure introduced by this University for students of Post-Graduate degree programme, the opportunity to pursue Post-Graduate course in a subject is introduced by this University is equally available to all learners. Instead of being guided by any presumption about ability level, it would perhaps stand to reason if receptivity of a learner is judged in the course of the learning process. That would be entirely in keeping with the objectives of open education which does not believe in artificial differentiation.

I am happy to note that university has been recently accredited by National Assessment and Accreditation Council of India (NAAC) with grade 'A'.

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Keeping this in view, the study materials of the Post Graduate level in different subjects are being prepared on the basis of a well laid-out syllabus. The course structure combines the best elements in the approved syllabi of Central and State Universities in respective subjects. It has been so designed as to be upgradable with the addition of new information as well as results of fresh thinking and analysis. The accepted methodology of distance education has been followed in the preparation of these study materials. Co-operation in every form of experienced scholars is indispensable for a work of this kind. We, therefore, owe an enormous debt of gratitude to everyone whose tireless efforts went into the writing, editing, and devising of a proper layout of the materials. Practically speaking, their role amounts to an involvement in 'invisible teaching'.

layout

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of the materials. Practically speaking, their role amounts to an involvement in 'invisible teaching'. For, whoever makes use of these study materials would virtually derive the benefit of learning under their collective care without each being seen by the other. The more a learner would seriously pursue these study materials, the easier it will be for him or her to reach out to larger horizons of a subject. Care has also been taken to make the language lucid and presentation attractive so that they may be rated as quality self-learning materials. If anything remains still obscure or difficult to follow, arrangements are there to come to terms with them through the counselling sessions regularly available at the network of study centres set up by the University. Needless to add, a great deal of these efforts is still experimental—in fact, pioneering in certain areas. Naturally, there is every possibility of some lapse or deficiency here and there. However, these do admit of rectification and further improvement in due course. On the whole, therefore, these study materials are expected to evoke wider appreciation the more they receive serious attention of all concerned. Professor (Dr.) Subha Sankar Sarkar Vice-Chancellor First Print — February, 2022 Printed in accordance with the regulations of the Distance Education Bureau of the University Grants Commission.

Netaji Subhas Open University Post Graduate Degree Programme Master of Social Work Course : Social Work Intervention-III (Community Organization) Code : PGSW-IV

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PG : Social Work (MSW) (New Syllabus) Module-1 : Introduction to Community Organization Unit 1 Concept of Community 7-24 Unit 2 Community Power 25-36 Unit 3 Basic Idea About Community Organization 37-54 Unit 4 Different areas of Community Organization and Models of Community Organization Practice 55-64 Module-2 : Community Organization Process Unit 5 Need Assessment 65-76 Unit 6 Programme Planning 77-85 Unit 7 Process of Community Organization 86-105 Unit 8 Advocacy 106-113 Course : Social Work Intervention-III (Community Organization) Code : PGSW-IV
 Module-3 : Strategies in Community Organization Practice and Role of Community Organization Practitioner Unit 9 Communication 114-131 Unit 10 Sarvodaya, Bhoodan, Gramdan 132-155 Unit 11 Leadership 156-173 Unit 12 Community Participation 174-187 Unit 13 Social Action 188-203
 Unit-1 Concept of Community Structure 1.1 Objective 1.2 Introduction 1.3 Concept of Community 1.4 Basic types of Community 1.5 Characteristics of Community 1.5.1 Urban communities 1.5.2 Rural communities 1.5.3. Tribal communities 1.6 Summary 1.7 Exercise 1.8 Reference 1.1 Objective The learner would understand about the basic concept of a community, its basic characteristics and also about the various types of communities. 1.2 Introduction The third Method of Social Work, amongst the Primary Methods i.e. Community Organization involves intervention into the community Setting to mitigate the community problems. In order to do this a social worker must be aware of

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the community power structure to carryout community organisation method, which is used for		

developing consciousness amongst the people for their sustainable development. At the time of community organisation one may also apply other methods of social work, like Casework and Group Work to work more effectively in the community level.
 8 NSOU ? MSW-IV However before chalking out any plan it is important for the community Organizer to first understand the power structure of

93%	MATCHING BLOCK 6/61	SA 480E2430_BSW_Social Work with Communit... (D165107508)
the community to practice community organisation method, which is used for empowering people for their development.		

Now we may try to understand the concept of Community, Power structure and also the negative and positive aspects of the Power Structure which lead to integration or disintegration of a community.

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Details are provided for social work students to understand and practice community organisation effectively 1.3		

Concept of Community Generally speaking, a Community is a geographical area (e.g. a country, village, hamlet, town, or neighbourhood) where people share common norms, religion, values, customs, or identity and also interact socially. People living in the community share common interest and Common heritage. Community is an organised social unit in which a group of people live in close proximity and have some common idea, interest, concern, language and culture. In other words we can say that community is the complete organised unit wherein each and every element functions in a related manner and produces comforts for other living beings. Bogardus defines

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community as a social group with some degree of we feeling and living in a given area.		

Socio logically it can be defined as a small isolated centre with a stable population in which all economic and social services necessary to life can be maintained. Community can further be defined as a small localised political, economic and social unit whose members share values in common. Mclver defined community as the term be applied to a pioneer settlement, a village, a city or tribe or a nation wherever the member of any group small or large not this or that in particular interests but with the basic conditions of a community life we call that group in that once life may be lived wholly within it. The basic criterion of community then is that of once social relationships may be found within it. Community as we all know is the oldest form of human social organisation in which- ? Social relations are primary, personal and direct.

NSOU ? MSW-IV 9 ? Common values are not reinforced by legislations but by a rich ritual life and by folkways and mores ? Traditions are treated as very valuable ? Violation of traditional customs results in ostracism. ? Members guard its isolation and culture against contamination by other communities ? People learn and develop the feeling of togetherness and belongingness. ? Develop reciprocal feelings of attachment towards the place. In a study conducted in 1986 by McMillan and Chavis proposed the following four basic "Features of Community " - 1) Membership: Feeling of belonging or of sharing a sense of personal relatedness, 2) Influence: Making a difference to a group and of the group mattering to its members 3) Reinforcement: Integration and fulfilment of needs, 4) Sharing: Share emotional connection. To build a healthy community we need active involvement of the community people. They are the best ones to know the actual problems of the community and may give proper inputs to solve them. Proper application of the Method of Community organization gives opportunity to its community members to improve their community problem and democratically keep their opinion for its development and may even take initiatives for improving their own locality. Thus the Community people are responsible for the growth and development of their communities by adopting a cooperative, collaborative and participatory attitude. Let us now look into some definition of Community, given by some great social thinkers- "Wherever

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the members of any group—small or large—live together in such a way that they share, not this or that particular interest, but the basic conditions of life,

we call that group a community." – Maclver and Page.

10 NSOU ? MSW-IV As R.E. Park (1921) writes: "Community, in the broadest sense of the term, has a spatial and a geographical connotation." Weber meant that members "known each other" and have a degree of common consciousness and identity and exclude those unlike themselves. According to Bogardus (Sociology, 1952), "a

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community is a social group with some degree of we feeling and living in a given area".

A nineteenth century sociologist, F. Tonnies, who has been described as the founder of the theory of community, defined 'community in his book *Geminschaft and Gesalbschaft* (Community and Society) "as an organic, 'natural' kind of social collectivity whose members are bound together by a sense of belonging, created out of everyday contacts covering the whole range of human activities". Systems Perspective : From a systems perspective, a community is similar to a living creature, comprising different parts that represent specialized functions, activities, or interests, each operating within specific boundaries to meet community needs. For example, schools focus on education, the transportation sector focuses on moving people and products, economic entities focus on enterprise and employment, faith organizations focus on the spiritual and physical well-being of people, and health care agencies focus on the prevention and treatment of diseases and injuries (Henry, 2011). For the community to function well, each part has to effectively carry out its role in relation to the whole organism. A healthy community has well-connected, interdependent sectors that share responsibility for recognizing and resolving problems and enhancing its well- being. Successfully addressing a community's complex problems requires integration, collaboration, and coordination of resources from all parts (Thompson et al. 1990). From a systems perspective, then, collaboration is a logical approach to health improvement Social Perspective : A community can also be defined by describing the social and political networks that link individuals, community organizations, and leaders understanding these networks is critical to planning efforts in engagement. For example, 6 tracing social ties among individuals may help engagement leaders to identify a community's leadership, understand its behavior patterns, identify its high-risk groups, and strengthen its networks (Minkler et al, 1997).

NSOU ? MSW-IV 11 Virtual Perspective : Some communities map onto geographically defined areas, but today, individuals rely more and more on computer-mediated communications to access information, meet people, and make decisions that affect their lives (Kozinets, 2002). Examples of computer-mediated forms of communication include email, instant or text messaging, e-chat rooms, and social networking sites such as Facebook, YouTube, and Twitter (Flavian et al, 2005) social groups or groups with a common interest that interact in an organized fashion on the Internet are considered "virtual communities" (Rheingold, 2000; Ridings et al, 2002). Without question, these virtual communities are potential partners for community-engaged health promotion and research.

Individual Perspective : Individuals have their own sense of community membership that is beyond the definitions of community applied by researchers and engagement leaders. Moreover, they may have a sense of belonging to more than one community. In addition, their sense of membership can change over time and may affect their participation in community activities (Minkler et al, 2004). The philosopher and psychologist William James shed light on this issue in his writings. James thought it important to consider two perspectives on identity: the "I," or how a person thinks about himself or herself, and the "me," or how others see and think about that person. Sometimes these two views agree and result in a shared sense of an identity, but other times they do not. People should not make assumptions about identity based on appearance, language, or cultural origin; nor should they make assumptions about an individual's perspective based on his or her identity (James, 1890). Today, the multiple communities that might be relevant for any individual — including families, workplace, and social, religious, and political associations — suggest that individuals are thinking about themselves in more complex ways than was the norm in years past. The eligibility criteria that scientists, policy makers, and others develop for social programs and research projects reflect one way that people perceive a group of proposed participants, but how much those criteria reflect the participants' actual view of themselves is uncertain. Practitioners of community engagement need to learn how individuals understand their identity and connections, enter into relationships, and form communities. Thus we may say that a community is

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a group of people living in the same place or having a particular characteristic in common		

such as norms, religion, values, language or identity. It is a group of people who share the same things, such as: where they live, work and play. It is also a place where people solve problems together.

12 NSOU ? MSW-IV Check your Progress 1 Explain the concept of Community from System's Perspective

..... 2 What are four basic features of a community ?
 1.4

Types of Communities In common parlance, the word 'community' is used for a collection of people who do related kinds of work, such as the "teacher's community" or the "doctors community". It is also used to denote a collection of people who share something in common as the "Hindu community", the "Parsi community", or the "Christian community" without necessarily living in a particular area. Sometimes, it is used to describe a supposedly coherent group, such as 'international community'. There are many ways by which we may categorize communities. On such kind of category is as follows- ? Location Based Communities Communities can be divided into three main types based on their location, interaction and ecology. They are- Urban Community Composed of such people who are mostly of migrated in character of. As a result they may be of various caste, culture, linguistic and religious group. These communities are heterogeneous in nature.

NSOU ? MSW-IV 13 Rural Community This community is small in size. The members of this community speak same language and share the same culture. They live together in the same area for a long period of time. People are interdependent on each others. Tribal community Besides the normal rural community there is tribal community who also live in the rural areas. Generally these communities are quite small in size and isolated from urban or rural communities. Basically such communities are located around or in the forest, coastal, hilly or even desert areas. These communities have their own indigenous culture, language, religious belief occupation and even governance. They are homogeneous community in true sense. ? Identity Based Communities

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A common experience can bring people together and create a community. Such communities can be seen after unexpected tragedies such as terrorist attacks, natural disasters, and wars.		

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The way in which community is perceived is likely to depend on a person's attitude, culture, or beliefs.		

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In extreme cases, communities may remove themselves from the rest of society in search of their own way of life.		

These communities have strong 'community spirit', and the strength of bonds within the community members are the defining feature of such communities, which gives them a separate identity. ? Organization Based Communities People can have their own associations one based on their day to day activities. Individuals who are engaged in business one their own organizations and belong to that particular communities. Thus we may have business communities, educational communities, or Bar council, which comprises of people associated with legal service. These organizations have their own norms and have common interest. Further, Richard Millington mentioned five different types of communities based on the following :- 1. Interest based - Communities of people who share the same interest or passion.

14 NSOU ? MSW-IV 2. Action based - Communities of people trying to bring about desired change. 3. Place based - Communities of people brought together by geographic boundaries. 4. Practice based - Communities of people in the same profession or undertake the same activities. 5. Circumstance based - When people of a Community are brought together by some kind of external events or situations. People living in a particular community share the same kind of custom, tradition and culture. Broadly speaking, communities consist of the people and institutions shared beliefs, cultural ideas and some communities also share similar socio-political environment. Based on this there are three types of Communities i.e -pre-industrial, industrial and post- industrial community. Pre-industrial Communities Pre-industrial communities may be referred to those communities which prevailed Pre Industrial Communities Source- <https://www.google.com/search>

NSOU ? MSW-IV 15 between 1750-1850 which was much before the Industrial Revolution. This was a time when use of machines was not common and simple tools were used for performing various activities. Pre-Industrial communities differ from region to region depending on the cultural pattern, socio-political and historic background of particular geographic location. Pre-industrial communities were predominantly agro-based and limited, with division of labour, and class based stratification. These pre-industrial communities more or less shared these common characteristics features and the two specific forms of pre- industrial communities were hunter-gatherer and feudal communities. The Community people lived by collecting wild plants and hunting wild animals. They were perhaps nomadic and moved from one place to other for gathering food. These communities were perhaps non-hierarchical and egalitarian and there was discrimination on the basis of gender. The kinship character of the society was significant for its cooperative functional character, for the economic support was provided to the dependent and needy. Industrial Period Industrial communities were the communities that came up with the discovery of technology which enabled the people to go for mass production, and supported a large number of people to become economically independent along with a high capacity for division of labour. Such a structure developed in the western world in the period following the Industrial Revolution and replaced the agrarian societies of the pre-modern age. In the eighteenth century, Europe experienced a dramatic rise in the technological invention, ushering in an era known as the Industrial Revolution. This period was remarkable for the number of new inventions that influenced people's daily lives. Within a generation, tasks that had until this point required months of labour became achievable in a matter of days. Before the Industrial Revolution, work was largely person or animal- based, and relied on human workers or horses to power mills and drive pumps. In 1782, James Watt and Matthew Boulton created a steam engine that could do the work of twelve horses by itself. It was during the eighteenth and nineteenth centuries of the Industrial Revolution that sociology was born. Life was changing quickly and the long-established traditions of the agricultural eras did not apply to life in the larger cities. Masses of people were moving to new environments and often found themselves faced with horrendous conditions of

16 NSOU ? MSW-IV filth, overcrowding, and poverty. Social scientists emerged to study the relationship between the individual members of society and society as a whole. It was during this time that power moved from the hands of the aristocracy and "old money" to business-savvy newcomers who amassed fortunes in their lifetimes. Families such as the Rockefellers and the Vanderbilt became the new power players and used their influence in business to control aspects of government as well. Eventually, concerns over the exploitation of workers led to the formation of labour unions and laws that set mandatory conditions for employees. Although the introduction of new technology at the end of the nineteenth century ended the industrial age, much of our social structure and social ideas - like family, childhood, and time standardization - have a basis in industrial society. The United States, for example, was an industrial society because a considerable portion of its economy was tied to jobs that involve mechanized labour, like factory farming or auto-assembly plants, which involved a combination of machines and human employees to produce consumer products. In most cases, the objective of an industrial economy is the mass production of goods, which is the fast and efficient manufacturing of standardized products. For example, if you've ever purchased a car, there is a high likelihood that your car was mass-produced because it operates similarly to other models and its parts can be replaced with other parts because they are identical. Industrial society is one in which technologies of mass production are used to make vast amounts of goods in factories, and in which this is the dominant mode of production and organizer of social life. This means that a truly industrial society not only features mass factory production but also has a particular social structure designed to support such operations. Such a society is typically organized hierarchically by class and features; a rigid division of labour among workers and factory owners. It is important to distinguish the descriptive from the analytical uses of this term 'Industrial society'. At a descriptive level, an industrial society is simply one displaying the characteristic features of industrialism. However, the term is also used in the abstract to denote the thesis that a definite type of society exists whose culture, institutions, and development are determined by its industrial production process. The production of food is shifted to large commercial farms where the products of industry, such as combine harvesters and fossil fuel-based fertilizers, are used to decrease

NSOU ? MSW-IV 17 required human labour while increasing production. Excess labour is no longer needed for the production of food; mechanization is utilized to further increase efficiency. As population grows, and mechanization is further refined, often to the level of automation, many workers shifted to expanding service industries. Steam power began appearing everywhere. Instead of paying artisans to painstakingly spin wool and weave it into cloth, people turned to textile mills that produced fabric quickly at a better price and often with better quality. Rather than planting and harvesting fields by hand, farmers were able to purchase mechanical seeders and threshing machines that caused agricultural productivity to soar. Products such as paper and glass became available to the average person and the quality and accessibility of education and health care soared. One of the results of increased productivity and technology was the rise of urban centers. Workers from rural areas flocked to factories for jobs, and the populations of cities became increasingly diverse. The new generation became less preoccupied with maintaining family land and traditions and more focused on acquiring wealth and achieving upward mobility for themselves and their families. People wanted their children and their children's children to continue to rise to the top, and as capitalism increased, so did social mobility. Industrial society makes urbanization desirable, in part so that workers can be closer to centers of production, and the service industry can provide labour to workers and those that benefit financially from them, in exchange for a piece of production profits with which they can buy goods. This leads to the rise of very large cities and surrounding suburban areas with a high rate of economic activity. Some theoreticians argue that we are located in the middle of a transformation or transition from industrial societies to post-industrial societies. The triggering technology for the change from an agricultural to an industrial organization was steam power, allowing mass production and reducing the agricultural work necessary. Thus, many industrial cities have been built around rivers. Identified as a catalyst or trigger for the transition to a post-modern or informational society is global information technology. Point to Note Preindustrial societies, Durkheim explained, were held together by mechanical

18 NSOU ? MSW-IV solidarity, a type of social order maintained by the collective consciousness of a culture. Societies with mechanical solidarity act in a mechanical fashion; things are done mostly because they have always been done that way. This type of thinking was common in preindustrial societies where strong bonds of kinship and a low division of labour created shared morals and values among people, such as hunter-gatherer groups. When people tend to do the same type of work, Durkheim argued, they tend to think and act alike. In industrial societies, mechanical solidarity is replaced with organic solidarity, which is social order based around an acceptance of economic and social differences. In capitalist societies, Durkheim wrote, division of labour becomes so specialized that everyone is doing different things. Instead of punishing members of a society for failure to assimilate to common values, organic solidarity allows people with differing values to coexist. Laws exist as formalized morals and are based on restitution rather than revenge. Post Industrial Society Information societies, sometimes known as post-industrial or digital societies, are a recent development. Unlike industrial societies that are rooted in the production of material goods, information societies are based on the production of information and services. Digital technology is the steam engine of information societies, and computer moguls such as Steve Jobs and Bill Gates are its John D. Rockefellers and Cornelius Vanderbilts. Since the economy of information societies is driven by knowledge and not material goods, power lies with those in charge of storing and distributing information. Members of the post-industrial society are likely to be employed as sellers of services - software programmers or business consultants. Social classes are divided by access to education since, without technical skills, people in an information society lack the means for success. In sociology, the post-industrial society is the stage of society's development when the service sector generates more wealth than the manufacturing sector of the economy. The term was originated by Alain Touraine. As the term has been used, a few common themes, including the ones below have begun to emerge. The economy in the case of post-industrial society undergoes a transition from the production of goods to the provision of services. Knowledge becomes a valued form of capital. Producing ideas is the main way to grow the economy. Through processes of globalization and automation, the value and importance to the economy of blue-collar, unionized work, including manual labour

NSOU ? MSW-IV 19 (e.g., assembly-line work) decline, and those of professional workers (e.g., scientists, creative-industry professionals, and IT professionals) grow in value and prevalence. Behavioural and information sciences and technologies are developed and implemented. A post-industrial society is a stage in a society's evolution when the economy shifts from producing and providing goods and products to one that mainly offers services. A manufacturing society is comprised of people working in construction, textiles, mills, and production workers whereas, in the service sector, people work as teachers, doctors, lawyers, and retail workers. In a post-industrial society, technology, information, and services are more important than manufacturing actual goods.

1.5 Characteristics of the community Each type of community has some special characteristic features which may be different from other communities. Women now discuss about some of these characteristic features briefly in the following manner- Indian Urban Community-Source <https://indiaclimatedialogue.net/2020/10/13/severe-air-pollution->

20 NSOU ? MSW-IV 1.5.1 Urban communities The urban communities are more populated and with lots of facilities. These are the communities which are more or less heterogeneous in nature. People do not share strong bonding amongst themselves and have a very fast life style. The urban communities are mostly self sufficient with all modern amenities. Following are the basic features of Urban life- ? The social institutions like family, kinship, marriage, caste system etc are less complex in urban communities. Families are generally nuclear in nature. ? People are less superstitious, more educated and social norms and values are not so rigid. ? Size of the urban area is quite large and the density of urban population is very high. ? Bringing changes in the lifestyle, occupation and social economic status is quite common in urban sector. ? Birth rate and death rate is comparatively low except in the slum areas of the urban societies. ? Social interaction is less and more formal in nature. ? Urban life is highly competitive and people are more ambitious. ? People believe in commercial recreation. ? People have more facilities in terms of education, health and commerce. ? Commercial goods are in high demand in urban areas. ? Women of the urban societies enjoy a much higher status compared to the rural societies. ? People speak different languages and have different cultures and tradition because people from various places come and settle down for job and other commercial purposes in urban places. ? Municipality or Municipal Corporation is the local self government of the urban area.

NSOU ? MSW-IV 21 1.5.2 Rural communities ? The rural communities are much complex in nature. Families are joint and extended. Games in rural society Anne size within the relatives even with the very strong. The marriage system is also traditional in nature. ? It is mostly an agricultural society along with animal rearing, cottage industries and small scale industries. Land is the basic means of production and the cottage industry and animal rearing are other subsidiaries. Ordinarily all the members of the family including the children contribute to family business. ? Social norms, values, customs, tradition, superstitious beliefs and taboos are very common in Rural community. However with the influence of education changes are visible in rural communities. ? The rural communities largely depend on nature. Rural Indian Society Source-

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<https://www.dreamstime.com/indian-village-life-old-man-run-cow-vizag-india-indian-village-life-old-man-run-cow-image176352525-22>

NSOU ? MSW-IV ? Size of the rural community is smaller in area and the density is much lesser than that of the urban community. Thus the rural communities are not overcrowded. ? Birth rate is high which is due to lack of awareness about family planning, desire to have male child or non availability of contraceptives. ? Social interaction is much more informal in nature. ? It is largely autonomous in character which is evident from the fact that the village council looks after the village defence settles the village disputes. ? Panchayati Raj system is the form of the local self government. ? The village life is less competitive in nature and the ambition of the rural people is not very high. Indian Tribal Community Source - <https://indiantribalimages.com/blog/>

NSOU ? MSW-IV 23 1.5.3. Tribal communities ? Tribal communities are very simple without any stratification on the basis of caste. ? Taboos and superstitions are very much prevalent in tribal communities. ? The relation of the tribal people with mother nature is very strong. The tribal people depend to a large extent on nature for their social, economic and cultural livelihood. ? Some of the tribal communities live by food collection or hunting. ? There is very less chance of maintaining confidentiality in the tribal societies as it is an open community with a lot of interference in the matter of the others. ? The tribal communities in some cases are matriarchal in nature. ? Ambition or competition amongst themselves is almost absent in the tribal communities. ? The life is quite slow and the people have traditionally learned to remain content with whatever little they have. ? The tribal communities have several indigenous skills. ? The tribal communities love their culture and their heritage is their pivotal binding force. ? Consumerism is not at all present in the tribal communities. 1.6 Summary It becomes very important to know about the nature of the communities like the geographic area, sentiments of the people, so that it becomes easier for us to work with in it. Knowledge about the community will help to frame correct strategies and thus work more effectively.

24 NSOU ? MSW-IV 1.7 Exercise 1. Define the term 'Community'. What are its basic types ? 2. Enumerate the characteristics of Indian Community. 3. Differentiate between Urban & Rural communities. 4. Discuss briefly about post Industrial Society. 1.8 Reference http://motu-www.motu.org.nz/wpapers/05_09.pdf

NSOU ? MSW-IV 25 Unit- 2 Community Power Structure Structure 2.1 Objective 2.2 Introduction 2.3 Concept of Power 2.4 Sources of Power 2.5 Understanding Oppression and Power 2.6 Community Empowerment 2.7 Summary 2.8 Exercise 2.9 Reference 2.1 Objective In this Unit, we shall take a look at the roles that community organisers may play in consciousness raising and deconstructing power and oppression within the community. 2.2 Introduction

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For centuries, philosophers, politicians, and social scientists have explored and commented on the nature of power. Pittacus (c. 640–568 B.C.E.) opined, "The measure of a man is what he does with power," and Lord Acton perhaps more famously asserted, "Power tends to corrupt; absolute power corrupts absolutely" (1887). Indeed, the concept of power can have decidedly negative connotations, and the term itself is difficult to define. 26

NSOU ? MSW-IV 2.3 Concept of Power

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Many scholars adopt the definition developed by German sociologist Max Weber, who said that power is the ability to exercise one's will over others (Weber 1922). Power affects more than personal relationships; it shapes larger dynamics like social groups, professional organizations, and governments. Similarly, a government's power is not necessarily limited to control of its own citizens. A dominant nation, for instance, will often use its clout to influence or support other governments or to seize control of other nation states. Efforts by the U.S. government to wield power in other countries have included joining with other nations to form the Allied forces during World War II, entering Iraq in 2002 to topple Saddam Hussein's regime, and imposing sanctions on the government of North Korea in the hopes of constraining its development of nuclear weapons. Endeavors to gain power and influence do not necessarily lead to violence, exploitation, or abuse. Leaders such as Martin Luther King Jr. and Mohandas

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Gandhi, for example, commanded powerful movements that effected positive change without military force. Both men organized nonviolent protests to combat corruption and injustice and succeeded in inspiring major reform. They relied on a variety of nonviolent protest strategies such as rallies, sit-ins, marches, petitions, and boycotts.

Systems Perspective <https://pixabay.com/users/openclipart-vectors-30363/>
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Some groups often use their power to accumulate privileges over the groups they oppress.

The concepts of oppression and power are not only multi-dimensional but also involve multifaceted, complex means of being executed.

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Oppression may occur on any level from individual to societal. It also has a psychological piece. Those in power oppress individuals and groups by reducing their opportunities for education, work, housing, and health care. Then those on the receiving end of this oppression may take part in negative activity due to feelings of hopelessness and helplessness. In addition to the experience of exclusion and marginalization on a societal level, the problem of oppression is compounded when those oppressed engage in self-destructive patterns due to the internal feelings of hopelessness.

In order to effectively conceptualize dismantling and disrupting power and oppression, it is important to delve further into looking at systems by which power and oppression exist and are maintained. Bronfenbrenner's ecological systems theory provided a framework for us to examine how power and oppression are carried out and perpetuated in individual and community environments. Yet, human behavior is not simply nested as Bronfenbrenner theorized, but our behavior is also networked, where each system is defined in terms of the social relationships surrounding a targeted individual, and where systems at different levels relate to one another in an overlapping fashion (Neal & Neal, 2013). Thus, dismantling power and oppression is a difficult task that requires a community systems approach. It is also important to note that historical events such as colonialism and change across time necessitate that idea that power/oppression must be continually re-examined and monitored.

2.4 Sources of Power Having power and using power are two different things. For example, imagine a manager who has the power to reward or punish employees. When the manager makes a request, he or she will probably be obeyed even though the manager does not actually reward the employee. The fact that the manager has the ability to give rewards and punishments will be enough for employees to follow the request. What are the sources of one's power over others? Researchers identified six sources of power, which include legitimate, reward, coercive, expert, information, and referent (French & Raven, 1960). You might earn power from one source or all six depending on the situation. Let us take a look at each of these in turn, and continue with Steve Jobs from the opening case as our example.

28 NSOU ? MSW-IV Having power and using power are two different things. For example, imagine a manager who has the power to reward or punish employees. When the manager makes a request, he or she will probably be obeyed even though the manager does not actually reward the employee. The fact that the manager has the ability to give rewards and punishments will be enough for employees to follow the request. What are the sources of one's power over others? Researchers identified six sources of power, which include legitimate, reward, coercive, expert, information, and referent (French & Raven, 1960). You might earn power from one source or all six depending on the situation. Let us take a look at each of these in turn, and continue with Steve Jobs from the opening case as our example.

Legitimate Power Legitimate power is power that comes from one's organizational role or position. For example, a boss can assign projects, a policeman can arrest a citizen, and a teacher assigns grades. Others comply with the requests these individuals make because they accept the legitimacy of the position, whether they like or agree with the request or not. Goenka has enjoyed legitimate power as the CEO of CESE, a principal of a school may assign. He could set deadlines and employees comply even if they think the deadlines were overly ambitious. Start-up organizations often have founders who use their legitimate power to influence individuals to work long hours week after week in order to help the company survive.

Reward Power Reward power is the ability to grant a reward, such as an increase in pay, a perk, or an attractive job assignment. Reward power tends to accompany legitimate power and is highest when the reward is scarce. Anyone can wield reward power, however, in the form of public praise or giving someone something in exchange for their compliance. When Steve Jobs ran Apple, he had reward power in the form of raises and promotions. Another example of reward power comes from Bill Gross, founder of Idealab, who has the power to launch new companies or not. He created his company with the idea of launching other new companies as soon as they could develop viable ideas. If members could convince him that their ideas were viable, he gave the company a maximum of \$250,000 in seed money, and gave the management team and employees a 30% stake in the company and the CEO 10% of the company. That way, everyone had a stake in the company. The CEO's salary was capped at \$75,000 to maintain the sense of equity. When one of the companies, Citysearch, went public, all employees benefited from the \$270 million valuation.

NSOU ? MSW-IV 29 Coercive Power In contrast, coercive power is the ability to take something away or punish someone for noncompliance. Coercive power often works through fear, and it forces people to do something that ordinarily they would not choose to do. The most extreme example of coercion is government dictators who threaten physical harm for noncompliance. Parents may also use coercion such as grounding their child as punishment for noncompliance. Steve Jobs has been known to use coercion—yelling at employees and threatening to fire them. When John Wiley & Sons Inc. published an unauthorized biography of Jobs, Jobs's response was to prohibit sales of all books from that publisher in any Apple retail store (Hafner, 2005). In other examples, John D. Rockefeller was ruthless when running Standard Oil Company. He not only undercut his competitors through pricing, but he used his coercive power to get railroads to refuse to transport his competitor's products. Expert Power Expert power comes from knowledge and skill. Steve Jobs has expert power from his ability to know what customers want—even before they can articulate it. Others who have expert power in an organization include long-time employees, such as a steelworker who knows the temperature combinations and length of time to get the best yields. Technology companies are often characterized by expert, rather than legitimate power. Many of these firms utilize a flat or matrix structure in which clear lines of legitimate power become blurred as everyone communicates with everyone else regardless of position. Information Power Information power is similar to expert power but differs in its source. Experts tend to have a vast amount of knowledge or skill, whereas information power is distinguished by access to specific information. For example, knowing price information gives a person information power during negotiations. Within organizations, a person's social network can either isolate them from information power or serve to create it. As we will see later in this chapter, those who are able to span boundaries and serve to connect different parts of the organizations often have a great deal of information power.

30 NSOU ? MSW-IV Referent Power Referent power stems from the personal characteristics of the person such as the degree to which we like, respect, and want to be like them. Referent power is often called charisma—the ability to attract others, win their admiration, and hold them spellbound. Steve Jobs's influence as described in the opening case is an example of this charisma. 2.5 Understanding Oppression and Power Power and oppression can be seen as two sides of the same coin. Where power causes harm, then it may be likely seen as oppression. Thus oppression emerges as a result of power. The segment of the society who are powerless are exploited and victimized in a variety of ways by agents of oppression and/or systems and institutions. They are subjected to restrictions and seen as expendable and replaceable—particularly by agents of oppression. This philosophy, in turn, minimizes the roles certain populations play in society. Sadly, agents of oppression often deny that this injustice occurs and blames oppressive conditions on the behaviours and actions of the oppressed group. Oppression subsequently becomes a system and patterns are adopted and perpetuated. Additionally, socialization patterns help maintains systems of oppression. Members of society learn through formal and informal educational environments that advance the ideologies of the dominant group, and how they should act and what their role and place are in society. Power is thus exercised in this instance but now is both psychologically and physically harmful. This process of constructing knowledge is helpful to those who seek to control and oppress, through power, because physical coercion may not last, but psychological ramifications can be perpetual, particularly without intervention. As shared, knowledge is sustained through social processes, and what we come to know and believe is socially constructed, so it becomes ever more important to discuss dominant narratives of our society and the meaning it lends to our culture. It is our role as community Organiser to challenge the power hierarchy, to advocate, and to raise the voice and consciousness of those who lack power and /or the capacity to do so themselves. It is also our role to raise the consciousness of those who oppress and disempower. A social structure is a set of long-lasting social relationships, practices and institutions that can be difficult to see at work in our daily lives. They are intangible NSOU ? MSW-IV 31 social relations, but work much in the same way as structures we can see: buildings and skeletal systems are two examples. The human body is structured by bones; that is to say that the rest of our bodies' organs and vessels are where they are because bones provide the structure upon which these other things can reside. Structures limit possibility, but they are not fundamentally unchangeable. For instance, our bones may deteriorate over time, suffer acute injuries, or be affected by disease, but they never spontaneously change location or disappear into thin air. Such is the way with social structures. Overlaying these social structures are structures of power. By power we mean two things: 1) access to and through the various social institutions mentioned above, and 2) processes of privileging, normalizing, and valuing certain identities over others. This definition of power highlights the structural, institutional nature of power, while also highlighting the ways in which culture works in the creation and privileging of certain categories of people. Power in Indian society is organized along the axes of gender, caste, economic status, and religious identities. Some identities are more highly valued, or more normalized, than others—typically because they are contrasted to identities thought to be less valuable Community Power Structure "Social Structure" by Shane is licensed under CC BY-SA 4.0

32 NSOU ? MSW-IV or less "normal." Thus, identities are not only descriptors of individuals, but grant a certain amount of collective access to the institutions of social life. This is not to say, for instance, that all white people are alike and wield the same amount of power over all people of color. It does mean that white, middle-class women as a group tend to hold more social power than middle-class women of color. This is where the concept of intersectionality is key. All individuals have multiple aspects of identity, and simultaneously experience some privileges due to their socially valued identity statuses and disadvantages due to their devalued identity statuses. At the higher level of social structure, we can see that some people have greater access to resources and institutionalized power across the board than do others. Sexism is the term we use for discrimination and blocked access women face. Genderism describes discrimination and blocked access that transgender people face. Racism describes discrimination and blocked access on the basis of race, which is based on socially-constructed meanings rather than biological differences. Classism describes discrimination on the basis of social class, or blocked access to material wealth and social status. Ableism describes discrimination on the basis of physical, mental, or emotional impairment or blocked access to the fulfillment of needs and in particular, full participation in social life. These "-isms" reflect dominant cultural notions that women, trans people, people of colour, poor people, and disabled people are inferior to men, non-trans people, white people, middle- and upper-class people, and non-disabled people. Yet, the "-isms" are greater than individuals' prejudice against women, trans people, people of colour, the poor, and disabled people. For instance, in the founding of the United States the institutions of social life, including work, law, education, and the like, were built to benefit wealthy, white men since at the time these were, by law, the only real "citizens" of the country. Although these institutions have significantly changed over time in response to social movements and more progressive cultural shifts, their sexist, genderist, racist, classist, and ableist structures continue to persist in different forms today. Similar-sounding to "-isms," the language of "-ization," such as in "racialization" is used to highlight the formation or processes by which these forms of difference have been given meaning and power (Omi and Winant 1986).

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Unfortunately, conditions of exclusion and disadvantage are often ignored when those individuals with fewer resources try to obtain services. Furthermore, the economic inequality of people of colour, people with disabilities, and many other

such marginalised groups of our country,

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contributes to their limited access to many services and supports.

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Economic inequality also limits opportunities for employment, housing, health care, and education. These conditions can only be eliminated by changing unequal power relations and with the redistribution of wealth. Attention to the distribution of power and wealth is consistent with the principles of social justice, respect for diversity, and promoting social change. As

Social Workers, Community Organizers are equipped with the skills and training, practice, and lived experience needed to address the most pressing of social issues and concerns in our communities today. The continuation of structural systems of oppression and power, and its effect on our communities, families, and individuals is a matter of concern and it is no easy task to engage in dismantling and addressing such structural power systems.

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Paulo Freire (1970), Suggests most people who experience social oppression do not necessarily act to change their reality. This is because they have been taught to accept the dominant, or oppressors', narrative. That narrative has placed them in an inferior position and their oppressor's in a superior one. Over time, the oppressed come to believe in their inferiority and thereby internalize their oppression. The inferiority is now a part of their identity and affects the actions they take and the decisions they make in life. In turn, their acceptance of an inferior position in society enhances the dominance of their oppressors. Freire also argues that marginalized individuals do not have a critical awareness that allows them to see the injustices in their lives. They tend to be passive and unable to recognize their own capacity to transform their social realities, in part, because their condition of marginalization and oppression keeps them in a state of helplessness. Someone forced to the margins of society who lacks critical awareness may accept their low position. They may see it as the result of fate, bad luck or supernatural forces. This is why helping people develop critical awareness and understanding of the factors that contribute to their situation is an important early step in the process of empowerment.

Thus the process of Empowerment may only initiate

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once people understand the reasons for their situation and the importance of taking action(s) in order to address their own problems. 2.6

Community Empowerment Concept of community-level empowerment has now started receiving attention from Social Workers, who are working in various community settings. Community
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empowerment means a community has the resources and talent to manage its affairs, to control and influence relevant groups and forces within and outside the community, and to develop empowered leaders and community organizations. One example of developing empowered leaders is community members learning to organize so they can take part in improving their communities and take actions toward these improvements. Empowerment may be particularly important for communities rebuilding after trauma, such as survivors of a natural disaster, or for individuals in a war-ravaged country (Anckermann et al., 2005). Indicators of community empowerment include processes such as collective reflection, social participation, and political discussions, as well as outcomes such as having obtained adequate resources for improving community well-being and social justice (Anckermann et al., 2005). Collective reflection means that community members get together and jointly examine the issues that have mattered to them over time.

Community participation and social interactions

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are ways in which these communities can take the actions needed to empower themselves.

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Community empowerment works through increasing the community's influence over the structures and policies that affect the lived experiences of the community and its members. Increases in influence often occur through partnerships between those in power and other community members. These partnerships may take place in advisory boards, coalitions, or broader community inclusion initiatives (Fawcett et al., 1994). At times, community empowerment may mean that members of the community become empowered with the help of the community leaders and vice versa. Such "co-empowerment" may be challenging, yet can be very beneficial to communities (Bond & Keys, 1993).

Along with the empowerment, the Social Workers working in the communities

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may use a variety of strategies to address power imbalances (Fawcett et al., 1994). These strategies can help reduce or eliminate barriers, develop networks, and educate others in the community (see Practical Application 10.1). They can also create opportunities for capacity building and allow participants to advocate for changes in policies, programs, or services. To promote empowerment at the environmental and societal level, it is important to examine national, state, and local policies. Many programs and services unexpectedly place barriers and stressors on oppressed groups, such as people with disabilities. Ultimately, empowerment efforts are directed at promoting social justice. The strategies highlighted in this chapter can serve as a guide for individuals interested in promoting empowerment in their communities. It should be noted that there are many tactics that have been used to promote change over time.

NSOU ? MSW-IV 35 Community Integration is the opportunity to live in the community and be valued for one's uniqueness and abilities, like everyone else. (Salzer, 2006). Community Integration creates an environment that facilitates individual well-being. Community Integration is the right of all people. The process of Community integration helps people to optimize their personal, social and vocational competency to live successfully in the community. It also provides opportunities for community engagement, by either building practical skills or increasingly social access and participation for the people living in a community. The community integration enables participants to strive to learn, work, and socialize successfully in their local environment, all while enjoying the benefits of an active, engaged lifestyle. Each individual in the community possesses unique potential to create, grow, learn and adapt to various situation thus Community Integration allows people to participate in various community according to their own choice and capabilities. Thus Community Integration focuses on empowering the community people to enjoy a meaningful lifestyle and become more self-sufficient. 2.7 Summary The knowledge of power in a community talks us about its structure community can take enough step to diamant be the power structure which is oppressive in nature and thus the process of Community Integration is much inclusive in nature where everyone of the community, irrespective of their status in the power hierarchy within the society, may participate in their own developmental activities. 2.8 Exercise 1. Define the term 'Power'. What are the various sources of power ? 2. Analyse the community power Structure particularly in Indian context. 3. Discuss briefly about the notion of Paulo Freire. 4. What do you mean by Community Empowerment & Community Integration. 2.9 Reference

<https://courses.lumenlearning.com/sociology/chapter/power-and-authority/>

36 NSOU ? MSW-IV Introduction to Women, Gender, Sexuality Studies. Authored by: Miliann Kang, Donovan Lessard, Laura Heston, Sonny Nordmarken . Provided by: University of Massachusetts Amherst Libraries. Located at: <https://press.rebus.community/introwgss/>. License: CC BY: Attribution <https://press.rebus.community/introductiontocommunitypsychology/chapter/empowerment/>

NSOU ? MSW-IV 37 Unit- 3 Basic Idea About Community Organization Structure 3.1 Objective 3.2 Introduction 3.3 Definition of Community Organization 3.4 Scope of Community Organization 3.5 Objectives of Community Organization 3.6 Principles of Community Organisation 3.7 Methods/Process of Community Organisation 3.8 Community Organizing Techniques 3.9 Capacity Building 3.10 Some relevant terminologies in Community Organization 3.11 Summary 3.12 Exercise 3.13 Reference 3.1 Objective ? Understand why and how communities organize ? Explain bottom-up and top-down approaches to community organization 3.2 Introduction Community organization, we know is more like a movement which is carried out for the enhancement and betterment of the community life. It is done with the active participation and initiative of the community people by creating awareness through providing information and raising their consciousness level. This approach is meant for the improvement of the general status and condition of the community as a whole. It is

38 NSOU ? MSW-IV coordinated by community organizers who, works with the groups of people, helps the community to consult and implement social projects and programmes for the benefit of the entire community. The basic aim of community organization is to promote self-reliance and collective socio-economic development within the community. 3.3 Definition of Community Organization Community organisation is a methodological process of providing, building and enhancing opportunities of community life to people. It is one of the accepted methods of social work. It is helping process like casework and group work. It helps communities to cope with situation and problems they face from time to time. Community organisation is an enabling process. It helps in adjustment between people and environment in a community. The term organisation means an arrangement of persons or part. They function in a coordinated manner to accomplish a goal. Exist together for existing together remains as the ultimate goal of community organisation. Community organisation is known as a complete method of social work since it is inclusive of casework and group work processes. It attempts to build, re-organise, strengthen, assist, ensure and develop in communities the sense of belongingness and togetherness. Specifically we can say that community organisation is the process of dealing with individuals or groups who are or may become concerned with social welfare services or objectives, for the purpose of influencing the volume of such services, improving the quality or distribution or furthering the attainment of such objectives'. It has again been NSOU ? MSW-IV 39 defined in the following manner. The term '

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community organisation' is best defined as 'assisting a group of people to recognise their common needs and helping them to meet these needs'. 3.4 Scope of Community Organization

In the present day context scope of community organisation is enormous. With the pace of time nature, depth and dimension of community problems are significantly increasing. In one hand already existing problems are increasing and on the other hand new problems are taking place. The old community infrastructure is getting weakened. Mutual help and services are disappearing slowly. Coordination among the members of the community is becoming fade day by day. Mutual interaction is also decreasing. It is in this backdrop that scope of community organisation has significantly increased. The supportive technique of community organisation can play an effective role to bring improvement in the overall situation of the community. The problems, which exist as a threat to the community can be successfully dealt with through the community organisation process. Thus, it is needless to say that the scope of community organisation is widening day by day. 3.5 Objectives of Community Organization Various social scientists have described the objectives of community organisation some of which are enumerated below. (i) Community organisation aims at re-establishing and maintaining the community relations among the people for their happier living together. -Dr. S. Singh (ii) The objectives of community organisation are to find ways of improving the community environment and to improve on the methods of community organisation for community welfare. -Mac Miller (iii) It is bringing into (people's) participation in all phases of the process, individuals and representatives of groups concerned and of promoting interactions of attitudes ... With the object of reaching agreement through mutual understanding. -M. C. Neil

40 NSOU ? MSW-IV (iv) Inculcation of community consciousness, protection of community from unwanted pressure and development of leadership. -Polson & Anderson Based on the above mentioned ideas one can say that the principal objective of community organisation is to help the members of community to lead a life on the basis of good understanding, coordination, interaction and participation. 3.6 Principles of Community Organisation Principles are based on values. These are developed as a result of experience. Community organisation principles are based on social work values and long term experience of working with the communities. The aim of formulating principles in the practice of community organisation is making communities capable to take care of their needs or problems in more effective manner. According to M. G. Ross and K. D. Gangrade. principles of community organisations are-

- (i) It should deal with the problems, which are recognised as problems by the community concerned.
- (ii) It should help the community to go for self-determination.
- (iii) It should involve the community actively to find solution of its problems.
- (iv) It should move at a pace that is comfortable for the community.
- (v) It should encourage and ensure development of the community by solving or minimising the problems.
- (vi) It should inspire the community to have sound intergration and understanding.

Dr. Gangrade added that 'Great stress should be laid on the exercise of self-determination and self-realisation in the people. Another Dunham has mentioned four major principles of community organisation which include :

- (i) Principles of need-based programme planning.
- (ii) Involvement of people in programme planning.
- (iii) Voluntary cooperation as key to community organisation
- (iv) Emphasis on prevention in welfare programmes.

McNeil has suggested the following principles of community organisation:

- (i) Community organisation is related with people and their needs.
- (ii) Community is the main client in community organisation.
- (iii) It is essential to understand the environment of the community to be able to accept the community as it is.
- (iv) All the members of the community should remain involved in the process of community organisation.
- (v) No agency should work in isolation. There should be coordination and interdependency of social welfare agencies.
- (vi) Training should be imparted to the relevant persons through social work educational institutions.

Based on the principles mentioned above it can be summarised that the principles of community organisation process are :

- (i) To accept the community as it is.
- (ii) To undertake programmes on the basis of felt needs of the people.
- (iii) To discourage the idea of imposition in any sense.
- (iv) To avoid taking drastic action. Community people should get time for psychological preparation.
- (v) To organise programmes in harmony with economic, social and cultural background of the community concerned.
- (vi) To encourage the community to have understanding integration interpersonal relations.
- (vii) To keep in mind that communities are individualised.
- (viii) To show non-judgemental attitude.

42 NSOU ? MSW-IV (ix) To ensure right of self-determination. (x) To utilise the resources properly for the welfare of the community. (xi) To move at a pace that is comfortable for the society. (xii) To ensure that it is practised by the professionally qualified persons. 3.7 Methods/Process of Community Organisation To make any effort successful, process adopted to do the job plays a pivotal role. In fact, it is as important as the programme component. Poet Rabindranath. who was also one of the pioneers of rural development in this country, emphasised that community organisation is a must for initiating any sustainable development programme. It includes the following processes :

1. Identification of Problem Each community is unique. All communities are liable to confront some problems. For organising the community these problems are to be identified. These can be on caste, illiteracy, unemployment or such other issues. Unless the basic problems are known with their depth and dimension, effort for community organisation cannot be taken seriously. Problems can be of different nature like – ? Lack of resources for promoting economic status ? Lack of ideas/awareness thereby creating socio-economic problems ? Lack of cohesiveness which is the basis for development ? Superstition and taboos-the great barriers of development ? Lack of initiative ? Atrocities on lower castes ? Unemployment and underemployment ? Basic health hazards, malnutrition ? High birth rate

NSOU ? MSW-IV 43 ? Alcoholism, drug addiction ? No community-based institution. 2. Programme Planning Community organisation is not a casual work. It is scientific. Hence no programme should be taken without adequate planning. All programmes should be planned before initiation. Since community organisation always remains as a tough task programme of organising the community is needed to be planned properly. Working with human being is always difficult compared to working with machine. Organising any small thing also (e.g. a cultural evening, observation of days of national importance like 15th August. etc.) requires proper planning. In case of community organisation process is naturally very important for which proper planning is a must. 3. Formation of Community Groups For community organisation community groups need to be formed. These can be youth organisations or mahila mandals. In absence of such groups mobilisation of community resources will not be possible. Community participation will also remain non-available. In West Bengal situation groups are there in both rural and urban areas. In Manipur, mahila samities are in good numbers. In Bihar formal groups are less but castewise informal groups are there, in Punjab group culture is missing. Situation-wise decision is to be taken- ? To form groups where it is not existing ? To strengthen the groups where these exist. In Chile, Morocco, Philippines. Uganda the youth organisations are strengthened to address the health need of youth. In Malaysia youth groups are extremely strong. 4. Organisation building Formation of group does not help much until some organisation is formed. Organisation provides umbrella to the group. For example, Swamiji formed a group of the disciples of Sri Ramkrishna. But he realised that this group should have the support of an organisation. So the Ramkrishna Math and Ramkrishna

44 NSOU ? MSW-IV Mission was established in 1987. Now with its more than 150 branch centres it is working for the development of people, particularly the downtrodden and distressed. From micro-level to macro-level everywhere efforts are marked for organisation building, e.g. Islamic countries organisations, SAARC, Commonwealth, Tea Board, AIFF, European Community, Chamber of Commerce, etc. Hence supreme importance should be given to build organisation of the community concerned.

5. Evaluation and Feedback The activities initiated as a result of community organisation should be evaluated properly to assess the result as well as to get feedback from the exercise. This evaluation can be formal or informal. It can be done by self or by outsider. The feedback received as a result of evaluation helps in bringing necessary modifications in programme content, methodology etc. For example, CD programme was initiated on 2nd October 1952. The programme was evaluated in 1962. This evaluation helped in getting a number of important feedbacks, which ultimately contributed in bringing a number of modifications in different areas of programme implementation including proper training of officials. This is true in case of any community work also. Any action of evaluation may provide feedbacks, 'which are of immense importance. Hence continuous evaluation of process and programmes in terms of outcomes is essential. Recording becomes the only means through which proper evaluation can be done.

6. Networking The objective of community organisation is development. And for sustainable development networking of organisations and services is a must. Networking helps in optimum utilisation of resources. In a community set up there may be youth organisations, mahila mandals, panchayats, educational institutions etc. A networking of all such agencies is considered as one of the processes of community organisation.

7. Follow-up In community organisation followup is also extremely essential. Community consists of individuals. Any individual human being is subject to commit mistakes. Follow up services help in preventing those mistakes. Secondly, experiences NSOU ? MSW-IV 45 say that result of any action is likely to remain incomplete in absence of regular follow up action. Follow up gives back up support in effective implementation of any programme. Besides the above mentioned methods, the following methods should also be adopted. ? Continuous central recording ? Budgeting (planning applied to finance) ? Execution of joint financial campaign ? Promotion of voluntary agreements ? Evaluation and feedback taking. The Cycle of Community Organizing Successful community organizing tends to follow a cycle: assessment, research, mobilization (action), and reflection (Speer et al., 1995). Let's assume that a Community Organizer has a desire to improve the access to health facilities within a community.

In 46 NSOU ? MSW-IV this situation, he/she may first assess what resources already exist within the community. One-on-one or small group meetings with the stakeholders may be organized to better understand their experiences. If they can, they may also do a survey of a representative sample of community people. Their main questions may be things like: What issues do they face when dealing with their own health issues? Are they able to meet with the health workers when they need to? Are there differences in what groups readily have access to resources? After this assessment stage, the Community organizer will want to enter the research stage. Here, it will be important to meet with local leaders to understand what funding and other resources are allocated for health centres. They may meet them to discuss different such aspects. They may even hold public meetings on the issue with the community members to raise concerns or to build up public support. This will help them move into the action phase. In the action phase, the Community Organizer may host events raising awareness of various health concerns and how to address them. They may create and distribute a petition calling for administrators and the board of trustees to allocate more funding to hire more health workers or provide the health centre better infrastructural facilities with updated equipments and encourage the community members to demand for their Health Rights. After these actions have been taken, the community will move into the reflection stage. Here, community leaders and their allies will want to reflect on what happened. What went well? What didn't go well? What's next? This would help to increase the bargaining quality of the community leaders' and also their reflections about their experiences, and they will also be looking forward to the next assessment stage. It is important to recognize that time may be needed for communities to see the full effects of their efforts, as systemic change often takes time. As changemakers are considering what actions to take, they should always be mindful of intended impact. What outcomes would the community hope for? Perhaps the goal is shorter wait times for students needing access to services, or a reduction in the number of medical withdrawals for mental health concerns. These are easy to measure and track, assuming the students have access to these metrics. Some outcomes, however, are harder to measure: how do we measure a reduction in stigma against those with mental health-related diagnoses? For something like that, it will be important to consider change over time, both on campus and nationally. Perhaps it would be good for students to work with faculty to develop NSOU ? MSW-IV 47 a yearly survey to estimate attitudes surrounding mental health issues and maybe even prevalence of common mental health diagnoses. As you might be able to see, measuring impact can get complicated pretty quickly, and often requires change leaders and others to think ahead and envision what factors will positively and negatively affect their ability to judge how things have gotten better or worse as a result of the actions they take. Some of the common obstacles found when trying to measure outcomes of coalitions include: ? Issues surrounding how representative their coalition and outcomes are compared to coalitions and outcomes generally ? Control of the independent variable (the coalition) ? Identification of extraneous variables and interactions between other extraneous variables ? Figuring out what outcomes to measure and how to measure them ? Changes over time in understanding and measurement of issues, and ? Fighting the desire to present results in a favourable way (Berkowitz, 2001). As we have learned throughout this textbook, communities can vary widely in their membership, the contexts they inhabit, and their access to resources. While the complexity of working on and measuring the impact of community work makes this work challenging, Berkowitz encourages us to rise to that challenge and find new ways to measure what we need to measure in a reasonable and scientifically valid way.

3.8 Community Organizing Techniques Typically, when communities organize, their goals fall within two broad categories: resource provision, or ensuring a community is provided with a resource it is lacking (a form of first-order change), and transformation, or fundamentally changing a community and its structures such that resources and power are more equitably distributed (a form of second-order change; Hale, 2014). For example, a community may be interested in improving the educational outcomes of its children. If the community's focus is on resource provision, they may push for smaller student-to-teacher

48 NSOU ? MSW-IV classroom ratios or better pay for teachers. If the community's focus is on transformation, they may push for a change in culture whereby community members share ownership of students' educational outcomes with teachers and create programs that engage all members of the community. Those who put transformational change above resource provision argue that resources are necessary for communities and community change, but without attention to changing the systems that caused the lack of resources, there is a danger of recreating systems that allow for some groups to be left behind. For instance, if a community pushes for better pay for teachers, this may benefit teachers in some schools or school of the district more than others. A key consideration for someone interested in community organizing is finding ways to keep volunteers engaged; organizations can only be as effective as their volunteers are when working together over an extended period. Some estimates suggest only one-third of first-time meeting attendees show up to later meetings. So, what factors affect whether someone stays involved? Some factors that seem to positively influence attendance include face-to-face meetings designed to build interpersonal relationships and attendance at research-related action. 3.9 Capacity Building For change to happen, a community must engage in a process known as capacity building, or

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a process in which communities or organizations work to improve their collective skills and resources.

In other words, before actions happen, communities need to make sure they can do the things they need to do to make that action happen and sustain the results they want. These things can include tangible resources like money or space, power, leadership, or the networks of people who care about an issue. But why is capacity building important? Engaging in capacity building can improve community readiness for members to do the things they need to do for change to happen. For example, one study of seven Kansas communities trying to reduce underage drinking found that increasing a community's readiness through capacity building resulted in new programs, policies, and practice changes being more easily facilitated (Anderson-Carpenter et al., 2017).

NSOU ? MSW-IV 49 Table 1. Stages of Community Readiness ? Community has no knowledge about the issue or local efforts to address it. No Awareness ? Leadership and community members believe the issue is not a concern. ? There are no resources available for dealing with the issue. ? Leadership and community members believe this issue is not a concern or think it can't or shouldn't be addressed. Denial/Resistance ? Only a few members know about the issue, and there may be misconceptions among community members about the issue and current efforts. ? Community members and/or leaders do not support using available resources to address this issue. ? A few community members have at least heard about local efforts but know little about them. ? Leadership and community members believe this issue may be a concern in the community. They show no immediate motivation to act. Vague Awareness ? Community members have only vague knowledge about the issue. ? There are limited resources that could be used for further current efforts. ? Some community members have at least heard about the issue and local efforts but know little about them. Preplanning ? Leadership and community members acknowledge this issue is a concern and that something must be done to address it. ? There are limited resources for further efforts to address the issue.

50 NSOU ? MSW-IV ? Most community members have at least heard about local efforts. ? Leadership is actively supportive of continuing or improving current efforts or in developing new effort. Preparation ? The community is concerned and wants to do something about it. ? Community members have basic knowledge about causes, consequences, signs, and symptoms. ? There are some resources for further efforts to address the issue; community members or leaders are actively working to secure these resources. ? Most community members have at least basic knowledge of local efforts and current efforts. ? Leadership plays a key role in planning, developing and /or implementing new, modified, or increased efforts. Initiation ? The community feels a sense of responsibility, and some community members are involved in addressing the issue. ? Resources have been obtained and/or allocated to support further efforts. ? Most community members have more than basic knowledge of the issue and local efforts, including names and purposes of specific efforts, target audiences, and other specific information. Stabilization ? Leadership is actively involved in ensuring or improving the long-term viability of the efforts to address this issue. ? The community has taken responsibility and is involved. ? A considerable part of allocated resources for efforts are from sources that are expected to provide continuous support.

NSOU ? MSW-IV 51 ? Most community members have considerable knowledge of the issue and local efforts, including the level of program effectiveness. Expansion/Confirmation ? Leadership plays a key role in expanding and improving efforts. Adapted from Tri-Ethnic Centre of Preventive Research 2014 Community readiness typically moves through nine stages and can increase or decrease depending on the community issue, the intensity of community efforts, and external events. Community readiness to implement interventions to prevent suicide amongst the school children. 3.10 Some relevant terminologies in Community Organization Collective Efficacy and Participatory Efficacy As we have learned throughout this chapter, the work of community psychologists relies heavily on community members acting collectively and intentionally (Foster-Fishman, et al., 2001). It also relies on a sense of collective efficacy, that is, the belief that the actions of the group can be successful in creating change (Zimmerman, 2000). Collective efficacy depends on many factors, such as the task at hand, access to resources, and leadership. It also depends on personal participatory efficacy—your own belief that you can effectively participate in community organizations. Both vary from situation to situation. For example, you may feel that the student group you belong to can effectively change the campus housing visitor policy (collective efficacy) and that your research skills will contribute to the group's efforts (participatory efficacy). On the other hand, you may feel that the local homeless coalition you volunteer for will effectively establish partnerships for affordable housing (collective efficacy) but feel that you cannot contribute effectively to that mission (participatory efficacy). Burnout in Community Organizing We can all relate to feelings of stress. In community partnerships and coalitions, stress can lead to burnout – that feeling of overall exhaustion when there's too much pressure (stress) and not enough sources of satisfaction or feelings of support (Maslach

52 NSOU ? MSW-IV et al., 2000). When coalition or team members experience burnout, it comes as no surprise that the quality of their work or willingness to participate deteriorates. Researchers have found six organizational factors that contribute to burnout: high workload, little influence in decision making, inadequate rewards (e.g., compensation, recognition), lack of social support, lack of fairness, and disagreement on values (Maslach & Leiter, 2008). Effective leadership and organizational capacity can aid in preventing many of these factors, and the way in which you define the social problem and decide how to change it can make a difference. Small Wins Approach Successes, and the recognition of those successes, can go a long way in community organizing. When the social issue your organization is tackling has opposition, seems insurmountable, or is controversial, it is important to identify and establish small wins early in the planning phase. Organizational theorist Karl Weick (1986) found that when proposed changes are wide-sweeping and extensive, it tends to increase feelings of threat, and hence, increases a community's resistance to change, and inaction among change agents. However, when proposed changes are small, concrete, and of moderate importance, risks seem more tolerable and manageable. These "small wins" also have the added benefit of attracting allies, preventing inaction, and deterring opponents.

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Distinction between Community Organisation and Community Development. There are many similarities between community organisation and community development. But for theoretical purpose it is possible to differentiate community organisation and community development. a) Community organisation is a method of social work but community development is a programme for a planned change. b) Community organisation emphasizes the processes, but community development emphasizes the end or goals. c) Community organisers are mostly social workers and social change agents, but community development personnel can be from other professions including agricultural experts, veterinary experts, and other technical experts. d) Community organisation is not time bound. It is achieved step by step according to the pace of the people. But community development is time bound and time is specified for achieving the development objectives. NSOU ? MSW-IV 53 e) In community organisation people's participation is important. But in community

development people's development is important. f) In community organisation governments and external agencies assistances are not important or needed.

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But in community development external assistance from the government or other agencies is considered important. g) Community organisation is a method of social work and this method is used in many fields.

Social Work Intervention with Communities and Institutions

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but unlike community organisation community development is considered as process, method, programme, and movement for planned change. h) Community organisation is used in all the fields but community development is used mostly in economic development and for the development of living standards of the people. i) In community organisation planning is initiated by the people

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participation. But in community development planning is carried out by an external agency mostly by the government. j) In community organisation people are organised to solve their problem. But in community development goals have to be achieved and for that people are organised. k) Community organisation is universal to all communities. But community development programmes differ from people to people

depending upon whether the area is rural, urban or tribal,

and other characteristics of the area. 3.11 Summary This unit provided us the core idea about community organization & its scope. We became aware about the principles Techniques & other strategies involved, while we work in the community. 3.12 Exercises 1. Define Community Development. Differentiate between Community development and Community Organization.

54 NSOU ? MSW-IV 2. Discuss the techniques of Community Organization. 3. Explain the term Burnout 4. Explain Collective Efficacy and Participatory Efficacy 5. State the basic principles of Community Organization. 3.13 Reference Rubin, H. J. & Rubin, I. S (2007).

Community organization and development, 4th ed. Boston : Purson / Allyn & Bacon. Hardine, D. (2002). Analytical Skills in Community Organization Practice. NY : Calumbia University Press. <http://www.comm-org.wise.edu>.

NSOU ? MSW-IV 55 UNIT- 4 Different areas of Community Organization and Models of Community Organization Practice Structure

4.1 Objective 4.2 Introduction 4.3 Meaning of Social Work 4.4 Concept

of Community Organisation 4.5 Relevance of Community Organisation in Different spheres of Social Work Intervention 4.6 Models of Community Organization 4.6.1 Locality Development Model 4.6.2 Social Planning Model 4.6.3 Social Action Model 4.7

Summary 4.8 Exercise 4.9 Reference 4.1 Objective ? Understanding the application of Community Organization in the different areas of Social Work Practice ? To know the Models of Community Organization Practice and its utility. 4.2 Introduction Social work consists of a number of methods of which Community Organisation is

56 NSOU ? MSW-IV one. The Community Organisations method has immense scope of working in total development of the community, Thus it has relevance to various spheres of social work intervention, The present unit is written to give a basic idea with regard to the same to the student social workers. 4.3 Meaning of Social Work Social Work is a known and established profession in today's world. It provides services to the individuals, groups and communities for better adjustment and better living. According to Friedlander, it is a professional service which is based on scientific knowledge and skill with regard to interpersonal relations which helps individuals and groups. According to Konopka, social work is an identity which is reflected in three separate but inter related units such as network of social services, carefully adopted methods and social principles expressed through social institutions and persons. According to the resolution adopted in the conference of Professional Social Workers (1957), social work is rendering welfare services based on human philosophy. Scientific knowledge, professional skill etc. so that the individuals. groups and communities can lead meaningful life. 4.4 Concept of Community Organisation In previous chapters the concept of community organisation has already been defined. However, in brief it can be said that community organisation is a method of social work which identifies the problems of the community, fixes them on the basis of priority, creates awareness and desire in the mind of the concerned people to fight out the problems, mobilises necessary resources, initiates adequate steps/ actions and promotes community integration for the betterment of the community. 4.5 Relevance of Community Organisation in Different spheres of Social Work Intervention Community Organisation is such a method of social work which plays a significant role in promoting the well-being of the community.

NSOU ? MSW-IV 57 In the lines below its relevance to different spheres of social work intervention can be briefly described. (i) Health sphere: Health is one of the basic spheres where social work intervention is necessary. Traditional ideas, superstitions and dogmas create serious deadlock in improving the level of community health. Community organisation services are quite relevant in such situation. Community people can be made aware to diagnose it as a problem of the community and initiate necessary actions to bring attitudinal change in the mind of the people by enlightening them with modern ideas and outlook. This will immensely help in bringing change in the practice of immunization, small family norms, modern health and so on. It will also make the concerned people free from mental handicap resulting thereby poor health condition. (ii) Sanitation sphere: Many Indian communities do not bother much about the hygienic practices. Open defecation is a common practice. Habit of cleanliness is also missing seriously in most of the communities, particularly in rural areas. Particularly this is true in case of tribal pockets, urban slums, most of the rural pockets. This naturally compels them to live in an situation which is not desirable. Community Organisation as a method of social work has relevance in the social work intervention in this sphere also. Through continuous effort it can create an environment where community people will go for bringing change in their practices. (iii) Education sphere: It is another sphere where community organisation has relevance. There are communities where education is not considered as important. Particularly in some section of population, who are socioeconomically backward, education did not find place in the priority list. As a result, illiteracy is still a problem along with high rate of school drop out cases. Several Govt. and non-Govt agencies have played positive role. Nevertheless. problems are there. Here lies the scope of community organisation method which can effectively tackle the situation by ensuring peoples participation in minimising the depth and dimension of the problem. (iv) Housing sphere: House is one of the determining factors of quality of life. If the houses are built in a planned manner maintained properly, hygienic aspects

58 NSOU ? MSW-IV are kept in mind, people can live in a better manner. Better use of homestead land is also very necessary. The living condition in many communities is extremely poor. Through the process of community organisation a continuous effort can be made to orient the people and initiate joint effort to bring positive change in the housing condition. (v) Displacement: Due to various reasons such as earthquake, devastating flood, partition, riot, drought, etc. people are displaced. In such a situation the concerned people break down economically and psychologically. It becomes difficult for them to adjust with the new situation. Community Organisation method can be useful in such situation also. By involving them in various constructive activities meant for their own welfare it can help them to overcome the trauma. It can also help them to get settled in life keeping behind the helplessness. (vi) Income Generation: Poverty among a section of people in each community of this country is more than a reality. Lack of resources, improper use of resources, no forward backward linkage between market and the production, unemployment and under employment, general apathy, lack of modern ideas and skill are some of the reasons responsible for poverty. Community Organisation as a process has relevance in poverty eradication by income generation also. It can effectively help the community to identify and properly use the available resources, upgrade the skill, overcome the apathy etc. An organised community can fight against the exploitation and under-employment also. It can also help in finding out new areas of income generation. Thus, it can be said that community organisation process is relevant in different spheres of social work intervention. 4.6 Models of Community Organization Jack

Rothman developed three models of community organization in 1970, which are locality development, social planning and social action. Locality development is the model that most closely subscribes to the values and outcomes of what is typically

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referred to as "community development." In practice however, many community development workers employ a range of techniques and approaches from locality development, social planning and social action models in their work with communities.

The major focus of these models is community building and community empowerment. 4.6.1 Locality Development Model This model of community organization

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practice is based on the belief that in order to effect change, a wide variety of community people should be involved in planning, implementation, and evaluation. Key themes include the use of democratic procedures, voluntary cooperation, self-help, the development of local leadership, and educational objectives. 4.6.2 Social Planning Model A rational, deliberately planned, technical process of problem-solving with regard to substantive social problems, characterizes this model. The degree of community participation may vary. However, building community capacity or fostering radical or fundamental social change is not a major goal of this model of community practice. 4.6.3 Social Action Model Practitioners practising this model assume that a disadvantaged segment of the population needs to be organized in order to make demands on the larger community for increased resources or improved treatment. Key themes in this model are social justice, democracy, and the redistribution of power, resources, and decision making.

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Purpose in Considering the Various Models To identify and make explicit the assumptions and conditions that influence the selection of a model (or mixing models) of organizing, as it effects the process and the outcomes of the community assessment. ? To integrate theory with the practice of community work. 60 NSOU ? MSW-IV ? To facilitate discussion and reflection on the process of community work. ? To identify the types of skills and roles required by a community worker in different projects and the focus of how one spends his/her time. ? To structure the tasks and techniques that will aid in achieving the process goals of community development. To assist community workers in understanding how their orientation towards a particular model has affected the kinds of community projects they have become involved in and how they have chosen to work within a community. To provide a framework for community workers to revisit those decisions and do future planning.

Strengths, problems and application of Rothman's Model Strengths While these three models are not exhaustive, this has been somewhat of a useful lens from which to conceptualize and develop and evaluate community change efforts. Each model has been utilized to some degree to help create and measure community change, has mobilized community members and has provided useful ways for people to address systemic problems. Problems In today's rapidly moving and complex social environment not all of the three models produce positive community change. In fact, they are likely outdated (Boehm & Cnaan 2012). To meet the challenges of today's societal demands, scholars and community practitioners have called for a hybrid approach due to the problems inherent in each modality. For example the locality approach emphasizes helping people help themselves, but this approach is often to blind to the larger factors of national, state or local government which often overshadows the ability of the localized population to mobilize for themselves see themselves as relevant actors (Carlton-LaNey, &Burwell, 1995). The social planning approach is criticized for being overly, rigorous, rational, and technical. In communities where the populace has less educational opportunities data driven strategies may leave people behind. Finally, one of the problems associated with the

NSOU ? MSW-IV 61 Models of Community Practice in 21st Century Contexts Comparative Neighborhood Organizing Social, Inclusive Social Coalitions Political Movements Characteristics & Community Functional Economic & Program Planning & Social for Organizing Communities Sustainable Development Action Progressive Social, Economic Development Change & Sustainable Development Desired Develop Action for social Promote Expansion, Neighborhood, Build a Action for social Action for social, Outcome capacity of justice focused on grassroots plans; redirection and citywide or multiorganizational justice focused economic & members to advocacy and on prepare citizens new development regional proposals power base to on changing environmental organize; Direct changing behaviors to use social of programs to for action by (a) advocate for policies or justice that and/or moderate and attitudes; may and economic improve service neighborhood standards and policy makers provides new the impact of also provide resources without effectiveness groups (b) programs, to paradigms for regional planning service harming using participatory elected body, influence program the healthy and external environments; engagement and/or (c) direction and development of development Open livelihood methods planning councils draw down people and the opportunities resources planet Systems Municipal/ General public; Banks; Financial donors Perspectives of Elected officials; Voting public; General public; targeted for regional government foundations; & volunteers to (a) neighborhood foundations; Elected officials; Political, social change government; institutions external programs; planning groups government Inactive/potential and economic external developers; laws beneficiaries of (b) elected policy and participants in systems that developers; that govern agency services leaders service public debates are oppressive local leadership wealth creation (c) human organizations and elections and destructive services leaders Primary Residents of Like-minded Low-wealth, Agency board & a) neighborhood Organizations Citizens in a Leaders, citizens, constituency neighborhood, people in a marginalized, or administrators; groups (b) and citizens that particular political and organizations parish, rural community, region, oppressed community elected leaders have a stake in jurisdiction able to create community, nation, or across population representatives (c) social the particular new visions village the globe groups in a city agencies and issue and social or region interagency structures organizations

62 NSOU ? MSW-IV Comparative Neighborhood Organizing Social, Inclusive Social Coalitions Political Movements Characteristics & Community Functional Economic & Program Planning & Social for Organizing Communities Sustainable Development Action Progressive Social, Economic Development Change & Sustainable Development Scope of Quality of life in Advocacy for Improve social, Service (a) neighborhood Organizational Building the Social, economic Concern geographic area; particular issue or economic and development for level planning partners joining level of and Increased ability population environmental a specific (b) integration of in a collaborative participation in environmental of grassroots (examples: wellbeing; population social, economic relationship to political activity; justice within leaders & environmental Employ equality, (examples: & environmental improve social, Ensuring that society organizations to protection; women's opportunity and children's access needs into public economic & elections are fair (examples: improve social, participation in responsibility to to health care; planning arena; environmental and not basic human economic & decision making guide human security against (c) human conditions and controlled by needs; basic environmental behavior domestic services human right wealth human rights) conditions violence) coordination Social work/ Organizer Organizer Negotiator Bridge Spokesperson Researcher Mediator Advocate Advocate Community Facilitator Advocate Builder Promoter Planner/Evaluator Proposal writer Negotiator Organizer Facilitator Practice roles Educator Coach Writer/Speaker Planner, Educator Manager/Director Communicator Spokesperson Researcher Leader Trainer Bridge Facilitator Manager Proposal Writer Planner Organizer Bridge Candidate Builder Researcher Trainer Bridge Manager Builder Leader Leader Evaluator Builder Visionary Evaluator Adapted from Gamble, D. N. & Weil, M. O. (2008)

NSOU ? MSW-IV 63 social action approach is that is highly militarized (Hoefer & Chigbu). The use of confrontational tactics and pitting one group against another usually requires the use of a third-party to resolve the inherent conflicts. Newer Approaches The literature suggests newer models which have been developed in recent years including the community advocacy model, community engagement and feminist models, as well as a number of others (Boehm & Cnaan, 2012). While all these models have relevance and are more useful than previous ones, they are primarily rooted in the classical models so many of the original limitations exist. One of the main criticisms is the overall lack of community involvement from the beginning stages. Newer approaches will need to include community members and community practitioners' perspectives from conceptualization, implementation through evaluation. This empowers participants to share and build strengths as active initiators based on their perspectives on what needs to change, how it will change and when change will take place (Hoefer & Chigbu). A new conceptual approach to community intervention is called the MAP- Motivation and Persuasion Process, which is a hybrid configuration that addresses most of the gaps in the 3 classic models . (Hoefer & Chigbu). A major criticism of all three classic models is the lack of community involvement of its members in decision-making (Boehm & Cnaan, 2012). Bundled in a theoretical framework of empowerment, the MAP brings together persuasive psychology, motivational counseling, and principled negotiation to integrate community involvement as central to the model. A number of studies indicate these approaches have been successful in working with communities, institutions and individuals (Cialdini, R.,2009; O'Donohue & Beitz, 2007; Plois, 2007). The MAP helps community members develop skill in self- negotiation with institutions and is built on principles which are central to social work: self-determination and community empowerment (Goldworthy, 2007). Community members work alongside community practitioners and policy makers to learn a variety of skills leading to positive outcomes including use of authority, maintenance of consistency, demonstration of commitment, maintenance of objectivity, tactful response to resistance, display of empathy, and pursuit of self efficacy. These components comprise a model of community change by empowering community members to collectively come together with a skill set that can lead to successful outcomes (Hoefer and Chigbu).

64 NSOU ? MSW-IV 4.7 Summary In this unit we came to know about the application of Community Organization in different field of Social Work, the models described here would enable us to develop techniques to work in the community. 4.8 Exercise 1 Discuss the Relevance of Community Organization in various sphere of Social Work intervention. 2 Explain the strengths, problems and application of Rothman's Model. 3 Discuss locality Development Model and Social Planning Model. 4 Discuss the MAP approach. 4.9 Reference <https://macrosw.com/2017/06/01/community-intervention-models-problems-strengths-and-future-applications/> NSOU ? MSW-IV 65 Unit- 5 Need Assessment Structure 5.1 Objectives 5.2 Introduction 5.3 Concept of Community Need Assessment 5.4 Importance of Need Assessment 5.5 Components of a Need Assessment 5.6 Methods of Need Assessment 5.7 Planning for a Community Need Assessment 5.8 Summary 5.9 Exercise 5.10 Reference 5.1 Objectives After completion of the workbook, participants will be able to: ? Plan for a community needs assessment by: ? Identifying a community team ? Describing the scope of the assessment ? Listing the questions to ask ? Selecting sites ? Determining data collection methods or sources ? Identifying key informants

66 NSOU ? MSW-IV 5.2 Introduction – Learners having interest and exposure in learning about community and its needs – Learners having graduate and above level education may apply their skill to exercise this. Community organisation is treated as an important method of social work education. This is also considered as an important process of community development. In this process there are four important components. Such as identification of needs of the community, prioritization of the needs, identification of all forms of both local and external resources available to address the needs of the communities concerned, convergence of the inter agencies working for the cause of the community, taking action with the community participation to meet up the need. Besides, there are other important issues in community organisation process. 5.3 Concept of Community Need Assessment In relation to improving human and organizational performance, needs are simply the differences between our current achievements and our desired accomplishments. Thus, most commonly needs represent the differences between our ambitions and the results of our current performance; though needs can in the same way represent an overabundance of success when your current achievement surpass our desired accomplishments. Assessment is generally performed prior to taking any particular action. In case of need assessment it is said that an action is taken up to determine current situations and to identify various issues for taking appropriate step to mitigate. Need assessments establish the essential foundation for suitable planning to bring out community development step by step. Therefore- Needs: Discrepancies between the results currently be achieved and the desired results to be accomplished. Assessment: A process for assigning value or worth to someone or something in order to make decisions.

NSOU ? MSW-IV 67 Needs Assessments: A process to define, measure, and prioritize needs based on the cost to meet the need (or close the gap) versus the cost of not meeting the need (or not closing the gap). 5.4 Importance of Need Assessment Community based need assessment provides community workers a snapshot of the local situation, community systems and environmental strategies currently in place and helps to identify areas for which improvement is required. With the help of skilled and trained manpower, community people can map out a line of actions for a positive and sustainable change in their communities. A community need assessment is a task which helps to understand what the community people have and what do they need to have. It is beneficial task for taking up any kind of development project, restructuring of ongoing projects as well as to undertake new projects. It is important to analyse that community people have worked together to fulfil one by one their needs so as to make themselves organised better towards bringing out community development. There are other importance also. Such as- Defining the scope of work Need assessment helps in identifying the community we want to serve. For instance, someone could assess the needs of children within the neighbourhood surrounding a local elementary school. Helps to develop partnership/fellow feelings It is imperative that to better start up a project we should consider community relationships as well as the partnerships. There are so many local organizations or non profit making organisations who can lend hand for becoming a development partner or for being with the people as fellow. Perhaps the Parent Teacher Organization of the elementary school would assist to understand the need of an elementary school. Sharing information of common concern In case the survey is conducted for collecting data in many forms, we need to frame a structure to understand what to do first. Someone may decide to host a community meeting and invite individuals to express the needs they see. Some other may decide to

68 NSOU ? MSW-IV send a survey to key community organizations to gather their input. Perhaps one could attend a meeting to learn what parents and teachers think in a guardians meeting. Determination of start up activity Once we have received information from the community concerned, we can review it and determine the key findings – such as community's strengths and gaps, as well as the opportunities and challenges it faces. Those key findings may be used to make informed decisions. Create an action plan with goals and objectives for a suitable project. Helps to generate/ mobilise fund Don't forget to share your findings. Other community entities will be interested to know what you've learned and may even want to partner with you. A complete community needs assessment can be especially helpful when approaching potential funders for a project. In fact, it is a critical part of the community organisation to make grant application. We can learn more about conducting a community needs assessment by hand at the grass root which may help to determine why and how they need us. Thus a community needs assessment in the process of systematically collecting, analyzing and using information to: – educate and mobilize communities – develop priorities – gather resources plan actions to impact the target population, neighborhood or community. Need Assessment helps us to provide a basis for planning by identifying assets, service gaps, needs, trends and priorities to advocate for change or provide a service across the country or within an identified at-risk neighborhood or population. Thus needs assessments are based on the assumption that groups of people have needs that are not being met or addressed adequately. It seeks to uncover unmet needs, both recognized and latent. It is a good idea to involve the local stakeholders like-service population, Service providers, Community leader, Faith based community leaders, Government and Non Governmental organizations, Business leaders, Community people, and other community

NSOU ? MSW-IV 69 groups so that they may give their opinions and inputs from their perspectives in order to make the assessments more meaningful and effective. Since needs assessment helps inform decisions, they can be used proactively to identify opportunities to improve performance, reactively in response to the consequences of less than desirable results, or continuously as an integrated component of a continual improvement program. This makes needs assessments a valuable tool for decision makers at all levels of an organization and in any role. From those wanting to improve individual performance or working to create a new initiative within the organization to those charged with developing complex programs with external partners or improving the outcomes of long-running organizational undertakings, needs assessment can be used to either formally or informally guide decisions. Nevertheless, whether the needs assessment is proactive, reactive, or continual, the needs assessment processes are best applied to inform performance-related (or results-focused) decisions. Needs assessment can also help you avoid missteps. Often, the simple answers to your professional challenges don't provide the systemic solutions that you are ethically responsible to provide. After all, for every performance problem there is a solution that is simple, straightforward, acceptable, understandable... and WRONG. For instance, human resource officers commonly hear managers requesting new or additional training in a variety of organizational areas. While training may initially seem to be a reasonable solution to the organizational problems being faced by the manager, an informed decision about how to improve performance requires that additional information be considered before rushing ahead with any single solution. Most often, organizational challenges are not linked to any single cause; such as the perceived inadequate knowledge or skills of others. Systems of solutions focus on building the capabilities of individuals and the capacity of the organization. These multi-activity systems are typically required to change behavior and improve results. Thus a need assessment can guide decision makers in evaluating the complex needs (or performance gaps) of an organization in order to come to solutions that address the systemic issues related to performance rather than merely the symptoms. The following statements are often good indicators that a need assessment may be the appropriate next step before making any decisions: "They really want this program to be put in place by next year."

70 NSOU ? MSW-IV "We need to provide more training to people working in the Ministry of Agriculture." "At last week's meeting you decided that introducing [insert current title of best selling management book] would be a good place to start building capacity." "They need to go to leadership training." "If you had [insert latest technology gadget] then you would be more productive." "You need to do an evaluation as part of that project." When you hear these, or similar statement about what should be done, it is usually a good time to step-back and ensure that you know where you are headed before you take the first step. After all, if you are not headed in the right direction you could end up someplace other than where you want to be. In addition to being reactive, needs assessments can, and should, also be a proactive or continuous part of your professional decision making. You can, for instance, use a needs assessment as an integrated part of a strategic or annual planning effort. In these situations the needs assessment provides continual feedback on the gaps between current and desired results to the planning process. These gaps will commonly fluctuate greatly from year-to-year, or as organizational goals and objectives shift in relation to external pressures or opportunities. Yet, without needs assessment data it is challenging for plans to provide essential direction for an organization; long-term goals that are only related to current realities (such as improved customer service or being #1) are rarely of value to the individuals and teams in the organization that must complete tasks for the organization's results to be accomplished. Thus a needs assessment can help you find alignments between the long-term strategic objectives of the organization and what the people — inside and outside of the organization — find of value. As you all know, for better or worse most strategic plans only sit on bookshelves gathering dust. But this should not be the case; strategic plans should be used to guide decisions in your organizations. And by pairing strategic planning with needs assessments you can help bring plans into action. Then, while strategic planning efforts ensure that the organization knows where it is going, regular needs assessments will provide critical information for applying those plans to valuable decisions.

NSOU ? MSW-IV 71 Use needs assessments proactively, continually, and reactively - 1. Proactively to identify potential opportunities for improving individual or organizational performance. 2. Continually to monitor your progress toward accomplishing desired results. 3. Reactively when new strategic, tactical, or operational objectives are to be achieved. Need Assessments can be of various types like ? Normative Need (defined by experts in the field) ? Perceived Need (as seen by those experiencing the need) ? Expressed Need (as seen by those who seek out the services) ? Relative Need (needs and resources in one geographic area or population compared with needs and resources in another) Need Assessment vs Need Analysis ? A needs assessment is a process for both identifying and prioritizing needs (or gaps in results). Therefore, the assessment must distinguish and measure needs by collecting information through processes such as interviews, focus groups, surveys, document reviews, performance observations, and other techniques. Subsequently, in order to prioritize needs, the assessment must also analyze the identified needs to determine their contributing factors, the related costs, as well as estimates for improving performance in relation to the needs. The later process, of prioritizing needs, requires that you delve further into the identified needs in order to make reliable estimations of what factors are leading the performance gap and what it could take to close the discrepancy. ? As part of your needs assessment, therefore, a needs analysis process will guide one in the examination of each gap in results (need) to determine its component parts and how to do those contributing factor influence the discrepancy between current and desired performance. Based on this information, along with estimates of the cost to meet the need versus the cost to ignore the need, you will then have information for making decisions about which needs should be high and low priorities. Consequently, a needs analysis is a practical, useful, and fundamental step in the completion of a needs assessment.

72 NSOU ? MSW-IV ? When one considers the differences between assessment and analysis, the relationships between needs assessment and various analysis processes is clarified. An assessment is simply a process used to identify and appraise the importance, size, value, or worth of something in comparison to other similar items. In the case of needs assessment you are identifying and appraising performance gaps in order to make decisions about what actions should (or should not) be taken to improve human and organizational performance. ? An analysis, by comparison, is a process to separate a whole into its parts in order to identify the components, and their relationships. Thus, when one considers needs analysis, front-end analysis, root-cause analysis, or performance analysis he/she can see that these are processes that apply the results of a needs assessment in determining the details of why the needs are present in the organization. ? With this in mind, needs assessments become an essential precursor to analysis procedures. One must, in other words, go through a process for identifying and comparing his/her performance needs before he/she can enter into a set of procedures to analyze performance, needs, or even root-causes. In serving the role of providing a process for collecting information and guiding decisions, a needs analysis is nevertheless an essential part to any needs assessment. Without the analysis processes you would simply have identified needs without procedures, tools, or techniques for prioritizing those performance discrepancies for closure.

5.5 Components of a Need Assessment The main components of a community needs assessment are ? Policy Change: This involves laws, regulations, rules, protocols, and procedures that are designed to guide or influence behaviour. Policies can be either legislative or organizational. Policies often mandate environmental changes and increase the likelihood that they will become institutionalized or sustainable. ? Systems Change: Examples of legislative policies include taxes on tobacco products, provision of county or city public land for green spaces or farmers' markets, regulations governing a national school lunch program, and clean indoor air laws.

NSOU ? MSW-IV 73 ? Environmental Change: This involves change that affects all community components including social norms of an organization, institution or system. It may include a policy or environmental change strategy. This type of change relates to the physical, social or economic factors designed to influence people's practices and behaviours. Examples of alterations or changes to the environment include: the presence of programs or services, including the presence of healthy food choices in restaurants or cafeterias, improvements in the built environment to promote walking (e.g., walking paths), the availability of smoking cessation services to patients or workers, and the presence of comprehensive school health education curricula in schools. ? Economic changes: The presence of financial disincentives or incentives to encourage a desired behaviour including charging higher prices for tobacco products to decrease its use or the provision of non smoker health insurance discounts. These indirectly influence the change in economic pattern of the community. Policies are often the driving force behind systems change. For example, implementing a national school lunch program across a region or provincial school system, or ensuring a hospital system becomes tobacco free.

5.6 Methods of Need Assessment A proper assessment can help a community make decisions that are appropriate to its unique set of circumstances. Rick Maurer (Adapted from Tom Ilvento, Lori Garkovich, Gary Hansen and Ron Hustedde) has pointed out community need assessment in light of following six important issues. He has considered these useful in: ? Identifying community resources, opinions and goals ? Planning for the future ? Identifying local resources ? Encouraging local participation ? Marketing the community ? Identifying community needs.

74 NSOU ? MSW-IV As per Maurer, there are different methods of need assessment at community level. Such as ? Secondary data analysis ? Primary data Collection ? Key informants interview ? Focus group interview ? Expert presentation and testimony ? Environment scanning ? Community forum study ? Social Survey

5.7 Planning for a Community Need Assessment ? Identify and assemble a diverse community team ? Develop a team strategy ? Define the community to assess (e.g., school, districts, city limits) ? Identify community sectors to assess (e.g., health care, schools) ? Identify community components to assess (e.g., nutrition, tobacco use) ? Develop questions to ask for each component, including how the responses will be measured ? Select sites and number of sites to visit within each sector ? Determine existing data to use or methods for collecting new data ? Identify key informants to contact

Identifying 10-12 individuals maximum for the community team is recommended to ensure the size is manageable and to account for attrition of members. A community needs assessment should focus on a particular geographic area, sectors within that area such as health care and work sites, and community components to assess within each sector such as nutrition, chronic disease management, and tobacco use. A combination

NSOU ? MSW-IV 75 of two or more data-collection methods is recommended at each site to confirm or support initial findings. Keep a comprehensive file of all sources of information, key contacts, and data to review at a later date or to share with coalition members. Training for needs assessment Opting for a need assessment in a training-only context is a fundamentally flawed way to begin your assessment. After all, training is just one of many activities that one will want to consider when making performance improvement decisions. Yet, a training needs assessment intentionally defines the improvement activity before the assessment process begins; leaving us with a solution in search of problem. In the 1980s, the phrase "training needs assessment" became a popular way to describe most any process for determining what content should go into a training course. While making decisions about the content of training course is important, this is not the best use of needs assessment processes, tools, or techniques. Just as one would not want to conduct a mentoring needs assessment or a lay-off needs assessment, one does not want to prematurely select training as the hammer for every nail in your organization. Conduct the needs assessments without any preconceived notions about which improvement activities will be most valuable to the organization; listening to others inside and outside of the organization, maintaining an open perspective to creative ideas, and collecting information that will justify the recommendations or decisions in the end. Similar to the evaluation perspective described previously, one can nevertheless use many of the tools and techniques described in this book to determine what content should go into a training course. Use focus groups, fishbone diagrams, task analyses, and other techniques to collect valuable information to inform those decisions; but only after you have completed a needs assessment that finds training is an appropriate activity to achieved desired results. Many times it is part of an effective performance improvement system, but an impartial needs assessment is the best process for informing that decision. 5.8 Summary Need assessments are not about choosing one improvement activity from a list; you should compare and contrast numerous activities — and differing combinations of activities — to determine which are accomplish desirable and sustainable results. Systems Theory tells us that there are always numerous options for accomplishing results within an open

76 NSOU ? MSW-IV system, that each of the systems are both interdependent and interconnected, and that success in one subsystem has the potential to sub-optimize the success of the whole system. Thus, single-solutions or "quick fixes" are rarely going to achieve desired results in complex organizational systems. 5.9 Exercise 1. What is need assessment ? What is its importance ? 2. Enumerate the Components of Need Assessment. 3. Explain the methods of Need Assessment. 5.10 Reference

<https://wesharescience.com/na/nafaqs.html>

NSOU ? MSW-IV 77 UNIT- 6 Programme Planning Structure 6.1 Objectives 6.2 Introduction 6.3 Concept of Programme Planning 6.4 Importance of Programme Planning 6.5 Techniques of Programme Planning 6.6 Summary 6.7 Exercise 6.8 Reference 6.1 Objectives After completion of the workbook, learners will be able to: – Plan for a community organisation by: – Identifying a common need – Defining the scope of the planning – Listing the components for planning – Selecting areas of community settings – Nature of community resources – Identifying key functionaries 6.2 Introduction – Learners having interest and exposure in learning about programme planning – Learners having graduate and above level education may apply their skill to exercise community based programme planning.

78 NSOU ? MSW-IV 6.3 Concept of Programme Planning Community planning is an issue which has been evolved over many years. It is associated at the grass root level plan of action for community, plan of joint actions at the inter-agency level for the community and at the state and national level plan for public bodies/councils associated for community development. Public Bodies/Council level Planning for Community Dev. Programme Agency level Planning for Community Development Programme Grass root level Planning Besides, a program planning is the outline of events and activities that community members undertake to reach the goals in an organised way. A successful program plan provides detail and shows how each activity supports the main objectives of community organisation. Literally, plan is an outline/drawing, showing the proportion and relation of a community as well as arrangements of schemes beforehand of the community to achieve its target. The clarification of the objective of community organisation, action to be taken up, method to be followed, time frame to be fixed and by whom actions to be taken up are basic consideration for a programme planning in community organisation. There are different domains of programme planning in community organisations. Such as planning for a blood donation camp, community health programme, planning for welfare of elderly, planning for fund raising for renovation of school building, etc. Programme – It is a written statement which describes proposed developmental activities, the problems they address, the actions & resources. Plan – Plan is schedule of development work outting different activities in a developmental activities in a stipulated time period. Programme planning – It is thus a process of making decision about the direction and intensity of development education efforts to bring about desirable change amongst the community members.

NSOU ? MSW-IV 79 6.4 Importance of Programme Planning In community organisation of social work practice, programme planning is very much important. There are many reasons behind it which may be learnt from the following. Achieve the aims Each and every programme is undertaken to fulfil certain aims and objectives during the course of operation or at the end of the programme. The success of the programme depends on various issues and factors that have been taken into consideration in the planning of such programme. Avoid overlapping of resources In some cases it has been found that different agencies give thrust on a particular community with all their resources and benefits. People in this particular community are benefited for single purpose from multiple sources. For example, a particular family is given tailoring machine from one agency, another agency is also giving same to that family, some other is giving cash benefit, technical benefit and similar machines, also. This is overlapping of services and benefits being provided without proper planning. We may avoid this with suitable programme planning for the community concerned and establishing coordination between the agencies. Increase efficiency It helps to make optimum utilisation of resources available at the community level and ensures highest return at the lowest possible cost of the programmes planned for effective implementation. The efficiency of staff, target group and service providing agency will increase in case there is proper planning of suitable programmes for the people. Enhance proper coordination Suitable planning of a programme helps to develop better coordination among the beneficiaries, implementing agencies and the other support services meant for the community. Each and every part of the programmes are better tied up due to its planning made well in advance. For example, in a school mid day programme, there are schools, students, guardians, cooking agency, teachers and school authority. There will be better coordination among all these in case they are taken care with due importance during planning for mid day meal programme for the school.

80 NSOU ? MSW-IV Helps in decision making Decision making helps every plan of action to be undertaken in time for the targeted people with the resources allotted for it. It is in reverse, programme planning itself helps all stakeholders to decide on what to do, how to do and for whom to do. Motivate people's participation In almost every planning for the programmes under community organisation process, there is a motivational force which helps community people come together, sit, meet and decide for suitable need based programme planning. Reduces the risks There are different types of risks in planning of programmes for the community. It may be risk of fund availability, risk of trained persons availability, risk of other resources availability. These may be addressed properly in case programme planning is done professionally. Ensure proper direction Planning of each programme includes the operational procedure, time frame, target and allotment of resource which in other term may be said as the directions of the programmes being set in its planning. Anybody abiding by the planning of the programmes during its implementation may not have any confusion on how is it to proceed for. Good control over resources It is not desirable under a particular programme that any agency at any time can decide on how the programme can be done, personnel will be hired as and when required and they can incur expenses as per their wish. In that case, the said programme will not achieve success. Good control will automatically be exercised in terms of fund, manpower, agency administration and management of beneficiary which may be according to the planning as drafted earlier well in advance. Encourage innovation Programme planning helps to utilise both the internal and external resources for the betterment of the community concerned but that may not be confined in a routine

NSOU ? MSW-IV 81 exercise. Need based and resource based community development planning always gives scope to encourage those who will carry out designed activities with innovations and professional expertise. In addition to above, there is importance of programme planning for the betterment of community people as there is scope for monitoring and evaluation of the activities under a particular programme from time to time as the same has been articulated in the planning. Planning is also important for the programmes since it helps proper mapping of resources and documentation under various forms of data base, progress reports and audio-visual evidences through which progress of the programme can be judged following the components of planning. 6.5 Techniques of Programme Planning It is always said that planning for a programme involves three important stages such as, pre programme stage, programme implementing stage and programme ending stage. It is a process since when conceptual framework for a programme has been developed. There are different techniques in planning of a programme for community organisation. We may have the outline of the techniques generally adopted for planning of programme as per diagram presented herewith as follows. Brainstorming, research, discussion, workshop, learning appraisal, sharing ideas, story-telling, mapping of resources, motivation Leadership development decision making, communication, cooperation and facilitation, training, capacity building, management of staff, fund and resources. Evaluation, record keeping, conflict resolution, fund mobilisation, future planning, leadership development, generating community support Diagram showing various techniques of community programme planning – by Author Programme Beginning Stage Implementing stage Programme closing stage

82 NSOU ? MSW-IV Different types of techniques are applied for planning at the stage of beginning of the programme, such as: ?

Brainstorming: It a technique applied to refresh mind and spirit for a common task of the participants assembled for planning in a common platform, meeting, work, seminar, drawing, mapping etc. Generally it is done through game, role play, music, playing audio-visual, film etc so that participants concentrate their mind. ? Research/field survey: It is an effective technique to understand what the community situation is, their language, culture, beliefs, norms, education, skills, knowledge and resources available to them both physical and financial. ? Public Discussion/Meeting: Public meeting or discussion in open stage situation may be held on the issues pertaining to need and feasibility of the community. It is generally held with different categories of community such as for women, men, younger generation, elderly, specially challenged and socially weaker sections for different agenda as will be fixed for planning a programme. Major tasks required for this are selecting a venue, target number of people, topic of discussion, time and date, nature of refreshment to be required, documentation of the discussions, etc. ? Workshop /Seminar: The technique of workshop some times yields good result for planning a programme in the community. Some important issues are clubbed together and concerned community people are invited to have learning about by taking part in the workshop. Subject matter experts are invited to discuss and deliver lecture for clarification and people are asked to discuss and sharing their views on that particular issues for better understanding. ? Learning appraisal: This is somewhat different from the workshop and discussion. In this technique, community people are invited to discuss and work out some special issues prevailed in the community systematically e.g., drawing a map of their village/ward/community using chart and posters, sketch and markers indicating the location of social institutions, households, forests, river, ponds, water bodies, tap water point/tube well/well, waste land, play ground, temple/church/gurudwara etc., so that anybody can easily understand/learn what the community is by putting a glance over the map.

NSOU ? MSW-IV 83 ? Sharing ideas and story-telling: These are helpful technique for the people as well as for the planner to learn about the prevailing community culture, barriers, languages, beliefs. It helps involvement of adults and elderly with more confidence to share their views on the programmes planned to be implemented. ? Resource Mapping: Resources are varied from community to community as well as from region to region. For making an effective planning, all sorts of available resources need to be identified through intensive home visit, community interaction, collecting information from community leaders as well as opinion leaders. Key functionaries may make themselves divided into team and carry out this exercise with drawing and drafting the strength and figures of resources including physical, financial, human and natural resources. ? Motivational Camp : In each and every step of exercising routine tasks of planning a programme, motivation plays a very crucial role. It is important technique for bringing people together to plan programme. It helps to stimulate their participation, generating their support to fulfil common goal of the programme planning. The stimulation for motivation varies from individual to individual. Sometimes, people are motivated to join a meeting as there is a good lunch, time set for it or other peer groups are coming to that. Some others are motivated as their is arrangement of travelling allowance, rewards for participation or famous personality of their interest is coming, and so many other different sources but it is to apply for the purpose of planning effectively. Planning is also done for smooth running of the programme at the entire implementing stage so that no such incidents like, manpower shortage, fund shortage, problem in the operational areas and lack of effective participation of target groups are not taken place. Considering the importance of the programme in its implementing process, some techniques may be applied as mentioned below: ? Technique of leadership development : It is a technique as well as a process through which a group of people is mobilised and encouraged to perform certain tasks by inspiration from a leader. He/she may be a person whose behaviour influences others for a common purpose to achieve. Planning is never possible unless, in due process leadership is developed and unless an efficient leader is there to make the tasks required for drafting it.

84 NSOU ? MSW-IV ? Promoting decision making : It is important to take decision in every stage of planning the programme. There are different opinions, needs and issues likely to be brought up and taking decision one by one can make the situation more effective and useful. Every one may get their problems/needs addressed properly in case decision is taken in time and according to the need of the people. Mainly, it is exercised observing best possible way out in hand or in the given situation to decide for optimum utilisation of the time and resources. There are different areas in community organisation practices where programme planning is largely accepted as an important method of exercise. A gist of such areas may be put down herewith as follows; Housing, health, nutrition, sanitation, awareness building, literacy, education, skill development, training and self employment, drinking water, rainwater harvesting, natural resource mobilisation and management, human development, etc. 6.6 Summary Programme planning is thus an avoidable task. without a proper programme planning, the community organizer will fail to work efficiently and much of the important aspects would remained unaddressed, and the whole idea will get ruined. A well planned programme would increase community participations and ensure a greater success. 6.7 Exercise 1. Discuss the concept of programme planning why is it important. 2. What are the technique of programme planning. 3. How will you plan for an Anti-trafficking Awareness Programme in a rural community. 4. Write short notes on a) Technique of leadership development b) In what ways can motivate people to participate in a programme.

NSOU ? MSW-IV 85 6.8 Reference <https://www.thecommunityguide.org> <https://www.cgyankosh.ac.in>

86 NSOU ? MSW-IV Unit- 7 Networking Structure 7.1 Learning Objectives 7.2 Introduction 7.3 Concept of Networking 7.4 Characteristics of Networking 7.5 Importance of Networking 7.6 Types of Networking 7.7 Steps of Networking 7.8 Concept of Supervision 7.9 Principles of Supervision 7.10 Types of Supervision 7.11 Methods of Supervision 7.12 Role and functions of Supervision 7.13 Qualities of Supervision 7.14 Do(s) and Do Not(s) in Supervision 7.15 Monitoring and Evaluation 7.15.1 Concept of Evaluation 7.15.2 Objectives of Monitoring and Evaluation 7.15.3 Components of Monitoring and Evaluation 7.15.4 Types of Evaluation 7.15.5 Methods of Monitoring and Evaluation 7.16 Record Keeping 7.16.1 Concept of Record Keeping

NSOU ? MSW-IV 87 7.16.2 Elements of Record Keeping 7.16.3 Types of Record Keeping 7.16.4 Importance of Record Keeping 7.16.5 Basic Principles of Record Keeping 7.17 Summary 7.18 Exercise 7.29 References 7.1 Learning Objectives After completion of the workbook, participants will be able to: – Understand the networking and its characteristics in community organisation process – Identifying an existing network team – Describing the scope of networking – Tools for development of networking 7.2 Introduction – Learners having interest and exposure in learning about community and its network – Learners having graduate and above level education may apply their skill to exercise this. 7.3. Concept of Networking The term “networking” refers to the systematic establishment and use (management) of internal and external links (communication, interaction, and co-ordination) between

88 NSOU ? MSW-IV people, teams or organisations with an objective to improve performance. There are different elements for better defining the term of networking. However, key elements of this definition include, - (i) Systematic management (ii) communications, interactions and co-ordination between groups or individuals or institutions. (iii) improved performance. In literature various definitions of a network can be found. Often, it is described as a structure of relations and connections created by organizations due to the fact these organizations are mutually dependent to each and others. A network can be compared to a road or railway network. It contains various nodes like, stations, cities, traffic centres which are interconnected by lines of communications. This is also, found in community development in which setting the nodes like schools, colleges, universities are interconnected by the noble task of spreading education among all. As organisational structures are to improve their effectiveness, the use of network since then, has been increasing as sources of knowledge in themselves in the form of sources for innovation. More and more of the innovation process takes place in networking as opposed to hierarchies only a small minority of firms and organisations innovate alone. There are many reasons that have been deep rooted in fundamental changes in the global economy, including the increasing importance of societal knowledge and the global scale of knowledge exchange, and so are on. Inexpensive, powerful electronic communication is becoming widely available and accelerating the process of networking. Scholar (Butler et. al 1997) argues that this factor may mean that the traditional role of intermediaries will disappear or be transformed primarily into support for market operations. In earlier times, organisations needed intermediaries to reduce transaction costs; as transaction costs fall, more consumers do their own searching network using the new media and on-line search agents. Learning in networks represents a special mode of knowledge production, which cannot easily occur within organisations or in the open 7.4 Characteristics of Networking Networking has the following characteristics: ? Networks open access to a variety of sources of information. ? They offer a broader range of learning opportunities than is the case with hierarchical organisations.

NSOU ? MSW-IV 89 ? They offer a more flexible and, at the same time, more stable base for co-ordinated and interactive learning than does the anonymity of the market. ? They represent mechanisms for creating and accessing tacit knowledge. We are beginning to understand that part of the knowledge base for policies and innovation cannot easily nor only be captured in written form, whether reports are based on academic research or on best practice and experience. ? Much knowledge is embedded in social structures, and within or between organisations. It is very difficult and sometimes impossible to make that knowledge explicit. In education for example, there were high and optimistic expectations thirty years ago that research would provide the knowledge base for policy and practice. ? The community expectations are to be tempered in the light of experience and expertise. The reasons for this are not in the first place the poor quality of educational research or its insufficient volume or even lack of transfer mechanisms. A more basic factor is that educational knowledge is for a large part tacit in nature. ? Exchange and development of tacit knowledge require different processes and structures than doing and implementing research. The use made of written reports for innovation is often disappointing. One reason for this is that users need to share a tacit understanding of the process of codification with those who have constructed the report. This condition is often not fulfilled. ? Those engaged in the process of production have learned to analyse and combine data, to report in a coherent and attractive way, and so forth. Others, who have not been engaged in that work, find it difficult to understand what can be learned because they do not possess the necessary clues. Networking may help to mediate codified knowledge by developing the needed complementary knowledge and interpretative meanings. It may establish the social life of documents. So, networking may complement written, codified information, and it may help to make documents more rational and reasonable. 7.5 Importance of Networking (i) Large networks tend to be effective when they create and maintain a sense of belonging, cohesion and reinforcement of values.

90 NSOU ? MSW-IV (ii) The participants involved in the process of networking share a common purpose among them. This may be a vision, a mission or a more concrete goal of the organisational setting. (iii) Networks enjoy a degree of self-management. This does not mean that there are no leaders, or that the processes are not managed, as indeed these are even more critical than in traditional organisations. (iv) Participants stay active in the network so long as it delivers a benefit for them, which ultimately is also an advantage for the clients of the participants. In networked organisations, the profit is achieved while participants stay autonomous. (v) Networks come and go as they are moved in the dynamic structures. They change – in terms of type and number of participants, roles of participants, etc. – and they come to an end. (vi) Electronic means underpin and enhance networking such as internet, cell phone may have wide range of networking, but it is last of all accepted that networks are human. Electronic discussions require a high level of agreed codes concerning respect, for example, and trust contributes to their success. Virtual teams are only successful if their electronic communication is backed regularly by face-to-face contacts, contacts that may have more a social than a task-oriented purpose. (vii) To be more directly productive, larger groups tend to break into smaller networks, and virtual teams often have a small active core of 5-7 people at the centre, even if there are extended memberships. (viii) Networking may be controversial because of conflicts of values that characterise many Western organisations. It adds to and thus changes traditional management styles, and it reflects a shift in what is perceived as valued knowledge. The importance is externalised between codified and codified is the combination. Networking may also replace the production of codified information because it is more cost-effective than producing books or databases. Networks can facilitate exchange of tacit knowledge in a direct way – avoiding the effort and cost of first codifying it. The

NSOU ? MSW-IV 91 emerging networks for in-service training of teachers and school leaders in the community, for example, tend to be very effective compared with courses based on academic evidences. 7.6 Types of Networking Formal-vs-informal: There are many types of networks. We may have very familiar forms of networking in community setting. It may be of two types which include the formal and the informal networking. Arrangements like clubs, mentorships, joint seminars, email networking and conferencing are the parts of formal networking. Informal networking may be the arrangements like sports, cultural events, gossip of club members, typical daily dialogue of the community leaders, relationship of inter community. Vertical-vs-horizontal: It may be in vertical arrangements between clients and organisations and horizontal among participants, target group, beneficiaries of each programmes. Local-vs-regional: It may have regional or a local character. Regional networks deals with among organisations and key officials while local networks deal with individual to individual, individual to organisations etc. Also, global networks frequently organise interactions between enlisted agencies and knowledgeable in other parts. There are also three other types of networks which are found in practice of community organisation. Such as, (i) need based network is driven by the need of practitioners to find solutions of the practical problems. (ii) Knowledge embedded networks for the purpose of improvement of the organisational performance, knowledgeable persons are kept in close networking. (iii) data based networks, through which knowledge exchanged and embedded in such networks is often combined a well-organised database of communication 7.7 Steps of Networking For those who will go for setting a formal network among the organisations, beneficiaries and the community itself, need to adopt certain steps for making such network more purposeful and need based. Few steps have been pointed out herewith as flows:

92 NSOU ? MSW-IV Step-1: Identifying key persons/officials In case the networking requires among agencies, first and foremost work is to have identification of the key officials of the agencies otherwise key persons of the community may be identified for inter community network setting. Step-2: Setting the goal It is the first and foremost duty to all concerned stakeholders to set a common goal for establishing network between or among them. Once it is decided to set the network among, and all concerned are adhered to keep all their programmes and policies in operation according to that. Step-3: Brainstorming the officials At the initial stage there might have been knowledge gap, information gap and motivational gap among all the stakeholders being associated under a particular network. As a result of that time to time key officials/ persons may be brought together for face to face interaction, brainstorming and better knowledge sharing among them. This may brought resultant effect during the course of its operation Step-4: Selection of support members In general, all officials of all networking agencies will not have better understanding at the initial stage. Not even, there will have interests of all officials or persons of the organisations under a particular network to keep it continued. For this, it is essential to select those who are keen to keep network continued with their self guiding motivational forces. Step-5: Justification of significance There is always a scope to justify the significance of network established between or among the agencies in terms of its further need and fulfilment of the purpose. Necessary modifications can be done in case there is lack of establishing suitable network at any stage of the programmes of the organisations is in operation.

NSOU ? MSW-IV 93 Step-6: Mapping of network zone The establishment of network is always process oriented. It is varied in reference to place, programmes and participating organisations with their beneficiaries under target programmes. There is also, chance to map it out properly for enhancing the further scope and opportunity beyond the places, programmes and partners. Step-7: Network situation analysis It is important to analyse the outcome of network in terms of problem identification, interests served, resources mobilised and influence created so far for strengthening network situation. Step-8: Strategy development Strategy is essential for time to time development of existing network set up so that scope of given time, place, programmes and policies are in operation according to the target framework. There should have enough scope for time to time revision of the purposes and targets for which networks among organisations and individuals have been set up. 7.8 Concept of Supervision The term supervision is commonly used in the welfare administration. It is an enabling process in which one designated person through the medium of his/her organisation effort looks after the work and assignment being accomplished properly by the supervisees or not. According to Williamson, 'supervision is a process by which workers are helped by a designated staff member to learn according to their needs to make best use of their knowledge and skills and to improve their abilities so that they can do their jobs more effectively and with increasing satisfaction to themselves and the agencies.' In brief we can put down certain aspects that have been observed in the definition. Such as – It is a process through which workers of an agency are helped by someone of superiors

94 NSOU ? MSW-IV – Learn to best use of knowledge and skills according to the need of assigned work – Improvement of the abilities and effectiveness of staff for job satisfaction – It is a teaching learning process – Best use of human capacities in an agency for fulfilling its goal It is something like rendering certain enrichment of education, knowledge, oversight, control and surveillance which are necessary to better bridge between senior level management and frontline workers. 7.9 Principles of Supervision Principles always help to move in a professional direction to the supervisor as well to the community organisor having deployed for a community setting. They are to observe certain principles while supervising to their subordinate staff members for a particular work and assignment. Such as- ? Principle of person centric supervision rather than product oriented, ? How the work done is more important than how much is done, ? Work should be assessed by better understanding not by making fearful environment, ? Responsibility of staff should be entrusted with required authority, ? One employee should have not more than one point of direction towards the work, ? Increasing possibilities of errors should be assessed and encouraged with suitable steps. ? Directed towards fact finding not fault findings, ? Re building and re-generating is in natural process of supervision.

NSOU ? MSW-IV 95 7.10 Types of Supervision In community based organisations and welfare institutions we generally found two types of supervision. (i) Substantive- it is related to actual work done by the subordinates in an organisation and (ii) Technical- it is concerned with the technical methods hired or adopted from outside agencies as per requirement. In addition to that according to the style of functioning in various organisational set up supervisors are classified in three categories. Such as (i) Autocratic- in this type, supervisor is the all in all and it leads to no initiative of work by subordinates, no productivity, no responsibility, no self esteem/ security, no delegation and decision making power. (ii) Laissez faire- in this type, supervisor is within and among the subordinates to take initiative for work, equal responsibility, increase self esteem/security, decision making power and maintain productivity. (iii) Democratic- in this type, supervisor allows delegation of power, initiate fully, work with full responsibility, maximization of productivity, self esteem and security is full. 7.11 Methods of Supervision John D. Millet has suggested six methods of supervision. Such as (i) Prior approval- supervisor needs to have prior approval to start supervision from his/her agency authority. (ii) Standard supervision- it is to set the standard quality of supervision, its target, time frame and equality of work should always be kept in consideration.

96 NSOU ? MSW-IV (iii) Approval of personnel- in case of need of work and target of achievement, supervisor may engage staff if required for which there will be no delay of work and achievement. (iv) Reporting system- what is supervised and the result of that should be kept in black and white. Proper documentation is important to keep and update from time to time. (v) Inspection- it is very essential to visit the spot and interact with sub ordinates for effective supervision. (vi) Budgetary limitation-- the supervisor needs to take appropriate measures to keep all duties and assignment of supervision within stipulated budgetary limit of the organisation. Besides the above, there are other methods of supervision in community organisation process. Such as, ? Visit to spot for observing real life situation. ? Holding group meeting of staff, beneficiaries, community workers, etc. ? Organising staff conference/workshop/open conference for community people. ? Scrutinizing daily work diary/reports of the staff, ? Holding focus group discussion ? Eliciting the reports of earlier supervisors. In this way supervision in community organisation is done. 7.12 Role and functions of Supervision Supervisor in a community based organisation has to perform various functions in different time of his/her work and assignments. These are put down in the following way, (i) Administrative function: supervisor has to receive assignment of work of what and of whose work to be supervised. Also, he/she needs to have necessary facilities from the agencies.

NSOU ? MSW-IV 97 (ii) Function of teaching: there is certain scope of providing necessary counselling and guidance to subordinates as well as to build up skills and capacity to do work with more efficiency in order to achieve the target. (iii) Linkage function: supervisor has to act as the linkage between higher officials/ management and lower officials/ front line workers of the organisation they are working with. (iv) Assisting function: there is human in the organisation so that supervisor has to maintain good relationship applying well knit channels of communication. This helps to the organisation avoiding overlapping of human resources by assessing actual work done and work targeted to be done. (v) Function of evaluation: It is always desirable that personnel engaged at present may be sustained in future but there may be further requirement of staff in case further expansion is made by the organisations. Keeping in mind of all these, assessment of performance of the staff from time to time may be done and necessary actions may be suggested to the decision making point of the organisations. 7.13 Qualities of Supervision The effectiveness of supervision always depends upon the quality of the supervisor as a person he will have for the fulfilment of his/her duties in an organisation. An efficient supervisor will always be an organiser, controller, friend and philosophical student of human psychology. He/ she will be- – A dynamic person – Helpful in nature – Expert in human resource development – Expert in work and assignment – Great deal of human sensitivity – Good observer

98 NSOU ? MSW-IV – Fair minded and – Cooperative. Besides, he/she should have qualities of three main directions as noted below: Personal: Good education, ability and desire to learn, strong common sense, fair judgemental and open mindedness. Developing personalities: Having self confidence, social sensitivity and initiative nature. Leadership skill: Integrity, responsibility, ability to delegate and administrative ability. 7.14 Do(s) and Do Not(s) in Supervision Do(s): encourage workers in difficult situation, praise them when they solve the problems, showing sympathy when they are in disturb and understand them in different situations. Do not(s): No criticise in front of others, no demoralise in presence of subordinates, no favouritism. 7.15 Monitoring and Evaluation In every welfare organisation there are some programmes either arranged by own source of fund or the financial support of the external sources. In all such programmes some routine work are done to see the progress of the programme as well to identify the gap for suitable measures to be taken up to minimize the gap. Monitoring is a routine and continuous assessment of the functioning of the programme activities in the context of its timeline, objectives, target areas as designed in each programme/project. It is simplest method of knowing where we are in relation to targets of the programmes. Monitoring is defined as, 'the process of routine collection and analysis of information to enable the assessment of the progress of the project during the course of its implementation.

NSOU ? MSW-IV 99 7.15.1 Concept of Evaluation Evaluation means to assess the progress and benefit achieved during and after the particular project is implemented. It is 'a systematic and objective oriented assessment of an ongoing or complete project'. ILO in its Technical Cooperation Manual has stated that Evaluation is an instrument in- – Providing key stakeholder with information needed to guide the project strategy towards achieving the set goals and objectives. – Providing early warning of activities and processes that need corrective action. – Help improvement of project partner by creating opportunities for them to reflect critically on the project's direction and decide on improvement. – Building understanding, motivation and capacity amongst those involved into the project. – Assessing the progress to enable reporting requirement to be met. 7.15.2 Objectives of Monitoring and Evaluation Major objectives of monitoring of the community based projects/programmes are as follows. ? To judge the effectiveness of the programme in view of the changing needs of the community. ? To avoid mistake, overlapping and duplication of resources. ? To ensure better coordination. ? Judicious allocation of funds and resources. ? To make administrative control ? To identify the priority of need and action taken up. ? To introduce remedial, corrective mid-course action for better implementation of the programmes.

100 NSOU ? MSW-IV 7.15.3 Components of Monitoring and Evaluation Major components deal with monitoring and evaluation of the project/programmes and its activities are as follows. ? Number of project, purposes, area of operation and their objectives ? Various units of the projects and personnel ? Standard of work both qualitative and quantitative aspects ? Coordination among various units and staff ? Controlling mechanism of the programmes ? Short falls of the programmes and positive forces ? Triangular relation among organisation, staff and beneficiaries ? Nature of communication and sharing information ? Community relation and participation ? Operating methods and procedures ? Future plan of actions These components need to be taken care of while going to monitor the programmes and to evaluate in different span of time. 7.15.4 Types of Evaluation There are three types of evaluation in the development of community. Such as (i) Bench Mark Evaluation (En Ante)- This is mainly carried out the study the baseline situation before the project is implemented better to state when the project is in planning stage. This is in other term called as Bench Mark evaluation. It is prospective. (ii) Concurrent Evaluation- This is exercised at the stage of project has been in operation for a certain periods. This type of evaluation is also called as on- going or midterm evaluation. It helps to identify the short fall or pit falls of the project and to suggest the remedial measures to the implementing agency.

NSOU ? MSW-IV 101 (iii) Post Term Evaluation (Ex Post facto)- After the project has been completed in order to assess the achievement of the objectives, this type of evaluation is conducted which influence the impact of the project so far been created to its totality. It is retrospective. 7.15.5 Methods of Monitoring and Evaluation Monitoring and evaluation can be done by the internal support staff having adequate knowledge and skills required for it or it can be done taking help of the experts of outside agencies. Different methods involved with the monitoring and evaluation are as follows. ? Identification of units of the project during the planning and implementation need to be done so that different units involved with the project may be well shorted out for monitoring. ? Information network may be taken into consideration so that communication gap, work and achievement of the project are given due importance for monitoring. ? Study of performance need to be done with professional competency to assess the performance of staff, requirement of future staff position as well as listing out the excessive manpower in an organisation during the course of programme implementation. ? Developing proforma is also an important method to keep every unit, staff, beneficiaries and operational areas well tie up with the monitoring mechanism. ? Meeting/seminar may be arranged from time to time to share the feedback collected from monitoring to the decision making point of the organisation so as to transmit the decision to different decision making points. ? Determining the periodicity also needs to be taken into consideration for smooth operation of the monitoring in different timeframe. The system of reporting from time to time is captured through this mechanism. ? Report writing is an important tools for proper segmentation of what is monitored and what are different feedbacks received from different corner of the organisations. Also, analysing report may be made following suitable methods of reporting the monitoring work.

102 NSOU ? MSW-IV 7.16 Record Keeping 7.16.1 Concept of Record Keeping Record means keeping something in visible or in evidence which is asset to any individual and organisation settings. It is a persistent representation of activities created by someone, participants of the concerned activities or observers. A record is a visible state of information, facts whether it is in printed form, on file and electronic means or a book, a plan, a map, a drawing, a pictorial, a graphic work, a film, a sound recording and any other documentary materials. International Standard Organisation (ISO) has given standard definition 'a record as recorded information created, received, and maintained as evidence by an organisation or by person in pursuance of legal obligation or in transaction of business.' 7.16.2 Elements of Record Keeping In case of community organisation practice, record keeping usually observed to have the following elements. In field work situation with community based organisation we keep records and write on- (i) Responses of the individual with others in the community work (ii) Background and type of participants in various programmes (iii) Acceptance and rejection of ideas, knowledge and opinions of the community people (iv) Community organisation and its helping role (v) Relationship between different groups and communities in agency settings (vi) Growth and change of individual life in community work practice (vii) Physical, financial and other contribution of the people in different programmes (viii) Fund utilised and nature of benefits received by the communities (ix) Nature and types of difficulties faced in programmes or in any such activity (x) Type of data collection on various facts and issues of community interests.

NSOU ? MSW-IV 103 7.16.3 Types of Record Keeping The information, facts and field level data whether it is in printed form, on file and electronic means are generally classified in three different categories. Such as, statistical records, process records and programme records. In brief description we may narrate them individually herewith as follows. (i) Statistical record- it is a document prepared with statistical data sheet mainly the numerical records in terms of number of beneficiaries, age, status of education, caste, occupation, number of participants, financial status etc. are kept as statistical records in community organisation practice. (ii) Process record- chronological narrative write up of the community organisation such as basic information about the situation, facts and circumstances took place in the community life are kept in this types of record. (iii) Programme record- in this type of record details are given about what types of people are involved in different programmes, their baseline condition, training, meeting, workshop, target group, inputs, outputs and others pertaining to particular programmes are kept. Besides, there are audio-visual records, electronic device based live documentation as part of records keeping in organisational set up which are used in social work practice particularly in practice of community organisation. 7.16.4 Importance of Record Keeping Record keeping is very important practice in every development work undertaken by community based organisations. It is in the context of that - (i) It helps the worker to develop skills as required from time to time in working with the community. (ii) In every type of record, an idea will be developed about the community, groups and their different situations for better understanding about them. (iii) It provides the extent of changes occurred among the community people since their involvement have been maintained in day to day records with timely updating.

104 NSOU ? MSW-IV (iv) Provides feedback and elements of monitoring, supervision and evaluation done earlier. (v) Give sources of information for future planning of action. (vi) Provides historical information and facts to new entrants of the organisations. (vii) Helps sharing necessary information to authority of the organisation, funding agencies and other supportive organisations. (viii) Resolves difficulties with the help of records maintained previously on similar incidents. (ix) Helps to carry out research, evaluation study and further improvement of records of the organisations. (x) In each training, workshop and seminar it helps absentees to follow the discussion and progress. (xi) Helps for staff development, fund generation and organisational development in its desired direction.

7.16.5 Basic Principles of Record Keeping As a part of social work practice, record keeping in community organisation practice, also have some principles which need to be taken care while keeping records for community work. These are (i) Principle of confidentiality (ii) Principle of flexibility (iii) Principle of selection of records to be kept as per priority (iv) Principle of lucidity/readability of the records (v) Principle of workers' acceptance of records 7.17 Summary To carry out effective community organisation, must work in a team, for which proper Networking is extremely important. Constant supervision, Monitoring, conduction & Record keeping & follow-up will further enhance the quality of work.

NSOU ? MSW-IV 105 7.18 Exercise (1) Differentiate between Supervision & Monitoring (2) What are the basic principles of Record keeping. (3) What are the different types of Evolution. (4) Discuss the concept of Networking write down the characteristics of Networking. (5) What are the steps Netowrking (6) What are the elements of Record keeping. (7) What are keeping the components of Monitoring & Evolution. 7.19 References <https://www.emarld.com> E. Lbamba, Smakombe, E Mhango – Bulleline of World (2006) <https://firstleadershipacademy.com>.

106 NSOU ? MSW-IV UNIT- 8 Advocacy Structure 8.1 Objectives 8.2 Introduction 8.3 Concept of Advocacy 8.4 Types of Advocacy 8.5 Principles of Advocacy 8.6 Techniques/Method of Advocacy 8.7 Summary 8.8 Exercise 8.9 Reference 8.1 Objectives After completion of the workbook, participants will be able to: – Understand the advocacy and its characteristics in community organisation process – Types of advocacy and its importance – Principles of advocacy – Tools and techniques of advocacy 8.2 Introduction – Learners having interest and exposure in learning about community and its network – Learners having graduate and above level education may apply their skill to exercise this.

NSOU ? MSW-IV 107 8.3 Concept of Advocacy Advocacy can be defined in the context of practical use of knowledge for the purpose of bringing out social changes. These can be directed to government policies, laws, procedures, or sometimes to ourselves so that it is therefore an act of supporting an issue that violates or deprives the masses and persuading the decision makers on how to act in order to support that issue. It is about motivating and mobilizing the community. It starts with a small group of people who share concerns about a specific problem and are willing to devote time, their expertise and resources available to reach the desired change. It has been observed that advocacy can help community based organization achieve its development goals.

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https://en.wikipedia.org/wiki/File:Diagram_Policy_Advocacy_Evaluation_vs_Policy_Analysis_Evaluation_-_Created_by_Grant_Ennis_in_December_2011.png

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108 NSOU ? MSW-IV Basic purpose of advocacy may be put down in the following manner ? improving public services such as transportation, information, etc. ? education ? accessibility ? development of community based services ? public health ? greater accountability of elected representatives of local and national authorities, ? decentralization of government decision-making process and public services, ? new laws that better protect the civil rights associations, including the legal recognition and other civil society organizations. It is generally said that drawing attention to an important issue and helping decision- makers to make its solution so that accountability and transparency of local governments and public services/institutions are ensured. 8.4 Types of Advocacy Advocacy can be divided into three types of activities, including: Representation: to speak on their own or in other's name in public Mobilization: to encourage others to speak in public with you Empowerment: to let others know they have the right to speak in public and have the right to be heard. 8.5 Principles of Advocacy Australian Psychiatrist Christine Brown has defined eleven principles of advocacy. Those are as follows. Principle of Clarity of purpose: There should have enough scope to make clarity of purpose of advocacy among the participants and among the advocates.

NSOU ? MSW-IV 109 Principle of independence: Exercising right to speak independently in public or in the in-house discussion and to motivate people on the issues of public interests so as to undertake appropriate actions. Principle of confidentiality: The advocates should maintain confidentiality in every steps of promoting advocacy towards bringing out social change through necessary policy decisions. Principle of person centric approach: This should be kept in mind that for generating mass mobilisation, individual approach or the person centric approach may be adopted first which may be group and community centric in later phases. Principle of empowerment: During the process of advocacy both the advocates and the people will be able to get clear understanding about the issues, agents, administrative tools and policy related points of actions for which their empowerment will be a part during the course of action. Principle of equal opportunity: In every stages of public awareness, opinion generation and leadership development, the principle of equal opportunity for all may be followed. Principle of accountability: Who are involved, how the advocates are working and what are the methodologies are being applied need to be accountable as these are for larger interest of the community.

110 NSOU ? MSW-IV Principle of accessibility: Accessibility in terms of information, resources and services required for successful advocacy of a particular policy formulation. Principle of purposeful complaint making: There are different types of sub issues and units associated in the matter of advocacy for a particular issue for which several complaints may be required to lodge. These are to be properly sorted out in terms of their purposes and therein after necessary complaints may be made to respective bodies. Principle of supporting advocates: Advocates are not alone moving against the issue for which mass mobilisation and public support need to be generated to ensure that the issue is concerned of common masses. Principle of safeguarding: While working for a larger interest or on such issues having concerned of greater number of community people, it is, therefore, possible that in some cases there may be incidents of fear of threat and challenges. Necessary mechanism should be planned well in advance for safeguarding the advocates as well as the leaders in the process of working. 8.6 Techniques/Method of Advocacy We have observed that there are two main methods of advocacy applied in community organisation practice, such as : Lobbying or direct communication: involves influencing through direct, private communications with decision-makers. Lobbying, particularly through personal meetings with decision-makers, can be a powerful and cost-effective advocacy tool. Campaigning: involves speaking publicly on an issue with a view to generate public opinion and using a variety of techniques for it. Such as, chain e-mail or letter, opinion pieces and letters to the editor in newspapers, newsletters, celebrity endorsements, media partnerships with newspapers, journalists and film-makers, web-based bulletins and online discussions, public events, large-scale advertising campaigns. The application of other suitable method depends on the issue/problem specified, target audience, the message to be conveyed, the resources available in the community. However, the other methods may be very useful which include- i. Letter Writing: It is important method through which clear message is put forward to the notice of respective authority and to keep them aware about

NSOU ? MSW-IV 111 the situation, to seek their support and to request them to meet the concerned people. ii. Education: Making people educated to such an extent that they can understand the genesis of the issues or facts for which their support, participation and formation of pressure group for suitable policy making or for change in administrative directions are taken place. iii. Legal Advocacy: Legal advocacy means the provisions of legal support system are available to the people generating mass movement with the help of community leaders, better to say the advocates so that necessary policy documents are made maintaining close proximity to legal framework. iv. Communications: The method of communication is commonly used in community development programmes. This method helps the advocates or the community leaders disseminate information, decision, direction, orders, message, etc., from one point to another and ensure receipt of necessary feedback to its source. v. Symbolic Acts: This method is also very effective to build up awareness among the people who are just literates or illiterates. Role playing, street corner, road shows are some kind of symbolic actions generally followed in the advocacy at community level work. vi. Negotiations: In case of conflict arises out, sustained and disputes occurred among the leaders in community advocacy, this method comes to a fruitful resolution. There are some experts like counsellor, middleman or the negotiator who are asked to work for this and the advocates keep close notice on them for resolutions on the facts. vii. Demonstrations: It is such a method through which advocates can arrange workshop or seminar and demonstration on successful advocacy may be a method of discussion through case studies and documentation of live events. viii. Boycotts: It is applied only then since when other formal methods fail to yield desired success and the policy makers remain hands off on the facts / issues for which mass mobilisation has been occurred. Boycotts are very effective for activation of service delivery system as felt necessary by the policy makers.

112 NSOU ? MSW-IV ix. Model Programs: In the model programme method, community people are brought under various services delivered through it and the advocates try to sensitize the people to be a part and parcel of advocacy. x. Fact Finding Forums: Creating fact finding forum is also an important method through which time to time study can be conducted and necessary progress of advocacy along with shortfalls can be sorted out. xi. Demystifying: This method helps to understand any difficult issues into easier one which are essential as there is involvement of different backgrounds of community people. In this method audio-visual systems are used to mobilise the community. 8.7 Summary Advocacy is an important instrument where by we may mobilize and motivate an entire community to bring about a constructive change. People may vouch for their legitimate rights through Proper Advocacy. It may be done to even reach out the policy makers to review and over change the policies for interest of the society. 8.8 Exercise 1. Define the term 'Advocacy, what are the various kind of Advocacy. 2. Give an account of the methods of Advocacy. 3. What are the basic Principles of Advocacy. 4. Write short notes on – Campaigning – Advocacy for mobilization of the community. 8.9 Reference Anna Krausova, The network Analysis in Social Work, Department of Social Work, Medico-Social Faculty, University of Ostrava, www.oxford.academia.edu/annakraus

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114 NSOU ? MSW-IV Unit- 9 Communication Structure 9.1 Objective 9.2 Introduction 9.3 Concept of Communication 9.4 Variables 9.5 Types of Communication 9.6 Importance of Communication 9.7 Determinants 9.8 Forms of Communication 9.9 Principles of Communication 9.10 Methods of Communication 9.11 Barriers of Communication 9.12 Preconditions to effective communication 9.13 Skills and Qualities of Effective Communicator 9.14 Summary 9.15 Exercise 9.16 Reference 9.1 Objective The basic objective of the present unit is to explain the strategies in community organization practice so that learners get the benefit of knowing the basic of its different issues such as communication, community participation, social Action, Sarvodaya movement and Leadership etc, in the context of community organization. particularly, its

NSOU ? MSW-IV 115 objective is to help them to know the concept of communication, types, methods etc. so that they can take initiative to make themselves good communicator, which is a must for them. 9.2 Introduction The learners of this programme are mostly in their youthhood. Everyday they interact with many people – known or unknown, purposefully or without any purpose. In the process they gain practical knowledge of various types which may be good or bad. This is one way of learning. There are few other ways of learning of which reading text books is one. For social work students such reading materials are prepared with a view to help them to learn a good number of topics which are very much important for would be Social Workers. The topics are carefully dealt so that learners all over the State or even outside the state can be equally benefitted. Keeping the all possible odds in mind, it is planned to cover even the minor details of the unit so that learners feel it truly useful. 9.3 Concept of Communication Communication is a must in case of all living beings. In case of human beings it is one of the important factors based on which human society survives and progresses. By communication we mean : – flow of information – exchange of ideas and feelings – sharing of data, information, views, sentiments etc. – effecting an interchange of understanding between two or more people (Howland) – those processes by which people influence one another. (Warrar Weaver) – exchange of information, knowledge, ideas or feelings taking place between two individuals. (Dhama and Bhatnagar)

116 NSOU ? MSW-IV – the transmission of information, ideas, emotions from one person or group to another. (Hogman) – attempt to affect a transfer between minds. – the transfer of commonly meaningful information. Thus, it can be summarised as transfer of commonly meaningful information by a person or group to another person or group or community or even the larger society. It has been derived from the Latin word 'Communis' which means to make common. It is essentially a continuous process and a two way traffic. It varies on the basis of mental make up, outlook, experience, situation and thinking process etc. In case of community organisation, "Communication is understood as a means of exchanging messages. Democratic processes (community organization) are evolved along with the objectives of developing understanding among and between the people through exchanges. In community organisation, need meeting processes are built through communication. Building relations with community people, Strengthening interrelationship among community people, making people aware of their own needs are possible through appropriate use of communication methods." – Dr. Mrs. Banmala 9.4 Variables There are four variables in communication. They are : (i) Sender, which means the person concerned through whom the information generates or who shares the ideas, information etc. (ii) Receiver, which means the person or persons receiving the information. (iii) Message, facts, information, which means the issue that is being shared, and (iv) Method, which means the way being followed to pass the information. All the four variables are equally important in the exercise of communication. If any one of them is missing, communication can not be made or it will remain highly ineffective.

NSOU ? MSW-IV 117 9.5 Types of Communication Generally communication is of the following types. A. Formal and informal communication Formal communication is one in which one communicates with other formally. They may or may not know each other but for some reason need of communication arises and to fulfill that need one party communicates to the other party mostly in written form. For example, an individual sends an application for a position in an office and he receives an interview letter against that is a formal communication from both ends. On the other hand, informal communication is one in which a person communicates something informally without maintaining any record of that : For example, two persons met each other while inspecting the level of growth of their crops, exchange the radio news that on that particular day heavy rainfall is expected. This is informal communication and it has no official status. B. Upward, Downward and Horizontal Upward communication is that when a junior / subordinate / dependant communicates anything to his boss/senior/parents etc. Upward communication occurs when the person who is communicating and the person to whom he is communicating are not of same status. For example, when a student makes any communication to his Principal or a common citizen makes an application to the rationing authority, slum dwellers make a prayer to their Municipal Chairman, a girl requests her father to provide some books to her is upward communication. In absence of appropriate upward communication, downward communication may also look ineffective. Downward communication is just opposite to upward communication. It may take several forms and relate to information / instructions on various issues. In an office it defines the parameter within which an employee functions. In organizational set up it involves ideology of the organization. This can further be explained by using some examples such as : When a Headmaster instructs his students to take part in a cleanliness drive, an Army Major directs a group of soldiers to move forward, a doctor advises his patient

118 NSOU ? MSW-IV to take full rest, an Engineer instructs his labourers to do the construction work in a particular manner or a chief secretary sends order to the district magistrates to maintain law & order properly – all these are downward communication where the persons to whom communication is made will have to obey the same. Here the communicators are in superior position, formally or informally. C. Horizontal : Horizontal communication is that which takes place between the people of somewhat same status. For example, the communication that takes places between the co- passangers, viewers of a cultural programme, discussion on political and other issues at a tea stall, propaganda by the members of a trade union and so on are horizontal communication. Besides, there are one way and two way communication. When information or message comes from one person or one side and the other person(s) / side plays the role of receiptient then it is called as one way communication. But when both the persons / sides take part in the interaction then that is two-way communication. And if many people take part in the process then that is many way communication. In any community all types of communication are liable to take place based on the situation. 9.6 Importance of Communication Communication is a must in humanlife. Even the animals, birds and other creatures also communicate in their own way. Human society can not survive without communication. One just can not think of a situation in a human society where communication does not exist. In the context of community organization and organization building etc., proper communication is a must. To form and strengthen the community based institutions, to diagnos the basic problems of the community trace out the resources available, making plan of action, initiating actions, leadership development, coordinating with relevant agencies, rendering monitoring and followup services, keeping records of the entire process etc. continuous communication is necessary, creating awareness among the people, creating motivation in them, integrating all sections of the community people also largely depend on adequate amount of communication. Thus communication is immensely important in the process of community organization.

NSOU ? MSW-IV 119 9.7 Determinants There are several determinants of effective communication, such as : ? Age of the communicator and receiver ? Gender of the communicator ? Caste and creed ? Educational background ? Level of general awareness ? Experience of communicating things ? Emotional status ? Sense of humour ? Interrelationship ? Socio-economic status ? Mental balance ? Presence of mind ? Social, political, physical condition. All the above mentioned determinants are important in making effective communication. 9.8 Forms of Communication Communication has various forms such as : ? Written (newspaper, book, magazines, letter, office order, forms, notices etc). ? Oral or vertual (face to face interaction between two or more persons) ? Pictorial (charts, diagrams, groups, signs etc)

120 NSOU ? MSW-IV ? Physical expression (gesture, smile, angerness, willingness, lappiness, drowsy, tiredness etc. These are bodily reactions and reflex actions) ? Electronic media (T.V., radio, telephone, record player, film etc.) ? Physical contact (sand shaking, patting on the back, pushing, kissing, touching, embracing, slapping, touching foot etc). All the above mentioned forms are used in human society. However, all are not useful to every individual. For example, an illiterate person can not use the written form of communication, a deaf & dumb can not use oral form of communication, a person suffering from object poverty has very less chance of using electronic media to communicate or to be communicated. Besides the above forms, communication can be done by observing silence also. According to quantum theory, 'even if we do not talk, even if we do not look at each other, you affect me, I affect you.' So, silence can also be termed as one of the forms of communication. 9.9 Principles of Communication Communicators should be guided by certain principles such as (i) Understand yourself which means the communicators should have knowledge about self. They should have proper idea about their areas of strength and weaknesses based on which they can decides the issue on which they can speak, methods that they can follow etc. Suppose a person who does not feel comfortable to face a big gathering he should avoid communicating there before he gains courage to do so. (ii) Maintaining intellectual honesty is another important principle of communication. One should communicate based on the theory 'What I say I mean'. (iii) Demonstrating seriousness is also one of the principles of communication. The communicator should remain careful about 'it matters what I say'. If seriousness is not there, communication in the true sense of the term is missing. (iv) It should be participatory and democratic. Efforts should be made not to make it one way traffic. Others may also have something to share, something to

NSOU ? MSW-IV 121 debate or something to ask for better clarification. They should also get the opportunity to do so. (v) Not abruptly disapproving the views or statements of others since that hurts the persons concerned. In such a situation communication does not reach to the person/persons concerned. (vi) Issue of communication should be of immediate importance. If it is not so, none will attach importance to it and thus communication will remain unsuccessful. A community organizer or would be social worker needs to keep these basic principles of communication in mind while communicating to others or helping community people to become effective communicator. 9.10 Methods of Communication Using proper method of communication significantly contributes to achieve the objective of community organization. It also depends on the manner in which the method are used and the skill with which ideas, views, information are exchanged. The methods of communication are principally the followings : (i) Lecture method in which community leader or community organizer will formally speak out the ideas / information etc. before a gathering of community members. (ii) Organising debate sessions on various relevant issues involving thereby the community members. (iii) Organising conference wherein various stakcholders would be invited to share their views. (iv) Meeting is another important method that should be used in the process of community organisation with a view ot achieve the objectives. (v) making people of the community inviolved in formal and informal dialogue as and when required. (vi) Songs are also very important instrument for communication. If this can be used in a planned manner it can produce effective result.

122 NSOU ? MSW-IV (vii) Using audio-visual aids of various kinds can be another method of communication. To use this method there should be a person who can handle the same properly. (viii) Organising seminar is also a method of communication. Through it a large number of people can be benefitted at a time by listening to the views of various experts on the subject. (ix) Street corner play is also known as one of the methods of communication. A professional person/group of persons can be hired to do the job. Through this method message can reach to anybody who pass through the road during that period. (x) Role play method can also be used to communicate ideas. The person giving the performance should have knowledge on the subject and skill of acting. (xi) Drama, specially written centering specific issues, can be another method of communication. (xii) Art on roadside wall, which gives specific messages is another important method of communication. (xiii) Group discussion is also very useful method of communication. Based on this method community participation can be enhanced, problems like casteism and alcoholism can be controlled, group conflicts can be arrested. (xiv) Story telling, particularly success stories of any community development initiative is also a good method of communication in the context of community organization. In the modern society communication quickly and effectively reaches through news papers, journals, magazines, advertisements etc. All these have impact on different degrees. Communities are also intelligent enough to develop their own method of communication. All the above mentioned methods are equally important but they need to be properly used. Since use of method depends on the social, economic, cultural background of the communities concerned, it is necessary to make the choice properly. Use of wrong method may not produce proper result, rather it may invite problems of various nature.

NSOU ? MSW-IV 123 9.11 Barriers of Communication Communication, as we have already said, is not an easy task to accomplish. Effective communication is hampered because of various reasons concerning the sender, receiver, environment, methods used etc. Those are as below : A. Sender Centric barriers : Sender centric barriers are of various nature such as : – he/she is not adequately knowledgeable about the subject on which he/she is talking. – he/she is not serious enough to deal the issue properly. – he/she does not have idea about the background of the receiver. – he/she picks the wrong time and place for communication. – he/she shares ideas in a wrong forum. – he/she does not maintain intellectual honesty. – he/she abruptly disapproves the views of receiver. – he/she does not make it democratic. – he/she uses difficult and technical languages. – he/she uses improper method. – he/she is arrogant and hot headed. – he/she speaks even if listeners are not ready to listen – he/she is not a person of pleasing personality. These are certain factors related to the sender of the ideas/information etc. to any person – known or unknown. These factors create serious problems in communication. B. Receiver Centric Barriers : Several issues relating to the receiver can also create problem in smooth communication such as :

124 NSOU ? MSW-IV – the receiver, at the point of communication, can remain preoccupied – physically and mentally as a result of which he/she fails to concentrate. – he/she is not interested in the message that is being passed. – he/she is having emotion an problem. – because of some reason he/she is mentally disturbed. – he/she is distracted. – he/she pretends to understand when he/she does not. – he/she does not feel comfortable with the communicator. C. Other factors : There are some otehr factors which are equally responsible for non-effective communication. They are : – Socio-economic situation of the person, group, community. – Traditional values, customs and superstition of the people concerned. – Pressure of work – Physical illness – Status and charisma of the communicator or the receiver. – Hidden agenda of communicator, if any. – Improper time and place etc. 9.12 Preconditions to effective communication The objectives of community organisation are achieved if communication is made effectively. Naturally it is desirable that the community organiser and community leaders make planned and sincere effort to communicate ideas and information to the community fruitfully. The factors that play important roles in insuring effective communication are the followings : (i) The communicator needs to have adequate knowledge on the subject concerned. He/She can share the idea effectively only if his/her knowledge on the subject is not poor. Knowledge helps a lot to communicate convincingly,

NSOU ? MSW-IV 125 skillfully and confidentially. This naturally suggests the communicator to make effort to enrich his/her knowledge bases on the issues he wants to discuss. (ii) He/she should be open-minded regarding the issues and sub-issues of discussion. If there is any rigidity on this, the communication is lost. If the communicator thinks that his/her decision is final and there is no reason to bring any modification in that, then communication remains ineffective. (iii) There can be some sensitive issues to deal with. In such cases, the communication is to be made very carefully so that no body feels hurt, injured and insulted. he/she should be very careful while communicating something on sensitive issues. (iv) He/she should do some home work to deal with the subject effectively. (v) Communication is to be made very clearly and without any ambiguity. If the people to whom the information is given become confused then the objective of communication remains unfulfilled. Hence one will have to express the ideas/ information very clearly. (vi) The communicator needs to have adequate idea about the overall background of the people to whom and with whom he is communicating. Knowledge base, awareness level, attitude, outlook, receiving capacity etc. are likely to differ from community to community, group to group and person to person. (vii) While communicating the communicator needs to keep it in mind that the issue has relevance to the community. If not, people will show no interest in the matter. (viii) Communication should be made according to the level of the receiver. Coming down or going up to the level of receiver is a must to make communication effective. (ix) Effective communication also demands a proper place, environment and time. Wisely choosing a proper place, time and condition immensely helps in communicating and sharing information and ideas. (x) Tossing around technical terms is to be avoided to the extent it is possible. People in general do not prefer to listen technical terms which are not that popular to them.

126 NSOU ? MSW-IV (xi) Communicator must not make any effort to give many ideas at a time. This is totally an unwanted plan and execution. (xii) For making the communication effective the communicator will have to concentrate on the issue. This is a special skill which he/she should develop properly. In many cases the communicator goes out of context and he/she fails to feel that and in the process the very objective of communication remains unfulfilled. So one should remain careful about this tendency. (xiii) The communicator should make effort to make the communication process easy interesting and encouraging. The way of passing information, giving ideas, using proper words and examples, sharing quotations, using proverbs, narrating something relevant and maintaining pleasant personality are some important tips that help a communication to become effective. (xiv) The communicator should follow a natural way of expression. He should not make it artificial since anything artificial does not produce positive results. (xv) The communicator should be a good listener. It makes the communication two way traffic and democratic. Besides, it helps the communicator to have idea about the outlook and attitude of the otherside. And it helps in creating an environment where every one would feel that he and his opinions are honoured. (xvi) The length of communication period should be reasonable. If it is very lengthy the receiver would be bored and disgusted. In that case he/she may not give proper attention. On the otherhand, if it is very brief the message may not reach to them properly. Therefore, the communicator should remain careful about the time frame while sharing any idea/information/data. (xvii) Observing and looking for feedback is yet another factor responsible for effective communication. If any gaps are marked, necessary modification in the process can be made. (xviii) The communicator should remain careful that he is properly audible. Keeping eye contact is also equally important. (xix) The communicator should have capacity to integrate different pieces of information properly. (xx) Deciding about the suitable medium is also important to make the communication effective.

NSOU ? MSW-IV 127 (xxi) Demonstrating assertiveness or firmness as well as sense of responsibility also helps in effective communication. (xxii) Communication method should be chosen properly based on the type of community to whom communication is to be made. (xxiii) The communicator should examine the actual purpose of communication. (xxiv) He/she should consider the total physical and human setting. (xxv) Consult others, wherever necessary, in planning communication. (xxvi) The communicator should keep it in mind that he/she is communicating for today as well as for tomorrow. (xxvii) He/she should remain sure that his/her actions support his/her communication. If the points mentioned above are taken care of by communicator, the process of communication would be smooth and effective. It is therefore essential that each communicator in the setting of community organization needs to attach proper importance to them.

9.13 Skills and Qualities of Effective Communicator Communication is a difficult job to do. To do it effectively one needs to have certain skills and qualities which are as below :

- (i) He/she should have people facing quality. It needs steadiness. If fear psychosis is developed in the mind of communicator, he/she will remain ineffective. So, having mental strength to face people is very necessary. Through continuous practice one can develop this quality.
- (ii) He should also have some quality of using healthy jokes, appropriate proverbs, varieties of relevant examples to make the communication attractive. This also demands a special quality.
- (iii) The communicator should be skilled in using various methods of communication, traditional and modern. Weakness in this may create serious problem in communicating anything.

128 NSOU ? MSW-IV (iv) The communicator should have strong presence of mind. In absence of the same none can make himself/herself a successful communicator. (v) The communicator needs to be adequately skilled in language since weakness in language creates barrier in the proper expression of ideas and information. Thus, command over language is considered as one of the most essential qualities of a communicator. (vi) He/she should have positive and constructive outlook. This quality of a communicator makes all the difference in making the communication effective. (vii) The communicator should also have the quality of being impartial and unbiased. Needless to say that without this quality none can be a successful communicator. (viii) A communicator must not allow his/her spirit to be dampened. Success and failures are there in life but he/she should have the guts to face and digest failures and make effort to overcome the weaknesses. (ix) He/she should have the quality of being good listener. Through practice only this can be developed. (x) He/she should have the capacity of making good beginning, purposeful middle and nice ending of communication.

9.14 Summary Exchange of necessary & appropriate information is pre-requisite for any democratic process. While working in a community therefore we must be very careful when we share information, the people must know about it with full clarity and they may also get their doubts clear through proper communication.

9.15 Exercises

1. Define the term 'Communication'. What is its importance ?
2. Enumerate the types of communication and explain each one of them.
3. What are the variables of communication ?
4. Give an estimate of principal determinants of communication.

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5. Communication has various forms. What are those?
6. Examine the principles of communication. Why one should follow these principles while communicating any idea/information etc?
7. Give an account of the methods of communication that are generally used.
8. What are the principal barriers of communication?
9. Analyse the factors responsible for making communication effective.
10. Communicator should have certain skills and qualities to communicate effectively. What are those ?

II. Analyse the following terms :

- (i) Variables
- (ii) Sender
- (iii) Formal Communication
- (iv) Downward Communication
- (v) Physical expression
- (vi) Intellectual honesty
- (vii) Stake holders
- (viii) Role play
- (ix) Barriers
- (x) Pleasing personality
- (xi) Sensitive issues
- (xii) Two way traffic
- (xiii) Outlook
- (xiv) Presence of mind
- (xv) Assertiveness
- (xvi) Democratic process
- (xvii) Technical terms
- (xviii) Receiving capacity

130 NSOU ? MSW-IV (xix) Fear Psychosis (xx) Language skill

III. Fill in the gaps

- (i) Communication is a process in which more than _____ person is involved.
- (ii) Communication is _____ of ideas and information.
- (iii) Receiver means the _____ receiving the information.
- (iv) Method is the way to _____ the information.
- (v) Downward communication is just _____ upward communication.
- (vi) An _____ person can not use the written form of communication.
- (vii) Communication should be made according to the _____ of receiver.
- (viii) Anything artificial does not _____ positive results.
- (ix) The communicator should remain _____ about the time frame.
- (x) The Communicator should have _____ personality.

IV. Match the followings

- (i) Communication means – Sending signals – Sharing information – Self talking
- (ii) Receiver is one who – Shares idea – Sends message – Receive the information
- (iii) Method means – the principles – the forms – the process

NSOU ? MSW-IV 131 (iv) Horizontal Communication means – Communication with boss – Communication with subordinate – Communication with a person of same status (v) Motivation means – Strong eagerness – drive – determination – all of these 9.16
References 1. Training Manual, Kiron Wadhwa Viswa Yuba Kendra, New Delhi. 2. Education Monitor, A monthly magazine June 2006, Editor J. A. Joseph. 3. Community Organization, Dr. Mrs. Banmala, Indian Institute of Youth Welfare, Nagpur. 4. Reading Material of NSOU, M.S.W. Course, Paper-III.

132 NSOU ? MSW-IV UNIT- 10 Important Movements Structure 10.1 Objective 10.2 Introduction 10.3 Concept 10.4 Philosophy 10.5 Characteristic features 10.6 Objectives or goals 10.7 Major elements 10.8 Development or Emergence 10.9 Methods 10.10 Fundamental Principles 10.11 Programmes for Sarvodaya 10.12 Sarvodaya and Social Work 10.13 Sarvodaya vis-a-vis Community Organisation 10.14 Essential Qualities of a Sarvodaya Worker 10.15 Concept of Bhoodan 10.16 Genesis 10.17 Philosophy 10.18 Objective 10.19 Methods 10.20 Impact 10.21 Limitations 10.22 Gramdan 10.23 Concept 10.24 History 10.25 Objectives

NSOU ? MSW-IV 133 10.26 Process 10.27 Impact 10.28 Weaknesses 10.29 Summary 10.30 Review Questions 10.31 Reference 10.1 Objective The objective of the present unit is to help the students of Social Work Master Degree course to have idea about the concept of Sarvodaya – Bhoodan – Gramdan, their importance in the context of bettering the community life, their objectives & methods, impact created and limitations etc. This unit has been so planned that students will enrich their idea about the basic philosophy of Sarvodaya – Bhoodan – Gramdan as well as their link with social work in general and community organisation in particular. 10.2 Introduction This subunit is an issue that needs to be known by the community development agencies and community organisation workers. Sarvodaya is a unique movement for the literacy of all sections of population. So, knowing about the details of it is absolutely necessary for any agency or worker dealing with the community organisation initiatives. In this backdrop the present unit has been developed so that it can meet that need of the students who are going to be the community organizers. Thus the unit is expected to make them knowledgeable, skilled and competent to handle the job effectively in future. 10.3 Concept The word Sarvodaya has been derived from two Sanskrit words – ‘Sarva’ and ‘uday’, which means ‘welfare of all’ or ‘rise of all’, or ‘progress of all’ or ‘universal upliftment’. It is the ‘greatest good of all’. It seeks happiness of all. It is ‘Social upliftment, economic emancipation and moral resurrection of all’. It is a process by which socially and economically deprived individuals or groups can be steered towards development. Sarvodaya is ‘an ideal of vision and a movement in Gandhian

134 NSOU ? MSW-IV philosophy’. And it ‘demands commitment of its followers to the care and the uplift of humanity’. A person may be a man or woman, educated or illiterate, a member of upper caste or lower caste, a resident of rural, tribal or urban area he has every right to progress in all respects. So, Sarvodaya is to ensure that everyone has balanced diet, a proper house to live in, adequate facilities for education, opportunity of getting medical services and so on. Everyone must ‘have enough for his own needs’. Sarvodaya is realization of true democracy and not making any distinction between (i) Community and Community (ii) Caste and out caste (iii) intellectual and physical labour. In a Sarvodaya environment use of liquor and opium is also forbidden and swadeshi will be considered as rule of life. It is based on Gandhiji’s realization that (i) Development of all is possible if others are developed (ii) All kinds of development efforts should be of some importance (iii) Each individual should play his role to develop the society. 10.4 Philosophy The philosophy of Sarvodaya is based on the philosophy of life and action of Gandhiji. People, as Gandhiji opined, are basically good. Such goodness is reflected in truthfulness, courage, sacrificing attitude, non-violence etc. Nevertheless many of them do not get opportunity of living a meaningful life. In this backdrop the working philosophy of Sarvodaya is solving individual and social problems by using the principles of non-violence and truth. For this one must have “living faith in God.” It is based on various constructive programmes also which are appropriate to the area concerned for making the communities self-propelling and self-reliant. The work of Sarvodaya is viewed as an offering to the God. Its philosophy is ‘progress together without collision of interest’. It is also to make attempt to reorient human mind to reconstruct human society. But consumerism, unhealthy competition, lack of safety, mistrust have eaten away the goodness of people. Values are also eroding day by day. People are facing various kinds of exploitation and becoming prey of administrative biasness. No matter whether the country is ruled by this or that party desired results. Two sayings of Gita – ‘he who eats without putting labour eats stolen food’ and ‘needs of body must be supplied by the body’ are also considered as philosophy of Sarvodaya. Gandhiji also emphasised that Standard of life is fundamental, not the standard of living.

NSOU ? MSW-IV 135 Gandhiji’s philosophy behind Sarvodaya thus was based on dignity and worth of each individual. He firmly believed in dignity of labour as well as right of all to earn a livelihood. He never supported the idea of imposing views on others. Rather he demonstrated love and understanding for the people. His constructive programme not only emphasised on the betterment of all but also with all aspects of life and living. The philosophy of Sarvodaya which was imbibed by Gandhiji from John Ruskin’s ‘unto the last’, thus rests upon the followings. (i) An individual can progress only when he thinks that progress of others is an important parameter in determining his progress and welfare. (ii) Every activity carried out by any individual is equally important and of equal value. (iii) Every individual should fulfill his obligation to the society through his own labour. (iv) Special emphasis should be given on the welfare of the lowest and underprivileged such as Harijan, Women, destitute and rural folk. (v) It is also giving emphasis on ‘Swarajya’ and ‘Lokaniti’ (vi) This philosophy is based on dignity and worth of individuals. Nothing should be by anybody on anybody. (vii) People should remain satisfied with minimum wants and simple food and clothes. (viii) People should make it a habit to adopt just means to achieve anything. (ix) All have capacity which needs to be harnessed and promoted. (x) People have basic knowledge about their situation and the way to manage their life properly if necessary resources are provided. 10.5 Characteristic features The basic characteristics of Sarvodaya movement are the followings : (i) Dignity of labour : Every individual should remain engaged in some kind of work. And a farmer or a lawyer, a barber or a public servant – work of all have dignity.

136 NSOU ? MSW-IV (ii) Active participation : To bring essential changes in the society active involvement of the people is a must. Since life should be led meaningfully nobody should remain idle. (iii) Non-violence : People should demonstrate. 'Ahimsa' in their everyday life. This will help to create an environment of positive development. (iv) Adherence to truth : People must be truthful. They should not have any hidden agenda and must not speak a lie. (v) Comprehensive programme : Its another characteristics is that it believes in initiating comprehensive nature of programme, which has universal significance for achieving desirable objectives. (vi) Swadeshi : It means using the home made goods and rejecting the foreign goods. All people should develop this habit. (vii) A strong spirit : Chastity, fearlessness, honesty and self sacrifice are the important elements of sarvodaya movement. (viii) Untouchability : Characteristics of Sarvodaya movement also includes stopping the practice of untouchability. Discrimination on the basis of caste should not be there. (ix) Respect for all religions : This is another important characteristics of Sarvodaya movement. It never considers any religion higher or lower in grade. All are equal. (x) Happiness of all : It firmly believes that none can be happy alone. Happiness can be achieved only through actions aiming at welfare of all. No one can enjoy happiness by himself. 10.6 Objectives or goals Sarvodaya movement has the following objectives : (i) To set up an ideal society together with decentralization of power from the hands of the people belonging to the higher strata of the society. (ii) To make it possible to establish a Society that is casteless and classless.

NSOU ? MSW-IV 137 (iii) To establish communal harmony by removing the communal feelings. (iv) To ensure economic inequality to all. Homeless, landless, wealthless people should be promoted to 'haves' level. (v) To give due emphasis on the welfare measures to be undertaken for the scheduled castes, scheduled tribes and other backward classes. Special initiative should be taken to promote their overall status. (vi) To see that self-supporting village communities are established. (vii) To establish gram Swaraj in real sense of the term, which means self- governance. (viii) To organise the students as well as youth groups to make themselves involved in various constructive activities for the welfare of all. (ix) To insist on duties also, not enjoying rights only. (x) To give emphasis on Lokniti than Rajniti. (xi) To stop exploitative practices. (xii) To promote spiritual development. (xiii) To promote sense of belongingness. (xiv) To develop Cottage & Village industries. (xv) To develop and use appropriate technology for meeting basic needs of life. (xvi) To give equal job opportunity and rights to female members of the society to empower them. (xvii) To form organisation of labour to generate employment. (xviii) To develop agriculture for making the economy self sufficient. (xix) To make people convinced to 'live in order to help others to live'. (xx) To ensure total and integrated life. (xxi) To promote the idea of trusteeship.

138 NSOU ? MSW-IV 10.7 Major elements Cetering the objectives or goals cited above the major elements of Sarvodaya movement are the followings : (i) Each member of the society has the right to get the taste of progress. (ii) Each one's capacity has to be developed so that he can fight out the problems and enjoy a better status. (iii) Society needs to be free from obstacles of various nature. (iv) Autocracy has to be stopped. (v) A process of heart changing has to be adopted since that has been considered by Gandhiji as the principal means to make the movement successful. (vi) Bhoodan, Gramdan and Gram Swaraj Should be considered as the other process of sarvodaya movement. 10.8 Development or Emergence It was developed by Gandhiji for social reconstruction. The rural reconstruction movement of Tagore and Gaekwad as well as Social Reform movement of Raja Rammohan Roy were transformed into a national movement by Gandhiji based on the principles of truth and non-violence. He believed that Sarvodaya Society is the alternative to the existing society of exploitation and unhealthy competition. Hence he worked for establishing Sarvodaya Society. He was inspired to work for Sarvodaya particularly after he read John Ruskin's book 'unto the last'. He felt that (i) individuals have capacities (ii) the same has to be harnessed and utilised for their own welfare, and (iii) by so doing overall scenario of the society would be changed towards positive. After Gandhiji's death a Sarvodaya Samiti was formed in 1948 to ensure that Sarvodaya movement continues. Gandhiji's foremost disciple Vinova Bhave by then was seriously involved in it. In 1951, under the leadership of him some landlords of Telengana donated some amount of their land to the landless people of the area. In 1963 initiative was taken to integrate Gramdan, Khadi and Shanti Sena as components of Sarvodaya movement.

NSOU ? MSW-IV 139 Vinovaji worked for Sarvodaya throughout his life. Jaiprakash Narain also extended his support in the exercise. Vinovaji gave an outline of Sarvodaya. According to him the Indian villages (i) must become Self supporting. (ii) they should be free from fluctuations (iii) the villagers need to manufacture those goods which they require (iv) there must not be any 'intervening agency between production and ultimate distribution' (v) Village industries must thrive. (vi) all the villagers must work and (vii) each and every member of the society should get food. Thus it can be said that Gandhiji floated the idea of Sarvodaya movement and vinobaji renewed the same. 10.9 Methods The methods that should be followed to achieve success in Sarvodaya movement are : (i)

Demonstration of fearlessness : Since Sarvodaya is just not a programme but a movement, it needs fearless mind. Expected challenges can not be faced by the people who are fearful. Naturally it demands fearless mind. (ii) Non-violent approach : To make Sarvodaya achievable it is desirable to work on non-violence method. Unjust aggressiveness has no place in Sarvodaya. Tolerance and advocacy are necessary which will ultimately lead to non-violence. (iii) Justice : Since injustices are reality in our society it is necessary to give justice to all the people belonging to various religious groups, caste and economic background. (iv) Practicing celibacy : It is another method that should be followed in Sarvodaya movement. If it is practiced with determination one can be mentally strong enough to play effective role in this exercise. (v) Feeling of nearness : This is also considered as an important method since feeling of nearness or oneness adds strength to the society and create an environment conducive to Sarvodaya. (vi) The spirit of true nationalism : To make Sarvodaya movement successful it is also necessary to have the spirit of true nationalism. Such a spirit definitely helps the process to go ahead.

140 NSOU ? MSW-IV (vii) Giving importance to physical labour : Giving physical labour should be considered as must by all individuals – rich or poor, illiterate or educated, men or women. By making people motivated to do physical labour Sarvodaya movement can be made successful. (viii) Tendency to do good for others : Such a tendency needs to be developed in the mind of all. Such an attitude will immensely help in making the movement successful. (ix) Non-violent non-cooperation : In the context of aggressive oppression by the administration of British regime, it was considered as one of the important methods of Sarvodaya. By taking part in such non-cooperation each individual can significantly contribute to propel the movement in right direction. (x) Attaching importance to equality of all religions : It also acts as an effective method of achieving Sarvodaya. No one should have any negative feeling about other religions. By so doing one can help in bringing integration which is so very necessary in Sarvodaya. (xi) Giving rights to all in the goods produced is yet another method that should be followed in the process of Sarvodaya. All should enjoy right to the products of the country without any discrimination. (xii) Simple living : Standard of living should not be made high because that will promote the tendency of consumerism. Such a practice will ultimately help in giving opportunity to all to fulfill minimum needs. (xiii) Proper Planning : To give success to any effort proper planning is necessary. Since without need-based planning nothing positive can be achieved, it is a must that we give priority to make necessary planning. 10.10 Fundamental Principles K. G. Mashruwala has enumerated the basic principles of Sarvodaya as mentioned below : (i) Respect for life which means 'health and all-round development of the life and personality of India's living beings'. (ii) Development of natural resources which can be considered as means for the development of life. The natural resources should not be extravagantly used. Rather nature has to be developed for our betterment.

NSOU ? MSW-IV 141 (iii) Providing opportunity of job to every individual based on his knowledge skill and capacity. (iv) 'The standard of life' should be distinguished from the standard of living'. Since standard of life is the fundamental issue and not the standard of living, one must make efforts to rise his standard of life. (v) While planning for the development of people efforts should be made to remove natural or man-made hindrances from its path. (vi) Efforts should be made of make people self-sufficient in respect of food as well as nutrition. (vii) People should be provided with training appropriate to our nation building. It should be planned in such a manner so that it really develops the capacity of persons concerned to play their role properly. (viii) Politics would not be the instrument of power and there will be no party system. (ix) There will be no private property and profit motive. 10.11 Programmes for Sarvodaya Vinobaji and other constructive leaders have suggested the following five-fold programmes to achieve success in Sarvodaya movement. They are : (i) Maintaining internal purity which means leading a honest life by avoiding unfair ways of earning money for comforts. (ii) Maintaining external purity which means cleanliness – both at personal level as well as public level. For making Sarvodaya drive effective maintaining cleanness is extremely needed. (iii) Putting physical labour is another important condition for Sarvodaya. We must give due weightage to the dignity of labour. All of us should put some physical labour and give due respect to those who are working as labour for generation after generation. Respect can not be assigned to property, power and formal education only.

142 NSOU ? MSW-IV (iv) Establishing peace is the fourth condition for Sarvodaya. Peace does not mean abolition of war only. it is to live in amity, stop inculcating fear and jealousy, solve minor disputes only. (v) The last factor is dedication or Samarpana to the Samarpana ideal, non-violence, non-exploitation, use of physical labour, equal status of all etc. On the other hand for building a Society of Sarvodaya following 18 fold programmes were suggested. (i) Removal of untouchability (ii) Communal harmony (iii) Use of khadi (iv) Giving emphasis on rural industries (v) Attaching importance to village Sanitation (vi) Conducting adult education programme (vii) Introducing Nai Talim (viii) Taking care of women upliftment (ix) Uplifting the condition of Kisans (x) Improving the condition of labour (xi) Promoting the condition of tribals (xii) Students upliftment (xiii) Establishing economic equality (xiv) Awareness generating on health and hygiene (xv) Giving importance to provincial languages (xvi) Attaching due importance to National language (xvii) Taking care of Leprosy patients (xviii) Prohibition on ill practices.

NSOU ? MSW-IV 143 10.12 Sarvodaya and Social Work Sarvodaya and Social work both are for human welfare. Similarities and dissimilarities between the two can be cited as below : Sarvodaya ? It is a philosophy ? It is a broader concept ? Betterment of weakest and others is the goal ? Initiating programmes of various nature is the main way ? It is not a product of intellectual theorization ? It is a movement ? It is done by volunteers or Sanchalaks who are believers of Sarvodaya. ? It is not a job-oriented work. ? Training of Sanchalaks is informal and apprentice based. ? It has spiritual basis ? It strengthens the Social consciousness first followed by Gram Sankalpa and Lokniti. Social Work ? It is a problem solving process ? It is somewhat specific concept ? It is same ? Helping people to help themselves is the basic issue. ? It is product of intellectual theorization. Based on the knowledge from other branches of social sciences it has 'developed into a science of its own.' ? It is not a movement. ? It is done by professionally trained persons and community people. ? It is a job-oriented work. ? Training is formal and class based. ? It is not based on spirituality as such. ? It helps individuals, groups and communities by using various methods of social work aiming at furthering the social welfare objectives.

144 NSOU ? MSW-IV Thus it is evident that there are both similarities and dissimilarities between the two. 10.13 Sarvodaya vis-a-vis Community Organisation Both Community Organisation and Sarvodaya aims at the welfare of the community. However, there are some differences also between the two. They are as below : Sarvodaya ? It is a movement based on certain philosophy. ? It is based on certain methods. ? Change of heart of rich gets emphasis ? No professional person is engaged. ? It is considered as a movement. ? It is a political action to some extent. ? It is volunteer based known as 'Sarvodaya Mitra'. ? It collects and enrolls members ? It encourages its members to lead a life of Tapas. ? It advocates equal rights of all. ? Basic education programme is considered as one of the means to achieve the objectives. ? It forms tier based organs from village to national level. ? Non-possession and non-violence is emphasised Community Organization ? It is a method of working with community for the welfare of the same. ? Itself is a method. ? No such specific emphasis is there. ? Professionally trained persons are needed. ? It is not a movement. ? It is not considered as such. ? It is not cadre or volunteer based. ? No such effort is made. ? No faith in such system. ? It is same. ? Awareness generating is emphasised, not educational programme. ? There is no tier based organisation. ? It is same.

NSOU ? MSW-IV 145 Thus it depicts that there are both differences and similarities between these two. However, we can say that objectives of the two are almost similar. It can be concluded that Sarvodaya has a great influence in community organisation practice. Since it releases potentialities of the community and enable it to work together to overcome discrimination, apathy, vested interest etc. it can be said that Gandhiji and his brain child Sarvodaya played a significant role in preparing an intellectual climate for the growth of both community organisation process and professional Social work in our country. 10.14 Essential Qualities of a Sarvodaya Worker Sarvodaya workers will have to transform themselves and acquire the following qualities : (i) Truthfulness ? It believes in democratic decentralisation. ? It has five segments – Shramdan, Premdan, Sevedan, Bhoodan and Gramdan. ? Based on Gita following six are considered as essentials in Sarvodaya – clear mind (piousness) – Energy – Self-confidence – Strong step – Positive outlook – Calmness ? It aims at uplifting the people in social, economic, political and moral aspects. ? It is same. ? Community organisation is not based on such 'Dan' philosophy. ? In community organisation cohesiveness and we feeling are the important aspects. ? It also takes care of overall development of people.

146 NSOU ? MSW-IV (ii) Non-violent (iii) Chastity (Brahmachairya) (iv) Fearlessness (v) Honesty (vi) Non-possessive (vii) Avoider of drinks and drugs (viii) Self-sacrificing (ix) Eager to do body labour (x) Satisfied with minimum wants (xi) Tolerant (xii) Cooperatives (xiii) Knowledgeable (xiv) Believer of God (xv) Disciplined (xvi) Have sense of dignity (xvii) Have living touch with masses (xviii) Good anticipator (xix) Attitude to do good of others (xx) Non-egoistic (xxi) Clear vision (xxii) Strong determination (xxiii) Dedication The success of a movement like Sarvodaya depends on the following pillars : – Truth – Love

NSOU ? MSW-IV 147 – Non-violence – Physical labour and – Proper supervision, utilization and distribution of property. Besides, Sarvodaya movement will have to keep the target of establishing classless society, exploitationless society and a society which is self-reliant and believes in cooperative living. The Society will constantly try to make it free from dishonest practices. All these sounds very noble but difficult to practice. The world as a whole is competitive. In that environment, India alone can not have a noncompetitive and classless society. And bringing change in the heart of people also has very bleak possibility. Nevertheless it can be said that Sarvodaya can create some impact in the Society. 10.15 Concept of Bhoodan Bhoodan means donation of some portion of their land by land owners for the common good. The farmers who have more than three acres of land should donate one sixth of their land so that the same can be shared with others for helping them to co-exist properly. 10.16 Genesis Acharya Vinoba Bhave is the founder of this movement. The movement began its journey in the year 1951. On 18th april 1951 Acharya Vinoba Bhave made an appeal to the rich farmers of Pochampalli Village in Telengana to donate some amount of their land to the landless people of the area. Some farmers positively responded to his appeal. Once Ramchandra Reddy alone donated 100 acres of land. That was the beginning of Bhoodan movement. It ultimately spread over different areas under various states. Thus within 1967 about 42,64,096 acres of land was received from 5,76,000 big farmers, 90% of which was received between 1951 and 1957. In the first few years of movement, rate of success was considerably good particularly in Bihar and U.P. As a result, by 1956 it received 4 million acres of land as donation. It became 4.5 million acres by 1957. The movement, thus, contributed to

148 NSOU ? MSW-IV reduce the gap between haves and have nots in rural india. This voluntary and unofficial movement aiming at land reform directly helped to promote Gandhian idea of trusteeship and a novel idea that 'all land belonged to God'. 10.17 Philosophy The basic philosophy based on which Bhoodan movement was initiated is that anything which a person has, is not his property. Actually it is the property of the Society. According to this philosophy Bhoodan is not only donating some land to landless. It encompasses two other concepts also – 'Shramdan' and 'Premdan'. Like Bhoodan these two are also very important in the life of people. It makes people to look around so that none suffer. Naturally distribution of land is not the only issue here. 10.18 Objective The basic objective of Bhoodan is to make 'a voluntary transformation in the distribution of land in rural india according to the principles of equality.' More specifically to say, its objectives are : (i) to initiate social and economic revolution, (ii) to transform the socio-economic scenario of India where everybody will have equal access to economic and other resources of the country. (iii) to take care of moral regeneration of the people of India. (iv) to improve the overall position of the landless people of the country. (v) to make people free from exploitation. 10.19 Methods The methods that were adopted to carry out Bhoodan movement were : (i) Generating awareness among community people about how creating of just society is possible.

NSOU ? MSW-IV 149 (ii) Motivating rich farmers to donate a portion of their land to the needy people. (iii) Encouraging poor people to utilise the land that they received as donation in such a manner that they can promote their status. (iv) Giving ideas to the villagers and volunteers that initiative should be taken to bring social, economic and cultural revolution through Bhoodan. (v) Approaching Central and State Governments to implement some policies to augment this movement. Keeping those methods in mind Acharya Vinoba Bhave and his followers made padayatras from village to village for persuading the farmers who have large amount of land to donate at least one sixth of their land. Thus they kept a target of collecting 50 million acres of land which is one sixth of India's total cultivable land. When a particular farmer decides to donate, a deed would be prepared and signed by the donor and Vinobaji. There after a survey would be conducted to have data regarding the beneficiaries with the help of Panchayat. While donating the land first preference was given to the landless agricultural labourers followed by the farmers with insufficient land. At the time of giving the land, entire village population used to be invited to gather on the specific date and time to witness the distribution process. The receivers were suppose to sign a printed application. On receipt of the same certificates of having received the land was issued. For completing the entire process no fees were charged from the beneficiaries. Three important conditions of Bhoodan are : (i) The beneficiary should start cultivating the land within 3 yrs. of receiving the same. (ii) He is expected to cultivate it at least for ten years. (iii) The donors will not get any compensation. Considering the local situation and prevailing culture these procedures were relaxed from time to time. Some state governments such as Bihar, U.P. Orissa, Punjab, Rajasthan, Karnataka, M. P., Andhra Pradesh and Himachal Pradesh enacted legislations to facilitate the process of Bhoodan.

150 NSOU ? MSW-IV 10.20 Impact Though success rate of this movement is not that praiseworthy and the movement became short-lived, still Bhoodan has made some contribution. The unsuccessfulness of the movement was in terms of material achievement but in spiritual sense Bhoodan is definitely successful. At least it has created a sense in the mind of the people that those who are capable should contribute something to those who are resource poor. People also got this message that Bhoodan is one of the ways based on which society can survive and progress. This is the biggest impact of Bhoodan movement. 10.21 Limitations Bhoodan movement suffered from the following limitations. (i) Within a very few years of initiation of the movement it lost the momentum. (ii) Distribution of land was also a problem. Out of 6.5 million acres of land that was received barely 4.5 lack acres could be distributed. (iii) For certain reasons some of the donors took back their land. (iv) Such a situation created doubts in the mind of many people. (v) Sometimes allotting authorities demanded money for recommending their names. Thus some undeserving people also got land. (vi) Same family applied for land in the name of different members. (vii) In some cases Bhoodan Workers became members of different political parties. (viii) In some cases disputed land was donated. (ix) In many cases almost unuseable land was donated. (x) Government officials did not show much interest. (xi) Beneficiaries got small piece of land which did not help them to become self-sufficient. (xii) Cultivation of land involves some expenditure. Most of the receivers did not have that fund.

NSOU ? MSW-IV 151 (xiii) It was a kind of one man show and there was dearth of well-knit organisations to take care of the movement. (xiv) Some of the states remained untouched. So it could not become nationwide movement. (xv) This was more an emotion based project than logic based. Changing the heart of people is a very challenging task. (xvi) There was no administrative back up to the movement. 10.22 Gramdan 10.23 Concept It is donating 80% of their land by land owners of a particular village for the welfare of its landless population. Thus if at least 51% of the total land of the concerned village is donated then it is considered as Gramdan. Gramdan is biproduct of Bhoodan. Bhoodan was widened into Gramdan. It is the extended mission of Bhoodan. The ultimate idea of Gramdan is that the entire residents of the village would own the total property of the same village. 10.24 History Gramdan, which is considered as last phase of Bhoodan movement first grew at Mangroth village in U.P. which was followed by several other villages in different states. In 1953, Gramdan was witnessed in Manpur under Cuttack district of Orissa. By 1955, altogether 26 villages went for Gramdan in 10 districts of Orissa alone. Some States passed legislation for the management of Gramdan villages. 10.25 Objectives The basic objectives of Gramdan are the followings : (i) Social reconstruction (ii) Economic upliftment

152 NSOU ? MSW-IV (iii) Building a new social order based on equality and cooperation. (iv) Developing a culture of collective ownership. (v) Removing problem of rural indebtedness. (vi) Increasing standard of morality, and (vii) Ending the litigation 10.26 Process It starts with creating collective will among the entire population of the village concerned. Followed to that efforts are made to create Gram Sankalpa so that the Villagers accept the Gramdan movement, which will ultimately result in generating Lokshakti and then Lokniti. The concerned village needs to take three steps to become gramdan village. Those are : (i) A village assembly should be constituted. (ii) A village fund will be created. (iii) The village would transfer the deeds of their land to the village assembly which is legally constituted. It has three stages such as (i) Prapti – to get the landed property (ii) Pusti – to distribute the same among landless (iii) Nirman – to reconstruct through Gramsabha. 10.27 Impact Gramdan has created a definite impact. Gramdan and Bhoodan are two “most far reaching” programmes of redistribution of land. A good amount of land was received from various donors across the country for effectively using the same by the villagers. In the process many downtrodden families of concerned villages got the opportunity to be co-owner of village property. Through Gramdan it became possible to give the taste of being landowner to a good number of socially and economically backward people.

NSOU ? MSW-IV 153 10.28 Weaknesses Though gramdan has created some impact around the country this movement has not been able to get desired results. The reasons behind not being able to get very effective result are the followings : (i) People suspected the initiative. So they did not show interest in donating the village. (ii) Inadequacy of trained and properly motivated workers to effect the transfer of land. (iii) Lack of necessary cooperation from the government departments. (iv) Lack of adequate plan to utilise the landed property properly. (v) Since religion and caste feeling was in the blood, cooperative living was a very difficult task to achieve. Thus, Gramdan movement failed to achieve success. By 2009 only 500 gramdan villages remained. People throughout the country did not accept this idea and after the death of Vinobaji and Jaiprakashji the movement came to an end. 10.29 Summary The learner will now be able to understand the ideologies behind the important movements like Sarvodaya, Gramdan, Bhoodan. They are now in the position to borrow these concepts and link it up with Social work ideologies, thus making the whole curriculum of field practices ever more meaningful and understand the Community and its Sentiment in a better way. 10.30 Review Questions 1. Underline the Similarities and differences between Sarvodaya and Community Organisation. 2. What is Bhoodan? What are its limitations ? 3. Define the term Gramdan and analyse its process.

154 NSOU ? MSW-IV 4. Enumerate the essential qualities of a Sarvodaya worker. 5. What do you mean by Sarvodaya. Analyse its basic philosophy. 6. Give an account of the objectives of Sarvodaya. 7. What are the basic characteristic features of Sarvodaya ? 8. Write short notes on (i) Untouchability (ii) Active participation (iii) Economic equality (iv) Feeling of nearness (v) Non-cooperation 9. Fill in the gaps (i) An individual can progress when others are allowed to _____. (ii) People should remain satisfied with simple _____ and _____. (iii) People should follow the path of _____ in their everyday life. (iv) important elements of Sarvodaya are _____ and _____. (v) Gramdan is biproduct of _____. 10. Match the followings : (i) Justice should be given particularly to – Economically backward people – All people (ii) In Sarvodaya it is necessary to maintain – High standard of life. – Internal purity

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156 NSOU ? MSW-IV Unit- 11 Leadership Structure 11.1 Objective 11.2 Introduction 11.3 Concept of Leadership 11.4 Types of Leader 11.5 Traits of good Leader 11.6 Objectives or goals 11.7 Role of a leader 11.8 Summary 11.9 Reference 11.10 Exercises 11.1 Objective The main objective of this unit is to enhance the knowledge-base of the social work students on the topic concerned. Since the students of this course are expected to play the role of development workers as well as community organizers they are in need of developing their knowledge and properly shaping their attitude and outlook. Ultimately they will have to play to role of a leader and hence the objective of the present unit is to equip them with the knoweldge and skill that are required to do justice to their role of leader. 11.2 Introduction Through the present unit attempt will be made to bring in light various aspects of leader and leadership. A community organizer is a friend, philosopher and guide to a given community. He plays the role of a leader in true sense of the term. No body can deny that to bring a substantial change in the life and living of the people at a given community, strengthening the community is of importance. And to do that leadership role is to be played by some including the community organiser. There is no doubt that the NSOU ? MSW-IV 157 entire process of community organization will remain unsuccessful if community leaders and community organizer do not play their role properly. Here the community Organizer has a significant role to play. Keeping that in consideration the present unit will deal with all the relevant issues that will help the community Organizer to play his/her role effectively. It will deal with the subject in such a manner that his/her competencies are developed to the extent those are needed. The following pages are expected to meet the need of the students concerned to become effective community organizer by playing the leadership role properly. 11.3 Concept of Leadership The word 'Leader' or 'Leadership' is known to everyone. Community organization practice largely depends on the quality of leadership. This compels the students of social work to study the various apects of leadership including the concept, type, skill and qualities needed etc. Let us first deal with the concept of leadership and leader. According to H. K. Coons "Leadership is the behaviours of an individual when he is directing the activities of a group towards a shared goal". According to W.G. Bennis "Leadership is the capacity to translate vision into reality." A chinese proverb says "A leader is one who knows the way, shows the way and goes the way." According to Sri Ramakrishna, 'he who sacrifices most is the leader'. According to some social scientists leadership is an activity through which the behaviour of others is influenced. To some others leadership is an instrument for coordinating the group efforts and channelising them into concrete action. Peter Drucker said "The only defination of a leader is someone who has followers". The core points, that rrun through all these definitions constitute the following : (i) He is a person who can – influence others – Make decisions – initiate action

158 NSOU ? MSW-IV – advice the members (ii) Who is – Acceptable to others – Knowledgeable – Physically and mentally fit – moderately powerful in the group (iii) Who possess – a set of qualities – Some charisma – some 'divine grace' – abilities and resources to influence others. – pleasing personality (iv) Who keep faith – in the capacity of others – in his/her own capacity – in the organization (v) Who has – risk taking ability – good communication skill – honesty and transparency – Positive outlook – Strong we feeling – Patience – Courage and Commitment – Inovativeness

NSOU ? MSW-IV 159 – Spirit – Basic discipline – mental make up to learn from mistakes – flexibility (vi) Who remains – loyal – energetic – active – intelligent – punctual – responsible (vii) Who is able to – Co-ordinate group efforts – change behaviour of others – help people to move towards achievement of goals. – remain first among equals. – express himself properly. One thing should be mentioned here that leadership does not flourish in vacuum. It always envisages followers. Secondly, one should keep it in mind that leader is the person and leadership is the role he/she plays. 11.4 Types of Leader In our day to day life we see different types of leader. On the basis of style of functioning and selection process etc. We can classify them in the following manner. (A) On the basis of style of working : (i) Democratic leader : A democratic leader is one who has firm faith in the

160 NSOU ? MSW-IV capacity and initiative of each individual member. He also keeps faith in the theory of giving due importance to the opinion expressed by co-workers while taking any decision. He never tries to impose anything. He will consider himself as one of them (the members) with some additional responsibility. A democratic leader believes that people would put in their best efforts in the tasks if they feel that the programmes are in line with their interest and they get due respect and appreciation from the leaders. Such leadership also believes that the programmes are development oriented and motivational aspect is taken care of adequately then active participation of the members is forthcoming. He/she acts accordingly. (ii) Authoritarian Leader : Such leader is just opposite to the democratic leader. He/she believes in dictating others or issuing instructions to the members. He/ She does not attach any importance to the community or group members as well as co-workers. Such leader has only one concern – task and performance. He/She considers people as unreliable and incompetent and hence they should always be controlled. Such leadership feels that members should be constantly pushed so that under threat they run for achieving to goal. He/She also believes in punishment theory and guiding/teaching the members whenever he/she feels likes. Believing in the idea that leadership is to enjoy power that comes through position. Thus a thoroughly directive approach is followed by such leader. (iii) Laissez – Faire leader : This type of leader gives higher degree of freedom to his/her co-workers and members of the group or community. He/she keeps full faith in the capacity of them to work independently, and naturally do not make unnecessary intervention. Such behaviour is known as laissez-faire behaviour. This provided opportunity to all concerned to work with higher degree of independence. They are permitted to get involved in any kind of activity they think fit for the group or community. No procedures as well as policies are framed. In this leadership style no one influences others. It marks absence of formal leadership. Any leadership that is being exhibited is informal in nature and emergent. (B) On the basis of system of Selection : (i) Elected : Some become leader on the basis of election. They contest in the election – formal or informal and become leader by getting majority of votes.

NSOU ? MSW-IV 161 This method helps in getting opinion of the members concerned in a reliable way. (ii) Selected : In small organizations and groups leaders are generally selected. The members sit together and discuss the issue of leadership and select somebody to lead the group/community on the basis of choice of majority. (iii) Nominated : In such process leaders are decided on the basis of the decision of the higher authority. In that case his/her length of association, commitment, efficiency trustworthiness are considered. Leaders of this type are neither elected nor selected. They are imposed by the authority. (C) On the basis of success rate : (i) Successful leader : He/she is a successful leader who is capable of fulfilling the objectives or vision-mission of the organization / group / community. He/ she can motivate people to go ahead, can keep them integrated, mobilise resources, make reality oriented plan and so on. He/she is not ready to compromise with failure. (ii) Unsuccessful leader : The leader who does not have the capacity to motivate the members properly, create workable environment, keep members integrated, create good image of the group/community / organization is known as unsuccessful leader. (iii) Effective leader : Effective leader is one who not only produces good results but can make the objectives of the organization clear to the members, create an enthusiasm in them to initiate appropriate actions to fulfill those, involve everyone in the process of development, promote leadership quality in members, achieve the target, remain unbiased and transparent, keep continuity and promote the image of the group/organization / community. Such leaders will demonstrate courage and wisdom to make the development process self propelling. D. Based on relationship : (i) Leader who maintains good rapport with all concerned but he may be poor performer. (ii) Leader who fails to maintain good rapport but is a good performer.

162 NSOU ? MSW-IV (iii) Leader who is good in rapport building as well as is excellent performer. (iv) Leader who is bad in rapport building and at the same time gives poor performances. 11.5 Traits of good Leader The effects of good leaders should have the following traits. (i) Proactiveness (ii) Straight talking (iii) commitment keeper (iv) Loyalty demonstrator (v) Transparent (vi) Owner of learning mind (vii) conceptualizer (viii) Respect shower (ix) Result producer (x) Constantly improver (xi) Reality confronter (xii) Courageous (xiii) Expectation clarifier (xiv) Trust extender (xv) Activator 11.6 Role of a leader Leaders in any set up have varieties of role. In the practice of community organization also leaders need to play various role. They are as below : (i) Team building : By establishing rapport with the group or community members

NSOU ? MSW-IV 163 he/she will build the team that will take care of the welfare of the group / community. (ii) Promoting team work : He/she inculcates sense of collectivism in his followers and helps them to work as a team. A leader has to understand the varied interests and multiple goals and reconcile those conflicting goals and restore equilibrium as far as possible. Thus his role is to ensure team work. (iii) Ground rule establishing : He/she will take care of establishing ground rules for the group/community members which are so very necessary. (iv) Planning : As a planner the leader is responsible for chalking out proper plans for attaining the group/community goal. (v) Rendering advocacy services : One of his/her main role is to work for awareness generation with regard to the group/community situation and the nature of involvement needed from the members to bring necessary change in the overall situation. (vi) Helping to understand methods of work : The leader is expected to help the members of the community/ group to perceive the methods to be applied to achieve the goal. He/she also helps them to understand the diverse effects of unwanted situations. (vii) Role of Therapist : The leader, in the context of community organization, also performs his role as therapist. Once the problems are diagnosed, he/she will suggest the process of treatment by organising people, mobilising resources, initiating activities and closely monitoring the same. (viii) Helping to Realise Potentials : The leader will extend his support to make people coming together and realise their own potentials and power. He may also offer suggestions to the community people in their decision making process. (ix) Promoting leadership qualities : His/her another important role is to promote leadership qualities among the existing and prospective leaders of the group/ community. Since one of the pre-conditions for any effective community organisation is the availability of good leadership, developing community leaders is a must. The leader, therefore, has a very special role to play in the area. (x) Role of worker : Leader is expected to play the role of a worker. He/she will not only dictate or guide only to the members but also take part in the

164 NSOU ? MSW-IV actual work. By doing so he/she can create an example which will inspire general members to be more involved in the work undertaken. (xi) Ensuring democratic functioning : he/she should also ensure democratic functioning of the group/community. He will look into the matter that all the members get the opportunity of taking part in all stages of community organisation as well as getting the benefit of community welfare initiatives. (xii) Helping the community to establish coordination with various appropriate agencies is also considered as one of his/her roles. Such agencies can be local self government institutions, non-govt organizations, Govt. Department etc. (xiii) Empowering : The leader will assist the community in preparing and maintaining reports, records, proceedings of the meeting etc. He/she will make effort to check the dependency syndrome which is against the spirit of development. (xiv) Managing programme execution and fund : The leader is also responsible to take care of programme execution and fund management. (xv) Representing the group/community : The leader is linking pin between his community/group and other communities/groups. They leader serves the role of representative here. He will directly communicate with others and carry the voice of his community/group to others. (xvi) Role of Counsellor : Members of the group/community sometimes suffer from emotional disequilibrium. In such cases leaders play the role of counsellor. By rendering counselling services he/she makes effort to remove the barriers and instil confidence in them. (xvii) Protector of Ideas : Members may ventilate ideas of different types at different time. The same may be attacked by some others. The leader protects each member and their ideas from attack by other group members. (xviii) Keeper of discussions on track : In all meetings there remains possibility of going out of track. The role of leader in such circumstances into keep the discussions on track. (xix) Resource mobiliser : The leader should play the role of resource mobilizer in true sense of the term. Resources as we all understand, are both manpower and material.

NSOU ? MSW-IV 165 (xx) Role of Monitor and Supervisor : He/she should also play the role of monitor and supervisor of all programmes initiated for the welfare of the concerned group / community. It is through him that this process will revolve. (xxi) Responsibility Fixed : The leader's another important role is to fix responsibility to each member so that responsibility is shared. He/she should do it wisely so that it suits well to the quality and skill of the members concerned. (xxii) Promoter of participation : He/she should also play the role of promoting an environment of full and equal participation by every group member. (xxiii) Planner and implementor : The leader should remain actively involved in planning and implementing programmes. He/she should make endeavour to plan meticulously and implement the same with all seriousness. Everything in the society is dynamic and prone to changes. For keeping track with the changes, additions and alterations to existing plans and strategies is essential. The leader has to be vigilant about it. From the points discussed above, one can understand that a leader in the context of community organisation has to play varied roles which can be broadly divided into the following categories. (i) Acting as a guide, Advocator, Counsellor, facilitator etc. to help the community in problem situation and effective communication between all members of the community. (ii) Promoting the level of awareness of all members of the community, getting them involved in the process of community organisation, pooling internal and external resources for the fulfillment of community goal, holding meetings and keeping the discussion in track, preparing and maintaining reports and records properly. (iii) Maintaining a favourable environment in the community, fixing responsibilities of different members, motivating and encouraging the members to get involved in the process of community organisation, establishing and maintaining coordination with others. So, in brief it can be said that in the context of community organisation a leader has multi dimensional roles to play aiming at taking care of the wellbeing of his members.

166 NSOU ? MSW-IV In fact, he is a father figure in the community since many things depend on the qualitative role played by the leader. Factors responsible for ineffective leadership : There are several factors behind the causation of ineffective leadership. They are : (i) Poor knowledge base (ii) Inadequate problem solving skill (iii) Poor managerial insight (iv) Low level of creativity (v) Poor skill of interpersonal communication skill. (vi) Lack of visible personal commitment (vii) Fails to learn from mistakes (viii) Does not practice what he preaches (ix) Absence of innovativeness and risk taking ability. (x) Becoming prisoner of system (xi) Raising false expectations (xii) Not able to get confidence of others (xiii) Not developing realistic time table and not fixing responsibilities. (xiv) Not keeping track with what is happening (xv) Not maintaining good image (xvi) Behaves like an officer and not like a leader (xvii) Have less adjustability, etc. 11.7 Essential skills and qualities of a leader To play his/her role effectively, a leader needs to have certain skills and qualities in absence of which he/she can not play the role properly. The following skills and qualities are needed by a leader engaged in the process of community organization :

NSOU ? MSW-IV 167 (i) He should be knowledgeable. Strong knowledge base is the added advantage to the leader. It is a factor that makes a person strong. The sound knowledge base helps the leader to perform more effectively as well as to get respect from the members and agencies with whom networking is done. This also promotes the level of self-confidence of the leader. (ii) He/she should have proper outlook, attitude, general awareness and presence of mind. These are the qualities that contribute in the improvement of performance level of a leader. (iii) Honesty, transparency and leading a simple life is another important quality of a leader. In absence of the above cited traits the leader can not expect confidence and respect from his team/community members. Hence, to be an effective leader one will have to have the qualities mentioned above. (iv) Another very important quality of a leader is to have better communication skill. To be an effective leader in any field of life, good skill of communication is an added advantage. In the process of community organisation also this skill is highly essential to the community leaders. (v) He/she should pose pleasing personality. If he is a boring personality, coworkers will not feel attracted to him and naturally question of being influenced and motivated does not arise. The leader should also be extrovert. (vi) The behavior of the leader needs to be balanced one. He/she should act as a model. He should know how to be rational in expressing emotion, articulating views and facing difficulties. He should be a man of initiative and drive. (vii) The leader should be a good listener too. By becoming good listener the leader can establish good rapport, know the opinion of members on various issues, understanding the outlook and attitude of them which has its own importance. (viii) The leader should have good health. Since he/she has to put more physical and mental labour than others maintaining good health is very necessary. (ix) A leader should have the quality of choosing and adopting appropriate method of working.

168 NSOU ? MSW-IV (x) Since working with people and considering himself as one of them are pivotal aspects of getting success in any community welfare activities the leader should have the quality of becoming like that. (xi) He should have the patience and tenacity so that he becomes capable of making effort to constantly encourage the members to remain involved in the process of development. (xii) Risk taking ability is another important quality of a leader. It is not expected that a leader will play his role without facing a situation where he needs to take some risk. If he/she has the mental strength to take that risk she/he will get respect from the community members and co-workers. (xiii) He/she should keep firm faith in the goodness of the coworkers as well as capacity to perform. The leader should create an environment where all members would feel that leader has full faith in them. (xiv) His/her involvement would be such that people would consider him as a guide, helper, expert and therapist. Besides the above mentioned points the leader should possess the following skills and qualities also. – Capacity to control meeting, conflict situation and plan of action in cooperation with the members. – Capacity to work under pressure – Maintaining proper work culture – Power of decision making – Remaining attentive – Attitude of sacrifice – Creativity – Quality to mix with others – Style of working that does not make things complicated. – Wiseness to initiate capacity based and need based programmes.

NSOU ? MSW-IV 169 – Becoming a practitioner of innovative ideas and not the follower of traditions. – Quality of actualizing the process of decentralization. – Developing attitude of working based on values and unbiased attitude. – Having tendency to show respect to the Organizational discipline. – Maintaining a good image of himself. – Having capacity to influence others. – He/she should be the user of proper dress since “clothes make the person”. – He/she should have the quality to manage self, managers, others, programme execution and fund. – Risk searching capacity – Quality of becoming proactive – Quality to be Conceptualizer, Analyser, Affiliator and Activator. – He/she should be biased towards opportunities over problems. – The leader needs to be a team builder. – He/she should have the quality of becoming good judgementer. – He/she should be critical and quick thinker. – The leader should have the skills and qualities for accessing to technologies and resources. We rarely find a leader who possesses all the skills and qualities mentioned above. However, leaders must make effort to acquire as more qualities and skills as possible. Since effective leadership is the pre-condition for better functioning of group community, leader has no other way but to promote his/her skills and qualities to the extent it is possible. 11.8 Summary A good leader can be the torch bearer and keep the community to choose the right path. A leader has to bear a lot of responsibilities. He must possess special qualities to motivate people and must be capable to take right decision to successfully manage various programmes.

170 NSOU ? MSW-IV 11.9 Exercises 1. What do you mean by 'Leadership'? What are its various types? 2. Make a comparison between the Authoritarian leader and a Democratic leader. 3. Enumerate the basic traits of a good leader. 4. Analyse the important roles of a leader in the context of community organisation. 5. Examine the factors responsible for ineffective leadership. 6. What are the essential qualities and skills of an effective leader? 7. What is the importance of leader in the process of Community Organisation? 8. Write short notes on (i) Laissez-faire leader (ii) Transparency (iii) Advocacy services (iv) Empowerment of people (v) Role of counsellor (vi) Communication skill (vii) Risk taking ability (viii) Work culture (ix) Team building (x) Risk searching capacity 9. Analyse the following terms (i) Innovativeness : (ii) Selected leader : (iii) Effective leader : (iv) Learning mind :

NSOU ? MSW-IV 171 (v) Counselling (vi) Resource mobilization : (vii) Balanced behaviour : (viii) Decentralization of power : (ix) Analysing and activating : (x) Conflict management skill : 10. Fill in the gaps (i) Leader is one among the _____. (ii) To a leader _____ attitude is needed. (iii) Maintaining intellectual honesty is one of the _____ of a leader. (iv) He/she is a _____ leader who does not dominate others. (v) a leader should have _____ image. (vi) _____ should be physically _____ and mentally _____. (vii) He/she should have _____ personality. (viii) To a leader programme _____ skill is necessary. (ix) Successful leader is one who can _____ the objectives. (x) Unsuccessful leader is one who does not produce _____. 11. Match the followings (i) Leader can – Study the mind of the people – forget easily – react strongly (ii) Leader is – Very introvert

172 NSOU ? MSW-IV – generally silent type – extrovert (iii) He knows – how to threaten others – how to overuse power – how to bring people closer (iv) A leader should have – negotiation skill – advocacy skill – both of them (v) Leader fails to perform if he is – less educated – a person of ordinary physique – a person of poor image (vi) Strong leadership is necessary for – fulfilling objectives – producing desired results – Both of them (vii) Gandhiji was a unique leader because of – his innovative ideas – Simplicity – Both of them. 11.10 References 1. Community Organisation – Theory and Practice, M. G. Ross, Harper & Brothers, New York 2. Concept and Methods of Social Work, W. A. Friedlander, Prentice hall of India, New Delhi.

NSOU ? MSW-IV 173 3. Community Organisation in India, K. D. Gangrade, Popular Prakashan, Bombay. 4. Rural Community Organisation, Sanderson and Polson, John Wiley and Sons, New York. 5. Encyclopaedia of Social Work in India, Ministry of Welfare, Govt. of India. 6. Reading Material of M.S.W. Course, Paper-III, N.S.O.U., Kolkata.

174 NSOU ? MSW-IV UNIT- 12 Community Participation Structure 12.1 Objective 12.2 Introduction 12.3 Topic Name : Community Participation 12.4 Importance 12.5 Methods to be used 12.6 Types of Participation 12.7 Reasons Behind Lack of Participation 12.8 An Example of People's Participation 12.9 Summary 12.10 Review Questions 12.11 Reference 12.1 Objective The principal objective of the present sub topic under unit 3 is to help the learners to understand the meaning of community participation, importance of the same, its types as well as the methods to be used to achieve participation of community members in the process of community organization so that they can achieve the same while working with some organization in their future life. It can further be said that the objective of the present unit is to promote the skill and the level of self-confidence of the would-be Social Workers so that they can perform properly in their future life. 12.2 Introduction The present sub unit under unit 3 is on one such issue that needs to be taken care of by the community organization workers/agencies. Community organization is a tough job and it is not anybody's cup of tea to make people agreeable to be involved in the process of community development/welfare even if it is for their own wellbeing. Lots of

NSOU ? MSW-IV 175 motivation is necessary which can be generated only by properly trained personnel through appropriate measures. Keeping that in mind the present sub unit is so designed that it helps the social work students to make themselves competent and adequately skilled to achieve community participation in the endeavours of changing the overall condition of the community towards positive.

12.3 Topic Name : Community Participation As regards the concept of community participation there are diverse opinion. However, it can be defined as an active involvement of majority of people of any community in the process of community organization aiming at community welfare. According to Keith Devis "Participation is defined as mental and emotional involvement of persons in group situation that encourage them to contribute to group goals and share responsibility for them". For social work practitioners it is the involvement of people of the concerned community "in a situation or action meant to enhance their well being'. It further means creating a genuine and trusting partnership and working together for betterment of the entire community. For better clarification of the concept it can be said that when the people of a given community take part in the following activities aimed at community welfare, then it is termed as community participation. (i) Setting the objectives. (ii) Designing the programmes based on the felt-needs of the area concerned. (iii) Fixing the priorities considering the depth and dimension of the problems. (iv) Planning the budget and mobilizing resources to match the budget. (v) Planning the details of actions to be initiated to fight out the problems. (vi) Fixing responsibility of different activities to different persons or group of persons. (vii) Finalising monitoring arrangements. (viii) Deciding about benefit shareing. (ix) Making arrangements of follow-up and in house evaluation.

176 NSOU ? MSW-IV (x) Forming Subgroups based on the prevailing situation. Thus, it can be said that when people of any given community voluntarily come togetehr to make planned effort to initiate programmes for the welfare of the entire community is termed as community participation.

12.4 Importance Pelple's participation has immense importance in the process of development of any community and even the nation as a whole. it's importance can be enumerated as below : (i) It helps the people of the concerned community to avoid dependency Syndrome. By nature we love to depend on others for our welfare which is never a qulity or welcome situation. Such a mental make up needs to be changed and make community people involved in the initiatives for their own welfare can be one of the methods through which culture of dependency can be brought under control. (ii) It contributes in developing the capacity of individual members of the community. (iii) It creates an environment of co-operation which is so very necessary for the welfare of any community. (iv) It gives opportunity to utilise community resources. Generally people expect resources from outside and forget to identify and utilise its own resources. By encouraging people to participate in community organization process, identification and utilization of resources available within the community can also be ensured. (v) It helps to ascertain public opinion about any development proposal to make the same a realistic planning. As we all know, unrealistic planning never yields results, making realistic planning by involving people is very necessary. (vi) It makes the implementation process much easier and self-propelling. (vii) It improves the level of self-confidence and self-desire to develop in absence of which real welfare of any community is just not possible. (viii) it promotes the sense of belongingness.

NSOU ? MSW-IV 177 (ix) It helps people to be more active, vibrant and creative because togetherness is very positive. (x) It brings under control the level of gaps based on religion, caste, social status, economic status, gender etc. Since people work togetehr to achieve a common goal it naturally wither away the narrow barriers. (xi) It helps in the capacity development of the people. Capacity is a mental phenomenon and it can be enhanced only if somebody achieves success and give mental strength to the individual members of the community. Considering the above mentioned points it can be firmly said that people's participation has its own importance in the field of community organization and community development – be that a slum community, a rural community, a tribal community or any other community.

12.5 Methods to be used Achieving community participation is always a challenging task. It never flows automatically. To make it success one needs to follow certain methods. By adopting such methods an environment can be created in which community participation would be forthcoming. The methods that can be adopted to achieve community participation include the followings : (i) Identification with the people of the areas : The community organizer/the agency concerned needs to establish a sound working rapport with the people of the concerned community people so that he/the agency can be treated as one of them by the community members. This mutual trust building is considered as one of the important methods since in absence of it, participation will remain in word's only "Those for whom and with whom we work, we know not, neither they do know us" kind of culture should be abolished if whole hearted participation of the community members is to be achieved. 'I-they' feeling should be eliminated from the very core of the mind of both the community organizer and community members. (ii) Programme planning on the basis of felt needs of the community : While working in any community our common practice is to plan the programme at a higher level and implement the same at the grassroot in the way they think

178 NSOU ? MSW-IV appropriate. But the characteristics, problems, awareness level, attitude and outlook of the people of different communities are not same. Their priorities are also likely to differ. If programmes are planned keeping these in mind the members of the community will show interest to participate in the whole exercise of community welfare. Therefore, the method of formulating programmes on the basis of actual felt-needs of each community should be adopted for achieving active and effective participation of community people. (iii) No tendency to bring drastic change : A community organizer, after visiting a community, may feel that there are lots of ill practices that need to be addressed immediately. But he should not be desirous of bringing changes drastically since that produces negative result. Hence, instead of making effort to bring overnight changes, efforts should be made to help the community people to become adequately aware about their problems as well as reasons behind the causation of the same. They should also be made conscious that for better living they need to bring certain changes step by step by themselves. Making effort for bringing drastic change in the community's overall situation will never help a community to develop and hence the community organizer should not follow that path. (iv) Making culture-bound approach : Culture is one of the important aspects in human life. Cultural practices differ from religion to religion, caste to caste and community to community. The taboos, superstitions, faith, traditional way of life, status of women etc. naturally differ from community to community. Culture is very much the part of life and dearer to everyone. So, adequate care should be taken so that we do not give any scratch on the cultural fabric of the community concerned. The various aspects of culture of a particular community may not be liked by the community organizer or his agency but he can not go against it directly. If any change is to be made, the members of the community themselves will take care of the same based on the slow but steady changes in their awareness level and outlook. The community organiser/his agency can help them of feel the areas which are weak points in their culture but they must not dictate the community to bring changes in those areas. If such efforts are made, relationship between the community and the agency/community organizer will be strenuous. To ensure the community participation the NSOU ? MSW-IV 179 community organizer will have to accept their cultural situation or background as it is and his approach must not disturb their cultural faith and practices. (v) Authority delegation Without any exception all the members of any community have some sense of dignity. All the members – rich or poor, educated or illiterate, upper caste or lower caste men or women have some capacities too. Hence, the development agency/community organizer should delegate some authority to them without concentrating the same in its/his own hand. More the authority is delegated, more the people's participation is expected. By giving authority trust of the people towards the agency/community Organizer can be increased. In the process they will also feel it obligatory on their part to make themselves involved in the work for the development of the community. (vi) Active and dedicated leadership development : Leader plays a prominent role in shaping the destiny of any group or community. He makes sincere effort to involve the community people in the entire process of community betterment. By playing an effective role in leadership development one can help in the process of sustainable community development. To play his role effectively, both the community organizer and community leaders need to develop requisite skill and qualities through formal and informal training and work experience. (vii) Effective communication : It is another important method that should be followed to ensure people's participation in a given society or community. Until and unless the ideas/information/ messages/objectives are made clear to the community members they will not readily come forward to be involved in the process of community organization. To convey the same in the right perspectives, one should adopt proper communication method appropriate to the social set up of the concerned community. Therefore the community organizer/ Leaders of the locality should be equipped with knowledge and skill of communicating ideas etc. to the people of the concerned community. (viii) Joint Supervision : Supervision of the work should be done jointly by the development agency / community organizer and the community leaders / representatives. By doing so, a mentality of joint responsibility can be created which will ultimately lead to the higher

180 NSOU ? MSW-IV degree of people's participation. In absence of such joint supervision, effective monitoring would not be possible. Considering this, the present method should also be followed with all seriousness. (ix) Improving status of women of the community : Women are almost half of any community. Naturally it warrants their participation also in the community welfare activities. Involving only the male members can not be a right approach. Women also have positive ideas, desire to promote the condition of the community, own assessment of the community problems and the ideas about ways & means to improve the situation. Therefore, efforts should be made to have their full participation in the entire process of community welfare through community organization. In absence of the same human resources of the community will not be harnessed properly. (x) Maintaining Continuity in the work : This is also an important method of community organization. Any initiative that has been adopted should not find gaps in between. Continuity adds strength to the programme and tendency to show eagerness to participate effectively. Thus, it can be said that just initiative is not enough. It should be supported by appropriate methods of work. If the above mentioned methods are properly followed there is every possibility that level of participation of the members of any given community including the women will be enhanced causing thereby positives impact on the community. 12.6 Types of Participation The participation in the context of community organization is generally of two types. They are : (i) Active Participation, and (ii) Passive participation In active participation people continuously get actively involved in the entire process of development of the community concerned which includes need identification, resource

NSOU ? MSW-IV 181 identification and mobilization, Programme planning, programme management, working out modalities of implementation etc. The community people will voluntarily come forward to demonstrate their concern for the welfare of the community and feeling of togetherness. On the otherhand, passive participation would mean awareness regarding the benefits and actual receipt of the same. They support the idea and initiatives but due to various reasons don't get involved in the process. 12.7 Reasons Behind Lack of Participation Participation is generally not forthcoming. Even after making sincere efforts many a times it is found that participation is not achieved at the desired level. Sometimes it remains at very poor level. There are definite reasons behind it which include the followings : (i) Lack of adequate knowledge and experience on various issues relating to life & living. (ii) Not feeling comfortable in sharing ideas and also working together with other members of the community. (iii) Lack of mutual trust and understanding as a result of century old socio-economic and religious practices. (iv) The programmes that are planned for implementation do not match with the actual needs of the community concerned. (v) Weaknesses in the arrangement of discussion sessions, resource mobilization and implementation strategy of the programmes designed. (vi) Experience of failure in the past. Since it creates mental set back, the people concerned remain demoralised. Such a mental condition do not help any person to join hands in any common endeavour for common welfare. (vii) Pressure of vested interest groups is yet another factor responsible for the causation of non-participation in community welfare activities. Since such groups are always there in communities a section of population become disgusted and feel like avoiding such groups.

182 NSOU ? MSW-IV (viii) Sometimes no planned and organised effort is made to build community feeling. In absence of such feeling a section of community people keep themselves away from the community organization process. (ix) Lack of proper community leader is also a barrier in the process. If the leader or leaders are biased, lazy, skillless, short of ideas, poor in communication, shy of facing people, not having clean image then he can't attract people to join hands in the community welfare activities. (x) Lack of ambition, spirit and determination is further a cause of non-participation. If, by nature the community people are like that, the level of participation will naturally remain poor. (xi) People are basically self-centric and indifferent towards community welfare issues. Such a situation does not create an atmosphere in which people will come forward to participate. (xii) Factlessness on the part of the community organizer / the agency concerned can be treated as another problem in achieving participation. Such a situation arises when the agency or the community organizer is new in the field, lacks experience and knowledge, lethargic, not sincere enough to deal the issue properly. (xiii) Conflict between the sub groups within the community is yet another factor responsible for non participation or poor participation of people. Sometimes it is so nasty that withdrawal of a section of community people is seriously marked in any community welfare activity. (xiv) Lack of community based institution is also a vital reason behind lack of participation in community welfare activities. If exists, these institutions can play a significant role in community organization. But if it does not exist or exists in name only then a player in the field is missed out and mobilization process of people is hampered resulting thereby low rate of participation. (xv) Absence of inner urge of the development agencies to involve the community to the extent it should be involved. If the agency works with such a hidden agenda because of fear to face the large number of people the participation level is bound to be poor.

NSOU ? MSW-IV 183 (xvi) The communities, both in rural and urban areas, are generally segregated on the basis of religious background, caste, economic status etc. They maintain distance with each other, knowingly or unknowingly. This creates hindrances to come together and jointly work for the welfare of the community. (xvii) Poverty and apathy is also considered as one of the important reasons of lack of participation. The poor people generally suffer from apathy. They hardly believe that their condition will ever be changed. With that kind of a mental make up it is very challenging to get them involved in the process of community organization. (xviii) Absence of feeling of social responsibility is also a reason behind poor or no participation. Until and unless people feel that all individual members of a given community have some social responsibility or responsibility towards others nothing positives can be achieved. Due to various reasons in most cases this feeling is seriously missing as a result of which participation of people lacks. (xix) Not attaching priority to it is yet another factor responsible for poor participation rate. People one generally confined to their own family affairs and does not give priority to community affairs. This type of a culture reduces the possibility of community participation. (xx) Lastly, it can be stated that even if participation becomes available at the initial stage at some points of time it disappears or becomes weak. If proper monitoring is not done, sustainability aspect is not taken care of participation aspect will naturally remain low. The paragraphs cited above give some indication about the possible reasons behind lack of participation in the context of community organization. Keeping these in mind if adequaty precautions are taken rate of participation is expected to go high. Therefore, the development agency and its community organizer need to remain careful about the steps that are to be taken to avoid the negatively contributing factors as mentioned earlier. 12.8 An Example of People's Participation On the side of High way in Sibsagar district of Assam there are four-five villages in a cluster. While making the High way, deep ditches came into being on both sides of the road. Rainfall rate of this part of Assam is comperatively high. As a result, almost

184 NSOU ? MSW-IV about eight-nine month these ditches used to remain full or half full with water. No bridge was constructed over it. This compelled the villagers of the concerned villages to cross it by wearing local handmade towels. Particularly for women crossing the water full ditch was a nightmare. At a point of time the community people of the concerned villages seriously felt it essential to construct some bridge. They approached the elected leaders, govt officials starting from block level to district level but nothing positive lappened. It took two more years, Then they sat together and decided to do it by putting their own efforts and resources. They collected some wood from the Forest dept., mobilised fund to purchase other essentials and meet the cost of skilled labour. One adult member from each family gave voluntary labour for 10 days. ultimately the wooden bridge was constructed. This gave them impetus to go further. Next year they repaired both the primary schools of the area. Thus, through active community participation two problems of the area could be addressed effectively. 12.9 Summary Much of he success of any programme depend on the participation of the community members. If the people feel that their rights & entitlements will be fulfilled, by being a part of a action programme, they will definety come forward, otherwise they will not. Thus to increase community participation one must keep in mind the interest of the people only then it would enhance the effectiveness any programme & be fruitful in true sense. 12.10 Review Questions 1. What do you mean by Community participation ? 2. Explain the importance of community participation. 3. What are the reasons behind the lack of community participation in the process of community organization ? 4. Briefly describe the type of community participation. 5. Give an account of the methods that can be followed to achieve community participation.

NSOU ? MSW-IV 185 6. Analyse the following terms (i) Sub groups : (ii) Felt-needs : (iii) Monitoring : (iv) Evaluation : (v) 'I-they' feeling : (vi) Dependancy syndrome : (vii) Realistic Planning : (viii) Identification with people : (ix) Culture-bound approach : (x) Sense of dignity : (xi) Self-propelling : (xii) Supervision ; (xiii) Active participation (xiv) Resource mapping : (xv) Resource mobilization : (xvi) Vested interest : (xvii) Segregated life style : (xviii) Apathy : (xix) Self-centric and indifferent ; (xx) Social responsibility : (xxi) Socio-economic practices : 7. Fill in the gaps (i) _____ is the primary reason behind apathy.

186 NSOU ? MSW-IV (ii) _____ participation is that in which people come forward to take part whole heartedly. (iii) If community organizer can establish proper _____ with the community level of participation is likely to improve. (iv) _____ is another important factor responsible for non- participation. (v) _____ is a must to initiate any community welfare programmes. (vi) _____ are to be assessed before planning any community welfare programme. 8. Match the followings (i) Joint supervision should be done by : – Govt. and NGO – Panchayat and development agency – Community leader and community organizer. (ii) The method is : – How we work – Who works – Why works (iii) Skill means : – expertise – Knowledge – Working ability (iv) We evaluate because – We want to find the faults – We want to examine the achievent level – We want to see the qualitative aspect

NSOU ? MSW-IV 187 (v) Felt-needs are those (in C. O. practice) – Which are felt by community organizer – Which are felt by the agency concerned – Which are felt by the community people (vi) Segregation is the result of – Caste – Religion – Economic condition – Geographical loction – All of them. 12.11 References 1. Community Organization in India, K. D. Gangrade, Popular Prakashan, Bombay. 2. Introduction to Social welfare, W. A. Friedlander, Prentice Hall of India, New Delhi. 3. Case histories in community organization, M. G. Ross, Harper and Brothers Publishers, New York 4. Community Welfare Organization – Principles and Practice, Arthur Dunham, Thomas 1730 Kabullo, New York 5. Reading materials of NSOU, M. S. W. Course, Paper-III

188 NSOU ? MSW-IV UNIT- 13 Social Action Structure 13.1 Objective 13.2 Introduction 13.3 Concept 13.4 Initiator 13.5 Characteristics of Social Action 13.6 Importance 13.7 Goals, Steps and Procedures 13.8 Strategies of Social Action 13.9 Methods of Social Action 13.10 Principles of Social Action 13.11 Summary 13.12 Exercise 13.13 Reference 13.1 Objective The principal objective of this unit is to assist the students of social work to get clear idea about the concept of Social Action, its importance in the context of community welfare, methods to be applied to make Social Action movement fruitful, its characteristics, principles and strategies etc. The present unit will also provide them idea with regard to goals, steps and procedures. Thus the present unit has been planned in such a manner that students will get thorough ideas about why and how Social Action movement is undertaken and the ways that should be adopted to make it fruitful. 13.2 Introduction The present sub-unit is one such issue that needs to be taken care of by the community organisation worker/agency concerned and the community leaders. Initiating

NSOU ? MSW-IV 189 Social Action movement is no doubt a challenging job. Hence one should have clear perception about it, learn the principles and mthods and apply the same properly. It is in this background that the present unit has ben designed to meet that need of the students who are the would-be-social workers. The unit is expected to make them skilled and competent to do the job successfully. 13.3 Concept Social Action is a process by which a large number of public is oriented towards creating a change for community welfare. This process is initiated either by an individual or a group of people who has a sound understanding regarding the desired change. The power of the social Action movement lies in the motivation of the mass and in the belief of the common people that what they are going to do is social and right. It is said that Social Action "is an organised effort to bring change in the social and economic institution of the society and unlike social work and social welfare which aims at social change but not any change in the established order of the society." Social Action is a process by which – People are organised and oriented towards bringing desireable change in social and economic institution. – People work against change that is detrimental to them. – People bring change contributive to them. – People are reorganised to take action against some acute problems of the society. Social Action, as has been stated by Elizabeth Wiokneden, is "a term commonly applied

85%

MATCHING BLOCK 42/61

W

to that aspect of organised Social welfare activities directed towards shaping, modifying, maintaining the social institution and policies that collectively constitute the social environment".

According to manry Richmond "Social Action is mass betterment through propaganda and social legislation".

92%

MATCHING BLOCK 43/61

W

social Action as "a process of bringing desired changes by deliberate group and community

effort".

K. K. Jacob has defined it as "essentially an effort of initiating suitable changes and reforms to improve socio-economic condition and to better social climate".

78%

MATCHING BLOCK 44/61

W

The Institute of Gandhian Studies defined Social Action as "a term commonly applied to

that aspect of

100%

MATCHING BLOCK 45/61

W

social welfare activity which is directed towards shaping or modifying

the

100%

MATCHING BLOCK 47/61

W

social institutions and policies that constitute the social environment in which we live

in". According to Dr Mrs Banmala it is "people's collective effort directed to bring about favourable social change". The analysis of the definitions cited above leads to the conclusion that it

54%

MATCHING BLOCK 48/61

SA

480E2430_BSW_Social Work with Communit...
(D165107508)

is a process in which conscious, systematic and organised efforts are made to bring about necessary change in the system for solving problems and improving

the existing

43%

MATCHING BLOCK 50/61

SA

480E2430_BSW_Social Work with Communit...
(D165107508)

conditions, which limits the social functioning of some sections of population. It is thus more nearer to social reforms than to social revolution.

It is both militant and non-violent in nature. It

91%

MATCHING BLOCK 51/61

SA

Community Organisation course materials - TNOU ...
(D133109690)

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

is considered as one of the secondary methods of professional social work. It is new addition to the list of social work methods. Nevertheless both welfare and development of any community largely depend on Social Action. Gandhi, Marx, Chaitanya, Martin Luther King, Jayprakash Narayan, Mother Teresa, Sundarlal Bahuguna, Medha Patekar, Aruna Roy and Anuradha Talwar led various kinds of movements for Social Action resulting thereby for reaching transformations in the social psyche. Grace coyle has defined

76%

MATCHING BLOCK 49/61

W

Social Action as "the attempt to change the social environment in ways, Which we believe will make life more satisfactory. It aims to effect not individuals but social institutions, laws, customs, communities."

And according to Keneth Pray Social Action is the "Systematic conscious effort directed to influence the basic social conditions and policies out of which arise the problems of social adjustment and maladjustment to which our service as social workers is addressed."

NSOU ? MSW-IV 191 13.4 Initiator Social Action is generally initiated by some individual or a group. Sometimes it takes place without serious planning. But generally the change agent or initiator gives enough time to study the problem, motivate people, establish coordination with various institutions, arrange fund before initiating the action. Though in some cases it is naturally evolved, leadership is found to be present in all the cases of Social Action. Whether the initiator or leader is an individual or a group he/she/it needs to have – Foresightness – Public relation skill – Research skill – Negotiation skill – Motivation skill – Advocacy skill – Skill of effective communication – Fund raising capacity – Challenge facing capacity – Capacity to play the role of spokes person. 13.5 Characteristics of Social Action The basic characteristics of Social Action are the followings (i) The action might begin with the initiation of one or more individual, and group action and active involvement of the communities concerned is essential to fulfil the objectives. (ii) Action should be initiated in accordance with the established rights of the citizens and democratic practices. (iii) Belief in the social welfare and social progress is one of the principal motivating factors and naturally it should form the motivation force of the participants. 192 NSOU ? MSW-IV (iv) The force behind the Social Action lies in the group compulsion. It involves an element of group pressure or Loka-Sakti. It is the group which will determine whether Social Action is for change or against change. (v) Social Action does not take place until majority of the community people come forward and support the remedial measures. So the objective of the initiator would be to create strong social awareness among the target group. Social awareness is not restricted only to make people aware about the problem but it also includes moral, emotional and physical support for remedy. (vi) Social Action leaves final decision with regard to strategy, method, timings etc. on the target population for whom the action is directed. (vii) Social Action is fundamental in nature and it tackles the problems at its root and makes effort to remove the very cause of the problem. (viii) It encourages to bring about action by some person other than the social actionist. The social actionist has an objective but that can be fulfilled only if group or community support is achieved. (ix) For initiating any Social Action programme knowledge regarding depth and dimension of the problem, root causes behind, awareness level of the problem etc. is essential. And to get this knowledge properly some amount of research work is necessary. (x) For launching an action programme it is necessary to embrace educative method and non-violent approach. The above mentioned characteristics are associated with Social Action along with a few more. But at this juncture it should be mentioned here that there is some confusion about whether Social Action is a part of the social work methods or a separate method. There are some who believe that it is a part of community organisation. As early as in 1922 Social Action was recognised as a method of social work by Mary Richmond. However, it did not receive much attention of social workers. It was more true in case of developing countries where it was perhaps more relevant. But slowly people in the field have started believing that it is one of the methods of social work and not a part of any other method. Both Nanavati and Moorthy believed that though Social Action is used for Community Organization, its scope is wider and hence it is a separate method.

NSOU ? MSW-IV 193 Thus, the characteristics mentioned earlier are associated with the Social Action which is an independent method of social work. 13.6 Importance In all communities problems of various nature existed in all ages. At some point of time people of the concerned community may start thinking that its negative impact on the socio-economic life of the people is very acute. They start believing that without fighting it out, life of people will become miserable. Then they adopt the method of Social Action to rescue themselves from such situation. Since Social Action is a kind of method which is very much appropriate in such situation the people of concerned communities have naturally felt its importance. 13.7 Goals, Steps and Procedures Social Action could be of various types. And it can be carried on in different settings. All Social Action movements have a common goal. They are, for example, the power that controls community welfare should be transferred to the poor people and oppressed for making them capable of controlling their own destiny and guide their welfare all by themselves. The goal of Social Action here is to see that the welfare goods reach the poor. So, the goal of Social Action is to ensure that power of establishment is taken away from the establishment and transfer of the welfare measures to the distant consumers or to those whom it does not reach. Now, what about the steps and procedures? They are tracing out the nature and depth of problem, number of people being affected, creating awareness in them, deciding strategy and methods etc. Procedures include : (i) Sensing the problem (ii) Identification of problem (iii) Finding a support base (iv) Problem diagnosis 194 NSOU ? MSW-IV (v) Gathering of detailed information (vi) Setting goals of action (vii) Deciding about approaches (viii) Weighing alternative approaches (ix) Making final plans (x) Going ahead with the action (xi) Assessing and evaluating. 13.8 Strategies of Social Action To make it effective several strategies are to be adopted but there is no consensus on the strategies that can be adopted. However, the strategies that form the core of any social action practice are of the following three categories. (i) Collaborative (ii) Bargaining, negotiation advocacy (iii) Conflictual and confrontational Under collaborative strategies efforts are being made to bring change in the institution through education, persuasion, demonstration as well as experimentation. This strategy is based on the assumption that no one stands to lose power, authority or wealth. All would prefer to protect their interest at any cost if they are convinced that their interests are challenged. While working with

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this strategy the social activists collaborate with the local authority and various other agencies for bringing about improvements in the social policy

that exists. The second strategy on the other hand, is principally

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based on the assumption that one anticipates resistance to change. Thus the activity of social activist or change agent should be accompanied by appropriate tactics, which are not persuasive but affect change through pressure.

These strategies could include bargaining and negotiation, publicity that leads to discomfort for the persons or agencies responsible, advocacy through the media etc. and attempts to isolate the target group from the opinions of the community at large. This strategy also includes dramatising the situation for creating public opinion.

NSOU ? MSW-IV 195 The next set of strategy is based on the expectation that in the struggle between pro-change and pro status quo. This dynamics of conflict is a reality in the social action effort, that may include fasting, sit ins, boycotts etc. According to Richard Bryant there are

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two sets of strategies. They are bargaining and confrontation. Bargaining includes submitting petitions, lobbying, information sharing, publicity campaigns etc.

On the otherhand, confrontation means strikes, demonstrations and sit ins. According to khinduka and Coughlin "Social Actionists employ both norm – adhering and norm – violating strategies, his social philosophy and theoretical starting point are neither the consensus or integration model of socieity nor the conflict or coercion model. To social actionists both models are useful.". It is difficult to "conceive of a society unless we realise the dialectics of stability and change, integration and conflict, function and motive force, consensus and coercion". The above mentioned strategies and techniques are selected basically depending on the existing situation, target group and the goal to be achieved. Sometimes rather than maintaining watertight compartments the strategies go on overlapping. Sometimes social action movement may start with collaborative or bargaining strategies but ultimately move on to the confrontational strategy. In this context one may find it logical to give some reference to Gandhian strategy of social action considering its effectiveness. In the Gandhian approach

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non-cooperation, pursuation and non-violent intervention have been incorporated as the broad categories of

strategy and emphasis has been given on strategic wisdom in their use. How the strategies are decided? These are generally decided on the basis of the factors for action such as social situation, people's tradition, extent and depth of knowledge, experience of non-violent action possessed by the concerned population, appraisal about resources at the disposal of opponent, possibility of coalition with any other forces to achieve the goal, risks involved and the aftermath of movement. Strategies may also differ from area to area. While concluding this portion of discussion it should be clearly mentioned that the strategies are bound to remain ineffective if they fail to take care of people's active participation in the entire process of social action. People's participation means harnessing the power of people that generally lie dormant in them. It is the "process of creative

196 NSOU ? MSW-IV involvement of the concerned people in defining and fulfilling the objective. It is not a passive taking part in activities designed by others, not an act or mere consuming the fruits of economic and social activity. It is the taking of initiatives to decide. What is to be done and how, and to do it" Thus Social Action is considered as the learning and experiencing of people's participation rather than the achievement of goal. The social activist needs to keep it in mind that no strategy fits well in all situations. Wise decision will have to be taken after considering various issues mentioned above before going for any social action. 13.9 Methods of Social Action The methods of Social Action are mainly the followings. (i) Proper identification of problem. It should be of immediate concern and felt by the people concerned. (ii) Doing research on that which means collection of data regarding the problem. It may take some time to gather relevant information concerning the issue but it should definitely be done at the initial stage of Social Action. (iii) Educating people of the area concerned with a view to create inner urge to go for Social Action. It is very essential since without their active involvement in the process this movement can not go ahead properly. (iv) Having dialogue with resourceful persons whose opinion, suggestion, cooperation and good wishes matters. (v) Mobilising man, money and materials which are so very necessary to make the movement successful. This is one of the principal methods since without resources nothing can really be done. (vi) Conferring people before drawing up plan. This method should be adopted because if it is not done people may feel that they are neglected. And if such feeling exists in the mind of the people then movement can not be made successful. Besides, views of the people concerned may give some more light on how aspect of the movement. (vii) Developing capacity before jumping for remedy. The capacity development initiative should be made based on definite planning so that it remains productive.

NSOU ? MSW-IV 197 (viii) Slow but steady change will be the objective of the movement. It should take reasonable time to give proper direction to the movement. (ix) Making the mass effort sustainable by not allowing the momentum to go down. Generally it so happens that after some time the initial initiative of the people comes down. The leaders should remain careful about that and do not allow the level of participation and spirit go down. (x) All the players should labour through a solution. Undirected effort has no future and hence people should put their energy to see the face of solution. (xi) Collecting feedback and bringing changes wherever necessary. This is also an important method in the process of Social Action since at different stages of the movement bringing some changes or modifications would be necessary on the basis of the feedbacks received form time to time. We may further mention the methods suggested by some social thinkers / Scientists. As per Clearke and Helen there are some main methods or techniques of Social Action. They are : – Acquisition of facts and use of the same – Education, interpretation of facts and situation and public relation. – Administration and enacting legislation of appropriate nature. Dr. Kirpal Singh and Shrivastava have mentioned the following three methods of Social Action. – Study of social issues, formulation of judgement as well as recommendation of programmes thereof. – Organising aehocacy and gaining public support – Influencing policy wokers And according to less the methods of Social Action are : – Research – Education – Co-operation

95%	MATCHING BLOCK 55/61	W
Arbitration – Negotiation – Mild coercion – Violation of legal norms – Joint Action The		

points mentioned in above few paragraphs are the principal methods of Social Action. 13.10 Principles of Social Action The basic principles of Social Action are the followings : (i) Credibility building : This principle calls for building

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a public image of the leadership, the organization concerned and even the participants of the movement as champions of justice and truth. Good image helps in securing due recognition from the opponents and the peripheral participants of the movement.		

Since without such image movement can not gear up, the principle of image or credibility building should always be followed. (ii) Legitimization : It

64%	MATCHING BLOCK 59/61	SA 480E2430_BSW_Social Work with Communit... (D165107508)
is the process of convincing the reference people as well as the general public that the movement		

is a right kind of action. Legitimization

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is a continuous process. Before launching the programme, the leaders justify their action. As the		

movement grows and some new dimensions are added to it, the leaders and their co-workers put forward fresh arguments. This principle has been extensively used by the Satyagrahis to get social approval and support of the non-committed people for the cause of the struggle. The classic example fo this is the situation of strikes and lockouts in which both the management and the unions make serious effort to get sympathy of the public. (iii) Demonstration : It

73%	MATCHING BLOCK 60/61	SA 480E2430_BSW_Social Work with Communit... (D165107508)
is the principle of mass mobilization by which the leaders of this movement galvanize the population into action by emotional appeals, sensational news management, catchy songs and such other techniques.		

NSOU ? MSW-IV 199 For creating enthusiasm use of appropriate songs is very important. Powerful speeches also can be used to make people aware about the situation that campelled to go for Social Action as well as feel motivated to support the movement. Slogan is another way to get the support of the common people. Boycott is also a dramatic way of influencing public opinion. Attempt should also be made to involve women in all the stages of social action programme. (iv) Making dual approach : Any Social Action

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activist has to build counter system which is beneficial to the needs of the mobilized public		

of the area on a self help basis without involving the opponent. It is a common experience that constructive programmes, in absence of conflictual programmes can not achieve the goal. Therefore, non-conflictual constructive actions should be set in motion simultaneously with conflictual process. (v) Undertaking manifold programmes : To mobilize targeted population, a variety of programmes should be undertaken such as : – Social programmes which include eradication of prejudices against untouchables, prevention of early marriage, ensuring women’s rights etc. The main purpose of such initiative is to build up the human resources. Removal of oppressive patterns of social interaction is an important aspect in the consolidation of any movement including Social Action. – Economic Programme should also be initiated for encouraging people to actively support the movement. Gandhiji initiated khadi & village industries to the people with the ultimate objective to ensure their participation in the freedom movement. – Political Programme : Along with the social and economic programmes political programme should also be undertaken to build up cohesion among various sections of the people fighting for a common cause. The activists need to suppress the tendency of divisive nature through political programmes of various kind. 13.11 Summary This unit explained clehorately one of the secondary method of social work. The

200 NSOU ? MSW-IV ideal given in the unit will help the learner the mohilize the community and take appropriate steps in addressing social problem & establish justice in the society. 13.12 Review Questions 1. Define the term Social Action. 2. What are the characteristics of Social Action ? 3. In Social Action some principles are followed. What are those ? 4. Illustrate the strategies of Social Action. 5. The initiator of Social Action should have some skills and qualities. What are those ? 6. What are the steps and procedures of Social Action ? 7. Analyse the methods of Social Action. 8. Write short notes on : (i) Dual approach (ii) Goals of Social Action (iv) Collaborative Strategy (v) Credibility building 9. Analyse the following terms : (i) Reforms (ii) Social institutions (ii) Social climate (iv) Social change (v) Coordination (vi) Challenge facing capacity

NSOU ? MSW-IV 201 (vii) Spokesperson (viii) Social Progress (ix) Problem diagnosis (x) Negotiation (xi) Active participation (xii) Research (xiii) Mild coercion (xiv) Demonstration (xv) Mobilization 10. Fill in the gaps (i) In Social Action people are _____ and oriented towards bringing desirable change. (ii) Social Action is _____ betterment. (iii) It is generally initiated by _____. (iv) The initiator of Social Action should have _____. (v) Social Action was recognised as early as in _____. (vi) Identification of _____ is one of the procedures of Social Action. (vii) No strategy _____ well in all situations. (viii) Having dialogue with _____ persons is essential in the process of Social Action. (ix) Slow but _____ change should be the objective of Social Action. (x) Good image helps in securing due _____ from the opponents. (xi) Mass _____ is must in Social Action. (xii) Along with socio-economic programmes, _____ programmes should also be undertaken.

202 NSOU ? MSW-IV 11. Match the followings (i) In Social Action efforts are made to – bring change – Stop some change to come – both (ii) Social Action is applied to – modify the social institution – bring positive change in social environment – both (iii) The leader of Social Action movement should have – foresightness – selfishness – biasness (iv) Initiator of Social Action can be – an individual – a group – even a community (v) Steps of Social Action include – deciding about approaches – finding a support base. – problem diagnosis (vi) Social actionists employ – norm-adhering strategy – norm - violating strategy – both (vii) Social Action methods are : – Arbitration – Negotiation – Education

NSOU ? MSW-IV 203 13.13 References 1. Community Organisation – Theory & Practice – R. G. Murray 2. Community Organisation – University of Chicago Press 3. Community Organisation – Dr. (Mrs.) Banmala, Indian Institute of Youth Welfare, 134, Shivaji Nagar, Nagpur-440010 4. Reading material of NSOU, M.S.W. Course, Paper-III 5. Social Action, Moorthy M. V., Asia Publishing House, Bombay 204 NSOU ? MSW-IV

Hit and source - focused comparison, Side by Side

Submitted text

As student entered the text in the submitted document.

Matching text

As the text appears in the source.

1/61	SUBMITTED TEXT	79 WORDS	94% MATCHING TEXT	79 WORDS
	<p>PREFACE In the curricular structure introduced by this University for students of Post-Graduate degree programme, the opportunity to pursue Post-Graduate course in a subject is introduced by this University is equally available to all learners. Instead of being guided by any presumption about ability level, it would perhaps stand to reason if receptivity of a learner is judged in the course of the learning process. That would be entirely in keeping with the objectives of open education which does not believe in artificial differentiation.</p> <p>W http://www.wbnsou.ac.in/online_services/SLM/PG/MSW-11.pdf</p>		<p>PREFACE In the curricular structure introduced by this University for students of Post Graduate degree programme, the opportunity to pursue Post Graduate course in Subjects introduced by this University is equally available to all learners. Instead of being guided by any presumption about ability level, it would perhaps stand to reason if receptivity of a learner is judged in the course of the learning process. That would be entirely in keeping with the objectives of open education which does not believe in artificial differentiation.</p>	
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3/61**SUBMITTED TEXT**

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128 WORDS

Keeping this in view, the study materials of the Post Graduate level in different subjects are being prepared on the basis of a well laid-out syllabus. The course structure combines the best elements in the approved syllabi of Central and State Universities in respective subjects. It has been so designed as to be upgradable with the addition of new information as well as results of fresh thinking and analysis. The accepted methodology of distance education has been followed in the preparation of these study materials. Co-operation in every form of experienced scholars is indispensable for a work of this kind. We, therefore, owe an enormous debt of gratitude to everyone whose tireless efforts went into the writing, editing, and devising of a proper layout of the materials. Practically speaking, their role amounts to an involvement in ‘

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4/61**SUBMITTED TEXT**

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of the materials. Practically speaking, their role amounts to an involvement in ‘invisible teaching’. For, whoever makes use of these study materials would virtually derive the benefit of learning under their collective care without each being seen by the other. The more a learner would seriously pursue these study materials, the easier it will be for him or her to reach out to larger horizons of a subject. Care has also been taken to make the language lucid and presentation attractive so that they may be rated as quality self-learning materials. If anything remains still obscure or difficult to follow, arrangements are there to come to terms with them through the counselling sessions regularly available at the network of study centres set up by the University. Needless to add, a great deal of these efforts is still experimental—in fact, pioneering in certain areas. Naturally, there is every possibility of some lapse or deficiency here and there. However, these do admit of rectification and further improvement in due course. On the whole, therefore, these study materials are expected to evoke wider appreciation the more they receive serious attention of all concerned. Professor (Dr.) Subha Sankar Sarkar Vice-Chancellor First Print — February, 2022 Printed in accordance with the regulations of the Distance Education Bureau of the University Grants Commission.

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5/61**SUBMITTED TEXT**

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the community power structure to carryout community organisation method, which is used for

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6/61	SUBMITTED TEXT	16 WORDS	93% MATCHING TEXT	16 WORDS
<p>the community to practice community organisation method, which is used for empowering people for their development.</p> <p>SA 480E2430_BSW_Social Work with Communitas_1st Proof_Dt_23-11-22.doc (D165107508)</p>				
7/61	SUBMITTED TEXT	14 WORDS	100% MATCHING TEXT	14 WORDS
<p>Details are provided for social work students to understand and practice community organisation effectively 1.3</p> <p>SA 480E2430_BSW_Social Work with Communitas_1st Proof_Dt_23-11-22.doc (D165107508)</p>				
8/61	SUBMITTED TEXT	17 WORDS	91% MATCHING TEXT	17 WORDS
<p>community as a social group with some degree of we feeling and living in a given area.</p> <p>SA Community Organisation course materials - TNOU edited.docx (D133109690)</p>				
9/61	SUBMITTED TEXT	27 WORDS	79% MATCHING TEXT	27 WORDS
<p>the members of any group—small or large—live together in such a way that they share, not this or that particular interest, but the basic conditions of life,</p> <p>SA Community Organisation course materials - TNOU edited.docx (D133109690)</p>				
10/61	SUBMITTED TEXT	16 WORDS	100% MATCHING TEXT	16 WORDS
<p>community is a social group with some degree of we feeling and living in a given area”.</p> <p>SA Community Organisation course materials - TNOU edited.docx (D133109690)</p>				
11/61	SUBMITTED TEXT	16 WORDS	100% MATCHING TEXT	16 WORDS
<p>a group of people living in the same place or having a particular characteristic in common</p> <p>SA Community Organisation course materials - TNOU edited.docx (D133109690)</p>				
12/61	SUBMITTED TEXT	26 WORDS	100% MATCHING TEXT	26 WORDS
<p>A common experience can bring people together and create a community. Such communities can be seen after unexpected tragedies such as terrorist attacks, natural disasters, and wars.</p> <p>W http://motu-www.motu.org.nz/wpapers/05_09.pdf</p>				

13/61	SUBMITTED TEXT	18 WORDS	100% MATCHING TEXT	18 WORDS
<p>The way in which community is perceived is likely to depend on a person's attitude, culture, or beliefs.</p> <p>W http://motu-www.motu.org.nz/wpapers/05_09.pdf</p>		<p>The way in which community is perceived is likely to depend on a person's attitude, culture, or beliefs.</p>		
14/61	SUBMITTED TEXT	19 WORDS	100% MATCHING TEXT	19 WORDS
<p>In extreme cases, communities may remove themselves from the rest of society in search of their own way of life.</p> <p>W http://motu-www.motu.org.nz/wpapers/05_09.pdf</p>		<p>In extreme cases, communities may remove themselves from the rest of society in search of their own way of life.</p>		
15/61	SUBMITTED TEXT	3 WORDS	100% MATCHING TEXT	3 WORDS
<p>https://www.dreamstime.com/indian-village-life-old-man-run-cow-vizag-india-indian-village-life-old-man-run-cow-image176352525 22</p> <p>W https://www.dreamstime.com/indian-village-life-old-man-run-cow-vizag-india-indian-village-life-ol ...</p>		<p>https://www.dreamstime.com/indian-village-life-old-man-run-cow-vizag-india-indian-village-life-old-man-run-cow-image176352525</p>		
16/61	SUBMITTED TEXT	63 WORDS	100% MATCHING TEXT	63 WORDS
<p>For centuries, philosophers, politicians, and social scientists have explored and commented on the nature of power. Pittacus (c. 640–568 B.C.E.) opined, "The measure of a man is what he does with power," and Lord Acton perhaps more famously asserted, "Power tends to corrupt; absolute power corrupts absolutely" (1887). Indeed, the concept of power can have decidedly negative connotations, and the term itself is difficult to define. 26</p> <p>W https://courses.lumenlearning.com/sociology/chapter/power-and-authority/</p>		<p>For centuries, philosophers, politicians, and social scientists have explored and commented on the nature of power. Pittacus (c. 640–568 B.C.E.) opined, "The measure of a man is what he does with power," and Lord Acton perhaps more famously asserted, "Power tends to corrupt; absolute power corrupts absolutely" (1887). Indeed, the concept of power can have decidedly negative connotations, and the term itself is difficult to define.</p>		
17/61	SUBMITTED TEXT	147 WORDS	100% MATCHING TEXT	147 WORDS
<p>Many scholars adopt the definition developed by German sociologist Max Weber, who said that power is the ability to exercise one's will over others (Weber 1922). Power affects more than personal relationships; it shapes larger dynamics like social groups, professional organizations, and governments. Similarly, a government's power is not necessarily limited to control of its own citizens. A dominant nation, for instance, will often use its clout to influence or support other governments or to seize control of other nation states. Efforts by the U.S. government to wield power in other countries have included joining with other nations to form the Allied forces during World War II, entering Iraq in 2002 to topple Saddam Hussein's regime, and imposing sanctions on the government of North Korea in the hopes of constraining its development of nuclear weapons. Endeavors to gain power and influence do not necessarily lead to violence, exploitation, or abuse. Leaders such as Martin Luther King Jr. and Mohandas</p> <p>W https://courses.lumenlearning.com/sociology/chapter/power-and-authority/</p>		<p>Many scholars adopt the definition developed by German sociologist Max Weber, who said that power is the ability to exercise one's will over others (Weber 1922). Power affects more than personal relationships; it shapes larger dynamics like social groups, professional organizations, and governments. Similarly, a government's power is not necessarily limited to control of its own citizens. A dominant nation, for instance, will often use its clout to influence or support other governments or to seize control of other nation states. Efforts by the U.S. government to wield power in other countries have included joining with other nations to form the Allied forces during World War II, entering Iraq in 2002 to topple Saddam Hussein's regime, and imposing sanctions on the government of North Korea in the hopes of constraining its development of nuclear weapons. Endeavors to gain power and influence do not necessarily lead to violence, exploitation, or abuse. Leaders such as Martin Luther King Jr. and Mohandas</p>		

18/61	SUBMITTED TEXT	43 WORDS	100% MATCHING TEXT	43 WORDS
<p>Gandhi, for example, commanded powerful movements that effected positive change without military force. Both men organized nonviolent protests to combat corruption and injustice and succeeded in inspiring major reform. They relied on a variety of nonviolent protest strategies such as rallies, sit-ins, marches, petitions, and boycotts.</p>		<p>Gandhi, for example, commanded powerful movements that effected positive change without military force. Both men organized nonviolent protests to combat corruption and injustice and succeeded in inspiring major reform. They relied on a variety of nonviolent protest strategies such as rallies, sit-ins, marches, petitions, and boycotts.</p>		
<p>W https://courses.lumenlearning.com/sociology/chapter/power-and-authority/</p>				
19/61	SUBMITTED TEXT	14 WORDS	100% MATCHING TEXT	14 WORDS
<p>Some groups often use their power to accumulate privileges over the groups they oppress.</p>		<p>some groups often use their power to accumulate privileges over the groups they oppress.</p>		
<p>W https://press.rebus.community/introductiontocommunitypsychology/chapter/empowerment/</p>				
20/61	SUBMITTED TEXT	84 WORDS	100% MATCHING TEXT	84 WORDS
<p>Oppression may occur on any level from individual to societal. It also has a psychological piece. Those in power oppress individuals and groups by reducing their opportunities for education, work, housing, and health care. Then those on the receiving end of this oppression may take part in negative activity due to feelings of hopelessness and helplessness. In addition to the experience of exclusion and marginalization on a societal level, the problem of oppression is compounded when those oppressed engage in self-destructive patterns due to the internal feelings of hopelessness.</p>		<p>Oppression may occur on any level from individual to societal. It also has a psychological piece. Those in power oppress individuals and groups by reducing their opportunities for education, work, housing, and health care. Then those on the receiving end of this oppression may take part in negative activity due to feelings of hopelessness and helplessness. In addition to the experience of exclusion and marginalization on a societal level, the problem of oppression is compounded when those oppressed engage in self-destructive patterns due to the internal feelings of hopelessness.</p>		
<p>W https://press.rebus.community/introductiontocommunitypsychology/chapter/empowerment/</p>				
21/61	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
<p>contributes to their limited access to many services and supports.</p>		<p>contributes to their limited access to many services and supports.</p>		
<p>W https://press.rebus.community/introductiontocommunitypsychology/chapter/empowerment/</p>				
22/61	SUBMITTED TEXT	50 WORDS	97% MATCHING TEXT	50 WORDS
<p>Economic inequality also limits opportunities for employment, housing, health care, and education. These conditions can only be eliminated by changing unequal power relations and with the redistribution of wealth. Attention to the distribution of power and wealth is consistent with the principles of social justice, respect for diversity, and promoting social change. As</p>		<p>Economic inequality also limits opportunities for employment, housing, health care, and education. These conditions can only be eliminated by changing unequal power relations and with the redistribution of wealth. Attention to the distribution of power and wealth is consistent with the principles of Community Psychology regarding social justice, respect for diversity, and promoting social change, as</p>		
<p>W https://press.rebus.community/introductiontocommunitypsychology/chapter/empowerment/</p>				

23/61	SUBMITTED TEXT	200 WORDS	99% MATCHING TEXT	200 WORDS
	<p>Paulo Freire (1970), Suggests most people who experience social oppression do not necessarily act to change their reality. This is because they have been taught to accept the dominant, or oppressors', narrative. That narrative has placed them in an inferior position and their oppressor's in a superior one. Over time, the oppressed come to believe in their inferiority and thereby internalize their oppression. The inferiority is now a part of their identity and affects the actions they take and the decisions they make in life. In turn, their acceptance of an inferior position in society enhances the dominance of their oppressors. Freire also argues that marginalized individuals do not have a critical awareness that allows them to see the injustices in their lives. They tend to be passive and unable to recognize their own capacity to transform their social realities, in part, because their condition of marginalization and oppression keeps them in a state of helplessness. Someone forced to the margins of society who lacks critical awareness may accept their low position. They may see it as the result of fate, bad luck or supernatural forces. This is why helping people develop critical awareness and understanding of the factors that contribute to their situation is an important early step in the process of empowerment.</p>		<p>Paulo Freire (1970), most people who experience social oppression do not necessarily act to change their reality. This is because they have been taught to accept the dominant, or oppressors', narrative. That narrative has placed them in an inferior position and their oppressor's in a superior one. Over time, the oppressed come to believe in their inferiority and thereby internalize their oppression. The inferiority is now a part of their identity and affects the actions they take and the decisions they make in life. In turn, their acceptance of an inferior position in society enhances the dominance of their oppressors. Freire also argues that marginalized individuals do not have a critical awareness that allows them to see the injustices in their lives. They tend to be passive and unable to recognize their own capacity to transform their social realities, in part, because their condition of marginalization and oppression keeps them in a state of helplessness. Someone forced to the margins of society who lacks critical awareness may accept their low position. They may see it as the result of fate, bad luck or supernatural forces. This is why helping people develop critical awareness and understanding of the factors that contribute to their situation is an important early step in the process of empowerment.</p>	
	<p>W https://press.rebus.community/introductiontocommunitypsychology/chapter/empowerment/</p>			

24/61	SUBMITTED TEXT	21 WORDS	100% MATCHING TEXT	21 WORDS
	<p>once people understand the reasons for their situation and the importance of taking action(s) in order to address their own problems. 2.6</p>		<p>Once people understand the reasons for their situation and the importance of taking action(s) in order to address their own problems,</p>	
	<p>W https://press.rebus.community/introductiontocommunitypsychology/chapter/empowerment/</p>			

25/61	SUBMITTED TEXT	135 WORDS	100% MATCHING TEXT	135 WORDS
	<p>empowerment means a community has the resources and talent to manage its affairs, to control and influence relevant groups and forces within and outside the community, and to develop empowered leaders and community organizations. One example of developing empowered leaders is community members learning to organize so they can take part in improving their communities and take actions toward these improvements. Empowerment may be particularly important for communities rebuilding after trauma, such as survivors of a natural disaster, or for individuals in a war-ravaged country (Anckermann et al., 2005). Indicators of community empowerment include processes such as collective reflection, social participation, and political discussions, as well as outcomes such as having obtained adequate resources for improving community well- being and social justice (Anckermann et al., 2005). Collective reflection means that community members get together and jointly examine the issues that have mattered to them over time.</p>		<p>empowerment means a community has the resources and talent to manage its affairs, to control and influence relevant groups and forces within and outside the community, and to develop empowered leaders and community organizations. One example of developing empowered leaders is community members learning to organize so they can take part in improving their communities and take actions toward these improvements. Empowerment may be particularly important for communities rebuilding after trauma, such as survivors of a natural disaster, or for individuals in a war-ravaged country (Anckermann et al., 2005). Indicators of community empowerment include processes such as collective reflection, social participation, and political discussions, as well as outcomes such as having obtained adequate resources for improving community well-being and social justice (Anckermann et al., 2005). Collective reflection means that community members get together and jointly examine the issues that have mattered to them over time.</p>	
	<p>W https://press.rebus.community/introductiontocommunitypsychology/chapter/empowerment/</p>			

26/61	SUBMITTED TEXT	14 WORDS	100% MATCHING TEXT	14 WORDS
<p>are ways in which these communities can take the actions needed to empower themselves.</p> <p>W https://press.rebus.community/introductiontocommunitypsychology/chapter/empowerment/</p>		<p>are ways in which these communities can take the actions needed to empower themselves.</p>		
27/61	SUBMITTED TEXT	89 WORDS	100% MATCHING TEXT	89 WORDS
<p>Community empowerment works through increasing the community's influence over the structures and policies that affect the lived experiences of the community and its members. Increases in influence often occur through partnerships between those in power and other community members. These partnerships may take place in advisory boards, coalitions, or broader community inclusion initiatives (Fawcett et al., 1994). At times, community empowerment may mean that members of the community become empowered with the help of the community leaders and vice versa. Such "co-empowerment" may be challenging, yet can be very beneficial to communities (Bond & Keys, 1993).</p> <p>W https://press.rebus.community/introductiontocommunitypsychology/chapter/empowerment/</p>		<p>Community empowerment works through increasing the community's influence over the structures and policies that affect the lived experiences of the community and its members. Increases in influence often occur through partnerships between those in power and other community members. These partnerships may take place in advisory boards, coalitions, or broader community inclusion initiatives (Fawcett et al., 1994). At times, community empowerment may mean that members of the community become empowered with the help of the community leaders and vice versa. Such "co-empowerment" may be challenging, yet can be very beneficial to communities (Bond & Keys, 1993).</p>		
28/61	SUBMITTED TEXT	128 WORDS	100% MATCHING TEXT	128 WORDS
<p>may use a variety of strategies to address power imbalances (Fawcett et al., 1994). These strategies can help reduce or eliminate barriers, develop networks, and educate others in the community (see Practical Application 10.1). They can also create opportunities for capacity building and allow participants to advocate for changes in policies, programs, or services. To promote empowerment at the environmental and societal level, it is important to examine national, state, and local policies. Many programs and services unexpectedly place barriers and stressors on oppressed groups, such as people with disabilities. Ultimately, empowerment efforts are directed at promoting social justice. The strategies highlighted in this chapter can serve as a guide for individuals interested in promoting empowerment in their communities. It should be noted that there are many tactics that have been used to promote change over time.</p> <p>W https://press.rebus.community/introductiontocommunitypsychology/chapter/empowerment/</p>		<p>may use a variety of strategies to address power imbalances (Fawcett et al., 1994). These strategies can help reduce or eliminate barriers, develop networks, and educate others in the community (see Practical Application 10.1). They can also create opportunities for capacity building and allow participants to advocate for changes in policies, programs, or services. To promote empowerment at the environmental and societal level, it is important to examine national, state, and local policies. Many programs and services unexpectedly place barriers and stressors on oppressed groups, such as people with disabilities. Ultimately, empowerment efforts are directed at promoting social justice. The strategies highlighted in this chapter can serve as a guide for individuals interested in promoting empowerment in their communities. It should be noted that there are many tactics that have been used to promote change over time.</p>		
29/61	SUBMITTED TEXT	32 WORDS	95% MATCHING TEXT	32 WORDS
<p>Unfortunately, conditions of exclusion and disadvantage are often ignored when those individuals with fewer resources try to obtain services. Furthermore, the economic inequality of people of colour, people with disabilities, and many other</p> <p>W https://press.rebus.community/introductiontocommunitypsychology/chapter/empowerment/</p>		<p>Unfortunately, conditions of exclusion and disadvantage are often ignored when those individuals with fewer resources try to obtain services. Furthermore, the economic inequality of people of color, people with disabilities, and many other</p>		

30/61	SUBMITTED TEXT	15 WORDS	100% MATCHING TEXT	15 WORDS
<p>a process in which communities or organizations work to improve their collective skills and resources.</p> <p>W https://press.rebus.community/introductiontocommunitypsychology/chapter/empowerment/</p>		<p>A process in which communities or organizations work to improve their collective skills and resources.</p>		
31/61	SUBMITTED TEXT	25 WORDS	92% MATCHING TEXT	25 WORDS
<p>community organisation' is best defined as 'assisting a group of people to recognise their common needs and helping them to meet these needs'. 3.4 Scope of Community Organization</p> <p>SA Community Organisation course materials - TNOU edited.docx (D133109690)</p>				
32/61	SUBMITTED TEXT	129 WORDS	82% MATCHING TEXT	129 WORDS
<p>Distinction between Community Organisation and Community Development. There are many similarities between community organisation and community development. But for theoretical purpose it is possible to differentiate community organisation and community development. a) Community organisation is a method of social work but community development is a programme for a planned change. b) Community organisation emphasizes the processes, but community development emphasizes the end or goals. c) Community organisers are mostly social workers and social change agents, but community development personnel can be from other professions including agricultural experts, veterinary experts, and other technical experts. d) Community organisation is not time bound. It is achieved step by step according to the pace of the people. But community development is time bound and time is specified for achieving the development objectives. NSOU ? MSW-IV 53 e) In community organisation people's participation is important. But in community</p> <p>W https://pdfcoffee.com/msw-009-community-organization-management-for-community-development-pdf-fre ...</p>		<p>Distinction Between Community Organisation and Community Development There are many similarities between community organisation and community development. But for theoretical purpose it is possible to differentiate between community organization and community development. a) Community organization is a method of social work while community development is a programme for a planned change send development. b) Community organization emphasizes the process, but community development emphasizes the end or goals. c) Community organizers are mostly social workers and social change agents. But community development personnel can be from other professions including agricultural experts, veterinary experts, and other technical experts. d) Community organisation is not time bound. It is achieved step by step according to the pace of the people. But community development is time bound and time is specified for achieving the development objectives. e) In organization people'participation is important. But in community development people's development is more important. f) In community</p>		
33/61	SUBMITTED TEXT	30 WORDS	95% MATCHING TEXT	30 WORDS
<p>But in community development external assistance from the government or other agencies is considered important. g) Community organisation is a method of social work and this method is used in many fields.</p> <p>W https://egyankosh.ac.in/bitstream/123456789/52013/1/MSW-009.pdf</p>		<p>But in community development 165 external assistance from the government or other agencies is considered important. g) Community organization is a method of social work and this method is used in many fields.</p>		

34/61	SUBMITTED TEXT	50 WORDS	82% MATCHING TEXT	50 WORDS
<p>but unlike community organisation community development is considered as process, method, programme, and movement for planned change. h) Community organisation is used in all the fields but community development is used mostly in economic development and for the development of living standards of the people. i) In community organisation planning is initiated by the people</p>				
<p>SA 480E2430_BSW_Social Work with Communit..._1st Proof_Dt_23-11-22.doc (D165107508)</p>				

35/61	SUBMITTED TEXT	55 WORDS	85% MATCHING TEXT	55 WORDS
<p>participation. But in community development planning is carried out by an external agency mostly by the government. j) In community organisation people are organised to solve their problem. But in community development goals have to be achieved and for that people are organised. k) Community organisation is universal to all communities. But community development programmes differ from people to people</p>				
<p>SA 480E2430_BSW_Social Work with Communit..._1st Proof_Dt_23-11-22.doc (D165107508)</p>				

36/61	SUBMITTED TEXT	28 WORDS	51% MATCHING TEXT	28 WORDS
<p>of Community Organisation 4.5 Relevance of Community Organisation in Different spheres of Social Work Intervention 4.6 Models of Community Organization 4.6.1 Locality Development Model 4.6.2 Social Planning Model 4.6.3 Social Action Model 4.7</p>				
<p>of Community Organisation, Ethics of Community Organisation Practice. &gt; MODULE V: MODELS OF COMMUNITY ORGANISATION (10 Hours) Models community organization its uses Rothman Locality Development Model, Social Planning Model, Social Action Model,</p>				
<p>W https://management.ind.in/forum/attachments/f2/16242d1418961189-christ-college-msw-course-christ- ...</p>				

37/61	SUBMITTED TEXT	36 WORDS	90% MATCHING TEXT	36 WORDS
<p>Rothman developed three models of community organization in 1970, which are locality development, social planning and social action. Locality development is the model that most closely subscribes to the values and outcomes of what is typically</p>				
<p>SA 480E2430_BSW_Social Work with Communit..._1st Proof_Dt_23-11-22.doc (D165107508)</p>				

38/61	SUBMITTED TEXT	31 WORDS	100% MATCHING TEXT	31 WORDS
<p>referred to as "community development." In practice however, many community development workers employ a range of techniques and approaches from locality development, social planning and social action models in their work with communities.</p>				
<p>SA 480E2430_BSW_Social Work with Communit..._1st Proof_Dt_23-11-22.doc (D165107508)</p>				

39/61	SUBMITTED TEXT	132 WORDS	99% MATCHING TEXT	132 WORDS
<p>practice is based on the belief that in order to effect change, a wide variety of community people should be involved in planning, implementation, and evaluation. Key themes include the use of democratic procedures, voluntary cooperation, self-help, the development of local leadership, and educational objectives. 4.6.2 Social Planning Model A rational, deliberately planned, technical process of problem-solving with regard to substantive social problems, characterizes this model. The degree of community participation may vary. However, building community capacity or fostering radical or fundamental social change is not a major goal of this model of community practice. 4.6.3 Social Action Model Practitioners practising this model assume that a disadvantaged segment of the population needs to be organized in order to make demands on the larger community for increased resources or improved treatment. Key themes in this model are social justice, democracy, and the redistribution of power, resources, and decision making.</p>				
<p>SA 480E2430_BSW_Social Work with Communit..._1st Proof_Dt_23-11-22.doc (D165107508)</p>				

40/61	SUBMITTED TEXT	11 WORDS	80% MATCHING TEXT	11 WORDS
<p>Jain R.K. Social Welfare Administration, Deep and Deep Publications, Dartagunj, New Delhi</p>				
<p>Jain, R.K, Social Welfare Administration Vol. I & II, Deep and Deep Publications, New Delhi. 5.</p>				
<p>W https://management.ind.in/forum/attachments/f2/16242d1418961189-christ-college-msw-course-christ- ...</p>				

41/61	SUBMITTED TEXT	145 WORDS	97% MATCHING TEXT	145 WORDS
<p>Purpose in Considering the Various Models To identify and make explicit the assumptions and conditions that influence the selection of a model (or mixing models) of organizing, as it effects the process and the outcomes of the community assessment. ? To integrate theory with the practice of community work. 60 NSOU ? MSW-IV ? To facilitate discussion and reflection on the process of community work. ? To identify the types of skills and roles required by a community worker in different projects and the focus of how one spends his/her time. ? To structure the tasks and techniques that will aid in achieving the process goals of community development. To assist community workers in understanding how their orientation towards a particular model has affected the kinds of community projects they have become involved in and how they have chosen to work within a community. To provide a framework for community workers to revisit those decisions and do future planning.</p>				
<p>SA 480E2430_BSW_Social Work with Communit..._1st Proof_Dt_23-11-22.doc (D165107508)</p>				

42/61	SUBMITTED TEXT	22 WORDS	85% MATCHING TEXT	22 WORDS
<p>to that aspect of organised Social welfare activities directed towards shaping, modifying, maintaining the social institution and policies that collectively constitute the social environment".</p>				
<p>to that aspect of organized social welfare actively directed towards shaping, modifying or maintaining the social institution and policies that collectively constitute the social environment.</p>				
<p>W https://egyankosh.ac.in/bitstream/123456789/52013/1/MSW-009.pdf</p>				

43/61	SUBMITTED TEXT	15 WORDS	92% MATCHING TEXT	15 WORDS
social Action as "a process of bringing desired changes by deliberate group and community		social action as "a process of bringing about the desired changes by deliberate group and community		
W https://egyankosh.ac.in/bitstream/123456789/52013/1/MSW-009.pdf				
44/61	SUBMITTED TEXT	14 WORDS	78% MATCHING TEXT	14 WORDS
The Institute of Gandhian Studies defined Social Action as "a term commonly applied to		The Institute of Gandhian Studies defines social action as the term commonly applied to "		
W https://egyankosh.ac.in/bitstream/123456789/52013/1/MSW-009.pdf				
45/61	SUBMITTED TEXT	10 WORDS	100% MATCHING TEXT	10 WORDS
social welfare activity which is directed towards shaping or modifying		social welfare activity, which is directed towards shaping or modifying		
W https://egyankosh.ac.in/bitstream/123456789/52013/1/MSW-009.pdf				
46/61	SUBMITTED TEXT	2 WORDS	100% MATCHING TEXT	2 WORDS
https://en.wikipedia.org/wiki/File:Diagram_Policy_Advocacy_Evaluation_vs_Policy_Analysis_Evaluation_-_Created_by_Grant_Ennis_in_December_2011.png		https://en.wikipedia.org/wiki/File:Diagram_Policy_Advocacy_Evaluation_vs_Policy_Analysis_Evaluation_-_Created_by_Grant_Ennis_in_December_2011.png •		
W https://en.wikipedia.org/wiki/File:Diagram_Policy_Advocacy_Evaluation_vs_Policy_Analysis_Evaluati ...				
47/61	SUBMITTED TEXT	13 WORDS	100% MATCHING TEXT	13 WORDS
social institutions and policies that constitute the social environment in which we live		social institutions and policies that constitute the social environment in which we live."		
W https://egyankosh.ac.in/bitstream/123456789/52013/1/MSW-009.pdf				
48/61	SUBMITTED TEXT	24 WORDS	54% MATCHING TEXT	24 WORDS
is a process in which concious, systematic and organised efforts are made to bring about necessary change in the system for solving problems and improving				
SA 480E2430_BSW_Social Work with Communitas_1st Proof_Dt_23-11-22.doc (D165107508)				
49/61	SUBMITTED TEXT	31 WORDS	76% MATCHING TEXT	31 WORDS
Social Action as "the attempt to change the social environment in ways, Which we believe will make life more satisfactory. It aims to effect not imdividuals but social institutions, laws, custons, communities."		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".		
W https://egyankosh.ac.in/bitstream/123456789/52013/1/MSW-009.pdf				

50/61	SUBMITTED TEXT	22 WORDS	43% MATCHING TEXT	22 WORDS
<p>conditions, which limits the social functioning of some sections of population. It is thus more nearer to social reforms than to social revolution.</p> <p>SA 480E2430_BSW_Social Work with Communitas_1st Proof_Dt_23-11-22.doc (D165107508)</p>				
51/61	SUBMITTED TEXT	34 WORDS	91% MATCHING TEXT	34 WORDS
<p>is individual, group or community effort within the framework of social work philosophy and that aims to achieve social progress, to modify social policies and to improve social legislation and health & welfare activities. Social Action</p> <p>SA Community Organisation course materials - TNOU edited.docx (D133109690)</p>				
52/61	SUBMITTED TEXT	32 WORDS	36% MATCHING TEXT	32 WORDS
<p>based on the assumption that one anticipates resistance to change. Thus the activity of social activist or change agent should be accompanied by appropriate tactics, which are not persuasive but affect change through pressure.</p> <p>W https://egyankosh.ac.in/bitstream/123456789/52013/1/MSW-009.pdf</p>				
53/61	SUBMITTED TEXT	18 WORDS	65% MATCHING TEXT	18 WORDS
<p>two sets of strategies. They are bargaining and confrontation. Bargaining includes submitting petitions, lobbying, information shareing, publicity campaigns etc.</p> <p>W https://pdfcoffee.com/msw-009-community-organization-management-for-community-development-pdf-fre ...</p>				
54/61	SUBMITTED TEXT	12 WORDS	76% MATCHING TEXT	12 WORDS
<p>non-cooperation, pursuation and non-violent intervention have been incorporated as the broad categories of</p> <p>W https://egyankosh.ac.in/bitstream/123456789/52013/1/MSW-009.pdf</p>				
55/61	SUBMITTED TEXT	11 WORDS	95% MATCHING TEXT	11 WORDS
<p>Arbitration – Negotiation – Mild coercion – Violation of legal norms – Joint Action The</p> <p>W https://egyankosh.ac.in/bitstream/123456789/52013/1/MSW-009.pdf</p>				
56/61	SUBMITTED TEXT	21 WORDS	61% MATCHING TEXT	21 WORDS
<p>this strategy the social activists collaborate with the local authority and various other agencies for bringing about improvements in the social policy</p> <p>SA 480E2430_BSW_Social Work with Communitas_1st Proof_Dt_23-11-22.doc (D165107508)</p>				

57/61	SUBMITTED TEXT	15 WORDS	86% MATCHING TEXT	15 WORDS
<p>is a continuous process. Before launching the programme, the leaders justify their action. As the</p>		<p>is a continuous process. Before launching the programme, the leaders justify their action. Subsequently, as the</p>		
<p>W https://egyankosh.ac.in/bitstream/123456789/52013/1/MSW-009.pdf</p>				

58/61	SUBMITTED TEXT	36 WORDS	71% MATCHING TEXT	36 WORDS
<p>a public image of the leadership, the organization concerned and even the participants of the movement as champions of justice and truth. Good image helps in securing due recognition from the opponents and the peripheral participants of the movement.</p>				
<p>SA 480E2430_BSW_Social Work with Communitas_1st Proof_Dt_23-11-22.doc (D165107508)</p>				

59/61	SUBMITTED TEXT	17 WORDS	64% MATCHING TEXT	17 WORDS
<p>is the process of convincing the reference people as well as the general public that the movement</p>				
<p>SA 480E2430_BSW_Social Work with Communitas_1st Proof_Dt_23-11-22.doc (D165107508)</p>				














60/61	SUBMITTED TEXT	29 WORDS	73% MATCHING TEXT	29 WORDS
<p>is the principle of mass mobilization by which the leaders of this movement galvanize the population into action by emotional appeals, sensational news management, catchy songs and such other techniques.</p>				
<p>SA 480E2430_BSW_Social Work with Communitas_1st Proof_Dt_23-11-22.doc (D165107508)</p>				




















61/61	SUBMITTED TEXT	16 WORDS	75% MATCHING TEXT	16 WORDS
<p>activist has to build counter system which is beneficial to the needs of the mobilized public</p>				
<p>SA 480E2430_BSW_Social Work with Communitas_1st Proof_Dt_23-11-22.doc (D165107508)</p>				

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W	URL: http://egyankosh.ac.in/bitstream/123456789/17113/1/Unit-1.pdf Fetched: 4/27/2023 3:53:00 PM	 29
W	URL: https://courses.lumenlearning.com/sociology/chapter/types-of-societies/ Fetched: 4/27/2023 3:54:00 PM	 6
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W	URL: http://www.ignou.ac.in/upload/bswe-02-block4-unit-20-small%20size.pdf Fetched: 4/27/2023 3:54:00 PM	 15
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SA	BECS 22 Planning and Development.doc Document BECS 22 Planning and Development.doc (D136172554)	 1
SA	The origins and diversities of European Welfare States.docx Document The origins and diversities of European Welfare States.docx (D3310458)	 1

W	URL: https://vulms.vu.edu.pk/Courses/SOC603/Downloads/Sociology%20of%20Development%20handnotes.pdf Fetched: 9/11/2022 9:26:12 PM		1
SA	Economics Book.pdf Document Economics Book.pdf (D143309763)		1
SA	BAEC-12-Block-02-final-1.pdf Document BAEC-12-Block-02-final-1.pdf (D123571381)		3
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W	URL: https://courses.lumenlearning.com/sociology/chapter/what-is-sociology/ Fetched: 4/27/2023 3:54:00 PM		5
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PREFACE In the curricular structure introduced by this University for students of Post-Graduate degree programme, the opportunity to pursue Post-Graduate course in a subject is introduced by this University is equally available to all learners. Instead of being guided by any presumption about ability level, it would perhaps stand to reason if receptivity of a learner is judged in the course of the learning process. That would be entirely in keeping with the objectives of open education which does not believe in artificial differentiation. I am happy to note that university has been recently accredited by National Assessment and Accreditation Council of India (NAAC) with grade 'A'.

Keeping this in view, study materials of the Post-Graduate level in different subjects are being prepared on the basis of a well laid-out syllabus. The course structure combines the best elements in the approved syllabi of Central and State Universities in respective subjects. It has been so designed as to be upgradable with the addition of new information as well as results of fresh thinking and analysis. The accepted methodology of distance education has been followed in the preparation of these study materials. Co-operation in every form of experienced scholars is indispensable for a work of this kind. We, therefore, owe an enormous debt of gratitude to everyone whose tireless efforts went into the writing, editing, and devising of a proper lay-out of the materials. Practically speaking, their role amounts to an involvement in 'invisible teaching'. For, whoever makes use of these study materials would virtually derive the benefit of learning under their collective care without each being seen by the other. The more a learner would seriously pursue these study materials the easier it will be for him or her to reach out to larger horizons of a subject. Care has also been taken to make the language lucid and presentation attractive so that they may be rated as quality self-learning materials. If anything remains still obscure or difficult to follow, arrangements are there to come to terms with them through the counselling sessions regularly available at the network of study centres set up the University. Needless to add, a great deal of these efforts are still experiment—in fact, pioneering in certain areas. Naturally, there is every possibility of some lapse or deficiency here and there. However, these do admit of rectification and further improvement in due course. On the whole, therefore, these study materials are expected to evoke wider appreciation the more they receive serious attention of all concerned.

Professor (

Dr.) Subha Sankar Sarkar Vice-Chancellor

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Master in Social Work Course : Man and Society (Society/Contemporary Social Problem) Code : PGSW-V

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The nature and meaning of social development 1.7 The prevailing notions of social development 1.7.1 The Three Worlds of Development 1.7.1.1 The Capitalist Model of Development

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Conclusion 1.9 Exercise 1.10 Reference

NSOU ? PGSW-V 8 1.0 Objective Sociology is a very important of Social Science discipline. As a Social workers we must gain detail knowledge about this subject an this in a branch of Social science which deals with human behaviour and various aspects of Societal life. 1.1

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Introduction Sociology, as compared to other social sciences, like economics and political science, is a young discipline. One could say, it is about a hundred-and-fifty years old but there has been a more rapid development of the subject in the last fifty to sixty years. This is partly due to desire, particularly, after the Second World War, to understand more about the behaviour of people in social situations. All social science subjects are concerned with the behaviour of people but each of them studies different aspects. Sociology, however, is concerned with social relations in general, and with social

group is and institutions in particular. 1.2 Definition of Sociology The first social scientist to use the term sociology was a Frenchman by the name of Auguste Comte who lived from 1798-1857. As coined by Comte, the term sociology is a combination of two words. The first part of the term is a Latin, socius- that may variously mean society, association, togetherness or companionship. The other word, logos, is of Greek origin. It literally means to speak about or word. However, the term is generally understood as study or science (Indrani, 1998). Thus, the etymological, literal definition of sociology is that it is the word or speaking about society. A simple definition here is that it is the study of society and culture. Sociology is the scientific study of society, which is interested in the study of social relationship between people in group context. Sociology is interested in how we as human beings interact with each other (the pattern of social interaction); the laws and principles that govern social relationship and interactions; the /influence of the social world on the individuals, and vice versa (Ibid.). It deals with a factually observable subject matter, depends upon empirical research, and involves attempts to formulate theories and

NSOU ? PGSW-V 9 generalizations that will make sense of facts (Giddens, 1982). Regarding the detective and expository nature the science, Soroka (1992:34) states that "Sociology is a debunking science; that is, it looks for levels of reality other than those presented in official interpretations of society and people's common sense explanations of the social world. Sociologists are interested in understanding what is and do not make value judgments." 1.

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Auguste Comete, the founding father of sociology, defines sociology as the science of social phenomena "subject to natural and invariable laws, the discovery of which is the object of investigation". 2. Kingsley Davis says that "Sociology is a general science of society". 3. Harry M. Johnson opines that "sociology is the science that deals with social groups". 4. Emile Durkheim : "Science of social institutions". 5. Park regards sociology as "the science of collective behavior". 6. Small defines sociology as "the science of social relationships". 7. Marshal Jones defines sociology as "the study of man-in-relationship-to-men". 8. Ogburn and Nimkoff : "Sociology is the scientific study of social life". 9. Franklin Henry Giddings defines sociology as "the science of social phenomena". 10. Henry Fairchild : "Sociology is the study of man and his human environment in their relations to each other". 11. Max Weber defines sociology as " the science which attempts the interpretative understanding of social action in order thereby to arrive at a casual explanation of its course and effects". 12. Alex Inkeles says, "Sociology is the study of systems of social action and of their inter-relations". 13. Kimball Young and Raymond W. Mack say, "Sociology is the scientific study of social aspects of human life". 14. Morris Ginsberg: of the various definitions of sociology the one given by Morris Ginsberg seems to be more satisfactory and comprehensive. He defines sociology in the following way: "In the broadest sense, sociology is the study of human interactions and inter-relations, their conditions and consequences".

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Concept of Society and Culture Society has been defined as a relatively self sufficient, usually large group of people nwho maintain direct or indirect contact with each other through a culture. Culture is generall understood as the shared language, beliefs, goals, artefacts and experiences that combine together to form a unique pattern. In other words, culture is a society's way of life (Stebbins, Robert A. 1987) 1.2.2 Emergence of Sociology During the 19th century sociology emerged as separate social science in Europe and its objective was the study of society. Auguste Comte, Spencer and Emile Durkheim besides several other social thinkers sought to establish the idea of society as a matter of study, unique in itself. They examined society as a whole which is more than the sum of its parts. Society is more than the actions, thoughts, values, belief and wish of its individual members. It is a complex and abstract reality; yet all human beings live in a society. A sociologist is interested in the general study of social behaviour as it occurs in groups, large or small, and lays special stress on understanding social life in the contemporary world. The word 'general' has been used as other social science disciplines deal with more specific areas. For example, a political scientist studies governmental functions and activities and an economist studies production

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distribution of goods. It is, however, difficult to draw an exact line of difference. Social psychology, social anthropology, political science and economics, all in a sense, have human social life as their general subject. As sociology is a relatively young discipline compared with the discipline of philosophy, economics and political science, sometimes, people confuse it with social work. Sociology is used in the discipline of social work to analyse and understand social problems. Social work is concerned with the uplift of those socially deprived, physically handicapped, etc. Sociology is not concerned with the reformation of society as such nor is it directly involved in social planning or directed change. The sociological understanding and research can help in better planning and in finding ways and means of acceptance of improved practices, in the formulation of development policies and programmes. It is generally accepted that sociologists do not interfere with

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process. They are supposed to be value-neutral, i.e., they are not supposed to have any bias or prejudice in the analysis

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of the social behaviour. There are, however, at present, some, who question this and feel that sociologists must take an active role in the development process. We have defined sociology as the study of social life and group interaction and social behaviour. In order to understand social life, sociology is interested in the study of the organisation and the functioning of societies or social groups. 1.3

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Major concerns of Sociology Sociology seeks to study the society and to analyse it in terms of the social relations that have a pattern. Sociology addresses itself to three basic questions : i) how and why societies emerge? ii) how and why societies persist? iii) how and why societies change? Sociology has been concerned with the evolution of society. It has tried to analyse the factors and forces underlying the historical transformations of society. For example, societies have evolved from primitive tribal state to rural communities. How villages have become important centres of commercial activity or of art and culture and grown into towns and cities. Sociology has also been concerned with the units of social life. The attempt has bean to look at various types of groups, communities, associations and society. The effort has been to study the pattern of social relationships in these units. An important area which sociology deals with is social institutions. The institutions provide a structure for the society and perform functions, which enable the society to meet its needs. In any society, there are five basic social institutions; family, political institutions, economic institutions, religious institutions and educational institutions. However, in more complex societies, there may be many other institutions such as bureaucracy, military organisations, welfare and recreational organisations, etc. Caste is also an institution, which is more or less peculiar to India. Another area of study and analysis by sociologists is social processes. In one sense, the social institutions provide the stability and order whereas social processes are the dynamic aspects of social relations. Among the various processes that will be dealt with in the latter units are socialisation, social control, co operation, conflict, social deviation and social change. NSOU ? PGSW-V 12 1.3.1 Concept of Culture Culture is another very important concept. As mentioned earlier, we are immersed in culture from birth onwards, we take culture for granted. It is difficult to imagine what life would be like without culture. Culture provides summing up

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past experiences, which are the necessary foundation for living in the present. Culture is learned and shared among members of the group. Culture in a sense, can seem to be the chief means of survival and adaptation. On each of the topics mentioned, which are concerns of sociology there will be units which will deal in much greater detail. The society is dynamic and is changing consequently the areas of interest of sociologists are increasing. Today, there is sociology of knowledge, sociology of science and art, sociology of health, sociology of development, etc. This indicates the expanding nature of sociology. 1.4 Sociology and Science At times, sociology has been defined as the science of society. This raises the question as to what

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is. Some have thought of science as an approach whereas others have thought about it in terms of the subject matter. Simply stated, we might say that the scientific approach consists of certain assumption that the phenomena studied have a regularity and hence, a pattern. The method emphasises observation and verification of social phenomena. This involves a systematic approach to the study of phenomena. The systematic approach consists of : i) defining a problem for study; ii) collecting data on the problem defined; iii) analysing and organising the data; which would help in formulation of hypothesis; and iv) further testing of the hypothesis and on the basis of this, develop new concepts and theories. Sociology has been using a systematic approach in the study of social life. On the basis of the knowledge gathered through the systematic approach, it has tried to build body

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knowledge. From this knowledge, it has tried to establish the patterns of relationships from which effort can be made at understanding social behaviour. If we look at sociology from the point of view of its approach to the study of society, then sociology can be considered to be a science.

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Some founding fathers Later on, in various units of this course you will come across the names of many early

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is given of early sociologists, whose contribution to sociology is lasting. All of them wrote on the nature of human behaviour. In a way, they tried to understand profound changes taking place in society. 1.5.1 Auguste Comte (1798-1857) Auguste Comte is regarded as the founder of modern sociology. He is the first one to have used the word 'Sociology'. He tried to create

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science of society which could not only explain the past of mankind but also, predict its future course. He felt that society moves through definite and fixed stages and that, it progresses towards ever-increasing perfection. The three stages, according to him, in which the society moves, were : i) the theological or the religious ii) the metaphysical or the philosophical iii) the positive or the scientific stage. In the first stage people thought, all phenomena were caused by supernatural forces. Abstract forces of either a religious or secular type were considered to be the source of knowledge in the second stage. In the last stage, scientific laws were supposed to determine both the natural and the social worlds. He also talked about two broad areas-'social statistics', which deals with the orderly and, stable aspects of social life and patterns of behaviour (family, occupational, polity. etc.). The second area called 'social dynamics' emphasises the study of changes in a social system. According to him, sociology was to be the queen of all sciences.

1.5.2 Emile Durkheim (1858-1917) Emile Durkheim was also interested in sociology being a scientific discipline. He wrote a (1858-1917) book in 1895 entitled : Rules of Sociological Method. To him, social solidarity was one of the main principles of human life. He distinguished between two kinds NSOU ? PGSW-V 14 of solidarity: 'mechanical solidarity' based on common assumptions, beliefs, sentiments like those found in traditional societies and 'organic solidarity' based on the division of labour and inter-related interests as found in industrial societies. When solidarity is broken, there would be social disorganisation and confusion in society. He considered sociology as having wide interests, which includes sociology of religion, sociology of knowledge, sociology of law. sociology of crime, economic sociology, and sociology of education, art and aesthetics. An important concept given by Durkheim was social facts, which, according to him, are external to the individual but they exert pressure on the individual in the behaviour pattern. Customs, traditions, folkways and mores are social facts. He felt that sociology should be involved in the reformation of society. For him society was a reality in itself, that is, it is more than its parts.

1.5.3 Max Weber (1864-1920) Max Weber used the concept of social action rather than social relations. A comprehensive Max Weber study of social action, to him, meant understanding the meanings human beings give to (1864-1920) their behavioural pattern. The social behaviour was not merely a mechanical learning of norms but how people interpreted the social values. Sociology studies all kinds of social action without making any value judgements. Weber was concerned with understanding of inter- relations between parts of society and also, with comparative studies of different societies. He studied religion in different societies. His work Protestant Ethics and the Spirit of

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Capitalism is one of the well known works in sociology. Through both these approaches, he tried to develop propositions having general validity. For example, he classified authority into three types - charismatic, traditional and rational. These concepts are still used in the study of leadership authority and power.

1.5.4 Karl Marx (1818-1883) Marx has helped through his ideas in understanding the nature of society, particularly, how conflicts occur. . Marx writes in 1848 that all history is a history of classes and class struggles.

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society gets divided between the oppressors and the oppressed masters and slaves, lords and serfs and in the modern times, capitalists and workers. To analyse the structure of society, it was necessary to understand the forces of production and relations of production. The contradiction between the forces and the relations of production leads to class struggle. According to him, each society dies in time because of internal conflicts and contradictions and is replaced by a higher one. In time, capitalism would be destroyed and there would emerge a classless society characterised by absence of conflict, exploitation and alienation from this world

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Herbert Spencer (1820-1903)

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Herbert Spencer covers the fields of family, politics, religion and social control, division of labour and social stratification. He emphasised the study of whole more than the study of parts. The individual institutions have significant relations. It is through a study of these inter-relations that one can hope to understand society. He indicated that the inter dependence of the various parts was functional, i.e., each of the part performs different functions, which is necessary for the total well being of society. A large number of sociologists, who are "functionalists", use Spencer's idea of the

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functional inter dependence as a basis for their approach to the study of society. Above descriptions of the contributions of founding fathers of sociology are sketchy. The main purpose is to introduce their names and to give you some idea of their concerns in sociology.

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The nature and meaning of social development Development is a broad concept and, though interrelated, it differs from social change. Change is a value-neutral concept whereas development is a value-laden concept. The notion of development is, in other words, the process of desired change. All cases of change do not indicate development. Only planned and desired changes can be described as development. Thus, it is important to keep in mind the distinct character of the concept of development. Secondly, we also need to distinguish between economic and sociological notions of development. This point becomes clearer as you read this unit. While speaking of social development, we emphasise the sociological understanding of the process of development. As a broad concept, social development refers to the overall transformation of individuals and society, which may enable every person to achieve moral, social physical and material well-being. Egalitarian development is a desired goal, but it remains only an 'ideal'. In spite of development efforts, disparities in various dimensions of development continue to widen between societies, regions and groups. Variations are observed when we compare various regions or countries. Out of such comparisons have emerged the concepts of underdevelopment mainly in economic terms, such as per capita income, gross national product, level of the standard of living and degree of technological advancement. There are many criteria of 'over' and 'under' development. The simplest one of them is the ratio of industrial capacity to social utility. It means that the countries which are unable to produce, sufficient goods to meet the requirements of their population, may be considered as underdevelopment and those which produce more than what is required, as overdeveloped. In the overdeveloped category may be placed the countries such as America, and in the underdeveloped category, many Asian and African countries. It is, however, a controversial point whether underdevelopment and over development can be identified with any particular country. Further the term underdevelopment is not acceptable, to some of the economically less developed countries, such as India. These countries consider

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themselves quite developed from social and cultural points of view. They prefer to be designated as 'developing' rather than as 'underdeveloped' countries. An important idea implicit in the classification of countries, into developed and developing, is that the former became a 'model' for the latter. The developing countries may like to imitate or adopt the economic and technological systems of developed countries. What is more important about this classification, with regard to the conceptual meaning of development, is the fact that the developing countries depended upon the developed ones for technology, skills and monetary aid. The latter tried to exploit the former. This is known as the dependency theory of development. Having realised the exploitative tendencies of the developed countries, the developing countries tried to be self-reliant in economic terms. Thus, substitution of economic dependence by self-reliance emerged as an important indicator of development. The greater the self-reliance, the higher the levels of development. Endeavours towards self-reliance resulted in import substitution by stopping the purchase of goods from developed countries and producing them in their own country. 1.7

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The prevailing notions of social development For a discussion of the contemporary sociological concerns about development, we can begin by outlining some of the views based on historical events, on the socio-cultural dimensions of development. But before we examine these dominant concerns regarding development, it would be useful to undertake a brief description of the "three worlds of development" as it had existed prior to the break-up of the Soviet Union. This had become an important part of the social scientists parlance since the middle of the 20th century. Earlier the world was divided into two i.e. it was a bipolar world with the capitalist block of United States of America (USA), on the one side and the socialist block of the Soviet Union, on the other. After the break-up of Soviet Union, the 'Cold War' has ended and the world has become unipolar, with USA as the most powerful nation of the world. 1.7.1 The Three Worlds of Development The First World consists of North America, Western and Southern Europe. The countries were seen to be following mainly a capitalist model of development. The Second World had consisted of Soviet Union and the East European group such as, Poland, East

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Germany, Hungary etc. Many socio-political changes have occurred in these countries now and they do not remain a communist bloc any more. They were associated with the socialist model of development. The Third World was and to certain extent still is generally used to refer to the less developed or developing societies of Asia, Africa and Latin America. Most of these countries emerged out of colonial rule to attain political independence only in the middle of the 20th century. The majority of the third world countries are characterised by low per capita income, high rates of illiteracy and infant mortality. These were generally agriculture-based economies where people had short life expectancies, low degree of social mobility and strong attachment to tradition (Estes, R.J., p. 92). The countries, though subject to influence by the erstwhile First and the Second World countries, have devised their own national strategy and path of development. The First and the Second World's models of development had laid primary emphasis on economic growth.

1.7.1.1 The Capitalist Model of Development of the First World : The main characteristics of the capitalist model of development are : a) provision for private ownership of property and means of production, b) promotion of economic activities through private enterprises, and c) minimum possible state regulation and control on private enterprises. Thus the capitalist model is characterised by a free economy regulated by competition.

1.7.1.2 The Socialist Model of Development of the Second World The socialist path of development adopted by the Second World, was seen to be opposite or dichotomous to the capitalist path of development. The former, contrary to the latter, is characterised by state ownership of property and means of production, public enterprises and complete state regulation of economic activities. Thus, the socialist model refers to a regulated economy. The main allegation against the capitalist model is that, since it permits minimum state regulation, its economic system becomes exploitative in the sense that the working class people (proletariat) do not get their due share. The capitalists enjoy a major share of the nation's resources. Hence it contributes to inequalities so that a few are very rich and the majority is very poor.

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The capitalist model is, therefore, alleged to be exploitative and non-egalitarian. On the contrary, the socialist model was ideally considered as non-exploitative and egalitarian. Private ownership and the lack of state regulation, were considered to be important measures of exploitation of the weaker sections and hence the causes of income inequalities. Since, the socialist state did not allow private ownership of property, there was a strong belief that there was no room for exploitation and inequality in it. However, historical events proved this belief to be incorrect as the Soviet Union could not survive for long. The period of "Glasnost" and "perestroika" led by Gorbachev, the erstwhile Russian Prime Minister during the 1980's, dismantled the communist political and economic structure. The Soviet Union broke-up into several small countries and the socialist ideology gave way to capitalist tendencies. However, China still follows a socialistic socio-political order. The two models had also differed in their conception of development. Whereas the capitalist model lays greater stress on economic growth, than on equal distribution of the fruits of economic growth. The socialist model laid equal stress on both resource generation and equal distribution of income, and tried to change the social system in such a way that greater social justice could be ensured. In reality, socialist model did not give much space to individual initiative and consumerist desires. The foregoing discussion implies another difference between these models. The capitalist model does not see any major conflict in the interests of the two classes workers and capitalists. In its eyes both the classes are complementary to each other, they are functionally interdependent. The rules of society, particularly about ownership of property and distribution of income, are supposed to be based on consensus. Hence according to this model, there is no need to change the economic structure. On the contrary, the socialist model saw inherent conflict in the interests of the workers Social Development and the capitalists. According to it, rules are not based on consensus but are imposed on the weaker section by the stronger one. This leads to the exploitation of the weak by the strong, which is likely to result in conflicts, and in revolution by the exploited people who want radical change in the system itself. Thus, the capitalist model is NSOU ? PGSW-V 20 sometimes designated as functionalist or consensual, and the socialist as a conflict, radical or revolutionary model. In practice, as observed by some researchers, these two models have entered a process of convergence. For instance now, there is an increased state regulation on private economic enterprises in the USA. There has been a relaxation in grants to private enterprises in Russia. One could see income inequalities, and a tendency to resist alterations in political and economic systems in both the Worlds.

In recent times there has developed a new concept of "fourth world" of development as identified first by Manuel and Posluns (1974) and Hamalian and Karl (1974). They used this concept to describe "a community of the powerless, the oppressed and the dispossessed". According to them all the other "worlds of development" i.e. the First, the Second and the Third, share the people who belong to the Fourth world of development. In current usage, the countries which belong to the First world are referred to as "developed Market Economies" (DMEs); those belonging to the Second World are referred to as the "Eastern Trading Area (ETAs); and those belonging to the Third World are referred to as the "Developing Countries". The countries of the Fourth World are referred to as "least Developing Countries" (LDCs). (Quoted in Estes, Richard J.'s "World's of Development, www. google.com website). 1.7.1.3

Development of the Third World It is difficult to specify the model of development, adopted by the majority of the. Third World countries as there are variations among them, dictated mainly by their historical and socio-cultural circumstances. What they seem to share in common is that : a) They are economically and technologically underdeveloped in comparison to the countries of the so called developed world. b) Social planning is a key element in their development process. Their plans of development incorporate not only economic concerns, especially removal of poverty, but also concerns regarding nation building, national culture and social transformation. They have been seeking technological and economic aid from the developed countries. The developed countries have given them economic assistance, but they have also been NSOU ? PGSW-V 21 increasingly attempting to extend their political influence in the developing countries. It has been noted that the global military defence strategy is, the major consideration of the developed countries, in extending their economic and political influence to the developing countries. In fact, the idea of the Third World is associated with the emergence of consciousness among developing countries, of being exploited by the developed countries in the garb of monetary help and expert advice. Some nations had become conscious of exploitation much earlier, but others, understood this fact only after seeing the disastrous role of big powers in the developing countries, e.g., the role of the USA in Vietnam or the USSR in Afghanistan. The social analysts have played a very significant role both in appreciating the help, as well as analysing the "games" of the big powers in the developing countries. Against this background of information about the First, the Second and the Third Worlds we will now proceed to look at some of the prevailing conceptions about development across the world. 1.7.2

Socio-cultural Dimensions of Development The concept of development has encompassed many dimensions over the years. One of the popular notions that economic growth, was a sufficient and a necessary condition to stimulate development of all the sections of a society has been proved incorrect. Economic advancement of a class of people has not, and does not trickle down to the entire population. Similarly, the attainment of high levels of economic growth by some of the developed countries has not helped to solve some of their serious problems. In fact affluence has given rise to new and more social problems. It is, therefore, now realised that if the ultimate aim of development is the improvement of the quality of life of every human being in society, it cannot be achieved as a consequence of economic growth or capital accumulation. Sociologists now believe that it is necessary to lay stress on socio-cultural dimensions of development. To elaborate, social development includes : a) Proper satisfaction of basic needs, such as, food, shelter and clothing. b) Availability of essential amenities such as electricity, transportation, communication and water. c) Good physical and mental health, measurable in terms of increased life chances, abolition of environmental pollution, nutritious diet, medical care etc. NSOU ? PGSW-V 22 d) Economic welfare i.e. opportunities for employment in economic activities and high level of living. e) Development of human beings i.e. enhancement of literacy, vocational education, moral education, creative personality etc. f) Social integration i.e. involvement and participation of people in social, political and economic processes and establishment and maintenance of effective social institutions. g) Minimisation of disparities in access to various resources and opportunities- economic, social and political. Some sociologists have laid a special emphasis on the psychological, social and moral dimensions while talking about the "holistic" approach to development. They look at development as an improvement in the overall quality of life including physical, psychological, social and cultural. They emphasise that these dimensions are very closely interlinked. For instance, an improvement in the psychological quality of life entails the idea of life satisfaction including positive mental health. This requires a proper and effective balance between material and non-material life-goals of people and between instrumental and intrinsic values of society. This subjective dimension is very closely linked with the social quality of life. The improvement in social quality means an increase in the strength of family stability, interpersonal bonds and social solidarity. An improvement in the cultural quality of life signifies the upsurge of the moral dimensions. A concern for others is the essence of social morality. They have pointed out that in many developed societies there is more concern 'for self than for others', hence no true development (Sharma, 1986). Thus, the sociological approach to development looks upon the development process as alterations that affect the whole socio-cultural matrix of society. In the modern sense, development refers to the planned, stimulated movement of the entire system in the direction of the overall desirable goals of a given society. Today we have a "Sociology of Development" which is seen to be growing in two directions – towards the analysis of internal structures and of historical linkages. A look at the studies in this field provides us with an idea of the following approaches to social development. NSOU ? PGSW-V 23 1.7.3 Approaches to Social Development

Approaches to development may be discerned on the basis of two criteria, (i) centralisation versus decentralisation of development schemes and resources, and (ii) Unit of development, i.e., the focus of development – individual, group, village etc. The first criterion gives rise to two approaches, namely, development from the top and development from the bottom. The second criterion gives rise to the three approaches- sectoral development, areas development and target group development. Let us now review briefly the five approaches. 1) Development from the top The approach of development from the top envisages the planning and execution, of development schemes by the central or apex bodies of administration. In other words, the central organisations decide the nature and direction of plan formulate projects and impose them on the people. For instance, the ministers and high officials sitting in the capital, make the development plans for rural people without fully realising their problems. Implicit in this approach is the assumption that the people who need development are incapable of understanding their needs, of devising development schemes and of executing them on their own. Hence, the need for experts and outside agencies in fact, this assumption is baseless. The elite at the top have a vested interest in making such assumptions. Their major interest is to hold control on resources and mobilise them for their own benefits. The people accept the development schemes, because they have neither sufficient resources of their own, nor any control on the resources of the community. As a result, most of the schemes imposed from the top fail to yield the desired results. This happens in most of the cases. A large part of the funds of development schemes is eaten up in one way or the other, by the experts and executive personnel deputed or employed by the sponsors of the scheme, be it own government or any foreign agency. The major drawback of this approach is that it fails to involve the beneficiaries, in the development process. Instead, it generates a feeling of alienation among them. For these reasons this approach has been characterised by a higher degree of centralisation and bureaucratisation. NSOU ? PGSW-V 24 2) Development from bottom Social Development The exponents of second approach of development from the bottom, on the contrary, believe the fairness of intentions and abilities of the people who need development. They are given an opportunity to articulate their problems as well as the ways to solve them. They are trained and made capable, and are prepared for self-help. Utilisations of resources for development schemes

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decided, by the concerned people themselves or by their representatives at the local level. Thus, there is a greater decentralisation of plans and higher participation of people. While the planners realise the importance of development from the bottom, and claim that they adopt this approach, in practice, they often adopt the approach of development from the top. The result is ineffectiveness of the development schemes. 3) Sectoral development On the basis of 'unit' of development, as mentioned earlier, three approaches are envisaged, viz., sectoral development, area development and target group development. Sectoral development approach refers to formulation and execution of schemes for development, of a particular sector of economy like agriculture or industry. For instance, the Indian planners thought of developing industries just after the Independence. Therefore they made plans to develop technology or borrow it from other countries. Stress was laid on technological education. Many institutes and colleges were established, independently or in collaboration with other countries, such as the United States of America, Russia and England. On the other side, funds were made available for heavy industries such as textile, steel and cement. Later on, when the country faced a food problem in the early sixties, the planners thought of developing the agricultural sector. As a result, many agricultural universities were set up, which helped in evolving high yielding varieties of crops, insecticides and pesticides, and farm implements, like threshers. Extension services were made available to educate and persuade farmers, to adopt new agricultural technology, and loans were advanced to farmers quite liberally. You have seen the results of these efforts in the form of the green revolution. The country is now almost self-reliant in food NSOU ? PGSW-V 25 4) Area development All regions are not equally developed. Some are more affluent than others. The underdevelopment of regions is due to the lack of infrastructural development- roads, railways, electrification etc. or due to the problems of floods and drought. When schemes are devised for the infrastructural development of an area or region, we call it area development approach. The Command Area Development Scheme, introduced in India in 1974 for the development of irrigation resources in certain regions, illustrates this approach. 5) Target group development Target group approach has its focus on a particular category of people, such as small farmers, women and farm labourers. Schemes, such as Small Farmers Development Agency (SFDA) and reservation of seats in schools and colleges, and in employment for scheduled castes, exemplify the target group approach. There is another approach to development, which has its focus on the overall development of the people residing in a locality – village or town. This is known as a community development approach. This approach lays stress on the development of education, health facilities, economic and social activities, and other infrastructural facilities. 1.7.4

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Indian experience of development after independence There have been schemes and plans of development in almost all dimensions of socio economic life, such as health, education, population control, industry, transport, irrigation communication and agriculture. It is neither possible to present here a list of all the development schemes, nor are you expected to know about all of them. Therefore our main objective is to present a synoptic view of the development schemes in India, introduced after Independence with a view to illustrate some of the approaches to development, discussed in the preceding section. After Independence, India did not follow either the First or the Second World, it

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adopted neither the capitalist (North American) nor the socialist model of development. It adopted a path of development in-between the two models, which is known as 'mixed economy'. On the one hand, India encouraged private business and industry and gave opportunity to big business houses, such as the Birla's and Tata's, and other medium and small size entrepreneurs. On the other

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hand it has almost full control, at least in principle, over all the entrepreneurial and business activities. 1.74.1 Socialist Path and Mixed Economy The state also acts as an entrepreneur in setting up heavy industries, such as the manufacture of steel and generation of electricity. The banks have been nationalised. The state has full control over railways and postal departments. These measures are illustrative of a socialist path of development. On the other hand, certain industries are reserved for private entrepreneurs – both small and large. In some industries, such as textile and cement, both private and state enterprises have been allowed to operate. In many other activities, too, such as education, health and transport both private and state agencies work, either independently or in collaboration. It is true that India adopted a 'mixed' path of development, but scholars differ in their opinion about the real functioning of the economy. One view is that India's path of development is a capitalist one. Entry of state in heavy industries was, in fact, meant to support private enterprise, in the sense that these industries did not yield high profits and required a long gestation period and high capital investment. Hence they did not attract private entrepreneurs, and at the same time industrial development was not possible without basic industries. Similarly, it has been argued that big enterprises still dominate over the small ones, and the industrial sector over the agricultural one. Also there is a concentration of economic power in a few big business houses. The other view is that our bias has been increasing towards a socialist model, as is evident from the facts such as nationalisation of banks. These are controversial arguments which cannot be sorted out here. The fact remains that India pursues a 'mixed' path of development. 1.74.2 Sectoral Development No doubt India has progressed a lot in industrial and agricultural sectors, but there has been relatively less progress in the latter. Many policies and plans were adopted, which showed results that were far below the expectations. The major policies for the development of agriculture after Independence were: abolition of landlordism (zamindari), consolidation of land holding, and land ceiling. Whereas the first two policies succeeded, the last one was made ineffective due to several factors including the vested interests of large farmers. However, due to increase in population there has a natural curtailment of farm size, and it

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has been that further ceiling on farm size, will come in the way of raising the productivity. All these policies reflect a sectoral development approach. The sectoral approach got further accentuated in the 'green' and 'white' revolutions, i.e., development of cash crops, and dairy products, respectively. Such revolutions have not been widespread. They are confined to a few states, such as Punjab, Haryana, Tamil Nadu, Gujarat and Maharashtra. The important thing is that the farmers, even in these states, do not get remunerative returns from farm produce, because of an absence of check on the rise of prices of farm inputs – machines, fertilisers, insecticides, pesticides etc., which come from industrial sector, and also because of a strict control on the prices of farm outputs, with the rationale that high rise in the prices of food grains will adversely affect the masses. This indicates discrimination against the farm sector. The majority of people depend upon agriculture even today. Therefore non-remunerative farm return keeps the agricultural sections in poverty.

Picture depicting Green Revolution and White Revolution an example of sectoral development

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in India. 1.7.4.3 Community Development and Cooperative Movement Besides this sectoral approach, a community development scheme was initiated in 1952 for overall development of villages. The philosophy of this programme was to educate, encourage and enable the people to develop themselves, with their own efforts and resources. But the programme was not very successful. It was realised that a greater

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participation of the rural people in the preparation and execution of development schemes was essential. In other words, it required a greater administrative decentralisation. Hence Panchayati Raj System was introduced in 1957. It envisaged a three-tier system, viz., Village Panchayat (village level), Panchayat Samities (block level) and Zila Parishad (district level). This system involved the people at local level, in both planning and execution of development schemes. It was an effort towards development from the bottom. But unfortunately the unholy alliance between the rural elite (rich farmers), on the one hand, and the administrative and political elites, on the other, at the block and district levels made the system weak. The same fate met the cooperative movement. India wanted cooperative cultivation on the Chinese pattern, in which the land is owned by the community (village) and the farmers have their shares. But this did not work in India due to the country's

Social Development

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political system which did not permit abolition of private ownership of land, and because the farmers did not surrender land to the community voluntarily, in spite of the appeal of "Bhoo Dan" (land donation) movement of Vinoba Bhave. However, credit societies which granted short term agricultural credit did become popular. But today many of the credit societies have become defunct, or are not functioning effectively. The member borrowers usually become defaulters. The important point is that there is no spirit of cooperating among the local people, because most of the affairs of these cooperatives are managed by the government or semi-government officials, such as the Registrar, Managing Director,

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etc. In many cases the nationalised banks provide funds to cooperatives for advancing loans to their members. The rural credit cooperative are relatively effective in Maharashtra, particularly among the sugarcane producers, who also have cooperative sugar mills. In other fields, too, there are exceptionally successful cases of cooperative, viz., Milk Producers Cooperative at Anand in Gujarat. Anand Milk Producers' Union Limited (AMUL) emerged out of the farmers' cooperative efforts at the village of Anand which now has an important place among the rural cooperatives in Asia. 1.7.4.4 Target Group Planning There are many other rural development programmes for certain target groups, under the 20-point economic programmes. Integrated Rural Development Programme (IRDP) is one of them which combines both the area development and target group approaches,

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since it includes the Command Area Development Programme. Drought Prone Area Programme and Small Farmers' Development Agency. As a target group programme, its focus is on the poorest of the poor, and the unit of assistance is the 'family', and not a person. It proposes to cover about 3,000 families in each block over a period of five years. Under IRDP there are special programmes for employment, like Training Rural Youth for Self-employment (TRYSEM). Besides there are other programmes such as the National Rural Employment Programme (NREP). Evaluation reports of these programme, however, indicate the failure of the programme in reaching the real beneficiaries and in raising their economic status. The blame is laid on the executive personnel, and the rural elite who consume a large share of the resources, meant for these programmes. In other fields also India has made a good deal of progress. We have big hospital and primary healthcare centres. Life expectancy has increased and many diseases such as malaria, Polio and small pox have been controlled, and infant mortality reduced. Now we have a large network of transport and communication. . But the results of development have reached largely the urban population. Rural people still do not have good schools, proper electrification, clean water and hospitals. There are no good teachers, or proper infrastructure in schools, such as furniture, including blackboards in many schools, and no doctors, nurse or medicines in many primary healthcare centres. Besides this we find increased unemployment, a state of lawlessness, an increase in social and communal tension, and a lack of social and national concern. This shows that the country has achieved more of a quantitative than qualitative development. However, in terms of social political and economic awareness India and its villages are doing fairly well. Being one of the largest Democratic nations of the world, with an extremely vibrant political and economic structure, some amount of social unrest is inevitable. The policies of the Government are geared towards removing extreme inequalities and bringing about social justice. 1.8

Conclusion In this unit we got a detailed information about Sociology and how it may be related to other branches of social science discipline. We also become familiar with the thoughts of favour Sociologists. We came across with the concept of social development and other developmental aspects of our society & nation as a whole.

- NSOU ? PGSW-V 30 1.9 Exercise 1. Define sociology? -----

 ----- 2. What are the major concerns of sociology? -----

 ----- . 3.

Write a brief note on the founders of sociology? -----

----- 1.10 Reference

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NSOU ? PGSW-V 31 Unit 2 ? Social Sciences & their relevance with Social work Structure 2.0 Objective 2.1 Introduction 2.2

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Sociology and Political Science 2.2.1 Differences 2.3 Sociology and History 2.3.1 Differences 2.4 Sociology and Economics 2.4.1 Differences 2.5 Sociology and Psychology 2.5.1 Differences 2.6 Sociology and Anthropology 2.6.1

Mutual Help 2.7 Sociology and Geography 2.8 Sociology and Ethics 2.9 Sociology and Jurisprudence 2.10 Sociology and Biology 2.11 Conclusion 2.12 Exercise 2.13 Reference 2.0 Objective The learner would know about various Social science discipline & relate it to the other disciplines of social work.

NSOU ? PGSW-V 32 2.1 Introduction

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Sociology is a science of society. As a social science it attempts to study social life as a whole. But for the understanding of social life as a whole sociology requires the help of other social sciences which studies a particular aspect of society. Economics studies the economic aspects whereas political science studies political aspects.

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Hence it is obvious that other social sciences are closely related to sociology. Sociology is considered as the mother of social sciences. Besides sociology synthesizes other social sciences. Hence there exists a very close and intimate relationship between Sociology and other social sciences. For our precise understanding of the relationship between sociology and other social sciences we have to discuss them individually, which are discussed below :

2.2 Sociology and Political Science As a mother of social sciences Sociology has close and intimate relationship with all other social science. Hence it has close relationship with political science as well. Their relationship is so close and intimate that led G.E.C. Catlin to remark "Political Science and Sociology are two faces or aspects of the same figure." Similarly other scholars could not find any difference between the two disciplines. NSOU ? PGSW-V 33

Sociology is a Science of society. It is a science of social groups and social institutions. It is a general science of society. It studies human interaction and inter-relations their conditions and consequences. Political Science is a science of state and Government. It studies power, political processes, political systems, types of government and international relations. It deals with social groups organised under the sovereign of the state. In the words of Paul Junet, "Political Science is that part of social science which treats the foundation of the state and principles of government." It studies the political activities of man. It only studies the organised society. However their inter-relationship and inter- dependence can be known from inter-dependence and mutual relationship. Sociology depends on political science. In the words of Morris Ginsberg, "Historically Sociology has its main roots in politics and philosophy of history." Sociology greatly benefited by the books written by political scientists like Plato, Aristotle and Kautilya such as The Republic, The Politics and Arthashastra respectively. Each and every social problem has a political cause. Political Science is a part of sociology. Hence sociology depends on political science to comprehend itself. To understand different political events sociology takes the help from political science. Sociology to draw it's conclusions depends on political science. Any change in the political system or nature of power structure brings changes in society. Hence Sociology takes the help of political science to understand the changes in society. Hence both are inter-dependent. Similarly political science also depends on Sociology. Political Science is a part of sociology. To understand the part it is necessary to understand the whole. Almost all political problems has a social cause and for the solution of these political problems political science takes the help of sociology. State frames its rules, regulations and laws on the basis of social customs, tradition and values. Without Sociological background the study of political science will be incomplete. Political Scientists largely benefited by the researches and research methods of the Sociologist. Some consider political science as a branch of Sociology. State is considered as a social group hence is a subject of Sociology. Besides, there are some common topics which are being studied by both the subjects. These topics are War, Propaganda, authority, communal riots and law. With the help of both political science and sociology a new subject comes into existence which is known as political sociology. Some political events like war are also significant social events.

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Thus both political science and sociology contribute to each other. But inspite of their inter-relationship and inter-dependence both the sciences differ from each other in the following way. 2.2.1 Differences :

- (1) Sociology is a science of society and social relationship whereas political science is a science of state and government.
- (2) The scope of sociology is very wide but scope of political science is limited.
- (3) Sociology is a general science but political science is a special science.
- (4) Sociology studied organised, unorganized and disorganized society whereas political science studies only politically organised society.
- (5) Sociology studies the social activities of man whereas political science studies political activities of man
- (6) Sociology is a new or young science but political science is an older science.
- (7) Sociology studies man as a social animal whereas political science studies man as a political animal.
- (8) Sociology studies both formal and informal relations whereas political science studies only formal relations.
- (9) Sociology analyses both conscious and unconscious activities of man whereas political science analyses only conscious activities of man.
- (10) Sociology deals with all forms of association whereas political science deals with only one form of association named state.

2.3 Sociology and History As a mother of social sciences sociology has close and intimate relationship with all other social sciences. Accordingly it has close relationship with history. Because present society bears symbols of past. Relationship between the two is so close and intimate that scholars like G. Von Bulow have refused to acknowledge sociology as a science distinct from history. Sociology is the science of society. It is a study of systems of social action and their inter-relations. Sociology is a science of social groups and social institutions. History studies

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the important past events and incidents. It records men past life and life of societies in a systematic and chronological order. It also tries to find out the causes of past events. It also studies the past political, social and economic events of the world. It not only studies the past but also establishes relations with present and future. That is why it is said that "History is the microscope of the past, the horoscope of the present and telescope of the future. However, both the sciences are closely inter-related and inter-dependent on each other. Both study the same human society. Their mutual dependence led G.H. Howard to remark that, "History is past Sociology and Sociology is present history." Both takes help from each other. At the same time one depends on the other for its own comprehension. History helps and enriches Sociology. History is the store house of knowledge from which Sociology gained a lot. History provides materials sociologists use. History is a record of past social matters, social customs and information about different stages of life. Sociology uses this information. Books written by historians like A. Toynbee are of great use for Sociologists. To know the impact of a particular past event sociology depends on history. Similarly Sociology also provides help to history and enriches it. A historian greatly benefited from the research conducted by Sociologists. Historians now study caste, class and family by using sociological data. Sociology provides the background for the study of history. Now history is being studied from Sociological angle. Every historical event has a social cause or social background. To understand that historical event history need the help from Sociology and Sociology helps history in this respect. Sociology provides facts on which historians rely on. Thus history and Sociology are mutually dependent on each other. History is now being studied from Sociological angle and Sociology also now studied from historical point of view. Historical sociology now became a new branch of Sociology which depends on history. Similarly Sociological history is another specialized subject which based on both the Sciences. But in spite of the above close relationship and inter-dependence both the sciences differ from each other from different angles which are described below. 2.3.1 Differences : (1) Sociology is a science of society and is concerned with the present society. But history deals with the past events and studies the past society. NSOU ? PGSW-V 36 (2) Sociology is a modern or new subject whereas history is an older social science. (3) Sociology is abstract whereas history is concrete in nature. (4) The scope of Sociology is very wide whereas the scope of history is limited. Sociology includes history within its scope. (5) Sociology is an analytical science whereas history is a descriptive science. (6) Attitude of sociology and history differ from each other. Sociology studies a particular event as a social phenomenon whereas history studies a particular event in it's entirety. (7) Sociology is a general science whereas history is a special science. 2.4 Sociology and Economics Sociology is mother of all social sciences. Hence it has close relationship with all social sciences and so also with Economics. The relationship of sociology with economics is very close, intimate and personal. There exists close relationship between these two because economic relationships bear a close relation to social activities and relationships. Likewise social relationships are also affected by economic relationships. Economic activities to a great extent are social activities. Hence both are mutually related. Sociology is a science of society. It is concerned with the association of human beings. Sociology is the study of human inter-actions and inter-relations their conditions and consequences. But Economics deals with economic activities of man. It is a science of wealth and choice. According to Prof. Robbins Economics is a social "science which studies human behavior in relation to his unlimited ends and scarce means which have alternative uses." It is concerned with the activities of man such as production, consumption, distribution and exchange. It also studies the structure and functions of different economic organizations like banks, markets etc. It is concerned with the material needs of man as well as his material welfare. However, there exists a great deal of inter-relationship between these two sciences. Both are interdependent and inter-related with each other. Because of this inter-relationship Thomas opines that, "Economics is, in fact, but one branch of Sociology." Similarly Silverman opines Economics is regarded as offshoot of sociology which studies the general principles of all social relations. Their inter-relationships are as follows : NSOU ? PGSW-V 37 Economics takes the help of Sociology. For its own comprehension economics takes the help of sociology and depends on it. Economics is a part of Sociology hence without the help from sociology economics can't understand itself completely. Economics is concerned with material welfare of man which is common welfare. Economic welfare is a part of social welfare. For the solution of different economic problems such as inflation, poverty, unemployment etc. economists takes the help of sociology and takes into account the social events of that particular time. At the same time society controls the economic activities of man. Economics is greatly benefited by the research conducted by Sociologists like Max-weber, Pareto etc. Some economists also consider economic change as an aspect of social change. Economic draws its generalization basing on the data provided by Sociology. Thus economics cannot go far or develop without the help of Sociology. Similarly Sociology also takes the help from economics. Economics greatly enriches sociological knowledge. An economic factor greatly influences each and every aspects of social life. Economics is a part of sociology hence without the help of economics we can't understand sociology properly. Knowledge and research in the field of economics greatly contributes to sociology. Each and every social problem has an economic cause. For the solution of social problems like dowry, suicide etc. Sociologists take the help from economics. Marx opines economic relations constitute the foundation of Society. Economic factors play a very important role in every aspect of our social life that is why Sociologists concerned with economic institutions. For this reason Sociologists like Spencer, Weber, Durkheim and others have taken the help from economics in their analysis of social relationships. Thus both sociology and economics are very closely related with each other. There are some problems which are being studied by both sociologists and economists. Economic changes results in social changes and vice versa. However, inspite of the above closeness, inter-relationship and inter-dependence both the sciences have certain differences which are described below : 2.4.1 Differences : (1) Sociology is a science of society and social relationships whereas economics is a science of wealth and choice. NSOU ? PGSW-V 38 (2) Sociology is a much younger science which has very recent origin whereas economics is comparatively an older science. (3) Sociology is an abstract science whereas economics is concrete in nature. (4) Sociology is a general social science whereas economics is a special social science. (5) The scope of sociology is very wide whereas the scope of economics is very limited. (6) Sociology is concerned with the social activities of man whereas economics is concerned with the economic activities of man. (7) Society is studied as a unit of study in Sociology

whereas man is taken as a unit of study in economics. (8) Both Sociology and economics differ from each other in respect of the methods and techniques they use for their study. 2.5 Sociology and Psychology Sociology is a science of society. Hence it is closely related to other social sciences and so also with psychology. Sociology and Psychology are very closely interlinked interrelated and interdependent. Relationship between the two is so close and intimate that Psychologist like Karl Pearson refuses to accept both as special science. Both depend on each other for their own comprehension. Their relationship will be clear if we analyze their inter-relationship and mutual dependency. Sociology is a science of social phenomena and social relationship. It is a science of social group and social institutions. It is a science of collective behavior. It studies human behavior in groups. But psychology is a science of mind or mental processes. It is a science of human behavior. It analyses attitudes, emotions, perception, process of learning and values of individuals and process of personality formation in society. In the words of Thouless 'Psychology is the positive science of human experience and behavior.' But both the sciences are closely related to each other which can be known from the following. Sociology receives help from Psychology. Psychology is a part of sociology hence without the help from Psychology Sociology can't understand itself fully and properly. There are many psychologists like Freud, MacDougal and others who have enrich

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Sociology in many respects. They opines that the whole social life could be reduced finally to psychological forces. Each and every social problems and social phenomenon must have a psychological basis for the solution of which sociology requires the help from psychology. A new branch of knowledge has developed with the combination of sociology and psychology which is known as social psychology. Similarly, psychology depends on Sociology to comprehend itself fully. Psychology also requires help from sociology in many cases. As human mind and personality is being influenced by social environment, culture, customs and traditions hence psychology take the help from Sociology to understand this. To understand human nature and behaviour properly psychology depends on sociology. There are many Psychological problems which must have a Social Cause. Psychology requires the help from Sociology to understand these social problems. A research in Sociology richly contributes to psychology. Contributions and theories of many Sociologists also are of great help to Psychologists. Thus Sociology and Psychology are mutually dependent on each other. One can't comprehend itself without the help from others. Besides there are some common area of study such as social disorganization, public opinion etc. which are being studied by both Sociologists and Psychologists. Social Psychology a branch of Psychology is developed with the combination of the two. In the words of Kretch and Crutchfield Social Psychology is the science of behaviour of the individuals in society.

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Social psychology is the study of social and cultural influences on the individual. It focuses on the behaviour of a single person and hence, differs from sociology, which is more concerned with relations among groups. However, there are areas of common interest such as socialisation, norms and values. Moreover, the influences of the group on the individual and of the individual on the group are also of interest to both social psychology and sociology. 2.5.1

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Differences : However, inspite of the mutual relationship and dependence both the sciences differ from each other in the following ways. (1) Sociology is a science of society but Psychology is a science of mind. (2) Scope of Sociology is wide whereas scope of Psychology is limited. (3) Society is the unit of study in sociology but individual is the unit of study in case of Psychology. NSOU ? PGSW-V 40 (4) Sociology studies social processes whereas Psychology studies mental processes. (5) Sociology studies and analyses human behavior from Sociological angle whereas psychology studies and analyses human behavior from Psychological angles. 2.6 Sociology and Anthropology Sociology is the mother of all social sciences. Hence it has close and intimate relationship with Anthropology. The relationship is so close that Anthropologists like A.L. Kroeber consider Sociology and Anthropology as twin sisters. They often appear as two names for the same subject. R. Reddfield recognizes the closeness between these two social sciences. Sociology is a science of society. It studies behavior of man in groups. The term Sociology has been derived from the Latin word 'Socius' means society, companion or association and the Greek word 'logos' means study or science. Hence Sociology is concerned with the association of human beings. It is a science that deals with social groups. Similarly the term Anthropology is derived from two Greek words 'anthropos' meaning man and 'logos' meaning study or science. Accordingly anthropology means study of man. As a science of man it deals with man, his works and behavior. Anthropology studies the biological and cultural development of man. Anthropology has a wide field of study which can be broadly divided into three main divisions such as physical anthropology. Archeology cultural anthropology and social anthropology. Physical anthropology studies bodily characteristics of early man and thereby try to understand both primitive and modern cultures. Archeology studies cultures of pre-historic period. This study facilitates sociologists to make a comparative study of present social structure. It is concerned with the early periods of human existence. It reconstructs the origin, spread and evolution of culture by examining the remains of the past societies. Social anthropology deals with the behaviour of man in social institutions. Social anthropology and sociology are one and the same. Evan Pritchard considers social anthropology as a branch of Sociology. 2.6.1 Mutual Help : However there exists a very close and intimate relationship between Sociology and Anthropology. Both contribute to the growth of others. Both are mutually related to each

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other. Of course Sociology studies society whereas anthropology studies man. But as man and society are mutually interrelated hence it is very difficult to distinguish two. However their close relationship can be known from the following. Anthropology contributes to the growth of Sociology. Without the help of anthropology the study of Sociology can't be complete. It is a part of Sociology. Anthropology provides knowledge about ancient societies. To have a comprehensive understanding of present society Sociology takes the help of anthropology. Contributions of many Anthropologists like R. Brown, Linton, Mead and Pritchard enriches sociological knowledge's. The origin of family, marriage, religion etc. can be better understood through anthropological knowledge. The concepts like cultural area, cultural traits, and cultural lag etc. sociology accept from anthropology. Sociology accepts the anthropological conclusion that 'racial superiority is not responsible for mental development.' Thus Sociology is greatly benefited by anthropological studies. Similarly, Sociology contributes richly towards the growth of anthropology. Anthropology accepts many concepts of Sociology. Research and contributions of many Sociologists like Emile Durkheim, Herbert Spencer is of great help to anthropology. Anthropologists greatly benefited by the Sociological researches. Ideas and conclusions of Sociology contributes to the research in anthropology. 2.7

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Sociology and Geography It has been realised from ancient times that Geography has a great impact on human society, the influences of geographical conditions on human society are predominant and that there is a close relationship between physical conditions and social phenomena. Geographical environment as defined by MacIver consists of those conditions that nature provides for man. It includes the earth surface with all its physical features and natural resources, the distribution of land and water, mountain and plains, minerals, plants and animals, the climate and all the cosmic forces, gravitational, electric, radiational that play upon the earth and affect the life of man. There is no denying the fact that there is a correspondence between physical conditions and modes of living e.g., inhabitants of tropical regions exhibit characteristic differences from those of temperate or of Arctic regions: the sea-farer is typically distinct

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from the inlanders. One can also observe the differences between the modes and exigencies of human life in mountains, in the plains and by the seaboard, in the desert and in the forest. Some of the thinkers have attributed a dominant role to Geography, regarding it as the primary determinant of wealth and health, the size or energy of populations, of their customs and social organisations, of their creeds and philosophies. The relationship between man's physical environment and his social life has led to a geographical school of Sociology. One of the pioneers of modern social geography was a Frenchman Le Play who in his important study of European workers had developed the thesis that locality determines work and thus has a great influence on the economic organisation of the family and this social institutions of the people. The emphasis of Le Play and his successors upon the relationship between the characteristics of the physical environment and social development has influenced the sociologists at other places also. The Regional School of American Sociology under the leadership of Howard W. Odum and his colleagues has been seeking the interaction between man's physical environment and man's social life. The writers of this school have thus added tremendously to our knowledge of the role of geography in man's development. They have made us aware of the inter-play between climate and topography and the various aspects of the physical environment on the one side and the political and economic, technological and cultural phenomena on the other. But we should not lay too much stress on geographical factors determining the social life in a particular region. It is not necessary that similar environments should produce similar cultures. We have even in primitive societies different occupations being followed by different people in the same regional setting. The geographical environments alone never explain the rise of a civilization. The growth of civilization changes and minimises the direct influence of local geographical conditions. Many of the occupations of the modern man have no relation to the geographical environments. As the social heritage grows the immediate geographical factors would assume a less determinant role in the interpretation of society. Man has assumed great control over natural factors so that the overall influence of geographical forces is no longer overpowering. The fact, however, remains that geography is a contributing, if not a determining, factor of human progress and, therefore, the relation between Sociology and Geography is intimate.

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Sociology and Ethics Ethics is the science of morality. It is concerned with the moral rightness and wrongness of human action. Ethics and Sociology are intimately related to each other. Man is a social being. He acquires moral standards notions of right and wrong as a member of a social group. In other words, it is the society which influences the mental and moral development of the individual and it is the individual who in return seeks to conform his actions to the moral standards of his social group. Thus the real significance of moral life lies amidst a social group or in society. Sociology is primarily concerned with the study of the social groups and it investigates into all aspects of human life—economic, political, religious, moral and cultural. Ethics throws light on the moral life of the primitive individuals and institutions. This provides a background of human conduct and may thus serve a good purpose for contrasting and comparing the moral conduct of the modern life with that of the primitive man. Further, the personal good of the individual must at the same time be in harmony with the general good of the society as a whole. It is here that both Sociology and Ethics come close to each other. This close relationship between the two has induced some ethical thinkers to regard Ethics as a branch of Sociology. Charles A. Ellwood rightly remarks, "It is the business of sociology to furnish a foundation for scientific ethics and on the other hand, it is the business of ethics to take the ethical implications which a scientific knowledge of human society affords, develop them, criticise and harmonize them. An ethics worked out upon the basis of the knowledge furnished by the sciences will make a larger use, therefore, of sociological knowledge than of any other form of scientific knowledge." But the two sciences also differ in some essential aspects. Firstly, Sociology is a positive science, while Ethics is a normative science. Sociology studies institutions, customs and manners as they are or have been while Ethics looks upon them as they ought to be. Secondly, Sociology studies men and their social relations collectively while Ethics studies men individually as moral agents of the society. Thirdly, Sociology is merely speculative and has no practical bearing on any field of social life. Ethics, on the other hand, has some practical bearing on our conduct.

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It seeks to formulate the rules of conduct which all people should observe. Fourthly, Sociology employs mainly historical

method in

the investigation of its problems. Ethics, on the other hand, seeks to explain human conduct with reference to an end or ideal. Finally, while Sociology is concerned- with the study of progress of social groups from the point of view of time, Ethics is concerned with the progress of society

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from the point of view of morality. 2.9 Sociology and Jurisprudence Jurisprudence is the science of law. It is concerned with the study of the entire body of legal principles. Jurisprudence and Sociology are intimately related to each other. Sociology is the study of man in society. Law controls and regulates actions of human beings in society and it is, therefore, a subject of great importance for the sociologists. There is, however, difference of approach of a sociologist and of a lawyer to the subject of law. A lawyer is concerned with the rules that men ought to obey; he is not interested in knowing how and to what extent these rules govern the behaviour of ordinary citizens. A sociologist, on the other hand, is interested in law as a social phenomenon. His chief concern is not with the rules themselves but with whether they are observed or not and in what way. A sociologist's study of law from this angle has been given title of Sociology of Law or Sociological Jurisprudence. Criminology and Penology are its important branches. Criminology is concerned with the systematic study of crime and criminal behaviour from the social point of view. Penology studies the effects of various penal systems of punishment and the efficacy of reform and rehabilitation schemes in changing criminal behaviour. 2.10

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Sociology and Biology Biology is the science of man's biological development, his sexual, anatomical and personal peculiarities. It tells us how man's body and mind evolved, how his system reacts to the outside world and what part his physical constitution plays in the overall build up of his whole being. NSOU ? PGSW-V 45 Sociology is the study of human interaction and inter-relation. According to N. G. Muller, "Our ideas of what sort of progress is possible or desirable for man must depend in part at least upon our views of his nature, his manner of origination, the method by which changes have occurred and can occur in him and the relation which he bears with the rest of nature." It is not possible to determine the modes and limits of man's social progress without being acquainted with his physical capacities and limitations. According to Mischa Titiev, "It is impossible to gain a full understanding of man's culture without knowing something of his biology." Darwinian Theory of evolution has been very useful in sociology. Spencer, a leading sociologist, explained his theory of the evolution of society on the principle of natural evolution. Human ecology is based upon biological ecology. Genetics, which is of major importance in Sociology, is an important branch of biology. In knowing the effects of heredity upon man's behaviour much help is sought from biology. Knowledge of biology is also essential for understanding the problems concerned with marriage and family. Sociology on its part inspires biology to search knowledge in new directions, for example, the need to limit the population has led to search for the means of birth control. However, biological principles should not be indiscriminately applied to sociology. In this regard Ginsberg writes, "Biological factors are clearly of importance to the students of society, since the unit of society is a living organism. Great confusion has, however, resulted from the too facile application of biological categories to social facts, and in particular, a tendency to overemphasize the purely racial factors in social evolution or change."

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Thus there exists a great deal of relationship between Sociology and Anthropology. Both study human society and both are concerned with all kinds of social groups like families, friends, tribes etc. Many of the ideas and concepts are used in both the discipline. Hence both are interrelated and interdependent. But in spite of the inter-relationship both differ from each other. Differences : (1) Sociology is a science of society whereas anthropology is a science of man and his behavior. (2) The scope of Sociology is very wide whereas the scope of Anthropology is very NSOU ? PGSW-V 46 limited. Because anthropology is a part of Sociology. (3) Sociology studies society as a whole whereas anthropology studies man as a part of society. (4) Sociology studies civilizations which are vast and dynamic on the other hand Anthropology studies cultures which are small and static. (5) Sociology studies modern, civilized and complex societies whereas Anthropology studies ancient and non-literate societies. (6) Sociology is concerned with social planning whereas anthropology is not concerned with social planning. On the basis of social planning sociology make suggestion for future but anthropology do not make any suggestion for future. (7) In the words of Kluckhohn, "The Sociological attitude has tended towards the Practical and Present, the anthropological towards pure understanding of the past." 2.11

Conclusion This unit gave us an idea about the relationship as well as the differences between the various branches of Social Sciences with Sociology. These could help us become familiar with so many social phenomenon & then work with lot of confidence & with a right approach.

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These branches of Legal Sociology have rendered great service to the law makers and law executors by adding to their knowledge how the laws actually work and how the crime can be effectively dealt with. Sociology has thus shed considerable light and understanding on the various problems that the society has to solve, particularly, from the point of view of Criminal Jurisprudence. Consequently Jurisprudence has assumed a new meaning that laws are to be made for men and the law makers and its executors are to take into consideration the human and the social aspect while making or executing it. 2.12

Exercise 1. What is the relationship of sociology with other discipline? Explain. -----

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----- 2. Write the differences between Sociology and Political Science? -

----- 3. Write the differences between Sociology and Geography? -----

----- 4. Establish the relationship between
Sociology & Jurisprudence. -----

----- 2.13 Reference <http://www.yourarticlelibrary.com/sociology/the-relationship->

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of-sociology-with-other-social- sciences/6248 <http://www.sociologydiscussion.com/sociology/relation-of-sociology-with-other-social-sciences/2188>

NSOU ? PGSW-V 48 Unit 3 ? Social Groups, Society, Community and Association : Meaning, importance in the concept of Social Work Structure 3.0 Objective 3.1 Introduction 3.2 Social group 3.3 Primary groups and Secondary groups 3.3.1 Primary Groups 3.3.2 Secondary Groups 3.3.3 Relationship between Primary and Secondary Groups 3.3.4 Differences and Similarities in Concepts 3.4 Society 3.5 Classification of Societies 3.6 Community 3.7 Associations 3.8 Institutions 3.9 Conclusion 3.10 Exercise 3.11 Reference 3.0 Objective In this unit we will learn about the Social group along with the concept of Society Community & Association and thus relate it with the discipline of

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Social work. 3.1 Introduction In this unit you will be introduced to the basic concepts used in sociology. Social work and sociology are related disciplines and social work borrows liberally from sociological NSOU ? PGSW-V 49 theory and

sociological concepts to understand social problems and society. Social Groups, Community, association

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are concepts that you will frequently come across in your theory as well as your field work. Therefore, it is important that you know these concepts and their usage at this stage itself. 3.2

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Social group Just as every human being is born in a society, everywhere, social life is lived in groups, whether large or small. The term 'group' is used in different ways. There might be a group, which is watching a game in progress, there might be a group of people crossing a street. In sociology, the group is viewed in a different way. It has already been mentioned that the basic interest of sociology is human social behaviour. This leads to a study of how people relate to each other or interact with each other.

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social group, therefore, would have to have the following : i) a group of persons (two or more); ii) a patterned interaction (i.e., there is a regularity in the social relations, based on shared beliefs, values and norms); and iii) the interaction is sustained over a period of time.

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groups are formed in order to satisfy some human needs. A basic need is survival and a family, which is an example of a group, enables us to meet this need. As individuals, it is not possible to fulfil all the needs. It is through the groups that the needs are met. We derive many satisfactions from living in groups and therefore, being a part of the group becomes important. The solidarity of a group is dependent upon the frequency of interaction and the emotional attachment. 3.3

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Primary groups and Secondary groups According to Horton and Hunt groups are described in many ways. Some define a group as a collection of individuals who live in close physical proximity. Other definition emphasizes the need for common characteristics among the members if a collection of individuals has to be called a group. Yet another set of definitions require the members to have common consciousness and regular interaction in order to be called a group. We will describe a collection of individuals as a group if it is marked by the following characteristics :

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A group should have a given number of individuals : One or two members cannot be called a group. Similarly a very large number of individuals cannot be called a group. It would be more appropriate to call it a community, crowd, mob or a society. You will learn about these concepts later. The group members should have regular interaction between themselves : Interaction between the members should be purposeful and considered as such by the members. Thus individuals waiting for a bus and having casual conversations cannot be called a group by these standards. Awareness about each other : The members are conscious about other members' behaviour, emotions, needs and their own behaviour is influenced by this consciousness. Members are aware of themselves being a unit : Group members see themselves as distinct from others. They acknowledge that their membership in the group makes them different from others. Common goals : A group, if it has to sustain itself has to have goals. Goals can be same for all members or in some cases goals can be different. It is also possible that the stated goals of the group may be different from the actual goals. A group may declare that its aim is to help the poor but members may join it primarily to meet and socialize with each other.

Primary Group Secondary Group Characteristics of Primary and Secondary It is small in size High level of intimacy among members relationship is very personal Interaction among members is very frequent and takes place on a face to face basis Members are accepted regardless of who they are it is more about what the members mean to each other It is usually Large in size Less intimacy among members relationships are usually impersonal and formal Less frequent interaction among members leading to limited contact with each other Members are accepted on the basis of what they can do for the group FAMILY GROUP OF FRIENDS AT SCHOOL CHURCH POLITICAL PARTY

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Common ideals and values : When the above conditions are met it is likely that as far as the group purpose is concerned, the members will have shared values. In matters not concerned with group, the members can have different views. For example, members of group dedicated to promoting wildlife photography will agree with each other on the importance of promoting such a cause. But, they may belong to different political parties and adhere to different ideologies. Established group patterns : Regular purposeful interactions give rise to group patterns. These interactions can be formal or informal depending on the nature of the groups. In case of formal interactions, rules, regulations and procedures are followed while in case of informal relations, there is spontaneity. 3.3.1 Primary Groups Primary groups are those groups whose members have face to face contacts, intimate, personal and non-formal relationship with each other. They have the following characteristics : Primary groups are of small size : The size of the group is important as in larger groups it is difficult for the member to have intimate contacts with everyone. Small groups allow qualitatively and quantitatively better interactions. Therefore, members have personal relationship with each other. Primary group members share common goals : Members of a primary group may have different characteristics. For example, a family may have an adult male and adult female and their children. Though they are different in many ways they share common goals, which they all think are important and contribute towards their happiness. Primary group offers its

members

a total experience : Total experience means that it affects the members in a number of ways. Individuals are accepted as total personalities. For example, the family is a primary group, which has face to face and intimate relationship. It is also a total relationship in the sense that members benefit in a number of ways. Children are given love and affections, provided with education and taken care of when there are sick etc. The husband and wife help each other in more than one way. Hence a very important part of the lives of the members is spent in the family. Peer groups are another example of primary groups. Primary group has relationship as an end in itself : Primary group members see the relationship as an end in itself. In other words, the relationship is valued for what it is NSOU ? PGSW-V 52 i.e. more than any specific benefit the members may get because of their membership. For example, if a man marries only because he wants somebody to cook for him then it cannot be called a 'genuine marriage'. Basic Social Concepts Primary groups generally have long life : Families and peer groups exist as long as the members of the group live. If any member dies or leaves the group the group itself ends. For example, if the father of the family dies, the group in its original form also come to an end. The surviving members may continue to act as group but roles and interaction patterns undergo a major change. It is, therefore, correct to call it a new group. Primary groups play an important role in determining the individual's personality : The family and the peer group are important agencies of socialisation. Both of them are primary groups and apart from the services they provide they also give the members emotional support and education. While other agencies of socialisation do play an important role, it is the unique experiences that the individual experience in the primary groups which becomes basis of his or her personality. Primary groups sometimes compete for individual loyalty : Primary groups seek high degree of loyalty from its members and in certain cases may advocate different values. In such a situation, the individual may be in a dilemma as to which group value to adopt. For example, a teenager's family may want the individual to dress conservatively while his peer group may want him to dress according to the latest fashion and style. This can lead to personality conflicts. Some sociologists have held that primary groups must have members living in close proximity with each other and having face-to-face relationships. But it need not be so as even when there is physical distance between the members, if they can still be emotionally close to each other and thus satisfy the criteria of the primary group. 3.3.2 Secondary Groups Secondary groups are generally larger than primary groups. Members in secondary groups have formal, impersonal, and need based relationship with each other. A secondary group has the following characteristics : Secondary groups have relatively large number of members : Secondary groups consist of many members who share common interests. Some secondary groups may have

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lesser number than a large joint family. But the manner in which they relate with each other is different, as we will see now. The members can also be spread over large distances. Now a days, there are secondary groups whose members are all around the globe. They interact through the web and conduct effective global campaigns without meeting each other face to face. Secondary groups have specific interests : While primary groups have relationship as an end in itself, in secondary groups, relations are maintained so that some other ends can be achieved. Members are also aware of this condition and as such, their emotional involvement is much less as compared to secondary groups. Secondary group has clear objectives : The aim of forming a secondary group is to attain some objectives which the members feel are important. In most cases, the objective is such that an individual cannot attain it alone. He/she needs the cooperation from others. A secondary group is conceptually closer to the concept of association. Secondary group members relate to each other formally : Since secondary members have specific objectives in mind there is no need for them to know each other intimately. There is no need of meeting each other face-to-face either. A common newsletter or a website as is the case now a days, is all that is needed to share information and pool resources. Once the objective is attained, the secondary group may end its existence. Secondary groups play an important role in furthering members' interest : In democratic societies like ours, there is a need for mobilizing people on the basis of common interests. People can influence decision making at different levels only if they organize themselves and make their voices heard. Secondary associations are used to articulate the demands of various groups. 3.3.3 Relationship between Primary and Secondary Groups Primary and secondary groups are related in more ways than one. Firstly, primary groups like family provide the secondary groups with members. They also prepare them to cooperate and interact with others. Some behavioural problems among individuals occur when families do not prepare their children to deal with the demands of secondary groups. Secondly, primary groups like sub-groups and cliques which are part of secondary groups play a vital role in their decision making process. Their influence on the performance

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of the secondary groups may be positive or negative depending on their intentions, their power and the power of those who may oppose them. Thirdly, primary groups within the secondary group give emotional support to the members. Most secondary groups cannot give its members a real sense of identity and nor can they give them individual attention. This can be seen in a college or even in the army and in such places, the primary groups of peers give support to the member. 3.3.4 Differences and Similarities in Concepts You have been introduced to the basic sociological concepts. You would have noticed that these concepts have some similarities and some differences. Any social group is seen as being more than sum total of its members and in that way comes to have a distinct life of its own. You should keep in mind that a sociologist's major interest is in the way human collectivities function as a whole and exercise their influence on the behaviour of the individuals. The difference between the various collectivities are due to the following factors: size of the group, that is, the number of members; geographical area over which the members are located; type of relationship between the members; relationship of the members to the collectivities; the nature of goals of the collectivities the duration of their life and finally collectivities, influence on The individual members. We shall differentiate the various concepts based on these factors as it will help in better understanding of the same. Size : The society is the largest collection of individuals. It consists of a number of communities, associations, institutions, primary groups and secondary groups. A community is always a part of the larger society. Associations and secondary groups are often smaller than a community. The primary group is the smallest social unit. Geographical location : The society is spread over the largest area, followed by the community and primary group. Associations and secondary groups may have members from a wide area but all people living in the area need not be members of the association. For example, everybody living in India is an Indian and every body living in a village is part of the village community. But a political party while having members from all over India cannot claim that all Indians are its members. Voluntary nature of membership : The above stated difference is due to the type of membership of the various collectivities. An individual becomes a member of a society

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and a community naturally, that is, by being physically present in the area and sharing essential characteristics. On the other hand an individual has to formally apply to be a member of an association or a secondary group. Nature of interaction : The interaction between the members is most frequent and intense in a primary group. Community, associations and secondary groups have less frequent and less intense interaction. Individuals are considered in their wholeness in a primary group while in a secondary group and association only a few aspects of the personality are taken into consideration. A political party is not concerned whether a member is healthy or educated as long as he or she performs useful work for the party. The primary group, however is concerned about many aspects of the personality and does not just keep in view the usefulness of the member. Goals of the collective : The goals of secondary groups and associations are specifics while the goals of the society and community are general and broad in nature. Primary groups have many gods and perform many functions for their members. The existence of primary groups is crucial for the continuance of other collectivities of social life. Relationship between the members and the larger whole : The loyalty and sense of identity the members feel in primary groups is greater than the feelings of identification among members in a community or a secondary group. In a society, these feelings are weaker still and more imagined than real. Duration of the collective : The duration of groups and collectivities varies. The family as primary group exists as long as the members are alive or do not leave. On the other hand, secondary groups, associations, community and society exist for long durations even as members die or leave. The persistence of these collectivities is irrespective of the presence and absence of any member or group of members. 3.4

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Society Before we understand these concepts, it is important that we clarify what a concept means. A concept is expressed in one or more words. Also concepts are abstractions, which mean that these are derived from experience and are mentally created. Once the scientific community accepts a concept, all those who use it accept the meaning assigned to it. For example, in everyday language a road means a way. NSOU ? PGSW-V 56 Sometimes there is need for further clarification of the concept. For example, a road can be a street, a pukka road or kachn one or even a highway. In scientific language also, we qualify concepts, when we want to say something more specific. For example, communities can be further classified into rural community, urban community and tribal community. In some cases, social scientist; do not agree with the meaning attached to a specific concept and after a debate among them, meanings attached to the concept undergo a change. According to Horton and Hunt, concepts are used for the following reasons. One, it enables scientific discussion to take place. Concepts help social scientists find common ground for initiating discussions on theories. Secondly. New knowledge is also created when concepts and theories are debated and its limitations are identified. Thirdly, concepts allow easy communication by 'reducing need for elaborate description. Otherwise, the communicator would have to explain the social phenomena every time he/ she has to use it. According to Horton and Hunt society is an organization of people whose associations are with one another. MacIver describes society as a web of relationships. There are a number of definitions of society. Most of them point to the following characteristics of society. Society involves mutual awareness : The first condition for calling a set of individuals a society is the awareness among them about each other. It is only when individuals are aware about the presence of others that they can form a social relationship. Society consists of social relationships : Any two individuals or

objects are

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said to be in relation with each other when there is mutual

interaction and

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when the actions of one effects the other. Thus in a society individuals are effected by the ways others behave. Society has values

and norms

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that guide these social relationships : Social relationships are guided and controlled by the values and norms of a society. Every individual has a specific role assigned to him / her by the society. The performance of these roles is guided by the values and norms of the society associated with the particular role. These values are taught to the individuals through the process of socialization. They become part of the individual personality. Apart from this, there are informal and formal agencies of social control which apply positive and negative sanctions on the individual for making

him / her

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conform to the societal values and norms. Society has general goals : Every society wants to perpetuate itself. Certain functions have to be performed if the society has to maintain itself and prevent its own NSOU ? PGSW-V 57 destruction. These are called functional prerequisites. Some of the most common functions identified are the following; common goals; common orientation towards environment.; communications; set of common values; reproduction and rearing of children, socializing the children, attaining food and other resources require\$ for its members' survival, protecting its members from natural and man-made disasters and specific ways to deal with conflicts and disagreements within the

members. The ways

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these functions are performed vary from society to society. Society has a number of complementary social processes : We find a variety of social processes and attributes in the society. We find instances of association, cooperation, competition

and

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conflict in society. Similarly we find that in many ways the members of society are alike and in many other ways they are different. There are groups and subgroups with these groups that have their respective dynamics. All these different social processes make up the society. Society has division of labour : One individual cannot perform all functions required to maintain a society. The work has to be divided among the members. The criteria by which the functions are divided among the members and its social consequences are important part of study for the sociologist. Division of labour can be based on sex, education, profession, ethnicity, caste or class. Division of labour depends on the level of complexity of the society. Society is more than the sum total of its members : The society influences individuals in many ways. It is the environment along with hereditary factors that determine the personality of the individual. Thus the society comes to have a force of its own by which it influences the members. This force is applied through social institutions like laws, religion and family. 3.5 Classification of Societies Sociologists have classified societies according to different criteria. Societies classified ort their geographical location : Examples of this classification are Western society, Indian society, Chinese society and so on. This kind of classification is used broadly like in western societies. It is felt for example that all societies in the west share certain common and significant characteristics. It can also be used narrowly when we

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want to refer to a regional group, for example we talk of Manipuri society or Rajasthani society. Societies classified on the basis of the language : Examples of this classification are Tamil society and Telugu society. Language is a medium which unites people and one of the modes by which the culture of the people is expressed. So language is sometimes used to distinguish societies from each other. Societies classified based on core values : Sometimes opinions regarding the nature of the society are based on essential core-values which the members adhere to. For example, Western society is considered modern, rational, individualistic and consumerist while Indian society is considered to be traditional, religious, group-oriented and spiritual. In most cases such classification is the result of stereotyping and labeling. It is based on insufficient and inaccurate information on the societies other than one's own. Social workers should be able to see how such images, often negative, about other societies, influence the behavior of members. Societies based on level of complexity of social life : Simple societies are those societies that have the following characteristics: small-sized with fewer members; relatively isolated from other societies-spatially, culturally and economically, means for obtaining food is hunting and gathering; low level of technology used in production of articles; division of labour is limited and based on age and sex; barter and gift taking and giving are the major ways for exchange of goods between the members; political system is based on heredity principle and traditional authority; group consciousness dominates individual consciousness and unity in the group is maintained by the likeness among the members. On the other hand, complex societies are based on the following characteristics: large numbers of members and, therefore; close relationship with other societies mainly due to advanced technology used in communication and transport; high level of technology used in producing all goods including foodstuffs; division of labour is highly diversified; market is the main form of exchange of goods while other forms of exchange like barter play a marginal role; political system is highly advanced with different competing interests; a large bureaucracy based on rational-legal values: individual consciousness and individual freedom is promoted; diversity in life-styles is encouraged and unity is based on interdependence of members. Societies based on its economic system : Sociologists influenced by Marxism maintain that economic factors have predominant influence on how the society is structured and how society functions. Based on these criteria societies are classified as capitalistic societies and socialistic societies. Both these societies are complex in nature, but in NSOU ? PGSW-V 59 capitalistic society, the forces of production (land, factories) are privately owned. Workers working in these factories are paid wages in exchange of the labour they contribute. Markets determine the costs of the goods and services that are produced. Private property-ownership and profit-making are encouraged. The state has no or minimal role in the economy of the country. In a socialistic society, all or significant part of the forces of production are owned by the state in different forms. The state uses its ownership of industries to influence the economy. Equally important is the role of planning in a socialistic economy The market is only allowed to have limited influence on the economy. The supply of goods and services are determined by the plan which the government prepares after assessing the needs and demands' of different sections of the society. The government through its policies tries to ensure that the differences in income between various sections of the society are not very large. After the collapse of the Socialist, bloc planning has lost much of its appeal for governments around the globe. Most countries have started giving significant role to market and private entrepreneurs in their economies. Nevertheless, it is also true that classical capitalist society no longer exists as all governments in the modern times play a significant role in the economy of the country. Societies based on the political system : Societies can be classified also on the basis of the nature of political system into democratic or authoritarian.. A democratic society has a state whose leaders are elected by popular vote. Regular elections are held to elect the leaders. Though free and fair elections are important, other conditions needed for democratic society are: freedom of association, freedom of speech, tolerance of different opinions, protection of minority rights, equality before law and respect for human rights. Authoritarian society neither allows dissent nor freedom of association. No other organization is allowed to challenge the authority of the state. Societies classified based on historical periods : Ancient societies, medieval societies and modern societies are some of the societies based on historical periods in which they existed. 3.6

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Community Like society, different sociologists have also defined 'community' differently. Horton and Hunt define a community as a local grouping within which people carry out a full round of life activities. Explaining it in greater detail they include the following characteristics.

NSOU ? PGSW-V 60 Community

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is a grouping of people : Community consists of a number of people living together and sharing a common life. They interact with each other frequently and purposefully. A fixed geographical area : This is an important characteristic of the community. A community has well-defined boundaries that are recognized by the members of the community as well as outsiders. To become a member of the community, one needs to have some relationship with the specific geographical area. In some cases, membership of the community can be had if one's parents belong to the specific community. Division of labour : In every group, many functions have to be performed, so that the group survives. No individual or group can do all these functions by themselves. There are also differences in the skill and aptitude of the individuals. These factors lead to division of labour and occupational specialization. Members are conscious of their unity and of belongingness to the community : Members are aware of their membership in a particular community. It affects their behaviour in many ways. They take pride in the achievements of their fellow-members and are concerned when undesirable things happen to them. Members act collectively in an organized manner to achieve common goals : Members live in a particular area and share common interests. Therefore, they can be easily organized to achieve common objectives. This, condition enables the practice of social work method-community organization. Also, many programmes are implemented because it is felt that the community as a whole will participate and benefit from the programme, for example, the community development programme. Common culture : Culture of any group develops as a result of group living. A common way of thinking about the different aspects of life develops and this is transmitted from one generation to other. Cultural influences from outside the group are accepted or rejected collectively by the group. As a result of common experiences, a common culture develops and regulates the group behaviour. Use of the Concept 'Community' The concept also helps in describing and differentiating existing communities. The most commonly used classification is to distinguish between urban community and rural community. Rural communities are characterized by the following attributes: strong community sentiment;

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importance of neighbourhood; relatively high incidence of extended families; predominance of primary relationships; majority of community members' occupations are related to the primary sectors like fishing, agriculture, hunting, etc; high degree of informal social control; greater degree of homogeneity. On the other hand urban community is defined as characterised by the following: weak community sentiments and lesser importance of neighbourhood; predominance of lower degree of informal social control; major occupations of the members are related to industry and services sector and heterogeneity. Further when the community is taken as a unit for action, it simplifies the formulation and implementation of programmes. Without delineating the boundaries of the community and understanding its structure it would be difficult to analyze the needs of the community. Limitations in the Use of the Concept 'Community' Though the concept is quite clear on paper, in real life its application is confusing due to these reasons. Firstly, no community seems to fulfill all the characteristics required to be termed as a community. Also, the distinctions between different types of communities are not clear. We find that characteristics that are attributed to the rural characteristics are also found in the urban areas and vice versa. Secondly, in some Indian villages, there is less or even no 'We feeling' among the members because the community is divided on the basis of caste. Thirdly, it is observed that when people say 'community' they seem to have in their minds only the male members of the community. In many village communities, women do not have a public voice and sometimes are not even seen. 3.7

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Associations Modern societies are characterized by presence of numerous associations. These associations are of different varieties, of different types, of different sizes and with different objectives. Maclver defines an association as 'an organization deliberately formed for the collective pursuit of some interest or set of interests, which its members share'. The following are the characteristics of associations : Associations are groups of individuals : Associations consist of a number of

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individuals who share common interest or common interests. They relate to

each other

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so that they can promote the group's interests. Attaining group interests will eventually mean that the individual member's interests are also promoted. Associations have objectives : These interests are specific and all the members are aware of these interests. In most cases, the objectives of the association will reveal those interests of the members, which it wants to pursue. Objectives are framed after taking into consideration the reality of the situation. The success and failure of the association depends on whether it attains its objectives or not. Association has formal rules and regulations : A small association may not have any formal rules as members may be functioning based on the personal relationship they have with each other. But if the association grows larger and its functioning becomes complex, then normal rules and regulations are formulated. Formal rules and regulations of the association determine how the members will act in specific situations. In many associations, these rules and procedures are written down. In your fieldwork agency you can request the officials to allow you to show the 'Memorandum of Association'. This document will show you the objectives of the agency, its mode of functioning and other relevant information. Membership is voluntary : Associations are product of modern societies. Membership is voluntary, that is, members join the association out of their own desire. The association can set standards for allowing members to join. Once the aspirant meets these standards he or she is allowed to join the association. Associations survive as long as it has members : Unlike families, associations survive even if the original members leave or expire. The only condition is that new members should join the association and replace those who're leaving. Associations and their relevance in modern society : Modern societies freely allow and even encourage the formation of the associations. Therefore, we find that there are associations that have serious objectives like influencing government policy and there are associations that want to promote bird watching. Tocqueville, a prominent social thinker, who studied the American society in the eighteen century, was the first to point out that associations promote democracy. Modern thinkers have agreed with these observations. Associations allow citizens to organize themselves, articulate their demands, thereby restricting the authority of the government. This prevents the government from accumulating all authority in itself at the cost of individual freedom. Two, associations allow for plurality

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of opinions. Associations also provide a number of services, which improve the quality of life of the people. In traditional society, individuals become part of the groups on the basis of their ascribed status. For example, medieval cities had merchant guilds whose membership was based on the caste of the individuals. In modern India, there is a proliferation of caste associations. These associations have characteristics of both traditional groups and modern associations. Its objectives are related to that of a

modern society

like influencing government policies and building educational institutions. However, membership is based on primordial considerations like caste and religion. So these associations cannot be called fully modern or fully traditional. However, they play a significant role in

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the lives of most Indians. 3.8 Institutions In everyday language, people use institutions to mean organizations. For example, college is called educational institution. But in sociology the concept 'institution' has a specific meaning. According to Maclver, institutions are 'established forms or conditions of procedures characteristics of group activity'. According to Horton and Hunt, an institution is a system of norms to achieve some .goal or activity that people feel is important, or more formally an organized cluster of folkways and mores centered around a major human activity. Institutions have the following characteristics. Institution emerges out of social interactions within a group : According to Sumner there are two types of institutions - crecive institutions and enacted institutions. Crescive institutions are those norms that emerge unconsciously in society. Its origin is unclear and cannot be dated. On the other hand, enacted institutions are consciously created for specific purposes. Modern day laws, which are rationally formulated, are an example of enacted institutions. Institutions are structural processes that control human behaviour : Any member of society is expected to follow the rules, regulations and usages prevalent in the society. These rules, regulations and usages can be informal or formal. If it is formal, then it is codified and in most cases will have an organization responsible to see that individuals

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follow these rules. For example: in Indian society, if a person wants to get married she can do so only under one of the Marriage Acts formulated by the government. There will be an agency for conducting marriage and to see that conditions needed for marriage are fulfilled. The male and female agree to perform the duties of husband and wife respectively. In cases of conflict between the partners, there are police and courts to deal with them. The totality of these processes can be called the institution of marriage in India. All institutions have roles and status : Every institution gives a particular role and status to the individuals involved in it. Role is a set of behaviour expected of an individual in particular social context. Status is the position of the individual in society. In an educational institution, for example, there are individuals who come to learn and are given the status of students, and the individuals who teach are given status of teachers. In

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role as a student he or she has to attend class, maintain discipline, obey the teachers and participate in the class discussions. In

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has to take classes, evaluate students' notebooks, control the students and follow the principal's instructions. Institutions operate through the means of roles. Institutional roles are learnt by socialization : Every institution prescribes specific roles for the particular individual. The different roles individuals perform are learnt through the process of socialization. Main agencies of socialization are family, educational institutions, peer group, state and religion. Institutions influence each other : There are many institutions in a society and they influence each other. For example, the school teaches the students how to behave like a good citizen. When they grow up they become good citizens who are aware of the laws and their responsibilities. At times various institutions give contradictory norms, which result in confusion in the individual. For example, feudalism and modern democracy co-exist in some parts of India, each of which makes opposing demands on the individual. Democracy advocates equality while feudalism advocates structured inequality. The major institutions which are the subject of the sociological study are political, economic, family, educational and religious. Other important institutions in society are bureaucracy , welfare institutions and military. Relationship* between an institution and organization : As mentioned in the start of the section, institutions and organizations are different conceptually. Institutions are recognized way of thinking while organizations are formal groups created to achieve

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specific objectives. At the same time they are related to each other as every organization has an institutional framework, which allows it to survive. 3.9

Conclusion To work efficiently, we must have a complete knowledge about the groups & community to know the sentiments & trycle of the people thus colse study of these societies will enhance our understanding about the system in a much better way. 3.10 Exercise

1. What is a social group? -----

2. What are the differences between primary and secondary groups? -----

3. What are the characteristics of a society? -----

4. What are the characteristics of a community? -----

NSOU ? PGSW-V 66 5. Write the characteristics of an institution? -----

3.11 Reference

<http://egyankosh.ac.in/bitstream/123456789/17113/1/Unit-1.pdf> http://content.inflibnet.ac.in/data-server/eacharya-documents/5717528c8ae36ce69422587d_INFIEP_304/63/ET/304-63-ET-V1-S1__file1.pdf

<http://egyankosh.ac.in/bitstream/123456789/41247/1/Unit-2.pdf> <http://egyankosh.ac.in/bitstream/123456789/17113/1/Unit-1.pdf>

NSOU ? PGSW-V 67 Unit 4 ? Social Structure : Meaning and Forms, Forms of society : Rural, Urban, Tribal Society Structure 4.0 Objective 4.1 Introduction 4.1.1 Concept/Definition 4.1.2 Elements 4.2 Types of Social Structure 4.3 Types of society 4.3.1 Preindustrial Societies 4.3.2 Industrial Society 4.4 Defining a complex society 4.5 Social Work with Rural Communities 4.6 Social Work with Urban Communities 4.7 Social Work with Tribal Communities 4.8 Conclusion 4.9 Exercise 4.10 Reference 4.0 Objective Society in a basic unit. It is of distinct nature & may be of various nature. In this unit we will learn about the social structure, & also get an idea about the former societies. 4.1 Introduction : Social Structure As individuals we all know a great deal about ourselves and about the societies in which we live. We have fairly good understanding of why we act as we do. Many of things that we do in our day-to-day lives, because we understand the social conventions involved. From the above discussion on socialization we have come to conclusion that there is social

NSOU ? PGSW-V 68 process of social ordering or discipline. The static pictures of social order are description of social structure. 4.1.1 Concept/Definition The social environments in which we exist do not just consist of random assortment of events or actions. There are underlying regulations, or patterning, in how people behave and in the relationships in which they stand with one another. It is these regulations to which the concept of social structure refers. To some degree it is helpful to picture the structural characteristics of societies as resembling the structure of building. But this metaphor can be applied to social structures strictly because, social structures are made up of human actions and relationships. We should understand human societies to be like buildings that are every moment being reconstructed by the very brick that compose them. The actions of all of us are influenced by the structural characteristics of the societies in which we are brought up and live; and at the same time, we recreate those structural characteristics in our actions. In short, Social structure is patterned social order as we observe it. You would be clearer about the concept as we proceed in this unit. 4.1.2 Elements Social structure refers to arrangement of social activities that are seen to exist over some period of time and that is believed to depict underlying patterns of social order. Social structure results from process that means they are not static. That means that Social structures are relatively bounded and stable occurrence of social order together with associated culture. To recapitulate from the concepts we talked at the beginning of this unit Social structure refers to the pattern of interrelations between individuals. Every society has a social structure, a complex of major institutions, groups, and arrangements, relating to status and power. Social structure is an arrangement of social activities that is seen to exist over some period of time and that is believed to depict underlying pattern of social order. 4.2 Types of Social Structure From the above discussion it is fairly clear there are different types of social structures in a society and each one of us a member of more than one social structure. Be it a family, economic structure, religious structure, political structure etc.

NSOU ? PGSW-V 69 i) Social Institutions We have seen above that social institution is a procedure, practice and an instrument, hence an ensemble of a variety of customs and habits accumulated over a period of time. Institutions are instruments and tools of human transactions. An institution is thus a stable cluster of norms, values and roles. ii) Family The family is an organized group based on a network of relationships. These relationships provide assignment of rights and duties between members. iii) Economic Institution Social institutions concerned with the management, production and distribution of human resources are referred to as economic institutions. Economic institutions have also been defined by Kingsley Davis, as those 'basic ideas', norms and statutes that govern the allocation of scarce goods in any society, whether society is primitive or civilized. The economic institutions thus govern the activities of the individuals with regards to production, distribution and consumption of goods and services in society. The property and the contract are the most fundamental economic institutions. The economic institutions that constitute the economic system are wages, the system of exchange and division of labour, the property and the contract. iv) Religious Institution Religion has existed throughout the history of human society. It is an important aspect of human social life. Religion has been defined as 'a belief in supernatural being', by the anthropologist E. B. Tylor. These beliefs are associated with emotional state of mind such as fear, awe, happiness, reverence etc. As regards, to the social structure, every religion involves its specific rituals such as playing, dancing, chanting, fasting and eating certain kinds of food and so on. Religious institutions have believed to have been evolved into an organized forms based on a system of beliefs and ritual practices. There are different forms of the communities of believers such as the church, the sect and the cult. Church is well-established organization, and has a bureaucratic structure with hierarchy of office bearers among the believers. Hinduism also has some organized body in important temples of the country and the body of persons entrusted with the responsibility of management of temples.

NSOU ? PGSW-V 70 As compared to well-established organized groups such as church, sects are smaller in size. They generally originate as remonstrate against the old established religion. It is initiated by a few and gradually others join it. The sect rejects the tenets of the conventional religion and attempts to convince people about the weaknesses of the traditional religion. Arya samaj is an example of sect of Hinduism. v) Educational Institution A child is born only as a biological being but soon becomes social being through socialization and education. Education is an effort of the senior people to transfer their knowledge to the younger members of the society. It is, therefore, also an institution that plays vital role in integrating an individual with his society and in maintaining the perpetuation of culture. Emile Durkheim, the French sociologist defines education as 'the influence exercised by the adult generation upon those who are not yet ready for adult life'.

He maintains that 'society can survive only if there exists among its members sufficient degree of homogeneity.

The homogeneity is perpetuated and reinforced by education. A child learns basic rules, regulations, norms and values of society through education. Sociologists mainly focus on the influence of social situations on the nature of education system and the role of education in social change. Durkheim argues that in complex industrial society, school serves important functions which the family or peer group may not be able to do. In the family or peer group, a person has to interact with his kin or with his friend, but in a society at large, one has to interact with a person who is neither a kin nor a friend. School teaches an individual to learn to cooperate with strangers. vi) State/Political Institutions According to Max Weber, State is the most fundamental institutions of a political system. The state means the institution which exercises the monopoly over the legitimate use of power within a given territory. It can use force to implement its policies. To exercise political power, state has sub institutions that are involved to implement its policies. The judiciary and the legislature are the instruments that cooperate in the distribution of power. The essential elements of the state are a population, a defined territory, a government and sovereignty. Legitimate power is NSOU ? PGSW-V 71 the most significant element of political institution. Political institutions are also defined as those holding monopoly in the exercise of legitimate force. The political system in the remote past were such that the political power of rulers were relatively unqualified but state which emerged after Enlightenment and Industrial Revolution was endowed with qualified power. 'The state' according to Max Weber, 'is a human community which successfully claim the monopoly of the legitimate use of physical force within a given territory'. The Constitution of a state/country defines the limits of power of the state and its different organs. The power is legitimate so long as presents the 'general will' of the people and is voluntarily accepted by them. There are three bases of legitimization of power and can be classified into three corresponding types of authority. The authorities are: the traditional authority, the charismatic authority, and the legal rational authority. The traditional authority is that which people obey by habit. They accept the power of someone simply because it has been done so in the past. For example, the tribal chief Charismatic authority is the second type. People also behave voluntarily under the influence of a person who possesses some extraordinary qualities. They obey the person due to their faith in and respect for him. The authority in the modern industrial society is legal rational type. This authority is formal and its privileges are limited and defined by law. The actual power lies not in the person but in the position he occupies. The administrative staffs of the state are an example of this category. This kind of authority is impersonal and rational in nature. 4.3 Types of society

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Hunting and gathering tribes, industrialized Japan, Americans each is a society terms, society refers to a group of people who live in a definable community and share the same culture. On a broader scale, society consists of the people and institutions around us, our shared beliefs, and our cultural ideas. Typically, more-advanced societies also share a political authority. Sociologist Gerhard Lenski (1924–) defined societies in terms of their technological sophistication. As a society advances, so does its use of technology. Societies with rudimentary technology depend on the fluctuations of their environments, while industrialized NSOU ? PGSW-V 72 societies have more control over the impact of their surroundings and thus develop different cultural features. This distinction is so important that sociologists generally classify societies along a spectrum of their level of industrialization—from preindustrial to industrial to post industrial. 4.3.1 Preindustrial Societies Before the Industrial Revolution and the widespread use of machines, societies were small, rural, and dependent largely on local resources. Economic production was limited to the amount of labor a human being could provide, and there were few specialized occupations. The very first occupation was that of hunter-gatherer. Hunter-Gatherer Hunter-gatherer societies demonstrate the strongest dependence on the environment of the various types of preindustrial societies. As the basic structure of human society until about 10,000–12,000 years ago, these groups were based around kinship or tribes. Hunter-gatherers relied on their surroundings for survival—they hunted wild animals and foraged for uncultivated plants for food. When resources became scarce, the group moved to a new area to find sustenance, meaning they were nomadic. These societies were common until several hundred years ago, but today only a few hundred remain in existence, such as indigenous Australian tribes sometimes referred to as “aborigines,” or the Bambuti, a group of pygmy hunter-gatherers residing in the Democratic Republic of Congo. Hunter-gatherer groups are quickly disappearing as the world’s population explodes. Pastoral Changing conditions and adaptations led some societies to rely on the domestication of animals where circumstances permitted. Roughly 7,500 years ago, human societies began to recognize their ability to tame and breed animals and to grow and cultivate their own plants. Pastoral societies, such as the Maasai villagers, rely on the domestication of animals as a resource for survival. Unlike earlier hunter-gatherers who depended entirely on existing resources to stay alive, pastoral groups were able to breed livestock for food, clothing, and transportation, and they created a surplus of goods. Herding, or pastoral, societies remained nomadic because they were forced to follow their animals to fresh feeding grounds. Around the time that pastoral societies emerged, specialized occupations began to develop, and societies commenced trading with local groups.

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Horticultural Around the same time that pastoral societies were on the rise, another type of society developed, based on the newly developed capacity for people to grow and cultivate plants. Previously, the depletion of a region's crops or water supply forced pastoral societies to relocate in search of food sources for their livestock. Horticultural societies formed in areas where rainfall and other conditions allowed them to grow stable crops. They were similar to hunter-gatherers in that they largely depended on the environment for survival, but since they didn't have to abandon their location to follow resources, they were able to start permanent settlements. This created more stability and more material goods and became the basis for the first revolution in human survival.

Agricultural While pastoral and horticultural societies used small, temporary tools such as digging sticks or hoes, agricultural societies relied on permanent tools for survival. Around 3000 B.C.E., an explosion of new technology known as the Agricultural Revolution made farming possible—and profitable. Farmers learned to rotate the types of crops grown on their fields and to reuse waste products such as fertilizer, which led to better harvests and bigger surpluses of food. New tools for digging and harvesting were made of metal, and this made them more effective and longer lasting. Human settlements grew into towns and cities, and particularly bountiful regions became centers of trade and commerce. This is also the age in which people had the time and comfort to engage in more contemplative and thoughtful activities, such as music, poetry, and philosophy. This period became referred to as the "dawn of civilization" by some because of the development of leisure and humanities. Craftspeople were able to support themselves through the production of creative, decorative, or thought-provoking aesthetic objects and writings. As resources became more plentiful, social classes became more divisive. Those who had more resources could afford better living and developed into a class of nobility. Difference in social standing between men and women increased. As cities expanded, ownership and preservation of resources became a pressing concern.

Feudal The ninth century gave rise to feudal societies. These societies contained a strict hierarchical system of power based around land ownership and protection. The nobility, known as lords, placed vassals in charge of pieces of land. In return for the resources that the land provided, vassals promised to fight for their lords.

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These individual pieces of land, known as fiefdoms, were cultivated by the lower class. In return for maintaining the land, peasants were guaranteed a place to live and protection from outside enemies. Power was handed down through family lines, with peasant families serving lords for generations and generations. Ultimately, the social and economic system of feudalism failed and was replaced by capitalism and the technological advances of the industrial era.

4.3.2 Industrial Society In the eighteenth century, Europe experienced a dramatic rise in technological invention, ushering in an era known as the Industrial Revolution. What made this period remarkable was the number of new inventions that influenced people's daily lives. Within a generation, tasks that had until this point required months of labor became achievable in a matter of days. Before the Industrial Revolution, work was largely person- or animal- based, and relied on human workers or horses to power mills and drive pumps. In 1782, James Watt and Matthew Boulton created a steam engine that could do the work of twelve horses by itself. Steam power began appearing everywhere. Instead of paying artisans to painstakingly spin wool and weave it into cloth, people turned to textile mills that produced fabric quickly at a better price and often with better quality. Rather than planting and harvesting fields by hand, farmers were able to purchase mechanical seeders and threshing machines that caused agricultural productivity to soar. Products such as paper and glass became available to the average person, and the quality and accessibility of education and health care soared. Gas lights allowed increased visibility in the dark, and towns and cities developed a nightlife. One of the results of increased productivity and technology was the rise of urban centers. Workers flocked to factories for jobs, and the populations of cities became increasingly diverse. The new generation became less preoccupied with maintaining family land and traditions and more focused on acquiring wealth and achieving upward mobility for themselves and their families. People wanted their children and their children's children to continue to rise to the top, and as capitalism increased, so did social mobility. It was during the eighteenth and nineteenth centuries of the Industrial Revolution that sociology was born. Life was changing quickly and the long-established traditions of the agricultural eras did not apply to life in the larger cities. Masses of people were moving to

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new environments and often found themselves faced with horrendous conditions of filth, overcrowding, and poverty. Social scientists emerged to study the relationship between the individual members of society and society as a whole. It was during this time that power moved from the hands of the aristocracy and "old money" to business-savvy newcomers who amassed fortunes in their lifetimes. Families such as the Rockefellers and the Vanderbilts became the new power players and used their influence in business to control aspects of government as well. Eventually, concerns over the exploitation of workers led to the formation of labor unions and laws that set mandatory conditions for employees. Although the introduction of new technology at the end of the nineteenth century ended the industrial age, much of our social structure and social ideas— like family, childhood, and time standardization—have a basis in industrial society.

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Postindustrial Society Information societies, sometimes known as postindustrial or digital societies, are a recent development. Unlike industrial societies that are rooted in the production of

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material goods, information societies are based on the production of information and services. Digital technology is the steam engine of information societies, and computer moguls such as Steve Jobs and Bill Gates are its John D. Rockefellers and Cornelius Vanderbilts. Since the economy of information societies is driven by knowledge and not material goods, power lies with those in charge of storing and distributing information. Members of a postindustrial society are likely to be employed as sellers of services—software programmers or business consultants, for example—instead of producers of goods. Social classes are divided by access to education, since without technical skills, people in an information society lack the means for success. 4.4

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Defining a complex society Technological advances from the stage of hunting and gathering to landing on the moon have given birth to a technologically advanced complex society in modern times. Described as 'complex societies', modern industrial nation-states are contrasted with the simple societies in various important ways: 1. larger territory and population membership; 2. greater occupational differentiation, and specialisation of work and social groups;

Farmer Services Industry Data- bases Working units Field data Climate data Automation I NTERNE T
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advanced technology for production of consumer items, building of houses, work places, etc; 4. greater co-ordination in the management of the complex society; 5. quick rate of change in terms of consumer goods, forms of education, and so on; 6. Faster modes of mass communication, such as, radio, TV, computers internet etc. 7. Initially it was technological advances that ushered in change. Huge markets sprang up, occupational opportunities and population increase created the nation- state. This is far more inclusive in organisation than anything in simple societies. 4.5

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Social Work with Rural Communities Features of the Rural Community ? In majority of the villages, the economy is based on agriculture. The life-cycle of a village community would centre on the specific nature of agriculture. Indian Agriculture is dependent on monsoons for most parts of the country, leading to a great degree of uncertainty. The labourers do not have work throughout the year, while the farmers are unsure of a good crop. This uncertainty would be reflected in the life of the people – long term planning to spend and save becomes difficult, affecting children's education, health and other long-term expenditures. ? The main occupations are cultivation and labour work. With the onset of monsoons, for tilling and ploughing the land, and during the harvesting season, the demand for labour goes up pushing up the wages. During the off- season, not only would the wages come down, but the families may also have to migrate in search of jobs. The cultivator, who is dependent on market prices, gains if the prices are high and vice-versa; with falling prices, he tends to loose. ? Compared to an urban community, the population of a village would be much smaller. Occupationally, and in terms of residence, people would be less mobile. In a rural community, occupations tend to be inherited—a cultivator's son would turn to farming, while children from a landless household would turn to labour work. Occupational changes are easier when a person migrates to an urban centre. Members of a rural community share similar cultural patterns, such as, the same language, religion, food habits, etc. Overall, a village has a great degree of homogeneity.

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The social structure of the village is based on the caste system and the traditional family structure. The primary ties would be important with a strong sense of belonging. A person's role and perceptions would emerge as an outcome of his position in the local society. There would be a fundamental acceptance of the normative and perceptual values of the group. Members of the same caste tend to stay close to each other in the village. Institutional Structures in a Rural Community Institutional structures refer to organisations with policies, programmes, finances and administrative hierarchy; and in the last fifty years, a number of them emerged undertaking different functions. Powerful castes and economic categories control them. They affect the life of the local community in various ways and it is necessary to understand how they work. They can be of three types: a) Governmental Organisations A number of departments of the state Government affect the life of the local community, such as the Revenue, Forest, Irrigation, Health, General Administration, Public Works Department, etc. The Government exercises direct control and takes all decision related to recruitment, working conditions, payment of salary, work allotment, supervision, etc. Then, there are autonomous organisations like the State Electricity Boards and the Police Department. b) Non-Governmental Organisations Local communities have a number of formal and informal organisations. They could be of different types—social, political, religious, etc., undertaking different functions in the community. Most villages may have one or two Mahila Mandals and a committee managing the affairs of the local shrine. Members of political parties tend to be more active than members of other organisations and could be mobilised for some of the social work issues. A major characteristic of NGOs is that the Government does not exercise direct control over them. c) Statutory and Public Institutions In the last half a century of development, a number of statutory organisations have emerged, such as, Panchayati Raj Institutions and co-operative organisations in the area of credit, agriculture processing and marketing, supply of agriculture inputs,

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etc. Milk co-operatives have been set in many rural areas. They are public bodies reflecting local interests with political overtones. Since the leadership emerges after fighting elections, these bodies have strong local roots. The most widespread of such organisation is the Panchayati Raj Institution, which works at the District (Zilla Parishad), Block (Panchayat Samiti) and the Village (Gram Panchayat and Gram Sabha) level. Each state has passed it's own legislation for the implementation of Panchayati Raj. In the area of rural banking, the National Bank for Agriculture and Rural Development has been set up under the NABARD Act, 1981, which is a Central legislation. Problems in a Rural Community The problems in a rural community can be understood in the following manner : a) Problems at the level of Individuals Family conflicts of various types will come under this category. The most common would be conflicts between the spouses or conflicts between two generations of the family members. These conflicts are more in the nature of value-conflicts, centered on one or two individuals in which the role of the human personality is important. b) Problems at the level of Groups The problems at the group level could be more in the nature of socio-economic conditions. These could be the problems of the aged, single parents, marginal farmers, landless households, illiterates, school drop-outs, teenagers, etc. c) Problems at the level of Communities The defining element here would be a section of population larger than a group being affected. This could be a large segment of the community or the whole community. At this level, there are implications on policies affecting the village community and the working of the local institutional structures. In terms of issues, it could be that of alcoholism, sanitation, health, violence, environmental degradation, drinking water, matters related to land and forest, problem of wages, infrastructural problems, problem of exploitation and oppression, below poverty line families etc. An important area of work could be the functioning of the Gram Panchayat and Gram Sabha. The Gram Sabha is supposed to be the base of the Panchayat Raj System and, in principle, exercises the maximum powers at the village level. All adult villagers constitute the Gram NSOU ? PGSW-V 80 Sabha and are supposed to meet four times a year to review the work done by the Gram Panchayat and make new plans to be implemented by the Gram Panchayat. In practice, this never happens and a small group controls and monopolises both the Gram Panchayat and the Gram Sabha. The identified problems have to be developed in the format of an 'Issue'. To implement this process, the following steps should be undertaken : 1. Identify the problem to be worked upon; 2. Decide on the target group – the quantitative dimension; 3. Operationalise the objectives, which could have both quantitative and qualitative dimensions; 4. Identify local institutional structures for collaborative work; 5. Decide on a line of action; 6. List out a few qualitative and quantitative indicators to evaluate the work done. Once these steps are undertaken, then the broad outline of the intervention measure is ready. Now, specific steps have to be decided upon, for which the following details of the proposed line of action would be helpful : ? What specific steps have to be taken? ? What resources are required for the proposed steps? ? From where the resources are to be obtained? ? Discussion with the personnel of the institutional structures on the nature of collaboration to be undertaken. 4.6 Social Work with Urban Communities Features of an Urban Community ? The occupational pattern of an urban community would be dominated by non- agricultural occupations. The working hours would be regulated and monetary compensation would be in the form of wages and salaries. A segment of the population would be linked to the formal economy where rules and regulations operate, and a greater element of economic security operates. There would also

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be provisions for social security measures in the form of old age pensions, savings schemes and provisions for taking loans. ? Low-Income households would be tied to the urban informal economy where economic insecurity is higher and the scope of rules and regulation is lower. The provision for social security measures is very poor in the urban informal economy. Generally, low-income households stay in slums, which are of two types. Those slums recognised by the municipal ? Authorities not only get civic facilities, but the residents become owner of their plot of land/house and become taxpayers. But non-recognised slums suffer from a double disability. Since they are not recognised by the municipal authorities, they are not eligible for civic amenities and could, at any time, be removed from their houses/sites. In addition, they cannot create an asset by improving the house-site. ? A portion of the urban community would be migrants. In smaller towns, the migration would be from the nearby villages, while in bigger towns and industrial cities, the migrants could be from far off places. The migrants would be coming with their own culture and, possibly, could be from a different linguistic group, caste group or religion. ? The population of urban communities would be large in size and also exhibit a great deal of heterogeneity. ? The social structure would see greater influence of secondary ties and the nuclear family. Geographic and occupational mobility in an urban community would be greater than in a rural community. ? Owing to influences from a variety of sources, a member of an urban community need not share the normative and perceptual values of his/her group of origin in its totality, and also, his sense of belonging to the group need not be very strong. Institutional Structures in an Urban Community Urban communities will see a wide variety of organisations as compared to rural communities. Part of the variety will be due to the heterogeneous nature of urban communities and partly because urban areas tend to be centres of industries and local administration. They impinge on the life of the local community in various ways and it is necessary to understand how they work. They can be of three types: a) Governmental Structures NSOU ? PGSW-V 82 A number of governmental departments undertake their functions, which are important in an urban community. The Department of Revenue, the General Administration Department, the Town Planning authorities, the Rationing Department, Department of Industries, etc., are some of the examples of government departments. b) Non-Governmental Structures Urban communities have a number of Non- Governmental organisations. Educational bodies, starting from the primary level till the highest level, would be seen in urban areas. The Chambers of Commerce, Merchant's Associations, religious bodies, social organisations, student organisations, women's group, etc. are some of the other common organisations. Commercial Institutions, such as industries and banks play an important role in urban setting. Political parties and social work organisations are other notable organisations in the urban communities. c) Statutory and Public Structures The most prominent public structure would be the municipality. In the field of cooperatives, many organisations are to be found – the most common would be co-operative housing societies and credit co-operative bodies. In many states, town planning is entrusted to statutory bodies. Problems in an Urban Community a) Problems at the Level of Individuals Family conflicts of various types will come under this category. The most common would be conflicts between the spouses or conflicts between two generations of the family members. These conflicts are more in the nature of value-conflicts and the focus is on one or two individuals, in which the human personality plays a role. Problems of children could become a separate area of work. Inter-generational conflicts are likely to be more common in urban families. b) Problems at the Level of Groups The problems at the group level could be more in the nature of socio-economic conditions. This could be the problems of the aged, single parents, unemployed, beggars, school drop-outs, destitute, orphans, victims of crime, juvenile delinquents, AIDS affected group, mentally ill patients, differently-able, etc. c) Problems at the Level of Communities The defining element here would be a section of population larger than a group being affected. This could be a large segment of the community or the whole NSOU ? PGSW-V 83 community. In terms of issues, it could be that of alcoholism, sanitation, health, violence, environmental degradation, drinking water, problem of wages, infrastructural problems, problem of exploitation and oppression, etc. The other issues could be of poverty and employment; getting the names of poor people included in the BPL list. The identified problems have to be developed in the format of an 'Issue'. To fulfill this process, the following steps should be undertaken : 1. Identify the problem to be worked upon; 2. Decide on the target group – the quantitative dimension; 3. Operationalise the objectives, which could have both quantitative and qualitative objectives; 4. Identify local Institutional structures for collaborative work; 5. Decide on a line of action; 6. List out a few qualitative and quantitative indicators to evaluate the work done. Once these steps are undertaken, then the broad outline of the intervention measure is ready. Now specific steps have to be decided upon, for which the following details of the proposed line of action would be helpful. 1. What specific steps have to be taken? 2. What resources are required for the proposed steps? 3. From where are the resources to be obtained? 4. Discussion with the personnel of the institutional structures on the nature of collaboration to be undertaken. 4.7 Social Work with Tribal Communities Features of a Tribal Community ? The problem of defining a tribe has long defied administrators, anthropologists and sociologists, all of whom have given different definitions. The International Labour Organisation (ILO) in its report of 1953 stated that, "there can be no standard, which can apply to all indigenous or aboriginal groups throughout the world" (Deogaonkar, 1994). NSOU ? PGSW-V 84 However, any group displaying the following characteristics can be treated as a tribe : a) A definite habitat and area. b) A unified social organisation based primarily on blood relationship (Consanguinity).

c)

A cultural homogeneity. d) A common scheme of deities and common ancestors.

e)

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A common dialect with a shared folk-lore. ? Under Article 366 of the Indian Constitution, the tribal community has been declared as Scheduled Tribes and it includes 212 tribes from 14 states. The President of India is empowered by Article 342 (i) To notify and specify any tribe/tribal community from any area as a 'Scheduled Tribe'. On such notification, the tribe so specified is added to the list of Scheduled Tribes in the Fifth Schedule and is, thus, entitled to all the Constitutional Safeguards and Protection. ? The constitution of India contains many provisions for the protection and welfare of the tribal population. Article 46 mentions that the state is committed to the welfare of the scheduled castes and Scheduled Tribes and their protection from all types of socio-economic exploitation. Article 275 provides for special grants for tribal welfare from the Government of India to some states and forms part of the Sixth Schedule. Article 164 makes it obligatory to appoint a Minister-in-Charge of Tribal Welfare in the states of Bihar, Madhya Pradesh and Orissa. Article 244 makes applicable the provisions of the Fifth Schedule to the administration and control of the Scheduled Areas and Scheduled Tribes. Jharkhand, Chhatisgarh and Orissa have the largest scheduled tribe population in our union followed by Maharashtra and Rajasthan. As per the 1991 Census, the scheduled tribes constitute 8.01 per cent of the total population of the country. ? According to Verrier Elwin, tribals can be classified into four categories. First, those still residing in forests and following old life-styles. Secondly, those staying in rural areas and dependent on agriculture. Thirdly, those who have migrated to urban areas and have taken up modern industrial occupations. NSOU ? PGSW-V 85 Fourthly, those who have been completely absorbed and become a part of the Indian mainstream. The well-known Indian sociologist Ghurye has a different scheme of classification. The first category comprises those who have struggled and attained a high position in Hindu society, such as Rajgond. Secondly, those who have become partially

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and thirdly, those who reside in forests and are opposed to outside culture. ? In terms of size, tribal communities are small. Traditionally, tribals were land- owners and in spite of the problem of landlessness, large sections of them still own land. ? Traditionally,

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were governed by notions of collective ownership of property including land and meeting many of their needs from the forest. Even today, tribals are less integrated with the market structures as compared to members of other communities. ? The status of women in tribal communities is better and they enjoy more decision-making powers. This is indicated from the fact that in olden times, a 'bride-price' had to be paid rather than 'dowry', as the case is with mainstream society. In the pre-British period, the tribals had an autonomous culture and were a nature loving community. Starting with the British period onwards, the tribal community is getting assimilated into the mainstream Indian society, but at the lower end of the society. This process is called acculturation, which "is the process by which a whole way of life is in a process of change under the influence of another culture. This cultural change may be slow or rapid, and in due course, it may lead to partial or even total assimilation with other cultures. Each tribal group may be at a different level" (Deogaonkar, 1994). Institutional Structures in a Tribal Community Traditional Institutions like the Ghotul, which helped in the socialisation of youth, is weakening, while modern structures are emerging. The Panchayati Raj System, Co- operative bodies, educational institutions and market structures are now slowly being formed in tribal areas. Many government departments, some of which have specialised in tribal affairs, are functioning among tribal communities. In many tribal areas, social work organisations, mostly NGOs, have made important contributions in the field of education and health.

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Problems in a Tribal Community Land Alienation A large section of tribals own land, which is cultivable. Starting from the British period, tradesmen, moneylenders and hardy farmers have entered tribal areas and unscrupulously grabbed the tribal lands. Thus, the tribals, who were traditional farmers became farm servants and in many cases bonded labour in their own land. Later on, legislation was passed to prohibit any land transaction between a tribal, and a non-tribal monetary or otherwise, which, to an extent, has checked the process. Forest and Tribals Since time immemorial, tribals have cohabited with nature and depended upon the forests for fuel, fodder and other necessities of life. By collecting minor forest produce, they could sell it to itinerant tradesmen or in nearby markets to buy necessary things from the market. Right from the British regime, these traditional rights, known as nistar rights, were accepted and given official recognition by the Government. The tribal use of the forest was purely for home-based consumption and the forest cover was preserved. The British period saw the beginning of commercial exploitation of forest, which continued in the post- Independence period as well. This process led not only to the abridgment of tribal rights over forest, but unscrupulous contractors, in nexus with bureaucrats, cut vast stretches of forest. The tribal access to forest was reduced and a right for limited use was granted, requiring permission from local forest officials necessitating bribes and harassment. Currently, there has been some change in the forest policy and moves have been taken to entrust the management of forest to local communities under the Joint-Forestry Management Schemes. Displacement A major problem which the tribal community is facing

is of them staying in remote areas, and

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the problem of displacement. In the post-Independence period, a number of projects were set up, which took away tribal lands and the forest where they were staying. The social movements from 1980s onwards have focussed on this problem and now a rehabilitation package is included, while implementing any big project. Apart from the difficulty of an adequate rehabilitation package and problems of proper implementation; there is the larger problem where a tribal loses land and is awarded a

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monetary compensation. She/He has problems in investing the compensation in a secure way or in buying an equivalent piece of land. When entire tribal communities are uprooted, then the loss is of a way of life for which no monetary compensation can suffice. Poverty and Unemployment The tribal way of life was based on 'use' and on a subsistence mode. Ownership of property, increasing production, saving and dealing with market forces was relatively unknown. The onset of modernization can be traced back to the British period. The growth of urbanization and industrialization, the emergence of modern education and new skills left the tribal community at a disadvantage. While the Old World was disintegrating, they were ill-equipped to deal with the demands of a modern age. Poverty and unemployment is rampant among the tribal community. In the last two decades, a small section of tribals has emerged, who are educated and have got good jobs. The socio-economic policies of the last few decades have led to the setting up of schools, hostels, scholarships being awarded, developmental projects, and a small stratum of tribals have taken the benefits of these programmes – they are educated and have got stable jobs in the public sector. But these changes have not taken place among a large number of tribals. A majority of poor tribals are either landless or are subsistence farmers. Owing to the poor spread of irrigation, farming in India is dependent on monsoons. Growing a single crop leaves the tribal farmer no surplus to build up some savings, while for half of the year, there are no jobs for the landless tribals. Language and Identity A majority of tribals are spread throughout the country, and in most places, do not enjoy a numerical majority. Perforce, they have to learn the language of the state to which they belong in addition to Hindi and English and in the process, the tribal language and scripts are dying. Along with the loss of their language is the loss of their way of life and the question of identity crisis. In some places, tribal movements have taken place to protest against their exploitation by outside forces and also to assert their tribal identity. One outcome of these processes has been the creation of the state of Jharkhand carved out of Bihar. Apart from the North- Eastern states, Jharkhand is the only state where the tribals form a numerical majority.

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

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To develop an understanding of the various dimensions of community, a framework of three subsystems has been presented. The economic subsystem deals with occupation, income, etc., while the political subsystem discusses the distribution of power in the community. The social subsystem studies the social and cultural life of the community. The three sub-systems are inter-related to each other. Political matters will have roots in economic issues and vice versa. All matters have a social context. The definitions, characteristics and the subsystems enable the learner to grasp the conceptual nature of the community, preparing them for the next stage, that is, the methodology of social work intervention. The intervention has been discussed in the context of urban, rural and tribal communities. Prior to the intervention measures information has to be gathered and an understanding has to be developed of each of the setting. To do this, we examine the main features, the institutional structures and the problems, which the community faces. An understanding of these three aspects would help us to go to the third stage, that is, to design effective and relevant intervention measures. To further the understanding, a few examples have been cited. 4.9

Exercise 1. What is a social structure? -----

NSOU ? PGSW-V 89 2. What are different types of society? -----

----- 3. What are the features of urban community? -----

----- 4. What are the features of tribal community? -----

----- 5. What are the features of rural community -----

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Unit 5 ? Economic Systems : Capitalism, Socialism, Mixed Economy and Welfare States Structure 5.0 Objective 5.1 Introduction 5.2 Capitalism 5.2.1 Merits of Capitalistic System 5.2.2 Demerits of Capitalistic System 5.3 Socialism and its features 5.3.1 Merits of Socialism 5.3.2 Demerits of Socialism 5.4 Mixed economy and its features 5.5 Welfare State 5.5.1 Features of Welfare State 5.5.2 Functions of Welfare State 5.5.3 Criticism of Welfare State 5.5.4 Is the concept of welfare states implemented effectively? 5.6 Conclusion 5.7 Exercise 5.8 Reference 5.0 Objective The learner would develop a clear concept about the various economic system. i.e. capitalism, socialism, mixed country & welfare states from this unit. 5.1 Introduction Our discussion in the first module of this course was too general and broad in nature to allow us understand the concept called economy. Therefore our task in the present module would be to look at the basics of economic systems in its ramification and

NSOU ? PGSW-V 92 applicability. An economic system is a system of production, resource allocation, exchange, and distribution of goods and services in a society or a given geographic area. It includes the combination of the various institutions, agencies, entities, decision-making processes, and patterns of consumption that comprise the economic structure of a given community. As such, an economic system is a type of social system. For the above reasons, we shall familiarize ourselves with the classifications of the economy based on the ownership of resources, decision making and then make comparisons of the economic system. It is therefore intended to pay proper attention to the explanations and discussions in this module and this unit. 5.2 Capitalism Capitalism is often defined as an economic system where private actors are allowed to own and control the use of property in accord with their own interests, and where the invisible hand of the pricing mechanism coordinates supply and demand in markets in a way that is automatically in the best interests of society. Government, in this perspective, is often described as responsible for peace, justice, and tolerable taxes. Capitalism is a system of governance for economic affairs that has emerged in different settings and continues to evolve over time. As a consequence it evades simple definition. The Macmillan Dictionary of Modern Economics defines capitalism as a: Political, social, and economic system in which property, including capital assets, is owned and controlled for the most part by private persons. Capitalism contrasts with an earlier economic system, feudalism, in that it is characterized by the purchase of labor for money wages as opposed to the direct labor obtained through custom, duty or command in feudalism. Under capitalism, the price mechanism is used as a signaling system which allocates resources between uses. The extent to which the price mechanism is used, the degree of competitiveness in markets, and the level of government intervention distinguish exact forms of capitalism. Capitalism is the private controlled and ownership of factors of production. It is an economic system where private individuals controls the economic resources of the economy. It stands in direct contrast to government-controlled economies, where production and prices are set by a central decision-making body. Economist Adam Smith famously compared free markets to an invisible hand pushing producers toward goods and services for which there is greatest need. In a capitalist market economy, decision-making and NSOU ? PGSW-V 93 investment is determined by the owners of the factors of production in financial and capital markets, and prices and the distribution of goods are mainly determined by competition in the market. Economists, political economists, and historians have adopted different perspectives in their analyses of capitalism and have recognized various forms of it in practice. These include laissez-faire or free market capitalism, welfare capitalism, and state capitalism. Capitalism has existed under many forms of government, in many different times, places, and cultures. Following the decline of mercantilism, mixed capitalist systems became dominant in the Western world and continue to spread. The question now is how does capitalism emerged? However, history tells us that early Islam promulgated capitalist economic policies, which migrated to Europe through trade partners from cities such as Venice. The 16th, 17th and 18th centuries witness the era of feudalism that is economic system of land ownership, mercantilism that is trade profits economic system and industrial revolution era which culminated into people owning and determining their production by themselves in England and later spread to some part of Europe and the USA. 5.2.1 Merits of Capitalistic System : The main merits of this system are : (i) Economic Freedom : The foremost advantage of this system is that everybody enjoys' economic freedom as one can spend one's income according to one's wishes. Producers have complete freedom to invest in any business or trade. (ii) Automatic Working : Another advantage according to classical economists is an automatic system. Equilibrium point is automatically come with the forces of demand and supply. (iii) Variety of Goods and Services : All the basic decisions of

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what to produce, how to produce and for whom to produce are taken by

producers. Every producer gives attention to consumers' taste and preferences. Hence, there are large variety of goods and services; produced in the economy.

NSOU ? PGSW-V 94 (iv) Optimum Use of Resources : All natural resources are used to their optimum level as production is undertaken with a sole purpose: of earning profit and no scope for wastages at all. (v) Efficient Producer : There is very tough competition among entrepreneurs. They are always encouraged to produce best quality of products. Thus, technical development will lead to increase in higher productivity as well as efficiency. (vi) Higher Standard of Living : Varieties of goods at cheap rates make it easy to be within the reach of poor and weaker sections of society. This results in rise in their standard of living. (vii) Incentive to efficient : In this system, incentives are given to the efficient workers in cash or kind. This means every worker should get reward according to his ability. Hence, workers will try to work more and more, therefore, total output will also increase. (viii) New Inventions : In this type of economy, there is ample scope of new invention. To get more profit every producer takes initiative to develop new techniques in production.

5.2.2 Demerits of Capitalistic System : According to Karl Marx, "Capitalism contains the seeds of its own destruction." The main demerits of this system are given below : (i) Labour Exploitation : The main defect of capitalism is the exploitation of labour. Labourers get less wages in comparison to their working hours. The wages less than their marginal productivity are not sufficient for their livelihood. (ii) Class Struggle : A lion's share of income and resources is controlled by the upper sections of the society, while others remain deprived of the basic amenities of life. Thus, the entire society is divided between 'haves and 'have not's. Hence, the continuous class struggle spoils the health environment of the economy. (iii) Wasteful Competition : Capitalism is a wasteful competition. A lot of money is spent on advertisement and

NSOU ? PGSW-V 95 publicity for pushing the sale of the commodity. Its burden ultimately is borne by the poor consumers in the form of increased price. (iv) Threat of Over-Production : The production is made on a large scale which cannot be changed in a short period. Therefore, under capitalism, fear of over-production always exists. The Great Depression of 1930s in USA is an example of it. (v) Economic Fluctuations : Being automatic in nature, capitalist economy always faces the problem of economic fluctuations and unemployment. This means the state of instability and uncertainty, (vi) Unbalanced Growth : All the resources are put only to those channels where there is maximum profit. Other sectors of the economy are neglected. As there is no check on the economic system, the growth is unbalanced in nature. (vii) No Welfare Activities : In capitalism, the sole motive is maximum profit, but not the public welfare. Variety of goods are produced according to market demand, not for any welfare activity. (viii) Monopoly Practices : This economic system has been criticized on the fact that it develops monopoly activities within the country.

5.3 Socialism and its features Socialism is an economic and political system based on public or collective ownership of the means of production. Socialism emphasizes equality rather than achievement, and values workers by the amount of time they put in rather than by the amount of value they produce. The decisions as to how much to produce, which methods of production to employ and for whom to produce are taken by the planning authority. That is why a socialist economy is also called a planned economy. It also makes individuals dependent on the state for everything from food to health care. A socialist economy is an economic organization in which the means of production are owned and regulated by the state. The

NSOU ? PGSW-V 96 production and distribution of goods and factors of production are done by the state under the direction of the planning commission. China, Vietnam, North Korea and Cuba are examples of modern-day socialist societies. Twentieth-century socialist governments were overthrown in Czechoslovakia, East Germany and the U.S.S.R. We shall now examine the features of socialism. The main features of this system are detailed below. (1) Public Ownership : A socialist economy is characterized by public ownership of the means of production and distribution. There is collective ownership whereby all mines, farms, factories, financial institutions, distributing agencies (internal and external trade, shops, stores, etc.), means of transport and communications, etc. are owned, controlled, and regulated by government departments and state corporations. A small private sector also exists in the form of small business units which are carried on in the villages by local artisans for local consumption. (2) Central Planning : A socialist economy is centrally planned which functions under the direction of a central planning authority. It lays down the various objectives and targets to be achieved during the plan period. Central economic planning means the making of major economic decisions of what and how much is to be produced, how, when and where it is to be produced, and to whom it is to be allocated for by the conscious decision of a determinate authority, on the basis of a comprehensive survey of the economic system as a whole. And the central planning authority organizes and utilizes the economic resources by deliberate direction and control of the economy for the purpose of achieving definite objectives and targets laid down in the plan during a specified period of time. (3) Definite Objectives : A socialist economy operates within definite socio-economic objectives. These objectives may concern aggregate demand, full employment, satisfaction of communal demand, allocation of factors of production, distribution of the national income, the amount of capital accumulation, economic development...and so forth. For achieving the various objectives laid down in the plan, priorities and bold targets are fixed covering all aspects of the economy. (4) Freedom of Consumption : Under socialism, consumers 'sovereignty implies that production in state owned industries is generally governed by the preferences of consumers, and the available commodities are distributed to the consumers at

NSOU ? PGSW-V 97 fixed prices through the state-run department stores. Consumers 'sovereignty under socialism is confined to the choice of socially useful commodities. (5) Equality of Income Distribution : In a socialist economy, there is great equality of income distribution as compared with a free market economy. The elimination of private ownership in the means of production, private capital accumulation, and profit motive under socialism prevent the amassing of large wealth in the hands of a few rich persons. The unearned incomes in the form of rent, interest and profit go to the state which utilizes them in providing free education, public health facilities, and social security to the masses. As far as wages and salaries are concerned, most modern socialists do not aim at complete and rigid equality. It is now generally understood that the maintenance offered choice of occupation implies wage differentials. (6) Planning and the Pricing Process : The pricing process under socialism does not operate freely but works under the control and regulation of the central planning authority. There are administered prices which are fixed by the central planning authority. There are also the market prices at which consumer goods are sold. There are also the accountings prices on the basis of which the managers decide about the production of consumer goods and investment goods, and also about the choice of production methods. In view of the above features, there is need for us to also look at the merits and demerits of socialism. The following are the advantages of socialism as advanced by Prof, Schumpeter. 5.3.1 Merits of Socialism : (1) Greater Economic Efficiency : Economic efficiency under socialism is greater than under capitalism. The means of production are controlled and regulated by the central planning authority towards chosen ends. The central planning authority makes an exhaustive survey of resources and utilizes them in the most efficient manner. Economic efficiency is also achieved by utilizing resources in producing socially useful goods and services which satisfy the basic wants of the people, like cheap food, cloth, and housing. (2) Greater Welfare due to Less Inequality of Income : In a socialist economy there is less inequality of income as compared with a capitalist economy because of the absence of private ownership of the means of production, private capital

NSOU ? PGSW-V 98 accumulation, and private profit. All citizens work for the welfare of the state and each is paid his remuneration according to his ability, education and training. All rents, interests and profits from various sources go to the state which spends them for public welfare in providing free education, cheap and congenial housing, free public health amenities, and social security to the people. (3) Absence of Monopolistic Practices : Another advantage of socialism is that it is free from monopolistic practices to be found in a capitalist society. Since under socialism all means of production are owned by the state, both competition and monopoly are eliminated. The exploitation by the monopolistic is absent. Instead of private monopoly, there is the state monopoly of the productive system but this is operated for the welfare of the people. In the state-owned factories, socially useful commodities are produced which are of high quality and are also reasonably priced. (4) Absence of Business Fluctuations : A socialist economy is free from business fluctuations. There is economic stability because

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production and consumption of goods and services are regulated by the

central planning authority in accordance with the objectives, targets and priorities of the plan. Thus there is neither overproduction nor unemployment. 5.3.2 Demerits of Socialism : A socialist economy has also certain disadvantages : 1.

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Loss of Consumers' Sovereignty : There is loss of consumers 'sovereignty in a socialist economy. Consumers do not have the freedom to buy whatever commodities they want.

They can consume only those commodities which are available in department stores.

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Often the quantities which they can buy are fixed by the state. 2. No Freedom of Occupation : There is also no freedom of occupation in such a society. Every person is provided job by the state. But he cannot leave or change it. Even the place of work is allotted by the state. All occupational movements are sanctioned by the state. 3. Misallocation of Resources :

Under socialism, there is arbitrary

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allocation of resources. The central planning authority often commits mistakes in resource allocation because the entire work is done on trial and error basis.

NSOU ? PGSW-V 99 4. Bureaucracy : A socialist economy is said to be a bureaucratic economy. It is operated like a machine. So it does not provide the necessary initiative to the people to work hard. People work due to the fear of higher authorities and not for any personal gain or self-interest. There is no doubt that a socialist economy is better than a capitalist economy because of its overwhelming merits. But it is disliked for the loss of political, economic and personal freedoms. 5.4 Mixed economy and its features A mixed economy is variously defined as an economic system consisting of a mixture of Markets and economic planning, public ownership and private ownership, or free markets and economic interventionism. However, in most cases, "mixed economy" refers to market economies with strong regulatory oversight and governmental provision of public goods, although some mixed economies also feature a number of state-run enterprises. In general the mixed economy is characterized by the private ownership of the means of production, the dominance of markets for economic coordination, with profit-seeking enterprise and the accumulation of capital remaining the fundamental driving force behind economic activity. But unlike a free-market economy, the government would wield indirect macroeconomic influence over the economy through fiscal and monetary policies designed to counteract economic downturns and capitalism's tendency toward financial crises, unemployment, and growing income and wealth disparities, along with playing a role in interventions that promote social welfare. Subsequently, some mixed economies have expanded in scope to include a role for indicative economic planning and or large public enterprise sectors.

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There is mixture of private and public ownership of the means of production and distribution. Some decisions are taken by households and firms and some by the planning authority. All developing countries like India

and Nigeria are mixed economies. We shall now look at the features of mixed economy : 1. Public Sector : The public sector is under the control and direction of the state. All decisions regarding what, how and for whom to produce are taken by the state. Public utilities, such as rail construction, road building, canals, power supply, means of communication, etc., are included in the public sector projects. They are operated for public welfare and not for profit motive. The public sector also operates basic, heavy, and strategic and defense production industries which

NSOU ? PGSW-V 100 require large investment and have long gestation period. But they earn profits like private industries which are utilized for capital formation. 2. Private Sector : There is a private sector in which production and distribution of goods and services are done by private enterprises. This sector operates in farming, plantations, mines, internal and external trade, and in the manufacture of consumer goods and some capital goods. This sector operates under state regulations in the interest of public welfare. In certain fields of production, both public and private sectors operate in a competitive spirit. This is again in the interest of the society. 3. Joint Sector : A mixed economy also has a joint sector which is run jointly by the state i.e public and private enterprises. It is organized on the basis of a joint stock company where the majority shares are held by the state. 4. Cooperative Sector : Under a mixed economy, a sector is formed on cooperative principles. The state provides financial assistance to the people for organizing cooperative societies, usually in dairying, storage, processing, farming, and purchase of consumer goods. 5. Freedom and Control : A mixed economy possesses the freedom to hold private property, to earn profit, to consume, produce and distribute, and to have any occupation. But if these freedoms adversely affect public welfare, they are regulated and controlled by the state. 6. Economic Planning : There is a central planning authority in a mixed economy. A mixed economy operates on the basis of some economic plan. All sectors of the economy function according to the objectives, priorities and targets laid down in the plan. In order to fulfill them, the state regulates the economy through various monetary, fiscal and direct control measures. The aim is to check the evils of the price mechanism. 7. Social Welfare : The principal aim of a mixed economy is to maximize social welfare. This feature incorporates the merits of socialism and avoids the demerits of capitalism. To remove inequalities of income and wealth, and unemployment and poverty, such socially useful measures as social security, public works, etc. are adopted to help the poor. On the other hand, restrictions are placed on the concentration of monopoly and economic power in the hands of the rich through various fiscal and direct control measures.

NSOU ? PGSW-V 101 We shall again consider the merits and demerits of mixed economic system Merits of Mixed Economy are : (1) It has best allocation of resources (2) There is a general balance between the public sector and the private sector (4) There is presence of Social security (5) There is freedom criticism by the citizen Demerits of Mixed Economy are A mixed economy also has certain defects which are stated below : (1) Non-Cooperation between the Two Sectors (2) Inefficient Public Sector (3) Economic Fluctuations is inevitable (4) Decision making can be hampered or delayed (5) Resources may not be evenly distributed Therefore, let it be known to you that a mixed economy contains all the features of a welfare state. There is no exploitation either by the capitalists as under a free enterprise economy or by the state as under a socialist economy. The United States, Nigeria and India are said to have a mixed economic system because privately owned businesses and government both play important roles in the economy. 5.5 Welfare State A welfare state is a state that is committed to providing basic economic security for its citizens by protecting them from market risks associated with old age, unemployment, accidents, and sickness. The term 'welfare state' first emerged in the UK during World War II. It has since been used much more broadly to describe systems of social welfare that have developed since the nineteenth century. Welfare state studies have sought to create typologies that group countries into categories based on variations in the role that state, market, and family play in ensuring well-being. A second line of research has sought to account for welfare state development and variation, by examining economic, political, institutional, and ideological factors. These studies are broadly cross-disciplinary. Contemporary research examines welfare state restructuring as economic globalization, and changes in the family and gender roles have placed new pressures on welfare states. Welfare state, concept of government in which the state or a well-established network of social institutions

plays a key role in the protection and promotion of the economic and social well-being of citizens. It is based on the principles of equality of opportunity, equitable distribution of wealth, and public responsibility for those unable to avail themselves of the minimal provisions for a good life. The general term may cover a variety of forms of economic and social organization.

NSOU ? PGSW-V 102 A fundamental feature of the welfare state is social insurance, a provision common to most advanced industrialized countries (e.g., National Insurance in the United Kingdom and Social Security in the United States). Such insurance is usually financed by compulsory contributions and is intended to provide benefits to persons and families during periods of greatest need. It is widely recognized, however, that in practice the cash benefits fall considerably short of the levels intended by the designers of the plans. The welfare state also usually includes public provision of basic education, health services, and housing (in some cases at low cost or without charge). In these respects the welfare state is considerably more extensive in western European countries than in the United States, featuring in many cases comprehensive health coverage and provision of state-subsidized tertiary education. Antipoverty programs and the system of personal taxation may also be regarded as aspects of the welfare state. Personal taxation falls into this category insofar as its progressivity is used to achieve greater justice in income distribution (rather than merely to raise revenue) and also insofar as it is used to finance social insurance payments and other benefits not completely financed by compulsory contributions. In socialist countries the welfare state also covers employment and administration of consumer prices.

5.5.1 Features of Welfare State : The following are the basic features of the Welfare State :

1. A welfare state ensures social security. In a welfare state of economy, though the traits of capitalism are also seen, it is mainly a mixed economy. Even when a combination of capitalistic and socialistic features exists, the government plays a dominant role in controlling the economic activities and in the social welfare of the people.
2. A welfare state is socialistic in nature. It is based on the principles of equality and is keen to provide equal opportunity to all. It also aims to ensure equitable distribution of wealth.
3. It exercises control over all the economic activities. In a welfare state, all the private enterprises are regulated by the government.
4. It provides even the basic facilities to its citizens. Furnishing services to each and every individual is its duty. A welfare government is keen in providing economic

NSOU ? PGSW-V 103 and social services such as general education, public health, public transport, housing, and other financial assistance to its people.

5. It undertakes and runs various enterprises. Ownership and operation of industrial enterprises, business and other commercial activities are also done by welfare governments.
6. It ensures justice to all. In a welfare state, common man has to deal with the authorities for many of their needs. For example; administrative officers, controlling officers, sanctioning authorities, officers of social services, executives of public sector undertakings etc. In all such dealings, a welfare state has the responsibility to ensure justice and fulfillment of their requirements.
7. Planning of activities : Economic activities include production and distribution. It is the duty of the welfare state to formulate national policies and to plan every economic activity in a balanced manner. Industrial policy, trade policy, commercial and banking policy etc are framed in order to control those activities.
8. It is the function of a welfare state to regulate and control all private enterprises engaged in economic activities. Such control includes registration, licensing, taxation etc.
9. Welfare of labourers also comes under the purview of the duties of welfare state. They are bound to make legislations to prevent exploitation of workers, and to ensure the security and welfare of those who work in industrial enterprises, factories, companies and all other sectors of employment.
10. Emphasises the worth of man Welfare State emphasises the worth and dignity of the individual and helps and assist him to lead a respectable life in the society. It regards all individuals on an equal footing irrespective of their social and economic status.
11. Undertakes progressive measures Welfare State tries to implement progressive measures like land reforms, agricultural development, price control, public distribution system of essential commodities, provision of health, education, sanitation, communications etc.
12. Undertakes wide-range of Social Services Welfare State undertakes wide-range of social services for the betterment of its citizens. They include measures like eradication of untouchability, dowry, child

NSOU ? PGSW-V 104 marriage, sati, etc. It takes steps to abolish illiteracy, poverty and unemployment. It established schools, hospitals and other institutions to meet the needs of the people. It provides unemployment relief, maternity benefit, old-age and other social benefits.

5.5.2 Functions of Welfare State Welfare State undertakes numerous functions which are divided into A. Regulative B. Protective and C. Welfare functions

A. Regulative Functions These include :

- (i) maintaining law and order, (ii) promoting peace (iii) curbing anti- social elements and their activities, (iv) putting down communal, caste and class clashes, (v) checking exploitation of labourers by passing necessary legislation etc.

B. Protective Functions These include :

- (i) maintenance of internal order, (ii) protecting territorial integrity, (iii) maintenance of basic institutions, (iv) maintenance of sound net-work of postal system, transport and communication systems (v) regulation of trade, markets, weights and measures, (vi) prevention of theft, decoity and other criminal activities, (vii) conducting foreign relations with other countries, (viii) administering justice and punishing criminals, and (ix) safeguarding the country's territories sovereignty and independence against external attacks and invasions etc.

C. Welfare Functions These include :

- (i) eradicating the spread of contagious diseases like malaria, cholera etc. (ii) eradicating illiteracy by establishing educational institutions (iii) reducing the economic inequalities by taking steps for distribution of national income, (iv) providing employment opportunities to all qualified persons (v) improving the working conditions of the workers by fixing hours of work, compensation etc. (vi) creating healthy atmosphere in and outside industries. (vii) providing adequate social services such as unemployment benefits, disability benefits, maternity benefits etc. (viii) introducing jail reforms for speedy disposal of cases and reducing the cost of judicial litigation, (ix) introducing land reforms, (x) encouraging cottage and small-scale industries, (xi) undertaking Community Development Programmes, and (xii) checking social evils etc. In brief Welfare State provides full employment, social security, housing, health and education for all people.

NSOU ? PGSW-V 105 5.5.3 Criticism of Welfare State The principal problems in the administration of a welfare state are: determining the desirable level of provision of services by the state; ensuring that the system of personal benefits and contributions meets the needs of individuals and families while at the same time offering sufficient incentives for productive work; ensuring efficiency in the operation of state monopolies and bureaucracies; and the equitable provision of resources to finance the services over and above the contributions of direct beneficiaries. There are a few writers who criticized the idea of Welfare State on the following grounds : 1. Very expensive Welfare State, is an expensive state and is beyond the reach of poorer nations. Providing a wide range of social services involves a lot of expenditure. 2. Kills individual initiative and freedom It is said that Welfare State curbs the individual freedom, initiative and self-help. It retards moral development because it makes a man inferior and dependent on charity. It develops in him proper mentality. 3. Undue importance to Bureaucracy It is also argued that Welfare State gives undue importance to bureaucracy because it is bureaucracy which makes policies and implements them. 4. Leads to inefficiency It is pointed out that Welfare State undertakes too many functions which in turn results in administrative inefficiency and mismanagement of human and natural resources. 5. Retards the work of Association Finally, it is said that Welfare State regulates the work of voluntary organizations in the society. They are pushed back and the willingness to undertake social service activities on the part of the associations are undermined. Importance Most of the criticisms given above, are not correct. In order to make the Welfare State an ideal system, some steps have to be taken. They are : (1) Defining the objectives and laying down the means to achieve them; (2) Avoiding red-tapism (3) Periodic evolution of Welfare Schemes (4) Checking totalitarianism and (5) Encouraging voluntary associations etc., If the above measures are adopted the Welfare State may certainly become heaven of peace because it reconciles individual freedom with the authority of the state, brings NSOU ? PGSW-V 106 about a fair degree of equality of income among all people and recognizes the dignity and worth of the human beings. 5.5.4 Is the concept of welfare states implemented effectively? To a great extent, the concept of welfare states is effectively implemented by our democracies and this has helped governments in improving the scope for betterment of the citizens. But as in any other political policy, the concept of 'welfare states' too has loopholes and is contaminated by improper management and corruption. From the grass roots levels to the highest levels of the political system, the common man is compelled to bribe the officers in order to get his work done. From the critics' point of view, the functions of welfare states have made the citizens more lethargic and less hard working. Even then, in the present context, welfare states are effective in our democracies and it functions as a protector, dispenser of social services, industrial manager, economic controller and an arbitrator. From our discussion so far on the classification of the economy according to ownership of resources, we can conclude as follows : ? That

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capitalism is an economic system based on private ownership of the means of production and their operation for profit.

It is an economic system in which the free market alone controls the production of goods and services. ? That socialism is an economic and political system based on public or collective ownership of the means of production. It emphasizes the steps as to how much to produce, which methods of production to employ and for whom to produce are taken by the planning authority. ,h That communism, also known as a command system, is an economic system where the government owns most of the factors of production and decides the allocation of resources and what products and services will be provided. It is a political and economic ideology based on communal ownership and the absence of class. ? That mixed economy refers to market economies with strong regulatory oversight and governmental provision of public goods, although some mixed economies also feature a number of state run enterprises. 5.6 Conclusion In this unit, we have attempted to show the classification of the economy according to ownership of resources, covering Capitalism and its features, Socialism and its features, NSOU ? PGSW-V 107 Communism and its features and mixed economy and its features, showing their contributions to resources ownership in the economy and the countries that practice them. You have learnt that an economic system consists of the institutions and the method by which resources are allocated and products and services are distributed. Economic systems differ primarily in who owns the factors of production, how the allocation of resources is directed and the method used to direct economic activity and how the government participates in the economy. Your understanding of this unit should encourage you to be familiar more with the topics in this module as you read ahead against the next unit. 5.7 Exercise 1. Briefly explain your understanding of capitalisation as an economic system. 2. Explain the term socialism. Write down its salient feature. 3. What are the merits & demerits of Socialism. 4. What are the functions of a welfare state. 5. Is the concept of welfare state implemented effectively. Give your reassurance. 6. Give the Merit & demerit of capitalism. 5.8 Reference Economic Systems: Capitalism, Socialism, Mixed Economy and Welfare States. Economic Systems (Foundations of Modern Economics): Gregory Grossman Prentice Hall 1967. Comparative Economic Systems: Paul R Gregory and Robert C. Stuart Second Edition Houghton Mifflin Company Boston. Dynamics of the mixed economy: Sanford Ikeda Routledge 1997. Comparative Economics in a Transforming World Economy: J. Barkley Rosser, Jr. Marina V. Rosser The MIT Press Cambridge, Massachusetts London, England 2004. Capitalism: A Very Short Introduction James Fulcher Oxford University Press, USA 2004. The Socialist System: The Political Economy of Communism Janos Kornai Clarendon Press Oxford 2007. Welfare States and the Future: Edited by B. Vivekanandan and Nimmi Kurian Palgrave Macmillan 2005.

NSOU ? PGSW-V 108 Unit 6 ? Factors & Models of Economic Growth Structure 6.0 Objective 6.1 Introduction 6.1.2 Comparing Recent Growth Rates 6.1.3 Growth Calculation 6.2 Growth Rates 6.2.1 Factors of Economic Growth 6.2.2 Explaining Growth in Productivity 6.3 What about Natural Resources? 6.4 Institutions 6.5 Models of Economic growth 6.5.1 Beyond Harrod–Domar : Other considerations 6.5.2 The Solow model 6.6 Conclusion 6.7 Exercise 6.8 Reference 6.0 Objective The learner would understand the term Economic Growth. They will also get to know about the various factors which leads to Economic growth and also learn about the Models Economic growth. 6.1 Introduction The key statistic used to track economic growth is real GDP per capita—real GDP divided by the population size. GDP measures the total value of an economy’s production of final goods and services as well as the income earned in that economy in a given year. Gross Domestic Product measures the monetary value of final goods & service, that is bought by the final users.

NSOU ? PGSW-V 109 We use real GDP because we want to separate changes in the quantity of goods and services from the effects of a rising price level. We focus on real GDP per capita because we want to isolate the effect of changes in the population. For example, other things equal, an increase in the population lowers the standard of living for the average person—there are now more people to share a given amount of real GDP. An increase in real GDP that only matches an increase in population leaves the average standard of living unchanged. Although growth in real GDP per capita should not be a policy goal in and of itself, it does serve as a very useful summary measure of a country’s economic progress over time. Figure 1 shows real GDP per capita for the United States, India, and China, measured in 1990 dollars, from 1900 to 2010. The vertical axis is drawn on a logarithmic scale so that equal percent changes in real GDP per capita across countries are the same size in the graph. India achieved independence from Great Britain in 1947, becoming the world’s most populous democracy—a status it has maintained to this day. For more than three decades after independence, however, this happy political story was partly overshadowed by economic disappointment. Despite ambitious economic development plans, India’s performance was consistently sluggish. In 1980, India’s real GDP per capita was only about 50% higher than it had been in 1947. The gap between Indian living standards and those in wealthy countries like the United States had been growing rather than shrinking. Since then, however, India has done much better. As Figure 2 shows, real GDP per capita has grown at an average rate of 4.3% a year, more than tripling between 1980 and 2013. India now has a large and rapidly growing middle class.

NSOU ? PGSW-V 110 6.1.2 Comparing Recent Growth Rates The average annual rate of growth of real GDP per capita from 1980 to 2013 is shown here for selected countries. China and, to a lesser extent, India and Ireland achieved impressive growth. The United States and France had moderate growth. Once considered an economically advanced country, Argentina had more sluggish growth. Still others, such as Zimbabwe, slid backward. What went right in India after 1980? Many economists point to policy reforms. For decades after independence, India had a tightly controlled, highly regulated economy. Today, things are very different: a series of reforms opened the economy to international trade and freed up domestic competition. Some economists, however, argue that this can’t be the main story because the big policy reforms weren’t adopted until 1991, yet growth accelerated around 1980. Regardless of the explanation, India’s economic rise has transformed it into a major new economic power—and allowed hundreds of millions of people to have a much better life, better than their grandparents could have dreamed. The big question now is whether this growth can continue. Skeptics argue that there are important bottlenecks in the Indian economy that may constrain future growth. They point in particular to the still low education level of much of India’s population and inadequate infrastructure—that is, the poor quality and limited capacity of the country’s roads, railroads, power supplies, and health and sanitation infrastructure. Pollution is a

NSOU ? PGSW-V 111 severe and growing problem as well. But India’s economy has defied the skeptics for several decades and the hope is that it can continue doing so. 6.1.3 Growth Calculation Let us first specify the measurement of growth in a little more detail. A growth rate is defined as the change in a quantity—here, GDP per capita—between two dates, relative to the baseline (beginning of period) quantity. Let’s choose two dates, say t and $t + 1$, and denote GDP per capita in these two dates by y_t and y_{t+1} , respectively. Then the growth rate of GDP per capita between these two dates is defined as $\text{Growth}_{t, t+1} = (y_{t+1} - y_t)/y_t$. Let us focus on annual differences, so that, for example, t and $t + 1$ correspond to the years 2005 and 2006, respectively. The Indian economy had GDP per capita of Rs. 42,482 in 2005 and Rs. 43,215 in 2006, so the growth rate between 2005 and 2006 can be computed as $\text{Growth}_{2005, 2006} = (\text{Rs. } 43,215 - \text{Rs. } 42,482)/\text{Rs. } 42,482 = 0.017$ (Or equivalently, $0.017 \times 100 = 1.7\%$). Using this formula, we can compute growth rates of GDP for any country. Thus, the growth rate is the change in a quantity, for example, GDP per capita, between two dates, relative to the baseline (beginning of period) quantity. How did the United States manage to produce over eight times as much per person in 2013 than in 1900? A little bit at a time. Long-run economic growth is normally a gradual process in which real GDP per capita grows at most a few percent per year. From 1900 to 2013, real GDP per capita in the United States increased an average of 1.9% each year. 6.2 Growth Rates To have a sense of the relationship between the annual growth rate of real GDP per capita and the long-run change in real GDP per capita, it’s helpful to keep in mind the Rule of 70, a mathematical formula that tells us how long it takes real GDP per capita, or any other variable that grows gradually over time, to double. The approximate answer is : Number of years for variable to double = $70/\text{Annual growth rate of variable}$ (Note that the Rule of 70 can only be applied to a positive growth rate.) So if real GDP per capita grows at 1% per year, it will take 70 years to double. If it grows at 2% per

NSOU ? PGSW-V 112 year, it will take only 35 years to double. In fact, U.S. real GDP per capita rose on average 1.9% per year over the last century. Applying the Rule of 70 to this information implies that it should have taken 37 years for real GDP per capita to double; it would have taken 111 years—three periods of 37 years each—for U.S. real GDP per capita to double three times. That is, the Rule of 70 implies that over the course of 111 years, U.S. real GDP per capita should have increased by a factor of $2 \times 2 \times 2 = 8$. And this does turn out to be a pretty good approximation of reality. Between 1899 and 2010—a period of 111 years— real GDP per capita rose just about eightfold.

6.2.1 Factors of Economic Growth

Long-run economic growth depends almost entirely on one ingredient: rising productivity. However, a number of factors affect the growth of productivity. Let's look first at why productivity is the key ingredient and then examine what affects it. The Crucial Importance of Productivity : Sustained economic growth occurs only when the amount of output produced by the average worker increases steadily. The term labor productivity, or productivity for short, is used to refer either to output per worker or, in some cases, to output per hour. (The number of hours worked by an average worker differs to some extent across countries, although this isn't an important factor in the difference between living standards in, say, India and the United States.) Labor productivity, often referred to simply as productivity, is output per worker. You might wonder why we say that higher productivity is the only source of long-run growth. Can't an economy also increase its real GDP per capita by putting more of the population to work? The answer is, yes, but For short periods of time, an economy can experience a burst of growth in output per capita by putting a higher percentage of the population to work. That happened in the United States during World War II, when millions of women who previously worked only in the home entered the paid workforce. The percentage of adult civilians employed outside the home rose from 50% in 1941 to 58% in 1944, and you can see the resulting bump in real GDP per capita during those years in Figure 1.

NSOU ? PGSW-V 113 Over the longer run, however, the rate of employment growth is never very different from the rate of population growth. Over the course of the twentieth century, for example, the population of the United States rose at an average rate of 1.3% per year and employment rose 1.5% per year. Real GDP per capita rose 1.9% per year; of that, 1.7%—that is, almost 90% of the total—was the result of rising productivity. In general, overall real GDP can grow because overpopulation growth, but any large increase in real GDP per capita must be the result of increased output per worker. That is, it must be due to higher productivity. So increased productivity is the key to long-run economic growth. But what leads to higher productivity?

6.2.2 Explaining Growth in Productivity

There are three main reasons why the average U.S. worker today produces far more than his or her counterpart a century ago. First, the modern worker has far more physical capital, such as machinery and office space, to work with. Second, the modern worker is much better educated and so possesses much more human capital. Finally, modern firms have the advantage of a century's accumulation of technical advancements reflecting a great deal of technological progress. Let's look at each of these factors in turn.

Increase in Physical Capital

Economists define physical capital as manufactured resources such as buildings and machines. Physical capital makes workers more productive. For example, a worker operating a backhoe can dig a lot more feet of trench per day than one equipped only with a shovel. The average U.S. private-sector worker today is backed up by more than \$350,000 worth of physical capital—far more than a U.S. worker had 100 years ago and far more than the average worker in most other countries has today. Physical capital consists of human-made resources such as buildings and machines.

Increase in Human Capital

It's not enough for a worker to have good equipment—he or she must also know what to do with it. Human capital refers to the improvement in labor created by the education and knowledge embodied in the workforce.

NSOU ? PGSW-V 114 Human capital is the improvement in labor created by the education and knowledge embodied in the workforce. The human capital of the United States has increased dramatically over the past century. A century ago, although most Americans were able to read and write, very few had an extensive education. In 1910, only 13.5% of Americans over 25 had graduated from high school and only 3% had four-year college degrees. By 2015, the percentages were 88% and 33%, respectively. It would be impossible to run today's economy with a population as poorly educated as that of a century ago. Analyses based on growth accounting, suggest that education—and its effect on productivity—is an even more important determinant of growth than increases in physical capital.

Technological Progress

Probably the most important driver of productivity growth is technological progress, which is broadly defined as an advance in the technical means of the production of goods and services. We'll see shortly how economists measure the impact of technology on growth. Technological progress is an advance in the technical means of the production of goods and services. Workers today are able to produce more than those in the past, even with the same amount of physical and human capital, because technology has advanced over time. It's important to realize that economically important technological progress need not be flashy or rely on cutting-edge science. Historians have noted that past economic growth has been driven not only by major inventions, such as the railroad or the semiconductor chip, but also by thousands of modest innovations, such as the flat-bottomed paper bag, patented in 1870, which made packing groceries and many other goods much easier, and the Post-it® note, introduced in 1981, which has had surprisingly large benefits for office productivity. Experts attribute much of the productivity surge that took place in the United States late in the twentieth century to new technology adopted by service-producing companies like Walmart rather than to high-technology companies.

NSOU ? PGSW-V 115 6.3 What about Natural Resources? In our discussion so far, we haven't mentioned natural resources, which certainly have an effect on productivity. Other things equal, countries that are abundant in valuable natural resources, such as highly fertile land or rich mineral deposits, have higher real GDP per capita than less fortunate countries. The most obvious modern example is the Middle East, where enormous oil deposits have made a few sparsely populated countries very rich. For example, Kuwait has about the same level of real GDP per capita as Germany, but Kuwait's wealth is based on oil, not manufacturing, the source of Germany's high output per worker. But other things are often not equal. In the modern world, natural resources are a much less important determinant of productivity than human or physical capital for the great majority of countries. For example, some nations with very high real GDP per capita, such as Japan, have very few natural resources. Some resource-rich nations, such as Nigeria (which has sizable oil deposits), are very poor. Historically, natural resources played a much more prominent role in determining productivity. In the nineteenth century, the countries with the highest real GDP per capita were those abundant in rich farmland and mineral deposits: the United States, Canada, Argentina, and Australia. As a consequence, natural resources figured prominently in the development of economic thought. In a famous book published in 1798, *An Essay on the Principle of Population*, the English economist Thomas Malthus made the fixed quantity of land in the world the basis of a pessimistic prediction about future productivity. As population grew, he pointed out, the amount of land per worker would decline. And this, other things equal, would cause productivity to fall. His view, in fact, was that improvements in technology or increases in physical capital would lead only to temporary improvements in productivity because they would always be offset by the pressure of rising population and more workers on the supply of land. In the long run, he concluded, the great majority of people were condemned to living on the edge of starvation. Only then would death rates be high enough and birth rates low enough to prevent rapid population growth from outstripping productivity growth.

NSOU ? PGSW-V 116 It hasn't turned out that way, although many historians believe that Malthus's prediction of falling or stagnant productivity was valid for much of human history. Population pressure probably did prevent large productivity increases until the eighteenth century. But in the time since Malthus wrote his book, any negative effects on productivity from population growth have been far outweighed by other, positive factors—advances in technology, increases in human and physical capital, and the opening up of enormous amounts of cultivable land in the New World. It remains true, however, that we live on a finite planet, with limited supplies of resources such as oil and limited ability to absorb environmental damage. 6.4 Institutions Rich countries may be rich because of their physical capital, human capital, and state-of-the-art technologies, but we still need to ask: Why do they have these advantages? What keeps poor countries from enjoying similar high levels of capital and technology? Differences in institutions may be an important part of the answer. Mancur Olson, in a lecture published in the *Journal of Economic Perspectives* in 1996, provided one of the most compelling demonstrations of the importance of institutions. Olson observed that accidents of history, especially wars, provide us with interesting "natural experiments" relating to institutions and government policies. For example, consider North and South Korea, East and West Germany, and Hong Kong and mainland China. Historically, each pair was once a single country (and, in the case of Germany, is today). The people in each region share similar cultures, and there are no obvious advantages in geography on one side or the other. Moreover, these neighbors had relatively similar incomes. At the end of various wars, though, the regions were separated into distinct countries with different governments and institutions. What explains these sharp differences in economic performance? The obvious answer—obvious largely because this is the only clear difference between the neighboring countries—is the differences in government policies and in the rules and regulations that economists call "institutions." To see the importance of institutions, imagine that you set up two computer companies, one in a rich country and the other in a poor country. In a typical rich country, there is a

NSOU ? PGSW-V 117 well-defend set of laws you have to follow to establish your business, and the rules are the same for everyone. You may have to pay license fees and taxes, but these are long-standing and explicit. To a great extent, your company succeeds or fails on its own merit, and you profit directly from your own success. In contrast, you may run into numerous obstacles in the poor country. Corruption and bribes may make it difficult to set up the business in the first place. Importing the computer components may be a challenge—once the parts have arrived into port, they may be held hostage for additional "fees." Profits that you earn may not be secure: they may be taxed away or even stolen because of insufficient property rights. If your company succeeds, it may even be taken over by the government—as Bolivia did to foreign firms when it nationalized the oil and gas industries in 2006. Finally, even if your profits are secure for several years, a coup or war could change the environment overnight. Not only your profits but even your life may be at risk. Thus, economic growth results from an economy increasing its physical capital, raising the human capital of its workers (so that it has greater efficiency units of labor for a given size of the workforce), and improving its technology. Because of the diminishing marginal product of physical capital and limits to how much each worker can invest in his or her human capital before joining the workforce, sustained growth is generally impossible to achieve just by building up physical and human capital. Rather, the most plausible driver of sustained growth is technological progress. Empirical evidence also suggests that technological progress accounts for the bulk of the increase in GDP per capita (or per hour worked) in the United States. Property rights, the rule of law, contract enforcement, and the separation of powers are essential for economic success. In their absence, the costs of investing in physical capital, human capital, and technology may exceed the benefit, and as a result the investments may not be made. These institutional differences appear to be an important part of the explanation for differences in TFP and capital across countries. The study of the relationship between institutions and economic performance is at the frontier of current research in economics. At the moment, elegant and quantifiable models like our production model do not exist in the study of institutions. It's to be hoped that this research will reach a point in the near future where its insights can be gleaned as easily as those of the production model (or the growth models in the next two chapters). But unfortunately, we are not there yet.

NSOU ? PGSW-V 118 6.5 Models of Economic growth The Harrod–Domar model : In its simplest terms, economic growth is the result of abstention from current consumption. An economy produces a variety of commodities. The act of production generates income. The very same income is used to buy these commodities. Exactly which commodities are produced depends on individual preferences and the distribution of income, but as a broad first pass, the following statement is true: commodity production creates income, which creates the demand for those very same commodities. Let's go a step further and broadly classify commodities into two groups. We may think of the first group as consumption goods, which are produced for the express purpose of satisfying human wants and preferences. The mangos you buy at the market, or a fountain pen, or a pair of trousers all come under this category. The second group of commodities consists of what we might call capital goods, which we may think of as commodities that are produced for the purpose of producing other commodities. A blast furnace, a conveyor belt, or a screwdriver might come under the second category. Looking around us, it is obvious that the income generated from the production of all goods is spent on both consumer goods and capital goods. Typically, households buy consumer goods, whereas firms buy capital goods to expand their production or to replace worn-out machinery. This generalization immediately raises a question: if all income is paid out to households, and if households spend their income on consumption goods, where does the market for capital goods come from? How does it all add up? The answer to this question is simple, although in many senses that we ignore for now, deceptively so: households save. No doubt some borrow too, to finance current consumption, but on the whole, national savings is generally positive. All income is not spent on current consumption. By abstaining from consumption, households make available a pool of funds that firms use to buy capital goods. This is the act of investment. Buying power is channeled from savers to investors through banks, individual loans, governments, and stock markets. How these transfers are actually carried out is a story in itself. Later chapters will tell some of this story. By entering a new business, by expanding a current business, or by replacing worn- out capital, investment creates a market demand for capital goods. These goods add to the

NSOU ? PGSW-V 119 stock of capital in the economy and endow it, in the future, with an even larger capacity for production, and so an economy grows. Note, however, that without the initial availability of savings, it would not be possible to invest and there would be no expansion. This is the simple starting point of all of the theory of economic growth. Implicit in this story is the idea of macroeconomic balance. If you think of a circuit diagram with income flowing "out" of firms as they produce and income flowing back "into" firms as they sell, you can visualize savings as a leakage from the system: the demand for consumption goods alone falls short of the income that created this demand. Investors fill this gap by stepping in with their demand for capital goods. Macroeconomic balance is achieved when this investment demand is at a level that exactly counterbalances the savings leakage. If you understand the basic concept of macroeconomic balance, you understand the foundations of all models of economic growth. Economic growth is positive when investment exceeds the amount necessary to replace depreciated capital, thereby allowing the next period's cycle to recur on a larger scale. The economy expands in this case; otherwise it is stagnant or even shrinks. This is why the volume of savings and investment is an important determinant of the growth rate of an economy. It is easy to see that our simplified concepts hide important elements of reality. For instance, we have neglected, for now, the deeper question of which factors govern the amount of savings and investment. Nevertheless, the story so far does illuminate some Firms Outflow Inflow Investment Inflow Outflow Households Savings Consumption Expenditure Wages, Profits, Rents

NSOU ? PGSW-V 120 aspects of reality in a stark way, and therein lies its value. For now, let us see where it takes us, and then we will expand the analysis once we feel comfortable with the basics. A little algebra at this stage will make our lives simpler. It will also enable us to include some more features with a minimum of fuss. Divide time into periods $t = 0, 1, 2, 3, \dots$. We will keep track of dates by tagging the appropriate variable with the date. Here is standard economic notation: Y denotes total output, C denotes total consumption, and S denotes total savings. Remember that these variables are aggregates over the population. In particular, S nets out those who are borrowing for current consumption. Then the following equation must be true as a matter of accounting : $Y(t) = C(t) + S(t)$ (1) for all dates t . In words, national income is divided between consumption and savings. The other side of the coin is that the value of produced output (also equal to Y , please note) must be matched to goods produced for consumption plus those needed by investors; that is, $Y(t) = C(t) + I(t)$ (2) where I denotes investment. Equations (1) and (2) are one step away from the famous macroeconomic balance equation $S(t) = I(t)$ (3) or "savings equals investment," which you must have seen in an introductory macroeconomics course. We can use this equation to complete our basic argument. Investment augments the national capital stock K and replaces that part of it which is wearing out. Suppose that a fraction δ of the capital stock depreciates. Then, of course, $K(t + 1) = (1 - \delta) K(t) + I(t)$ (4) which tells us how the capital stock must change over time. Now we introduce two important concepts. The savings rate is just savings divided by income: $S(t)/Y(t)$ in our model. Call this s . The savings rate depends on a multitude of characteristics in the economy. Our second concept is also a ratio: the capital–output ratio, which we call k .

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It is the amount of capital required to produce a single unit of output

in the economy, and it is represented by the ratio $K(t)/Y(t)$. Combining (3) and (4), using these new concepts, and moving terms around a bit, we arrive at a very influential equation indeed :

NSOU ? PGSW-V 121 $s/\delta = g + n$ (5) where g is the overall rate of growth that is defined by the value $[\delta(t + 1) - \delta(t)]/\delta(t)$. This is the Harrod–Domar equation, named after Roy Harrod and Evsey Domar, who wrote well-known papers on the subject in 1939 and 1946, respectively. It isn't difficult to see why the Harrod–Domar equation was influential. It has the air of a recipe. It firmly links the growth rate of the economy to two fundamental variables: the ability of the economy to save and the capital–output ratio. By pushing up the rate of savings, it would be possible to accelerate the rate of growth. Likewise, by increasing the rate at which capital produces output (a lower δ), growth would be enhanced. Central planning in countries such as India and the erstwhile Soviet Union was deeply influenced by the Harrod–Domar equation. A small amendment to the Harrod–Domar model allows us to incorporate the effects of population growth. It should be clear that as the equation currently stands, it is a statement regarding the rate of growth of total gross national product (GNP), not GNP per capita. To talk about per capita growth, we must net out the effects of population growth. This is easy enough to do. If population (P) grows at rate n , so that $P(t + 1) = P(t)(1 + n)$ for all t , we can convert our equations into per capita magnitudes. (The chapter appendix records the simple algebra involved.) Instead of (5), we now get $s/\delta = (1 + g^*)(1 + n) - (1 - \delta)$ (6) where g^* is now the rate of per capita growth. This is an expression that combines some of the fundamental features underlying growth: the ability to save and invest (captured by s), the ability to convert capital into output (which depends inversely on δ), the rate at which capital depreciates (δ), and, last but not least, and the rate of population growth (n). Actually, equation (6) looks a little complicated. There is an approximation that makes quick estimates far easier. To see this, expand the right-hand side of (3.6) to get $s/\delta = g^* + n + \delta - g^*n$. Now both g^* and n are small numbers, such as 0.05 or 0.02, so their product is very small relative to the other terms and can be ignored as an approximation. This gives us the approximate equation $s/\delta =$ (APPROXIMATELY) $g^* + n + \delta$ (7) which goes well with (5) and can be used in place of (6) without much loss of accuracy.

NSOU ? PGSW-V 122 6.5.1 Beyond Harrod–Domar : Other considerations The story of the Soviet experiment with growth (see box) brings home the message that investment and savings are not just aggregate objects, but themselves have important components that may need to be controlled separately. Some key sectors may need more investment than others, and these may well spark a growth spurt in other sectors. Of special importance is the balance between urban and rural sectors, or more narrowly, between agriculture and industry. The question of sectoral balance is complicated enough to merit separate inquiry. Even at the level of the aggregative simplicity of the Harrod–Domar model, there remains much to understand. Take another look at the basic Harrod–Domar model, captured by equation (6). It tells us that if savings rates, capital–output ratios, population growth rates, and depreciation rates are such and such, then the resulting growth rate is so many percentage points. We are, of course, entitled to make such “if–then” statements and in many cases, they make good sense, but in many cases they do not. The reason they may not always be useful is that the very parameters (savings rates, capital–output ratios) that are used to predict growth rates may themselves be affected by the growth process. Put another way, such variables may not be exogenous to economic growth, but may be themselves be endogenously determined. Our study of growth theory began with the fundamental notion of macroeconomic balance. Savings equals investment: abstention from current consumption paves the way for increases in capital equipment. More capital creates more output. Thus two parameters are immediately relevant: the savings rate, which tells us how much an economy “abstains,” and the capital–output ratio, which tells us how the resulting increase in capital translates into output. This allows us to derive an equation that relates the savings rate and the capital– output ratio to the rate of growth, which is the basic feature of the Harrod–Domar model. The Harrod–Domar equation can be extended to include depreciation of capital and to allow for a growing population. In the Harrod–Domar model, population growth unambiguously eats into per capita growth, because the role of labor as a factor of production is not captured adequately by a fixed capital–output ratio. This leads us to consider more seriously the possible endogeneity of parameters such as the savings rate, the population growth rate, and (of course) the capital–output ratio itself. Both the savings rate and the rate of population growth vary with different levels of per capita income. This introduces the possibility that the rate of per capita growth may itself vary depending on the current level of per capita income. In extreme cases, these considerations lead to development traps and thresholds. Per capita income may be stuck (or spend very long periods of time) in traps, but there may be critical thresholds as well, beyond which sustained growth occurs. This is the first demonstration of the possibility that initial conditions may drive long-run outcomes. 6.5.2

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The Solow model Solow's twist on the Harrod–Domar story

is based on the law of diminishing returns to individual factors of production. Capital and labor work together to produce output. If there is plenty of labor relative to capital, a little bit of capital will go a long way. Conversely, if there is a shortage of labor, capital-intensive methods are used at the margin and the incremental capital-output ratio rises. This is exactly in line with our previous discussion: according to the Solow thesis, the capital-output ratio, is endogenous. In particular, $\frac{y}{k}$ might depend on the economy wide relative endowments of capital and labor. The Solow equations To understand the implications of this modification, it will help to go through a set of derivations very similar to those we used for the Harrod-Domar model. We may retain equations (3) (savings equal investment) and (3.4) (capital accumulation) without any difficulty. Retaining, too, the assumption that total savings $S(t)$ is a constant fraction s of total income $Y(t)$, we may combine (3) and (4) to get $k(t+1) = (1 - \delta)k(t) + sy(t)$ (8) If we divide through by population (P_t) and assume that population grows at a constant rate, so that $P(t + 1) = (1 + n)P_t$, (8) changes to $(1 + n) K(t + 1) = (1 - \delta) k(t) + sy(t)$ (9) where the lowercase k s and y s represent per capita magnitudes (K/P and Y/P , respectively). Before going on, make sure you understand the economic intuition underlying the algebra of (9). It is really very simple. The right-hand side has two parts, depreciated per capita capital [which is $(1 - \delta)k(t)$] and current per capita savings [which is $sy(t)$]. Added together, this should give us the new per capita capital stock $k(t + 1)$, except for one complication: population is growing, which exerts a downward drag on per capita capital stocks. This is why the left-hand side of (9) has the rate of growth of population (n) in it. Note that the larger the rate of population growth, the lower is per capita capital stock in the next period.

NSOU ? PGSW-V 124 To complete our understanding of the Solow model, we must relate per capita output at each date to the per capita capital stock, using the production function. The production function, as you know, represents the technical knowledge of the economy. In this model, capital and labor work together to produce total output. With constant returns to scale, we may use the production function to relate per capita output to per capita input. Figure 2(a and b) Figure-1 Capital Per Capita (k) Output-Capital ratios Production Function Output Per Capita (y) O (a) $(1+n)k$ $(1+n)k$ $(1-\delta)k + sy$ $(1-\delta)k + sy$ k $k(96)$ $k(97)$ $k(98)$ k^* $k(96)$ $k(97)$ $k(98)$ (b) NSOU ? PGSW-V 125 Figure 1 shows a typical production function with diminishing returns to per capita capital. Notice that as per capita capital increases, the output-capital ratio falls because of a relative shortage of labor. Note that output per person continues to rise, of course. It is just that with a relative shortage of labor, the ratio of output to capital used in production falls. In Figure 2, we use this production function to determine what the per capita capital stock must be at date $t + 1$ if the current per capita stock is k . Simply translate equation (9) into the diagram. To do so, multiply the output from any given capital stock by s , which gives us fresh investment, and add the result to the depreciated capital stock. The end product is the curved line in Figure 2, which looks very much like the production function itself (and indeed, is closely related), but has been transformed in the way we just described. Figure 2 also plots the left-hand side of (9), the straight line $(1 + n)k$ as k changes. Observe that because of diminishing returns, the curved line initially lies above this straight line and then falls below. The steady state Armed with this diagram, we can make some very strong predictions about growth rates. Figure 2 shows us two initial historical levels of the per capita capital stock—one “low” (Figure 2) and one “high” (Figure 2b)—starting in the year 1996. With the low stock, the output-capital ratio is very high and so the per capita capital stock can expand quite rapidly. How do we see this in Figure 2? Well, we know from (9) that the supply of per capita capital is read off by traveling up to the point on the curved line corresponding to the initial stock $k(1996)$. However, some of this supply is eroded by population growth. To find $k(1997)$, we simply travel horizontally until the line $(1 + n)k$ is touched; the capital stock corresponding to this point is 1997’s per capita capital stock. Now just repeat the process. We obtain the zigzag path in Figure (2a). Note that the growth of per capita capital slows down and that per capita capital finally settles close to k^* , which is a distinguished capital stock level where the curved and straight lines meet. Likewise, you may trace the argument for a high initial capital stock, as in Figure 2b. Here, there is an erosion of the per capita stock as time passes, with convergence occurring over time to the same per capita stock, k^* , as in Figure 2a.. The idea here is exactly the opposite of that in the previous paragraph: the output-capital ratio is low, so the rate of expansion of aggregate capital is low. Therefore, population growth outstrips the rate of growth of capital, thus eroding the per capita capital stock.

NSOU ? PGSW-V 126 We can think of k^* as a steady-state level of the per capita capital stock, to which the per capita capital stock, starting from any initial level, must converge. In other words, growth in the Solow model loses its momentum if capital is growing too fast relative to labor, which is precisely what happens to the left of k^* in Figure 2a. The reason is diminishing returns to capital, which creates a downward movement in the capital-output ratio as capital is accumulated faster than labor. The lower output-capital ratio then brings down the growth of capital in line with the growth of labor. This means that the long-run capital-labor ratio must be constant (and this is captured by the ratio k^*). However, if the per capita capital stock settles down to some “steady-state” level, then so must per capita income! Thus in this version of the Solow model, there is no long-run growth of per capita output, and total output grows precisely at the rate of growth of the population. In particular, the savings rate has no long-run effect on the rate of growth, in sharp contrast to the prediction of the Harrod-Domar model. Matters seem confusing at this point. We just studied the Harrod-Domar model, where the rate of savings most certainly affected the growth rate, and now the Solow model tells us that there is no such effect, at least in the long run. Yet these confusing discrepancies melt away once we recall that the Solow model brings in a feature that the Harrod-Domar model did not possess : diminishing returns to capital, which create endogenous changes in the capital-output ratio. This is the feature that chokes off growth in the Solow model. Look again at Figure 2 and observe that the smaller the degree of diminishing returns, the closer is the curve in that diagram to a straight line and the longer it will take for the per capita stock of capital to settle down— k^* becomes larger. The Harrod-Domar model studies the limiting case of this process where there is no diminishing returns at all and consequently no such steady state k^* : in that case, the per capita capital stock can grow indefinitely. Therefore, whether the Solow model or the Harrod-Domar model is more relevant is ultimately an empirical question and, as we shall soon see, the jury is still out on the issue. In any case, as long as we appreciate that the different predictions are driven by different assumptions (in this case, with regard to the nature of technology), there is absolutely no reason to be confused. The Solow model studies a situation where the capital-output ratio changes with the per capita availability of capital in the economy. The change is driven by the postulate of diminishing returns, so that a higher per capita stock raises the capital-output ratio. This

NSOU ? PGSW-V 127 contrasts with the Harrod–Domar model, where the assumption of a constant capital– output ratio essentially rules out diminishing returns. The relative validity of these two models is open to empirical scrutiny and the theoretical predictions are very different. In particular, the Solow model tells us that parameters such as the savings rate have only level effects, in contrast to the growth effects of savings in the Harrod–Domar model. Indeed, in the simple version of the Solow model studied so far (but soon to be extended), there is a steady-state level of per capita income to which the economy must converge, irrespective of its historical starting point. More dramatically, the Solow model infers that regardless of the initial per capita capital stock, two countries with similar savings rates, depreciation rates, and population growth rates will converge to similar standards of living “in the long run”! This is the hypothesis of international convergence, and it has led to a large literature, which we will come to in due course.

93%

MATCHING BLOCK 121/185

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The endogeneity of the capital–output ratio led us to a classical theory: the Solow model. In Solow’s twist on the Harrod–Domar story, the capital–output ratio adjusts with the relative availability of capital and labor. This adjustment occurs because of diminishing returns to each of these inputs, and we can use production functions to capture such effects. To continue, if capital grows faster than the labor force, then each unit of capital has less labor to man it, so that output divided by capital falls. Thus savings fall relative to the capital stock, and this slows down the rate of growth of capital. Exactly the opposite happens if capital is growing too slowly relative to labor. This mechanism ensures that in the long run, capital and working population grow exactly at the same rate, and per capita growth ultimately vanishes. Capital and labor maintain a constant long-run balance that is known as the steady-state capital stock (per capita).

We showed how different parameters affect the steady-state level of the capital stock and (thus) the steady-state level of per capita income. We drew a distinction between level effects and growth effects.

89%

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Growth dies out in the simple Solow model because there is no technical progress. If you think of technical progress as a steady growth in knowledge that continually increases the productivity of labor, it becomes important to distinguish between the working population and effective labor, which is the working population multiplied by (the changing level of) individual productivity. Thus effective labor grows as the sum of population growth and technical progress. With this amendment, the Solow arguments apply exactly as before, with all per capita magnitudes reexpressed per units of effective labor. This means, for NSOU ? PGSW-V 128 instance, that while the long-run capital stock, relative to effective labor, settles down to a steady-state ratio, the capital stock per person keeps growing and it does so at the rate of technical progress. Likewise, per capita income keeps increasing in the long run precisely at the rate of technical progress. 6.6

Conclusion Dear learner thus you got a detailed understanding about the Economic growth and factors affecting the Economic growth. You also developed an idea about the models of Economic growth. This unit will thus help you to know the issuer which reduces or accelerates the Economic growth & affects the society as a whole. 6.7 Exercise 1. Explain the term Growth rate. Discuss the factors responsible for Economic growth rate. 2. Discuss the Harrod-Domar model of Economic growth. 3. Differentiate between the Solow model & Harrod-Domer model of Economic growth. 6.8 Reference Factors of Economic Growth and Growth Model Introduction to Economic Growth: Charles I. Jones Viva Books; Second edition 2013 Development Economics: Debraj Ray Oxford 1999 Macroeconomics: Third Edition Daron Acemoglu, David Laibson, John A. List Pearson 2021 Good capitalism, bad capitalism, and the economics of growth and prosperity: William J. Baumol Robert E. Litan Carl J. Schramm Yale University Press New Haven & London 2007

NSOU ? PGSW-V 129 Unit 7 ? Changing Pattern of Economic Planning in India after 1990 Structure 7.0 Objective 7.1 Introduction 7.2 Institutional Structure of Planning in India 7.3 Early Experience with Five Year Plans 7.4 Economic Policy in the 1980s 7.5 Economic Reforms after 1991 7.6 Conclusion 7.7 Exercise 7.8 Reference 7.0 Objective Our learner will get an overview about the changing Pattern of Economic planning in Indian since 1990. 7.1 Introduction Most developing countries emerging from colonial rule in the middle of the last century adopted some form of economic planning reflecting a conviction, common even among non-communist countries that the state had to intervene actively to promote economic development. India was no exception to this trend—indeed it was in many ways a forerunner. The Indian National Congress, as early as 1938, although fully engaged in the struggle for Independence, had set up a National Planning Committee under Jawaharlal Nehru (later to become India’s first Prime Minister) to work out concrete programmes of development covering the major segments of the economy. The belief that planning and state intervention were necessary for development was shared even by the private sector at the time as evidenced by the fact that in 1944 some of India’s leading businessmen produced the so called ‘Bombay Plan’, outlining a programme of economic development in which the state and the public sector were expected to play an important role.

NSOU ? PGSW-V 130 7.2 Institutional Structure of Planning in India Planning was institutionalized as a part of normal government activity when the Government of India, shortly after Independence in 1947, established the Planning Commission in March 1950 under the Chairmanship of the Prime Minister. This was followed by the establishment of the National Development Council (NDC) consisting of all Chief Ministers of the states and members of the Union Cabinet and full-time members of the Planning Commission, and chaired by the Prime Minister. The NDC is a forum that allows state governments to be consulted on the process of formulating plan objectives and strategies. The nature of planning in India and the role of the Planning Commission have changed considerably over time. In earlier decades, planning relied on establishing quantitative targets for individual sectors derived from multi-sectoral planning models with a variety of instruments of control being deployed by the government to ensure that targets were achieved. In subsequent decades, planning became much more indicative, reflecting the growing recognition that investment should respond to market forces and entrepreneurs must have freedom to determine expansion plans, and technology choices. While the practice of preparing Five Year Plans continued, the Plans increasingly focused on broad national targets for growth, poverty alleviation, and social-sector development. Sectoral investment decisions were left largely to the private sector, although the investment requirements of critical infrastructure sectors such as energy received special attention. The role of public investment in these sectors remained important since these sectors were dominated by public sector enterprises. Changes in the political environment over the years that also had an impact on planning are the emergence of regional parties and the associated phenomenon of state governments being run by a variety of regional political parties with the central government in the hands of a coalition. This has led to a loosening of the control that can be exercised by the central government on state governments and has also generated pressures for greater financial devolution. As a result, state governments today have greater freedom of maneuver relative to the centre. A more recent development is the pressure for further decentralization to local governments, which are the most important level of government for delivering essential services in health and education. Since government is increasingly focusing on these

NSOU ? PGSW-V 131 activities as the critical activities for public intervention, implementation of devolution to the local level has become an important issue in Plan implementation. The Planning Commission after 1990s performed several different functions, operating much like a Ministry in some respects, but with some important differences. It is responsible for preparing Five Year Plans that outline broad economic and social targets and indicate the requirements of public-sector expenditure on plan programmes in individual sectors for both the centre and states. Since the role to be played by the private sector has increased, recent Plans have also focused attention on the policy environment needed for the private sector to perform its expected role. The Plans also indicate the manner in which public-sector expenditures are to be financed, including the extent of assistance from the centre to the states. The Five Year Plans are implemented year by year through the annual budgets of the central government and the budgets of the governments of states and union territories. The Planning Commission negotiates with the Finance Ministry the total volume of financial resources to be provided in the central budget to support plan programmes of the central government and transfers to the state governments. Once the budgetary provision is finalized, the Planning Commission is responsible for dividing this total between the centre and the states, reflecting the broad pattern approved in the Five Year Plan, and also for the division of the central share among the central ministries. The Commission also holds discussions annually with the states, when it reviews states' performance and approves the level and sectoral composition of state Plans. In practice this role is more akin to advising the states. The Commission acts as a think tank for the government proposing policy initiatives that are necessary to achieve Plan targets and providing advice and critical evaluation of the effectiveness of policies in all sectors. This aspect of its role has also evolved considerably. In the early years, it was the only forum, other than the Finance Ministry, for articulating economic strategy and policy. Over the years, other economic ministries have become much more active in determining sectoral policies. Most policy decisions today are evolved through inter-ministerial groups in which the Planning Commission also participates. Unlike other ministries that typically take a sectoral view, the Planning Commission is expected to inject a broader cross-sectoral perspective on policy formulation, viewing policies in individual sectors in the light of other sectoral policies also in a longer-term time frame.

NSOU ? PGSW-V 132 7.3 Early Experience with Five Year Plans The First Five Year Plan (1951–2 to 1955–6) was little more than a collection of ongoing public investment projects, most of which were taken from the post-War reconstruction programme evolved before Independence. The Plan aimed at a general increase in the standard of living and also emphasized wider objectives such as full employment and removal of inequalities, but there was no specific analytically directed strategy for development. The Second Five Year Plan (1956–7 to 1960–1) first articulated a strategy for development based on analytical work by Professor P.C. Mahalanobis using a two-sector model that distinguished between the capital-goods producing sector and the consumer-goods-producing sector. Economic growth was viewed as a function of investment, and investment was seen to be constrained by the availability of capital goods. Since it was assumed that India could not expect to import capital goods freely because of limits on its ability to earn foreign exchange—an assumption which reflected export pessimism that was fairly common at the time—the availability of capital goods depended on domestic capacity to manufacture capital goods. On these assumptions, accelerated growth could be best achieved if as much investment as possible was devoted to creating capacity in the capital goods sector (and the associated metals-producing sectors) as this would enable higher levels of investment to be sustained. Since these sectors were both capital and technology intensive, and since private-sector entrepreneurial capacity was limited and in any case was more likely to be directed to the production of consumer goods, it was felt that public-sector units should be set up in the capital goods and metals-producing sectors. Political developments at the time also favoured expansion of the public sector. The Congress Party in 1955 adopted a resolution in favour of the socialist pattern of society which was later also adopted by Parliament. It was also felt that the strategy of expanding the public sector would have the advantage that surpluses generated by the public sector would be directed entirely to raising the rate of investment whereas profits in the private sector would partly lead to higher consumption. The Second Plan strategy ran into difficulties in the late 1950s because of severe balance-of-payments problems and food shortages, both of which were arguably linked to

NSOU ? PGSW-V 133 the neglect of export possibilities and of agriculture. Inflationary pressures intensified. Population growth also turned out to be a larger problem than was originally anticipated. The Third Plan (1961–2 to 1965–6) sought to address these problems, but without changing the basic strategy of industrialization based on promoting the so called 'heavy industries' with a strong emphasis on the public sector, while providing protection from import competition through quantitative restrictions on imports. Planning methodology in the 1960s was dominated by two considerations. The first was the perception that certain sectors were of strategic importance and investment resources must be consciously directed towards expanding capacity in these sectors instead of responding to market forces, which were more likely to draw investment into 'non-priority sectors' such as consumer goods. The desire to achieve quantitative targets for individual sectors led to a progressive expansion in sectoral detail in planning models from 4 sectors in the Second Plan to 60 in the Third Plan and 186 later. Sectoral expansion targets in turn provided the intellectual basis for the system of investment licensing, which was designed to direct resources towards expansion in strategic areas. In practice, the system proved to be highly inefficient, often leading to suboptimal scales of production, and forced adoption of suboptimal technology. It also served to protect existing private-sector investors who, having obtained permission to create capacity, were then able to argue against licensing additional capacity to others on the grounds that this would promote wasteful competition. The second consideration dominating Indian planning methodology was the perceived need to deal with the scarcity of foreign exchange. Export pessimism led to unwillingness to deal with foreign exchange scarcity by depreciating the exchange rate. Instead, a twofold approach was adopted of mobilizing external assistance to meet foreign exchange needs and rationing scarce foreign exchange by restricting import demand through import licensing. Since import licenses were typically not given if domestic production capacity had been set up, it gave tailor-made protection to domestic industry. Not surprisingly, the industrial structure that emerged was high cost and highly inefficient. Although the controls over investment and imports that evolved in the 1960s and 1970s were intellectually justified by planning models used by the Planning Commission, they were administered not by the Planning Commission but by the Ministries concerned. In practice, the linkage of these controls to Plan targets was tenuous at best, since the latter were in any case much more aggregative than the level at which controls were operated.

NSOU ? PGSW-V 134 In the early 1960s Indian planning came in for criticism on the grounds that the benefits of development had not accrued to the masses whose essential needs remained unmet. Responding to this criticism, the Perspective Planning Division of the Planning Commission produced an influential paper in 1962 outlining a strategy for guaranteeing a minimum level of living to everyone by 1975 (Planning Commission 1962). Recognizing that income distribution tended to be relatively stable, the paper argued that rapid growth of GDP would have to be the major part of the solution. Accordingly, it suggested a GDP growth target of 6 per cent per year which, with a relatively stable distribution, would lead to a broad-based improvement in living standards. The paper recognized that growth would not be a sufficient condition because many groups were likely to be left out from the growth process and it would be necessary therefore to have special programmes of employment generation and income support for these groups. This strategy of 'growth plus distribution and poverty alleviation' was subsequently adopted by the World Bank and other multilateral development banks in the 1970s. While India's planning strategy in the 1960s clearly emphasized rapid growth, it did not succeed in generating growth at the level targeted. It can also be argued that it did not pay sufficient attention to examining why growth targets were not being achieved and whether changes in economic policies were needed to achieve the stated objectives. There was constant focus on the need for higher levels of investment, especially in the public sector, but not enough attention was paid to factors affecting the efficiency of investment. The war with Pakistan in 1965 was followed by two severe droughts which delayed the formulation of the Fourth Plan. However, this period saw a major restructuring of policies in agriculture triggered largely by political developments. In 1966, India was highly dependent on imports of food grains from the United States under PL 480 and the US Administration, irritated by India's criticism of the US position on Vietnam, imposed a strict policy under which each shipload of food shipment required separate Presidential approval. Determined to overcome vulnerability on this score, Prime Minister Indira Gandhi gave top priority to achieving food self-sufficiency, and authorized the import of Mexican high-yielding wheat seeds, a controversial decision at the time because it reversed the traditional preference for technological self-sufficiency. The high yielding wheat was successfully adapted to Indian conditions by Indian agricultural research universities and together with supportive market support policies led to the Green Revolution in wheat in the early 1970s.

NSOU ? PGSW-V 135 An important episode in industrial and trade policy in the second half of the 1960s was the devaluation of the rupee in 1966 combined with measures of import liberalization as part of an agreement with the World Bank and the IMF aimed at mobilizing a much needed external assistance from the international donor community. As it happened, the additional assistance promised did not materialize, leading to considerable resentment at being forced to devalue. The import liberalization was reversed and the resentment at being forced to devalue lingered for many years, and contributed to a prolonged suspicion of all advice on liberalization. The problems of managing foreign exchange scarcity dominated the policy agenda in the 1970s. The denial of external assistance promised as part of the devaluation package, led predictably to the Fourth Plan (1969–70 to 1974–5) emphasizing self-reliance and reduced dependence on external aid, which in practice meant a tightening of import controls and increased inward orientation. However, performance in the Fourth Plan period was again disappointing and this also meant little progress in achievement of the minimum needs objectives laid down ten years earlier. The inability to reduce poverty was obviously linked to the failure to achieve rapid growth and should have led to a re-examination of the growth strategy itself. Instead, it led many participants in the public debate to argue that rather than push for elusive targets of growth, greater attention should be paid to implementing a direct attack on poverty through targeted schemes to help the poor. A number of targeted anti-poverty schemes were evolved in this period, including especially programmes for rural employment and small and marginal farmers, and these were incorporated into the Fifth Plan (1975–6 to 1979–80). As it happened, this Plan was terminated after the third year as there was a change of government when Mrs. Indira Gandhi lost the election in 1977. This was followed by two years of Annual Plans in 1978–9 and 1979–80. 7.4 Economic Policy in the 1980s The 1980s saw the beginning of changes in economic policy, prompted by the recognition that the East Asian countries which followed somewhat different policies with greater outward orientation were performing much better. This led to some important modifications in policy, giving greater flexibility to the private sector and freer access to NSOU ? PGSW-V 136 imports for exporters, combined with a conscious effort at managing the exchange rate to avoid exchange rate appreciation in real terms. These changes were reflected in the Sixth Plan (1980–1 to 1984–5) but it is important to note that the planning process had changed significantly by this time. Policy formulation was no longer the outcome of a planning process centralized in the Planning Commission. Instead, it came from multiple inter-ministerial committees that also took into account the views of ministries and non-government experts. The Planning Commission was actively involved in all these deliberations, but it was not the principal policymaking body. The policy changes introduced in the Sixth Plan were associated with a markedly improved performance in the Sixth Plan period and the growth rate of the economy exceeded the target for the first time. These policy changes were further intensified in the Seventh Plan period (1985–6 to 1989–90). Import licensing was eliminated in a growing range of areas where domestic protection concerns were not significant. More importantly, import licenses were also much more freely granted in areas where import licensing remained in place. Import availability to exporters was liberalized significantly and the exchange rate was managed in a way that brought about a significant but gradual real depreciation. This helped exporters and also made import licensing restrictions less binding. The overt commitment to a strong public sector remained unchanged, but there was a distinct shift away from the earlier policy of nationalizing loss-making private sector units to protect employment, and there was much less pressure to expand public-sector investment in areas where private investment was forthcoming. The Seventh Plan period saw continued strong economic growth, further reinforcing confidence in the new approach to policy. However, an important weakness in performance in this period was the steady increase in the fiscal deficit accompanied by unsustainable short-term external borrowing in an environment where export performance remained weak. These weaknesses led to a balance-of payments crisis in 1991. 7.5 Economic Reforms after 1991 Planning and Integration after economic liberalization What have been the consequences of economic liberalization for economic planning? The liberalization of 1991 did mark a rupture with the earlier economic regime insofar as NSOU ? PGSW-V 137 the hallmark of the regime of economic planning was the subordination of the market to the state whereas economic liberalization was intended to liberate the market from the control of the state. In most eyes, the target of economic liberalization was precisely the earlier regime of economic planning, that is, the aim was to release the market from the grip of economic planning, from the hegemony of the public sector, and from the system of discretionary controls over the economy. In actuality, despite the appearance of a sudden rupture, considerable ambivalence and ambiguity surrounded the turn to liberalization, principally because of the high moral value placed on the earlier economic strategy. This is apparent in the stance of the then Prime Minister, P.V. Narasimha Rao, who favored both economic liberalization and economic planning. Rao, undoubtedly, wanted removal of unnecessary controls and regulations in many areas for the sake of national advance, but he also believed that “the growth and development of the country cannot be left entirely to the market mechanism” since the market basically responded to existing purchasing power, and not need. Consequently, for him “Planning is necessary to overcome such limitations of the market mechanism. Planning is essential for macro-economic management, for taking care of the poor and the downtrodden, who are mostly outside the market system and have little asset endowment.” He therefore opted for both the market mechanism and planning, asking in effect that the two be dovetailed. The break with the previous economic regime was therefore not as comprehensive and thoroughgoing as it appeared at the time or as its opponents painted it to be. The state with its particular leadership was thus critical to the kind of economic liberalization that was acceptable. There are therefore elements of both continuity and discontinuity with the previous regime after economic liberalization. Those who had favored Nehru’s socialist project thought that the reforms of 1991, with their sharp turn to the market, would mean the end of economic planning. In fact, however, the entire apparatus of planning that had existed before liberalization has continued to be an essential part of the government and has operated, in functional terms, pretty much as it did before. The two decades after liberalization have seen the launching and completion of four Five Year Plans (Eighth, Ninth, Tenth and Eleventh), while formulation of the Twelfth Plan (2012–17) commenced in 2011. The fact that the planning structure has persisted so far suggests that there is no inevitability to liberalization’s consequences; instead, public policy is key. India’s economy had earlier been proclaimed to be a “mixed economy,” and it is still so regarded—or can be so regarded—even after liberalization. On the other hand, there

NSOU ? PGSW-V 138 has occurred little privatization after liberalization, while there continues to exist a vast public sector. In that light, India's economy was and continues to be a mixed one. At that level of generality, then, not much appears to have changed. The mixed economy continues, and so does economic planning. Continuity with the past is therefore one aspect that is apparent in respect of the question of the impact of liberalization. At the same time, there can be no denying that economic liberalization did mark a sharp shift in the relations between the state and market, and could not leave planning unaffected. The pertinent issue, then, is: what has changed and how much has changed in respect of economic planning? At base, economic planning is a political and administrative mechanism of the nation- state to develop a consensus over the essential economic tasks for the center, the states, and the market for a finite period of time (say, five or fifteen years), and it is equally also a site where these three forces intersect and interact. Four changes are striking in planning as regards the relationship between the center, the states, and the market. From Comprehensive Planning to Indicative Planning Economic planning in India may not have been as thoroughgoing as it was in the Soviet Union, but it was comprehensive insofar as it covered the entire economy and its various sectors. It was detailed, with meticulous multi-sector models employed to work out input- output balances with some degree of internal consistency for a largely closed economy. It was prescriptive also, particularly for the public sector, with the plans serving as an allocation mechanism. In great measure, it was prescriptive for the private sector, too, with the state using policy instruments like licensing and controls to implement plans. Occupying "the commanding heights" of the economy, the state was able to exert control over the entire economy through its vast and far-flung public sector, its regulatory framework for the private sector, and its hold over private sector savings in the nationalized banking and insurance industry. With the dismantling of a substantial part of the licensing and controls system and the opening up of vast areas of the economy to the private sector after economic liberalization, economic planning could no longer be comprehensive. Nor, with the opening up of the economy internationally, were input-output balances of much relevance any more since foreign trade could serve as a balancing mechanism. Detailed planning could, however, continue for the non-tradable sector, primarily in the area of infrastructure, largely the responsibility of the public sector. On the other hand, with the increased empowerment of NSOU ? PGSW-V 139 the private sector, planning could no longer be prescriptive for much of that sector. In this fashion, comprehensive planning was transformed into indicative planning, particularly in relation to the private sector. However, economic planning as a focused activity of the state has continued into the post-liberalization period, and it is not limited to the public sector alone, contrary to popular perception. Planning encompasses, as it did earlier, the entire economy within its scope, determining the overall strategy, the desired or acceptable rate of growth, and the thrust areas and priorities. The PC establishes and approves allocations for the public sector, while it expects policy to provide the enabling environment or incentives to accomplish what is desired in the private sector. But, that is precisely what it did before liberalization. The decisive difference with the period prior to economic liberalization is that the state no longer wields discretionary controls in most areas of concern to the private sector. Rather, the state is now conceptualized, ideally at least, as a facilitator, while the market is the arena where the private sector competes and carries the national economy forward. In practice, however, besides its influence through the regulatory agencies headed by bureaucrats or former bureaucrats, the state continues to exercise considerable discretionary controls over the private sector in certain areas, such as approval of telecommunications licenses, space allocations in special export zones, land acquisition for entrepreneurs, mining licenses, and especially environmental clearances. Not surprisingly, in all these areas there is an abundance of rent-seeking behavior. The change from comprehensive planning to indicative planning was heralded by the Eighth Plan (1992-97), which saw itself as marking and facilitating the transition from the former to the latter. Declaring that it had redefined PC's role, the Plan announced, "From a highly centralized planning system, we are gradually moving towards indicative planning." It is arguable whether the Eighth Plan itself was, indeed, indicative. If one sets aside the household sector, the public sector's investment was projected at over 70 percent of total "planned" investment and, since planning had to be detailed for this sector, the plan was heavily weighted toward the comprehensive side. However, public sector investment did not live up to the expectations of the Eighth Plan, and that by a wide margin. In any case, the Eighth Plan saw itself as being a transitional plan, and subsequent plans have been more in accord with the indicative variety. The shift to indicative planning did not, however, mean an end to the use of formal economic modeling for planning. Indeed, in place of the traditional single in-house model,

NSOU ? PGSW-V 140 the Eleventh Plan (2007–12), employed five models based on different analytical approaches, four of them having been farmed out to economic think-tanks, in order to determine the possibilities and feasibility of different rates of economic growth and the consequent sectoral composition so as to develop a coherent and consistent overall planning framework. Similarly, the Approach Paper to the Twelfth Plan relied on several macroeconomic models in figuring out alternative growth scenarios. The particular merit of formal modeling is that it serves as “an effective disciplining device in the exercise of choice of policy-makers and users.’ Indeed, the Planning Commission has been using the plan model to enforce discipline on the central and state governments, their ministries, departments, and undertakings. Detailed planning in the Eleventh Plan, however, was limited to the infrastructure sector while aggregate “indicative projections” were worked out for the sectors of agriculture, industry, and services.²⁴ As a PC member at the time, Kirith Parikh, claimed, PC “no longer sets sector-wise targets as it used to.” Nonetheless, “it does provide a broad picture of the economy, its likely direction and pace, a consistent macro-picture, the plans for the development of infrastructure and the provision of public goods and services. All these help private entrepreneurs in their decisions.” He further justified the continuing need for planning: “Even in a market economy governments continue to spend substantial amounts, and inclusive development requires government programs and projects to deliver public goods and services to all peoples and regions. This calls for allocating public investment, designing implementation strategies to see that outcomes are realized cost-effectively and monitoring them to see that targeted outcomes are in fact realized. In sum, then, PC continues to perform its role of articulating an economic vision for the country, developing the overall economic strategy for a period of five years at a time (against the canvas of a perspective plan for a fifteen-year time span), charting out the thrust areas over that period, laying out the roles of the public sector and private sector, and specifying the policy instruments to accomplish the goals of a given five year plan. To the extent that there is thus a substantial continuity in economic planning into the post- liberalization period, it follows that the integrative implications of such planning continue also to hold in substantial measure after liberalization. The future role of planning, however, undoubtedly remains a strongly contested terrain. India ran into a severe balance-of-payments crisis in 1991 triggered by the sharp, though temporary, rise in oil prices on account of the Gulf War in 1990. There was a loss of confidence leading to a reversal of external flows reflecting the winding down of short-

NSOU ? PGSW-V 141 term external debt which had built up in earlier years. The crisis became an opportunity for unveiling more systemic economic reforms by Dr Manmohan Singh, then Finance Minister, who later became Prime Minister in 2004. The reforms introduced in 1991 were initially led by the Finance Ministry, but in due course they became a broader government initiative in which other ministries, including the Planning Commission, were intimately involved. The reforms were broadly similar to those attempted by most developing countries, but with some important differences. The thrust of the reforms was (a) to place greater reliance upon the role of the private sector building on India’s considerable entrepreneurial tradition, (b) open the economy to foreign trade and foreign direct investment, (c) restructure the role of the government to concentrate on functions not likely to be performed by the market (for example expanding supply of public goods such as primary health services and education and also developing infrastructure) and also to regulate markets where necessary to ensure competition, and (d) to ensure that macroeconomic parameters remain in balance and the financial sector is well run. However, while these features are common to reform efforts elsewhere, there were also important differences. First, India’s reforms were much more gradualist than in other countries reflecting the compulsions of India’s highly pluralist and participative democratic policy. The resulting slow pace of change has also meant that benefits have been derived more slowly. Second, privatization of existing public-sector enterprises has not been a major feature of the reform effort which has focused instead on selling only minority stakes in profit- making public enterprises while trying to close down chronic loss makers. Economic performance in the post reforms period has been mixed. The balance-of- payments crisis of 1991 which led to the reforms was quickly overcome and economic growth resumed after 1992 yielding an average growth rate of 6.7 per cent for the Eighth Plan period (1992–3 to 1996–7). The economy slowed down thereafter partly because of a global slowdown following the East Asian crisis of 1997 combined with a string of poor monsoons which depressed agricultural performance, and partly also because of a slowing down in the pace of reforms. As a result, the growth rate dipped to 5.7 per cent in the Ninth Plan period (1997–8 to 2001–2).

NSOU ? PGSW-V 142 The Tenth Plan called for a renewed effort at pushing economic reforms to achieve a growth rate of 8 per cent. After an initially weak start, the economy accelerated significantly and the growth rate in the Tenth Plan period (2002–3 to 2006–7) is expected to be a little over 7 per cent. The improvement in economic performance reflects the gradual maturation of the economy in response to economic reforms. The investment rate in the economy has increased to 28 per cent in 2004–5. The gradual opening of the economy to trade and foreign investment has improved the competitiveness of Indian industry. Foreign direct investment has increased from virtually nothing to US\$ 6 billion in 2001–1. The Planning Commission has proposed a target of 8.5 per cent growth in the Eleventh Plan period (2007–8 to 2011–12). Eighth Five Year Plan (1992-97) : The eighth five year plan was for the period of April 1992 to March 1997. The political changes at the centre thwarted the commencement of the Eighth Plan. In line with the changed international and domestic circumstances, the role of the Planning Commission was redefined from a highly centralized planning system to gradually moving towards ‘indicative planning’. Indicative planning attempts to combine the advantages of decentralization and central planning. It is an attempt to promote economic growth by influencing expectations. Indicative planning is a form of central economic planning implemented by a state in an effort to solve the problem of imperfect information in economies, and thus increase economic performance. Objectives : Based on the approach, the following objectives were accorded priority in Eighth Plan period : (i) Generating adequate employment to achieve near full employment level by the turn of the century. (ii) Containing population growth through active people’s cooperation and an effective scheme of incentives and disincentives. (iii) Universalization of elementary education and complete eradication of illiteracy among the people in the age group of 15 to 35 years. (iv) Provision of safe drinking water and primary health facilities including immunization for all villages and entire population and complete elimination of scavenging.

NSOU ? PGSW-V 143 (v) Growth and diversification of agriculture to achieve self-sufficient in food and generate surpluses for exports. (vi) Strengthening the infrastructure (energy, transport, and communication, irrigation) in order to support the growth processes on a sustainable basis. (vii) The withdrawal of the state from these industrial activities where its presence is not essential and encouraging private sector initiative to fill the vacuum. (viii) Encouraging all-round productivity and efficiency in the public sector enterprises compelling them to rely on internally generated resources rather than on budgetary support. Growth Rate : The Eighth Plan had set a target of 5.6 per cent but it revealed from Economic Survey of 1998-99 that the growth rate, which was only 0.5 per cent in 1991-92 gradually increased to 5.2 per cent in 1992-93 and then increased to 6.2 per cent provisional in 1993-94.

In 1994-95, the CSO estimates show that the growth rate of GDP would be around 6.8 per cent. Again, in 1995-96, the CSO estimate shows that the growth rate of GDP would be around 6.8 per cent. Again, in 1995-96, the CSO estimate shows that the growth rate of GDP at factor cost would be around 7.3 per cent. Moreover, in 1996-97, the same growth rate of GDP was around 7.8 per cent. Thus the Eighth Plan is likely to end with an average growth rate of 6.8 per cent per annum. Gross Domestic Savings and Investment : Gross domestic savings as per cent of GDP at current prices, during the first four years of the Eighth Plan

has increased from 22.1 per cent in 1992-93, to 24.9 per cent in 1994-95

and then to new peak of 26.1 per cent in 1996-97. The average gross domestic savings (GDS) as per cent of GDP during the Eighth Plan is estimated at 24.3 per cent and these surpassed the target of 21.6 per cent. The rise in domestic savings in 1996-97 to a peak level of 26.1 per cent of GDP was primarily due to rise in private savings to 24.2 per cent of GDP. The gross domestic investment as per cent of GDP at current prices has also

increased from 23.9 per cent in 1992-93 to 25.7 per cent in 1996-97. The

average gross domestic investment as per cent of GDP during the Eighth Plan reached the level of 25.7 per cent.

NSOU ? PGSW-V 144 The average of saving-investment gap during the first four years of the Eighth Plan (1992-96) stood at (-) 1.4 per cent. The Eighth Plan recognized the essential need to involve people in the process of development. The attitude of passive observance and total dependence on the government for developmental activities had become all-pervasive. It needed to be altered to a pro-active attitude of people taking initiative themselves. In the process of development, people must operate and government must cooperate. In this Plan, therefore, for the first time a new direction was given to achieve these objectives by adoption of an institutional approach. India's Ninth Five-Year Plan (1997-2002) The Eighth plan period ended in 1997. Implementation of the Ninth plan was to begin from the same year. But a series of political crises in the country delayed the formulation and approval of the plan by two years. The NDC finally approved the plan in February 1999, envisaging a GDP growth rate of 6.5 percent per annum. Though delayed by two years in approval, the plan was to run its period through to 2002. The ninth plan aimed at growth with social justice and equity. Objectives : (i) Priority to agriculture and rural development with a view to generating adequate productive employment and eradication of poverty; (ii) Accelerating the growth rate of the economy with stable prices; (iii) Ensuring food and nutritional security for all, particularly the vulnerable sections of the society; (iv) Providing basic minimum services of safe drinking water, primary healthcare facilities, universal primary education, shelter and connectivity to all in a time-bound manner, (v) Containing the growth of populations; (vi) Ensuring environmental sustainability of the development process through social mobilization and participation of people at all levels; (vii) Empowerment of women and society's disadvantaged groups such as the scheduled castes, scheduled tribes and other backward classes and minorities as agents of Socio-economic change and development;

NSOU ? PGSW-V 145 (viii) Promoting and developing people's participatory institutions like Panchayati Raj Institutions, Co-operatives and self-help groups. (ix) Strengthening efforts to build self-reliance; The special feature of the Ninth Plan was the priority set out by the Prime Minister in the list titled 'Special Action Plan' (SAP). It concentrated on five areas: food and agriculture; physical infrastructure; health, education and drinking water; information technology and water resources. Outlay : The size of the plan was estimated to be Rs. 8,59,000 crore at 1996-97 prices. This included plans of the Centre, States and public sector undertakings. The gross budgetary support to the plan from the Centre was fixed at Rs. 3,74,000 crore. Resources from public sector undertakings and states were estimated to be Rs. 2,90,000 crore and Rs. 1,95,000 crore respectively. Assessment : The rate of growth of GDP during the ninth plan dropped to 5.3 percent from 6.7 percent during the Eighth plan. This was against the target of 6.5 percent. The rate of growth declined particularly in the agriculture and manufacturing sectors, whereas in the services sector there was a marginal increase in the growth rate. In the agriculture three of the five years of the Ninth Plan witnessed poor performance due to weather-related shocks. The Asian crisis in 1997 and slowdown in the world economy, coupled with poor performance of agriculture during 1997-2000, led to a reduced demand for industrial goods and consequent reduction in the growth rate in the industrial sector. Some other development during the ninth plan, such as cyclone in Orissa, earthquake in Gujarat, Kargil war etc. also resulted in diversion of resources from investment and consequent decline in the growth rates. The rate of investment was 24.2 percent of GDP at market prices. The rate of saving has been worked out to 23.3 percent of GDP. The bulk of the savings was accounted for by the private sector. The excess of investment over savings resulted in a current account deficit of 0.9 percent for the Ninth Plan.

NSOU ? PGSW-V 146 In the Ninth Plan, the importance of public participation was highlighted, and it was argued that the process of social mobilization and development of peoples' initiatives cannot be achieved without the active support and involvement of the political system at all levels. It was clearly stated that the Panchayati Raj bodies in rural areas and Nagar Palikas in urban areas will have to be directly involved in the developmental process, and therefore people's involvement via their elected representatives will be realized through genuine democratic decentralization. However, it was argued, other forms of people's participation also need to be strengthened. Tenth Five Year Plan (2002-2007) : The Tenth Five Year Plan (2002-2007) aimed at an indicative target of 8% GDP growth for the plan period. It covered the issue related to growth, investment and employment, and certain general observations on institutional design, governance and implementation methodologies. The Tenth Plan set before itself the annual growth rate of 8%, which was much higher than 5.5% achieved during the Ninth Plan. Since economic growth was not the only objective, the plan aims at harnessing the benefits of growth to improve the quality of life of the people by setting the following key objectives : i. Reduction in poverty ratio; ii. Providing gainful high quality employment to the additional labour force over the tenth plan period; iii. All children to be enrolled in schools and complete 5 years of schooling; iv. Reduction of gender gaps in literacy and wage rates by at least 50%; v. Reduction in decadal rate of population growth between 2001 and 2011 to 16.2%; vi. Increase in literacy rate to 75% within the plan period; vii. All villages to have sustained access to potable drinking water within the plan period; viii. Cleaning of major polluted rivers and other notified stretches; ix. Reduction in Infant Mortality Rate (IMR) and Maternal Mortality Rate (MMR); x. Around Rs.800 billion of disinvestment over 5 years and increasing FDI inflows annually to at least \$7.5 billion; and xi. All main rivers should be cleaned up between 2007 and 2012.

NSOU ? PGSW-V 147 In the Tenth Five Year Plan, the importance of accountability was highlighted. The then Prime Minister, Atal Bihari Vajpayee pointed out in the Forward of the Tenth Five Year Plan document that effective delivery of basic social services to our people cannot be ensured unless the institutions that are charged with these functions are made accountable to the people themselves and for this it is necessary to empower the Panchayati Raj Institutions by transferring to them both functions and resources. He believed that the PRIs must become the cutting edge of our three-tier political structure and the focal point of democratic decentralization. Eleventh Five Year Plan (2007-12) : The National Development Council approved the Eleventh Five Year Plan setting 'a faster more broad based and inclusive' growth at the average annual rate of 9 per cent. The Plan points out, it requires a substantial increase in the allocation of public resources for plan programmes in critical areas' including education, health, agriculture and infrastructure. The central vision of the Eleventh Plan is to improve the quality of life of the people, especially the poor, SCs and STs, OBCs, minorities and women. The Plan can be broadly divided into the following components : ? Reduction of poverty and creation of employment opportunities; ? Providing access to essential services like health and education, especially for poor; ? Providing equal opportunity to all, empowerment through education and skill development; ? Ensuring environmental sustainability; ? Good governance. As many as 27 detailed national targets have been set in the Plan ranging from enhancing income and reducing poverty, to education, literacy, health, infant mortality, maternal mortality and child development. These can be classified into the following six categories : a) Income and poverty ? Average GDP growth of 9 percent ? Agricultural growth rate of 4 per cent.

NSOU ? PGSW-V 148 ? Generation of 58 million new work opportunities ? Reduction of unemployment among the educated to less than 5 per cent; ? 20 per cent rise in the real wage rate of unskilled workers ? 10 percent reduction in the head-count ratio of consumption poverty b) Education ? Reduction of dropout rates of children at the elementary level from 52.2 per cent in 2003-04 to 20 per cent by 2011-12 ? Ensuring minimum standard of education in elementary schools; ? Increasing the literacy rate to 85% for people of the age seven years or more ? Reduction of gender gap in literacy to 10% by 2011-12; ? Increasing the percentage of each cohort going to higher education to 15 per cent by 2011-12. c) Health ? Reduction of infant Mortality Rate (IMR) to 28% and Maternal Mortality Rate (MMR) to 1 percent per 1000 live births by the end of the Eleventh Plan ? Total Fertility Rate (TFR) to be reduced to 2.1 ? Providing clean drinking water to all by 2009 ? Reduce by half malnutrition among children of age group 0-3 ? Reduce by half anemia among women and children d) Women and Children ? Raising the sex ratio to 935 for the age group 0-6 years by 2011-12 and to 950 by 2016-17 ? To ensure that at least 33 per cent of the beneficiaries of all government schemes are women and children. ? To ensure that all children enjoy a safe childhood, without any compulsion to work e) Infrastructure ? Electricity connection to all villages and BPL households by 2009

NSOU ? PGSW-V 149 ? Road connection to all habitation with a population 1000 and above (500 and above in hilly and tribal areas) by 2009, and all significant habitations by 2015 ? Connect every village by telephone and provide broadband connectivity to all villages by 2012 ? Provide homestead sites to all by 2012 and step up the pace of the construction of houses for rural poor. f) Environment ? Increase forest and tree cover by 5 per cent. ? Attain WTO standards of air quality in all major cities by 2011-12 ? Treat all urban waste water by 2011-12 to clean river waters ? Increase energy efficiency by 20 per cent by 2016-17. A key feature of the inclusive growth strategy in the Eleventh Plan is that growth should not be treated as an end in itself, but only as a means to an end. This is best done by adopting monitorable targets, which would reflect the multi-dimensional economic and social objectives of inclusive growth. One of the basic objectives of the Eleventh Plan is to use Panchayati Raj Institutions (PRI) as the primary means of delivery of the essential services that are critical to inclusive growth. The 73rd and 74th Amendments to the Constitution have led to the establishment of about 2.5 lakh elected institutions of local self-government (about 2.38 lakh in rural areas and rest in urban areas). It is absolutely critical for the inclusiveness of our growth process that these large numbers of elected representatives in our PRIs are fully involved in planning, implementing and supervising the delivery of the essential public services. The Eleventh Plan recognizes the need to build incentives that may help in encouraging the states to devolve functions, funds and functionaries to the PRIs. In order to capture the extent to which this process and empowerment of PRIs has actually progressed in each state, a suitable Devolution Index will be developed and will be called PRI-empowerment Index. The plan promises to create productive employment at a faster pace than before, and targets agricultural growth at 4 per cent per year. It seeks to reduce disparities across regions and communities by ensuring access to basic physical infrastructure as well as health and education services to all. It recognizes gender as a cross-cutting theme across all sectors and commits to respect and promote the rights of the common person.

NSOU ? PGSW-V 150 7.6 Conclusion The unit thus gave us a clear idea about the objectives & overview about the various plan period in India since 1990. 7.7 Exercise 1. Give a brief account of Institutional structure of planning in India. 2. Write about the Economic Reform after 1991. 3. Write about the Eight five year plane. 4. Discuss about the Eleventh five year plane. 7.8 Reference Concept of National Income and Inequalities in Distribution of National Income. Introduction to National Income Analysis: Wilfred Beckerman Littlehampton Book Services Ltd; 3rd edition 1980. National income and social accounting: Harold C. Edey, Alan T. Peacock, Ronald A. Cooperhutchinson University Library London Third Edition 1967. Macroeconomics Third Edition Daron Acemoglu, David Laibson, John A. List Pearson 2021. The Framework of the Indian Economy: An Introduction to Economics John Hicks (Author), M. Mukherjee (Author), S. K. Ghosh OUP India 1985.

NSOU ? PGSW-V 151 Unit 8 ? Concept of National Income and Inequalities in Distribution of National Income Structure 8.0 Objective 8.1 Introduction 8.2 Leakages and injections 8.3 How is national income measured? 8.4 Definition of GDP 8.5 Inequality around the World 8.6 Conclusion 8.7 Exercise 8.8 Reference 8.0 Objective The learner would learn about the concept of National income & other factors which influences the National economy. 8.1 Introduction To start, we look at the very simple model of the nation's economy. In this model there are two sectors. Households are the people who buy the nation's output of goods and services and the owners of all of the economy's factors of production. They supply these factors of production to the firms and, in turn, they receive payment for their factors. The firms hire the factors of production from households and use these factors to produce the nation's output of goods and services. The factors of production provided and income received are shown in a simplified form in Table 1. Payment to the factors of production Factors of Production Payment to the Factor (Provided by Firms) (Provided by Households) Labour Wages Land Rent Capital Interest Entrepreneurship Profit

NSOU ? PGSW-V 152 This is the basis for the circular flow of income two-sector model shown in Figure 1. Households provide the factors of production (1) and receive income (2). They buy the goods and services (3) produced by the firms by using the income received (4), and in this way the income circulates throughout the economy. 8.2 Leakages and injections The two-sector model described is very much a simplified model of the economy. Common sense is likely to tell you that households do not behave in this very simple way— that is, they do not spend all of the money that they receive in income as suggested by the model. Households can save some of their income. By definition, saving means foregoing current consumption to allow for consumption in the future. People can save by putting money in banks or other financial institutions. Saving is known as a leakage from the circular flow, as it is income received but not used to finance expenditure on goods and services. If households do not buy all the output that is produced by the firms then firms will have unsold stocks of goods and, as a result, they will reduce their output. To reduce output the firms will use fewer factors of production and thus pay less income. This shows how saving will cause the amount of income circulating in the economy to fall. However, firms will have access to the savings of households by borrowing money from financial institutions such as banks or pension funds. They can use the money to increase their stock of capital and expand their output. This is known as investment and Figure 1 : Two-sector circular flow of income model

NSOU ? PGSW-V 153 is an injection into the circular flow of income, as it involves income that does not come straight from the households through their spending on goods and services. Investment allows the amount of income circulating in the economy to rise. Even though we have made the model slightly more realistic by adding saving and investment into the circular flow, the model is still limited by the fact that there are only two sectors. In reality, of course, there are other sources of income flow in an economy. If households buy goods and services from other countries, then some of their income flows out of the economy's circular flow. Thus imports are also known as a leakage because they represent expenditure of income not returning to the firms. People in foreign countries buy the country's exports of goods and services. Exports are an injection into the circular flow because they represent a source of income not coming directly from the households. There is no reason to assume that exports will be equal to imports. Countries usually have trade imbalances. Clearly, households and firms are not the only two sectors acting in an economy. We now introduce the government sector. Some of the income earned by households must be paid to the government in the form of taxes. Thus, taxes are a leakage from the circular flow. Governments spend money in the economy on a wide range of things—schools, roads, campaigns to reduce smoking, and hospitals, to name a few examples. Government spending on goods and services represents an injection into the circular flow. There is no reason to assume that government spending will be equal to tax revenues. It should be noted here that governments are able to spend more than they earn in order to deliberately influence the level of leakages and injections in an economy and thereby affect the level of national income. It is important to point out that there is a category of government spending known as transfer payments that are not included as an injection into the circular flow. Transfer payments are payments to individuals that are not the result of an increase in output. Examples of transfer payments are pensions, unemployment benefits, and child allowance payments. Governments tax the income of some households and transfer this income to others through the payments. As it is a transfer of income, rather than income in exchange for output, this spending does not represent an injection. Figure 2 shows the circular flow of income model with the four sectors—households, firms, the foreign sector, and the government sector—taking into account the leakages and injections.

NSOU ? PGSW-V 154 Even the four-sector model remains a simplification of a complex economy, but it serves to illustrate some important conclusions. The economy is in equilibrium where leakages are equal to injections. If leakages rise, without a corresponding increase in injections, then national output will fall to a new equilibrium, as there will be less income circulating. If injections rise with no corresponding rise in leakages, then the economy will move to a new equilibrium. 8.3 How is national income measured? The most commonly used measure of a country's national income is gross domestic product (GDP). There are three different methods that are all used to calculate this figure. 1. The output method : This measures the actual value of the goods and services produced. This is calculated by summing all of the value added by all the firms in an economy. When we say value added it means that at each stage of a production process we deduct the costs of inputs, so as not to "double count" the inputs. The data is usually grouped according to the different production sectors in the economy: agriculture and mining (primary sector), manufacturing (secondary sector), and services (tertiary sector). The output method measures the value of the arrow marked as number (3) in Figure 1. Figure 2 : Four-sector circular flow with leakages and injections

NSOU ? PGSW-V 155 2. The income method : This measures the value of all the incomes earned in the economy. This method measures the value of the arrow marked as number (2) in Figure 1. 3. The expenditure method : This measures the value of all spending on goods and services in the economy. This is calculated by summing up the spending by all the different sectors in the economy. These include: ? spending by households, known as consumption (C) ? spending by firms, known as investment (I) ? spending by governments (G) ? spending by foreigners on exports minus spending on imports. This is known as net exports (X-M). ? The expenditure method measures the value of the arrow marked as number (4) in Figure 1. ? Each approach measures the value of a nation's output differently by looking at different sets of data. Nonetheless, since they are measuring the same thing, their values are necessarily an equal amount. One common and highly acceptable definition of GDP is that it is

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the total value of all final goods and services produced in an economy

in a year. This clearly reflects the output method of calculation. Another widely used definition is that GDP is the total value of all spending in the economy, algebraically expressed as $GDP = C + I + G + (X-M)$. This reflects the expenditure method. ? Thus, regardless of the method chosen, in theory, accounting will result in the same final figure, whether we call it national output, national income, or national expenditure. ? In practice, however, the data that are collected to calculate each of the three values come from many different and varied sources, and inevitably there will be inaccuracies in the data, leading to imbalances among the final values. Some of these inaccuracies are the result of the timing of the data gathering; often figures have to be revised at later dates when full information is collected.

NSOU ? PGSW-V 156 8.4 Definition of GDP National output = National income = National expenditure Gross domestic product (GDP) and gross national product (GNP)/gross national income (GNI) : Two definitions for gross domestic product (GDP) were given above. A third is useful to be able to make a comparison between GDP and gross national product (GNP) /gross national income (GNI). GDP may be defined as the total of all economic activity in a country, regardless of who owns the productive assets. For example, if an Indian multinational company (MNC) is operating in Canada and earning profits, then this income is included in the Canadian GDP and not in the Indian GDP. If the production takes place on Canadian land then it is recorded on the Canadian GDP. Gross national product (GNP)/gross national income (GNI) is the total income that is earned by a country's factors of production regardless of where the assets are located. In the example above, the profits earned by the Indian MNC would be included in Canada's GDP but not Canada's GNI because Canada does not own the assets. Similarly, Canada's GDP would not include profits earned by a Canadian MNC operating in Brazil but its GNI would include such profits. Thus, GNI is equal to GDP plus income earned from assets abroad minus income paid to foreign assets operating domestically. The income earned by assets held in foreign countries is known as property income from abroad and the difference between incomes earned from assets abroad minus income paid to foreign assets operating domestically is known as net property income from abroad. $GNI = GDP + \text{net property income from abroad}$ Gross national income (GNI) and net national income (NNI) Throughout the course of a year a country's capital stock will lose some of its value. This is known as depreciation of capital or capital consumption. This is due to several factors. It may simply be due to wear and tear as machinery is used, there may be damage to capital equipment, or technology might make machinery obsolete. In effect, capital gets "used up" and the GDP does not take into account this depreciation of capital. The measure that does take this into account is called net national income (NNI), which is simply gross national income minus depreciation (capital consumption). While NNI gives

NSOU ? PGSW-V 157 a more realistic view of the real economic activity of a country, in practice it is very difficult to account for depreciation. Thus gross figures are the more widely used measures. $NNI = GNI - \text{depreciation}$ Nominal GDP and real GDP If we were to compare the GDP of a country from one year to another we would have to take into account the fact that prices in the economy are likely to have risen. If prices of goods and services rise (inflation) then this will overstate the value of GDP. That is, GDP will rise, even if there hasn't actually been an increase in economic activity. In order to get a true picture of the change in economic activity we take the nominal GDP, which is the value at current prices, and adjust it for inflation to get the GDP at constant prices. This is done through the use of a "GDP deflator" and the value is known as real GDP. To compare GDP data over time it is necessary to use the real value so that price changes cannot distort the information. $\text{Real GDP} = \text{Nominal GDP} \text{ adjusted for inflation}$ Note : Whenever you see the adjective "real" in front of an economic variable, it means that the variable has been adjusted for inflation. This makes it possible to compare data over time. GDP per capita This is the easiest of the national income statistics to measure. It is simply the total GDP divided by the size of the population. While the total economic activity of a country is appropriately measured using the GDP figure, if one is to make any judgment about the progress of a country in comparison with other countries in terms of raising living standards then the GDP per capita figure is much more appropriate. For example, the GDP of China is US\$ 5,365 billion, significantly higher than that of Canada, with a GDP of US\$ 1,556 billion. This says that the output of China is approximately three and a half times larger than that of Canada. However, when we take the population into account we find that China's GDP per capita is US\$ 3,678, while the GDP per capita of Canada is US\$ 45,658. Thus the output per person in Canada is almost twelve and a half times that of China's output per person. Why are national income statistics gathered? Definitions of national income are fairly straightforward, but the job of compiling accurate accounts is extremely complicated and necessarily expensive. Every country has

NSOU ? PGSW-V 158 an organization that is responsible for calculating and reporting on the country's national accounts. The United Nations provides guidelines for such work in the System of National Accounts (SNA). The data gathered are used in myriad ways. ? National income statistics can be seen as a "report card" for a country. Economic growth is a stated objective of governments. Economic growth is an increase in a country's national income over time. Therefore, people use the statistics to judge whether or not a government has been successful in achieving its macroeconomic objective of increased growth. ? Governments use the statistics to develop policies. ? Economists use the statistics to develop models of the economy and make forecasts about the future. ? Businesses use statistics to make forecasts about future demand. ? The performance of an economy over time can be analyzed (as long as real data are used). ? Because rising national income is often equated with rising living standards, people often use national income accounts as a basis for evaluating the standard of living or quality of life of a country's population. ? National income statistics are often used as a basis for comparing different countries. Limitations of the data Given the importance of national income statistics and their wide use, it is important to be aware of possible limitations of the data, both in terms of the accuracy of the data, in terms of their uses for making comparisons, and in terms of their appropriateness in making conclusions about living standards. ? Inaccuracies : As noted above, the data that are used to calculate the various measures of national income come from a vastly wide range of sources, including tax claims by households and firms, output data, and sales data. Figures tend to become more accurate after a lag time as they are revised when additional data are included. Statisticians in national statistics agencies make every effort to make their data as reliable as possible and in the more developed countries they can be assumed to be fairly reliable. The United Nations SNA works with all countries to improve the methods of gathering data. This improves the validity of comparisons.

NSOU ? PGSW-V 159 ? Unrecorded or under-recorded economic activity—informal markets : It is important to note that national income accounts can only record economic activity that has been officially recorded. They therefore don't include any do-it-yourself work or other work done at home. If you paint your own home, your work will not be included in the country's GDP, but if you pay a house-painting company to do so the activity will be recorded, and GDP will rise, even though the output is identical. This is perhaps most significant for developing countries, where much of the output does not make it to any recorded market. For example, much of the food consumed in developing countries may be produced by subsistence farmers. These are people who grow their own food. Although estimates of the value of this are made, it is likely that GDP figures are undervalued. Comparisons may be difficult. Apart from the do-it-yourself work and subsistence farming, there is another category of economic activity that goes unrecorded or under-recorded. This may be referred to as the hidden economy. This includes activity that is unrecorded because the actual work is illegal, such as drug trafficking. It also includes unrecorded activity that is legal, but the people are doing it illegally. For example, if foreign workers do not have the appropriate work permits to do work such as cleaning, building, or working in restaurants, then their work will go unrecorded. It also includes work that is not recorded because people want to evade paying taxes. For example, when governments impose high taxes on cigarettes, this provides smokers with additional incentive to buy their cigarettes illegally to avoid paying the taxes. High indirect and direct taxes, along with government health and safety regulations, give employers the incentive to avoid the "official" economy and hire workers unofficially. High income taxes give people the incentive to understate their full income. For example, a lawyer will have to declare some official income, but may then pursue work that she does not declare. If she accepts cash for the extra work, then she can avoid officially claiming the income. Statisticians try to estimate the extent of the hidden economy from country to country. ? External costs: GDP figures do not take into account the costs of resource depletion. Cutting down trees leads to an increase in GDP, but there is no measure to account for the loss of these trees. GDP figures do not make deductions for the negative consequences of air and water pollution and traffic congestion, as

NSOU ? PGSW-V 160 these are external costs. Such external costs are almost certain to compromise the quality of life, even as GDP increases. ? Other quality of life concerns: GDP may grow because people are working longer hours, or taking fewer holidays. While people may earn higher incomes as a result, they might not actually enjoy higher standards of living. GDP accounting does not include free activities such as volunteer work or people caring for the elderly and children at home. These are all activities that can lead to a better society, but might even be discouraged in the pursuit of economic growth. ? Composition of output: It is possible that a large part of a country's output is in goods that do not benefit consumers, such as defense goods or capital goods. If this is the case, then it would be hard to argue that a higher GDP will raise living standards. 8.5 Inequality around the World Before we can understand the variation of income across the world, our first step is to define our measurements. How do we quantify the differences in standards of living and economic conditions across countries? Income per capita is one robust measure. Measuring Differences in Income per Capita We learned in the last section how to measure aggregate income or GDP. We can do so by approaching it from the production side, from the expenditure side, or from the income side. From the national income accounting identity, all three give exactly the same answer: gross domestic product, or GDP for short. Dividing GDP by the total population in the country gives us income per capita (per person) or GDP per capita. We use the two terms interchangeably in this textbook because they represent the same number. (Often we use income per capita when we wish to emphasize that the number is the average income of the citizens of a country and GDP per capita when we wish to emphasize that the number is what the economy produces per person.) More formally, we have : $\text{Income per capita} = \text{GDP per capita} = \text{GDP} / \text{Total population}$ For example, the United States in 2010 had GDP equal to about \$14.45 trillion. With a total population of approximately 310 million, income per capita was approximately \$46,613.

NSOU ? PGSW-V 161 How does this compare to the income per capita of other countries? Let us look to a neighboring country : Mexico. Income in Mexico is, of course, not calculated in U.S. dollars but in pesos. Thus with a similar computation, we find income per capita in Mexico in the same year, 2010, to be approximately 116,036 pesos. This number is not directly comparable to the \$46,613 for the United States because it is expressed in different units. But we can convert it to the same units by using the exchange rate. For example, on January 1, 2010 one U.S. dollar was worth 12.9 pesos, or one peso was worth $1/12.9 = 0.078$ dollars. Using this ratio, we can convert the average income in Mexico into dollars as follows (where p.c. stands for "per capita") : $\text{Mexican income p.c. in } \$ = \text{Mexican income p.c. in pesos} * \$/\text{peso exchange rate} = 116,036 * 0.078 = \$9,051$ So the average Mexican had an income per capita of approximately \$9,051. This number would be useful if you wanted to think about how much an individual with the average Mexican income per capita, all of which was earned in Mexico, would be able to consume in the United States. Using this exchange-rate-based measure, we can compute income per capita in every country for which we have data on GDP and population. For example, in 2010, income per capita in Sweden was \$50,549 and in Switzerland it was \$69,167. While income per capita in Sweden and Switzerland is similar to that in the United States, large disparities emerge when we compare the United States to several other countries. For example, we have already seen that the U.S. income per capita is about 5 times that of Mexico. It is also 30 times greater than income per capita in India, 43 times greater than income per capita in Senegal, and approximately 155 times greater than income per capita in Ethiopia. Exchange rates allow us to compare GDP across countries using the same units, but we favor a tool that provides even better comparisons of income per capita across countries: purchasing power parity (PPP). Exchange rates convert currencies into the same units but fail to account for the fact that the prices of many goods and services will differ across countries. For example, some things—like phone calls—are cheaper in the United States than in Mexico because better technology is available in the United States and because there is a telecommunications monopoly in Mexico, keeping prices relatively high. But other goods—like guacamole and haircuts—are cheaper in Mexico, often because labor and other inputs are cheaper.

NSOU ? PGSW-V 162 We saw in the previous chapter how to adjust economic variables like GDP to correct for changes in prices over time (which led to the notion of real GDP). We should make a similar adjustment when comparing GDP between countries. But the exchange rate between dollars and pesos doesn't do this. To see why, recall that the exchange rate between the peso and the dollar was 12.9 on January 1, 2010. If instead we had used the exchange rate on January 1, 2009, which was 13.8 pesos per dollar, the average income in Mexico would have been \$8,408 rather than \$9,051. But this fluctuation has little to do with changes in prices households face in Mexico or the United States. Rather, it is just a consequence of converting Mexican income into dollars using the current exchange rate, which fluctuates for a variety of reasons unrelated to differences in the cost of living. Purchasing power parity provides a better way to convert GDP in domestic currencies into common units. The idea here is very similar to the adjustment we developed for converting nominal GDP into real GDP in the previous chapter. Specifically, the purchasing power parity (PPP) constructs the cost of a representative bundle of commodities in each country and adjusts GDP so that a dollar in each country can purchase this representative bundle. The resulting measure is a country's GDP in PPP-adjusted U.S. dollars. For example, this representative bundle cost \$1 in the United States and 8.64 pesos in Mexico in 2010. On this basis, the PPP factor between U.S. dollars and pesos is \$1 for 8.64 pesos or 1 peso for $0.116 = 1/8.64$ U.S. dollars. Using this procedure, income per capita in Mexico in PPP would be : $\text{Mexican income p.c. in PPP } \$ = \text{Mexican income p.c. in pesos} * \$/\text{peso PPP} = 116,036 * 0.116 = \$13,460$ Comparing this result for Mexico with the \$9,051 obtained using the peso/\$ exchange rate, we see that there is often a significant difference between exchange-rate-based measures and PPP-based measures of income per capita, with the gap between the United States economy and poorer economies generally being smaller when we use PPP-based measures. This pattern reflects the lower cost of living in countries with lower income per capita— that is, the fact that exchange-rate-based measures of GDP ignore the fact that many commodities are cheaper in poorer countries.

NSOU ? PGSW-V 163 Inequality in Income per Capita There are still very large disparities across countries when we use PPP-based measures. Exhibit 1 shows a graph of PPP-adjusted income per capita across countries in 2010 (expressed in terms of 2005 constant dollars, where the notion of constant dollars was defined in the previous chapter). Note that there are 19 countries with less than \$1,000 per capita, including the Democratic Republic of Congo, Ethiopia, Liberia, Madagascar, and Togo, and another 23 with incomes of between \$1,000 and \$2,000, including Afghanistan, Haiti, Kenya, Tajikistan, Uganda, and Zambia. These measures contrast sharply with those of the United States (\$41,365), France (\$31,299), and Germany (\$34,089) in the same year. There are wide disparities in income per capita across countries. Nineteen countries had income per capita less than \$1,000 in 2010 (in PPP-adjusted 2005 constant dollars) while only a few countries had income per capita above \$40,000. The large disparities in income per capita across countries are easily visible on this map, which also shows that the poorest countries are concentrated in Africa, parts of Asia, Central America, and the Caribbean. Exhibit 2 complements Exhibit 1 by showing a map of the world with different ranges of income per capita shaded in different colors. Reds, oranges, and yellows correspond to Exhibit 1 : Income per Capita around the World in 2010 (PPP-adjusted 2005 Constant Dollars)

NSOU ? PGSW-V 164 Exhibit 2 : A Map of Income per Capita across the World lower income per capita, and greens correspond to relatively high income per capita. The overall picture is similar to that shown in Exhibit 1, yet we can now more easily identify where the rich and the poor countries are. There are some striking patterns to the differences in incomes. For example, the African continent appears to be uniformly poorer, except for a few spots. Much of South Asia and Latin America is also quite poor. In contrast, North America and Western Europe are relatively prosperous. This map makes it clear that there are indeed major economic disparities throughout the world, and one of our purposes in this chapter is to understand the causes behind them. Equity in the distribution of income One of the characteristics associated with free market economies is an unequal distribution of income. For example, the principal of a school is likely to earn a greater income than a cafeteria worker. Inequality obviously occurs to different extents in different countries. The reasons for difference in income and the consequences of inequality are many and complex. They can form the basis of massive debate among economists, politicians, sociologists, colleagues, parents and children, friends, and even classmates in an economics lesson!

NSOU ? PGSW-V 165 There is one argument that suggests that huge inequalities in income are unfair. People with low incomes will experience relatively low living standards and fewer opportunities than people with high incomes. They may live in a state of absolute poverty, whereby they do not have access to the basic necessities needed to sustain life. Or they may live in relative poverty, whereby their living standards are well below an observed "average" in an economy. There are a number of reasons why incomes may be low and so people live in poverty : ? they may have been born into a household where incomes were low ? they may have received poor, or no, education ? they may have suffered in terms of poor health care and malnutrition ? they may have found it necessary to find work before completing an education The consequences of poverty include : ? low living standards ? lack of access to sufficient health care ? low levels of education The consequences lead to low levels of human capital and that in turn makes it likely that people will continue to be poor, so the situation tends to be cyclical. People are poor and so have low levels of education and health care. Because they have low levels of education and health care, they are unlikely to find work or may only have access to low paid jobs. Because of this they remain poor. These are some of the issues that result in fierce debate. Even if it is perceived that an unequal distribution of income is unfair, economic reasoning will show that higher incomes act as an incentive for people to work harder. If people did not believe that their hard work in school or at work would allow them to raise their human capital and provide them with the opportunity to earn higher incomes, then this would have huge implications for the supply side of an economy, resulting in a lower overall level of economic activity. Purely economic analysis will not lead to an answer as to exactly how much inequality is acceptable or appropriate. This is very much a normative issue. What can be agreed

NSOU ? PGSW-V 166 upon is that fact that market economies do result in inequality of income. In this chapter, we will look at the ways in which governments use their policies on taxation and government spending to affect the distribution of income in an economy. It is important that you understand the difference between equity and equality from the outset. Equity means fairness. Governments attempt to redistribute income to make the distribution more fair. They are not aiming for equality, where everyone would receive the same income, since, as we noted earlier, this would destroy the incentive to work harder for many people. Lorenz curve and Gini index Income inequality in an economy can be measured. The most common representation of inequality comes in the form of a Lorenz curve. This takes data about household income gathered in national surveys and presents them graphically. Consider the following data : Table-1 Country Survey Lowest 2nd 3rd 4th Highest Gini index year 20% 20% 20% 20% 20% (2002-2007)

Country	Year	Lowest 20%	2nd 20%	3rd 20%	4th 20%	Highest 20%	Gini index
Bolvia	2007	2.7	6.5	11.0	18.6	61.2	58.2
Brazil	2007	3.0	6.9	11.8	19.6	58.7	55.0
Croatia	2005	8.8	13.3	17.3	22.7	37.9	29.0
Madagascar	2005	6.2	9.6	13.1	17.7	53.5	47.2

Sources : World Bank & UN Human Development Report 2009 Households are ranked in ascending order of income levels and the share of total income going to groups of households is calculated. For example, if we look at Brazil, we see that the poorest 20% of households receive only 3.0% of total household income while the richest 20% of the households receive 58.7%. This contrasts with Croatia, where the data suggest more equality in distribution, with the poorest 20% receiving 8.8% of total household income, and the richest 20% receiving 37.9%. The information can be graphed using Lorenz curves shown in Figure 1. The x-axis shows the cumulative percentage of the total population divided up in the quintiles shown in Table 1. The y-axis shows the cumulative percentage of total income earned by the quintiles. The line of absolute equality indicates a perfectly equal distribution of income

NSOU ? PGSW-V 167 where, for example, 10% of the population earns 10% of the income, and 90% of the population earns 90% of the income. Each country has its own Lorenz curve based on the income data. The farther away a country's curve is from the line of absolute equality, the more unequal is the distribution of income. In our example, the curve drawn for Brazil is farther away than that of Croatia. We can quickly observe from the diagram that income is less equally distributed in Brazil than it is in Croatia. An indicator that neatly summarizes the information presented in the table and on the Lorenz curve is the Gini index. The Gini index is derived from the Lorenz curve and is a ratio of the area between the line of equality and a country's Lorenz curve (a) to the total area under the line of equality (a) + (b). The higher the Gini index, the more unequal is the distribution of income. Gini index values are given in Table 1. Although a reduction in income inequality may be an important objective of development, one must be very careful in using Gini index numbers as a basis for evaluating a country's development progress. While low-income countries tend to have higher levels of inequality than high-income countries, there is no hard and fast correlation between the level of development of a country measured by its HDI and its Gini index. There are countries with a high level of human development, such as the US (HDI rank 13), that have a relatively Figure 1 : Lorenz curves for Brazil and Croatia

NSOU ? PGSW-V 168 high Gini index (40.8) and countries with a low level of human development, such as Ethiopia (HDI rank 171), with a much lower Gini value (29.8). Moreover, it would not be correct to assume that it is necessary to have more equality in order to raise living standards. Assume that the poorest 20% of the population earns 3.0% of the national income as in Brazil. If the national income rises and the income distribution pattern remains the same, then the poorest will receive a larger amount, even if their share remains the same. They get the same proportion of a larger amount! 8.6 Conclusion The learner got an idea about National income, how it is calculated and also the concept of GDP. The learner also had a detailed idea about the inequalities in distribution of National income in our society. 8.7 Exercise 1. Explain the concept of National Income. 2. Discuss about Nominal GDP & real GDP. 3. How is national income measured. 4. Write a short note on— a) Lorenz curve. (b) Inequality in Income per capita. 8.8 Reference Changing Pattern of Economic Planning in India after 1990. The Concise Oxford Companion to Economics In India:Kaushik Basu, Oxford, 2010. Indian Economy: Gaurav Datt and Ashwani MahajanS Chand Publishing; Seventy Second edition, 2016. Indian Economy Since Independence: Uma Kapila 32 Edition Academic Foundation, 2021. Indian economy 38th Revised & Updated Edition 2020 V.K. Puri, S. K. MisraHimalya.

Unit 9 ? Society : Concept, Socialization, Deviance and Social Control and Social institution Structure 9.0 Objective 9.1 Introduction 9.2 Society 9.3 Socialization 9.3.1 Role of Socialization 9.4 Social Deviance 9.5 Social Control 9.6 Social Institution 9.7 Conclusion 9.8 Exercise 9.9 Reference 9.0 Objective Learners would understand the

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concepts central to sociology and understand how different sociological perspectives have developed

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the study of groups and group interactions, societies and social interactions, from small and personal groups to very large groups.

They would gain knowledge about some other crucial terms of sociology. 9.1 Introduction

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A group of people who live in a defined geographic area, who interact with one another, and who share a common culture is what sociologists call a society. Sociologists study all aspects and levels of society. Sociologists working from the micro-level study small groups and individual interactions, while those using macro-level analysis look at trends among and between large groups and societies. For example, a micro-level study

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might look at the accepted rules of conversation in various groups such as among teenagers or business professionals. In contrast, a macro-level analysis might research the ways that language use has changed over time or in social media outlets. 9.2

Society

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As a functionalist, Émile Durkheim's (1858-1917) perspective on society stressed the necessary interconnectivity of all of its elements. To Durkheim, society was greater than the sum of its parts. He asserted that individual behavior was not the same as collective behavior and that studying collective behavior was quite different from studying an individual's actions. Durkheim called the communal beliefs, morals, and attitudes of a society the collective conscience. In his quest to understand what causes individuals to act in similar and predictable ways, he wrote, "If I do not submit to the conventions of society, if in my dress I do not conform to the customs observed in my country and in my class, the ridicule I provoke, the social isolation in which I am kept, produce, although in an attenuated form, the same effects as punishment" (Durkheim 1895). Durkheim also believed that social integration, or the strength of ties that people have to their social groups, was a key factor in social life.

Base (economy) Superstructure (government, family, religion, education, culture)

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Karl Marx (1818-1883) is certainly among the most significant social thinkers in recent history. While there are many critics of his work, it is still widely respected and influential. For Marx, society's constructions were predicated upon the idea of "base and superstructure." NSOU ? PGSW-V 171 This term refers to the idea that a society's economic character forms its base, upon which rests the culture and social institutions, the superstructure. For Marx, it is the base (economy) that determines what a society will be like. -

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Additionally, Marx saw conflict in society as the primary means of change. Economically, he saw conflict existing between the owners of the means of production—the bourgeoisie— and the laborers, called the proletariat. Marx maintained that these conflicts appeared consistently throughout history during times of social revolution. These revolutions or "class antagonisms" as he called them, were a result of one class dominating another. Most recently, with the end of feudalism, a new revolutionary class he called the bourgeoisie dominated the proletariat laborers. The bourgeoisie were revolutionary in the sense that they represented a radical change in the structure of society. In Marx's words, "Society as a whole is more and more splitting up into two great hostile camps, into two great classes directly facing each other—Bourgeoisie and Proletariat" (Marx and Engels 1848). In the mid-nineteenth century, as industrialization was booming, industrial employers, the "owners of the means of production" in Marx's terms, became more and more exploitative toward the working class. The large manufacturers of steel were particularly ruthless, and their facilities became popularly dubbed "satanic mills" based on a poem by William Blake. Marx's colleague and friend, Frederick Engels, wrote *The Condition of the Working-Class in England* in 1844, which described in detail the horrid conditions.

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Another idea that Marx developed is the concept of false consciousness. False consciousness is a condition in which the beliefs, ideals, or ideology of a person are not in the person's own best interest. In fact, it is the ideology of the dominant class (here, the bourgeoisie capitalists) that is imposed upon the proletariat. Ideas such as the emphasis of competition over cooperation, or of hard work being its own reward, clearly benefit the owners of industry. Therefore, workers are less likely to question their place in society and assume individual responsibility for existing conditions.

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In order for society to overcome false consciousness, Marx proposed that it be replaced with class consciousness, the awareness of one's rank in society. Instead of existing as a "class in itself," the proletariat must become a "class for itself" in order to produce social change (Marx and Engels 1848), meaning that instead of just being an inert strata of society, the class could become an advocate for social improvements. Only once society entered this state of political consciousness would it be ready for a social revolution. NSOU ? PGSW-V 172 While Karl Marx may be one of the best-known thinkers of the nineteenth century, Max Weber is certainly one of the greatest influences in the field of sociology. Like the other social thinkers discussed here, he was concerned with the important changes taking place in Western society with the advent of industrialization. And, like Marx and Durkheim, he feared that industrialization would have negative effects on individuals. Weber's primary focus on the structure of society lay in the elements of class, status, and power. Similar to Marx, Weber saw class as economically determined. Society, he believed, was split between owners and laborers. Status, on the other hand, was based on noneconomic factors such as education, kinship, and religion. Both status and class determined an individual's power, or influence over ideas. Unlike Marx, Weber believed that these ideas formed the base of society. Weber's analysis of modern society centered on the concept of rationalization. A rational society is one built around logic and efficiency rather than morality or tradition. To Weber, capitalism is entirely rational. Although this leads to efficiency and merit-based success, it can have negative effects when taken to the extreme. In some modern societies, this is seen when rigid routines and strict design lead to a mechanized work environment and a focus on producing identical products in every location. Another example of the extreme conditions of rationality can be found in Charlie Chaplin's classic film *Modern Times* (1936). Chaplin's character performs a routine task to the point where he cannot stop his motions even while away from the job. Indeed, today we even have a recognized medical condition that results from such tasks, known as "repetitive stress syndrome." Weber was also unlike his predecessors in that he was more interested in how individuals experienced societal divisions than in the divisions themselves. The symbolic interactionism theory, the third of the three most recognized theories of sociology, is based on Weber's early ideas that emphasize the viewpoint of the individual and how that individual relates to society. For Weber, the culmination of industrialization, rationalization, and the like results in what he referred to as the iron cage, in which the individual is trapped by institutions and bureaucracy. This leads to a sense of "disenchantment of the world," a phrase Weber used to describe the final condition of humanity. Indeed a dark prediction, but one that has, at least to some degree, been borne out (Gerth and Mills 1918). In a rationalized, modern society, we have supermarkets instead of family-owned NSOU ? PGSW-V 173 stores. We have chain restaurants instead of local eateries. Superstores that offer a multitude of merchandise have replaced independent businesses that focused on one product line, such as hardware, groceries, automotive repair, or clothing. Shopping malls offer retail stores, restaurants, fitness centers, even condominiums. This change may be rational, but is it universally desirable? 9.3

Socialization

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Socialization is the process through which people are taught to be proficient members of a society. It describes the ways that people come to understand societal norms and expectations, to accept society's beliefs, and to be aware of societal values. Socialization is not the same as socializing (interacting with others, like family, friends, and coworkers); to be precise, it is a sociological process that occurs through socializing.

Socialization is how culture is learned, but socialization is also important for another important reason. To illustrate this importance, let's pretend we find a 6-year-old child who has had almost no human contact since birth. After the child was born, her mother changed her diapers and fed her a minimal diet but otherwise did not interact with her. The child was left alone all day and night for years and never went outside. We now find her at the age of 6. How will her behavior and actions differ from those of the average 6-year-old? Take a moment and write down all the differences you would find. In no particular order, here is the list you probably wrote. First, the child would not be able to speak; at most, she could utter a few grunts and other sounds. Second, the child would be afraid of us and probably cower in a corner. Third, the child would not know how to play games and interact with us. If we gave her some food and utensils, she would eat with her hands and not know how to use the utensils. Fourth, the child would be unable to express a full range of emotions. For example, she might be able to cry but would not know how to laugh. Fifth, the child would be unfamiliar with, and probably afraid of, our culture's material objects, including cell phones and televisions. In these and many other respects, this child would differ dramatically from the average 6-year-old youngster in the United States. She would look human, but she would not act human. In fact, in many ways she would act more like a frightened animal than like a young human being, and she would be less able than a typical dog to follow orders and obey commands.

NSOU ? PGSW-V 174 9.3.1 Role of Socialization ? Socialization prepares people for social life by teaching them a group's shared norms, values, beliefs, and behaviors. ? The role of socialization is to acquaint individuals with the norms of a social group or society. ? Socialization is an important process for children, who are socialized at home and in school. ? Second, socialization teaches individuals how to prepare for and perform certain social roles—occupational roles, gender roles, and the roles of institutions such as marriage and parenthood. ? The term "socialization" refers to a general process, but socialization always takes place in specific contexts. 9.4 Social

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Deviance If we want to reduce violent crime and other serious deviance, we must first understand why it occurs. Many sociological theories of deviance exist, and together they offer a more complete understanding of deviance than any one theory offers by itself. Together they help answer the questions posed earlier: why rates of deviance differ within social categories and across locations, why some behaviors are more likely than others to be considered deviant, and why some kinds of people are more likely than others to be considered deviant and to be punished for deviant behavior. As a whole, sociological explanations highlight the importance of the social environment and of social interaction for deviance and the commission of crime.

According to sociologist William Graham Sumner (1840–1910), deviance is a violation of established contextual, cultural, or social norms, whether folkways, mores, or codified law (1906).

The study of social deviance is the study of the violation of cultural norms in either formal or informal contexts. Social deviance is a phenomenon that has existed in all societies. Sociological theories of deviance are those that use social context and social pressures to explain deviance. Let us now examine these theoretical aspects to understand the concept of Deviance from various perspectives NSOU ? PGSW-V 175

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Major Theory Related explanation Summary of explanation Durkheim's views Deviance has several functions: (a) it clarifies norms and increases conformity, (b) it strengthens social bonds among the people reacting to the deviant, and (c) it can help lead to positive social change

Functionalist

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Social ecology Certain social and physical characteristics of urban neighborhoods contribute to high crime rates. These characteristics include poverty, dilapidation, population density, and population turnover Strain theory According to Robert Merton, deviance among the poor results from a gap between the cultural emphasis on economic success and the inability to achieve such success through the legitimate means of working. According to Richard Cloward and Lloyd Ohlin, differential access to illegitimate means affects the type of deviance in which individuals experiencing strain engage. Deviant subcultures Poverty and other community conditions give rise to certain subcultures through which adolescents acquire values that promote deviant behavior. Albert Cohen wrote that lack of success in school leads lower-class boys to join gangs whose value system promotes and rewards delinquency. Walter Miller wrote that delinquency stems from focal concerns, a taste for trouble, toughness, cleverness, and excitement. Marvin NSOU ? PGSW-V 176 Wolfgang and Franco Ferracuti argued that a subculture of violence in inner-city areas promotes a violent response to insults and other problems. Social control theory Travis Hirschi wrote that delinquency results from weak bonds to conventional social institutions such as families and schools. These bonds include attachment, commitment, involvement, and belief. Conflict

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Feminist perspectives Inequality against women and antiquated views about relations between the sexes underlie rape, sexual assault, intimate partner violence, and other crimes against women. Sexual abuse prompts many girls and women to turn to drugs and alcohol use and other antisocial behavior. Gender socialization is a key reason for large gender differences in crime rates.

Major Theory Related explanation Summary of explanation Symbolic Differential association Edwin H. Sutherland argued that criminal interactionism theory

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behavior is learned by interacting with close friends and family members who teach us how to commit various crimes and also about the values, motives, and rationalizations we need to adopt in order to justify breaking the law. Labelling theory Deviance results from being labelled a deviant; non legal factors such as appearance, race, and social class affect how often labelling occurs.

Major Theory Related explanation Summary of explanation

NSOU ? PGSW-V 177 Thus Deviance is behaviour that violates social norms and arouses negative social reactions. Some behaviour is considered so harmful that governments enforce laws to ban such behaviour. There are

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two key insights of the sociological approach to deviance (which distinguish it from moral and legalistic approaches). Firstly, deviance is defined by its social context. To understand why some acts are deviant and some are not, it is necessary to understand what the context is, what the existing rules are, and how these rules came to be established. If the rules change, what counts as deviant also changes. As rules and norms vary across cultures and time, it makes sense that notions of deviance also change.

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The second sociological insight is that deviance is not an intrinsic (biological or psychological) attribute of individuals, nor of the acts themselves, but a product of social processes. The norms themselves, or the social contexts that determine which acts are deviant or not, are continually defined and redefined through ongoing social processes — political, legal, cultural, etc. One way in which certain activities or people come to be understood and defined as deviant is through the intervention of moral entrepreneurs. 9.5

Social Control Social control refers to ways in which a society tries to prevent and sanction behavior that violates norms.

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All societies practise social control, the regulation and enforcement of norms. Social control can be defined broadly as an organized action intended to change people's behaviour (Innes, 2003). The underlying goal of social control is to maintain social order, an arrangement of practices and behaviours on which society's members base their daily lives. Think of social order as an employee handbook, and social control as the incentives and disincentives used to encourage or oblige employees to follow those rules. When a worker violates a

the norms of their

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workplace, then the manager steps in to enforce the rules. One means of enforcing rules are through sanctions. Sanctions can be positive as well as negative. Positive sanctions are rewards given for conforming to norms. A promotion at work is a positive sanction for working hard. Negative sanctions are punishments for violating norms. Being arrested is a punishment for shoplifting. Both types of sanctions play a role in social control.

Not

all forms of social control are adequately understood through the use of sanctions, however. Donald Black (b. 1941) identified four key styles of social control, each of which defines deviance and the appropriate response to it in a different manner (1976).

NSOU ? PGSW-V 178 Penal social control functions by prohibiting certain social behaviours and responding to violations with punishment. Compensatory social control obliges an offender to pay a victim to compensate for a harm committed. Therapeutic social control involves the use of therapy to return individuals to a normal state. Conciliatory social control aims to reconcile the parties of a dispute and mutually restore harmony to a social relationship that has been damaged. While penal and compensatory social controls emphasize the use of sanctions, therapeutic and conciliatory social controls emphasize processes of restoration

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and healing. Michel Foucault (1926-1984) notes that from a period of early modernity onward, European society became increasingly concerned with social control as a practice of government (Foucault, 2007). In this sense of the term, government does not simply refer to the activities of the state, but to all the practices by which individuals or organizations seek to govern the behaviour of others or themselves. Government refers to the strategies by which one seeks to direct or guide the conduct of another or others. In the 15th and 16th centuries, numerous treatises were written on how to govern and educate children, how to govern the poor and beggars, how to govern a family or an estate, how to govern an army or a city, how to govern a state and run an economy, and how to govern one's own conscience and conduct. These treatises described the burgeoning arts of government, which defined the different ways in which the conduct of individuals or groups might be directed

or controlled. Foucault describes these forms of government as disciplinary social control.

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Recent types of social control have adopted a model of risk management in a variety of areas of problematic behaviour. Risk management refers to interventions designed to reduce the likelihood of undesirable events occurring based on an assessment of probabilities of risk. Unlike the crime and punishment model of penal social sanctions, or the rehabilitation, training, or therapeutic models of disciplinary social control, risk management strategies do not seize hold of individual deviants but attempt to restructure the environment or context of problematic behaviour in order to minimize the risks to the general population..

NSOU ? PGSW-V 179 Finally,

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Travis Hirschi's (b. 1935) control theory. According to Hirschi, social control is directly affected by the strength of social bonds (1969). Many people would be willing to break laws or act in deviant ways to reap the rewards of pleasure, excitement, and profit, etc. if they had the opportunity. Those who do have the opportunity are those who are only weakly controlled by social restrictions. Similar to Durkheim's theory of anomie, deviance is seen to result where feelings of disconnection from society predominate. Individuals who believe they are a part of society are less likely to commit crimes against it. Hirschi identified four types of social bonds that connect people to society (1969) : 1. Attachment measures our connections to others. When we are closely attached to people, we worry about their opinions of us. People conform to society's norms in order to gain approval (and prevent disapproval) from family, friends, and romantic partners. 2. Commitment refers to the investments we make in conforming to conventional behaviour. A well-respected local businesswoman who volunteers at her synagogue and is a member of the neighbourhood block organization has more to lose from committing a crime than a woman who does not have a career or ties to the community. There is a cost/benefit calculation in the decision to commit a crime in which the costs of being caught are much higher for some than others. 3. Similarly, levels of involvement, or participation in socially legitimate activities, lessen a person's likelihood of deviance. Children who are members of Little League baseball teams have fewer family crises. 4. The final bond, belief, is an agreement on common values in society. If a person views social values as beliefs, he or she will conform to them. An environmentalist is more likely to pick up trash in a park because a clean environment is a social value to that person. 9.6

Social Institution

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An institution is any structure or mechanism of social order and cooperation governing the behavior of a set of individuals within a given community. Institutions are identified with a social purpose and permanence, transcending individual lives and intention by enforcing rules that govern cooperative behaviour. While institutions are obviously comprised of

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individuals and create rules through these individuals' agentic actions, institutions act as forces of socialization, meaning that they teach individuals to conform to their norms. Institutions can be either formal or informal. Formal institutions are those that are created with the intention of governing human behaviour. Examples include the United States Congress, an institution that is designed to create the laws of the United States. However, formal institutions do not have to have the force of the law at their disposal. Another example is the Roman Catholic Church. While violating the tenets of the Catholic Church is not in violation of law, the Church expects its members to adhere to its religious codes. Informal institutions are those that are not designed to regulate conduct, but often end up doing so as members seek to conform to communal standards. Institutions can also be abstract, such as the institution of marriage. This means that marriage has become a social expectation, with informal rules for how married people are expected to behave.

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While institutions tend to appear to people in society as part of the natural, unchanging landscape of their lives, sociological studies of institutions reveal institutions a social constructs, meaning that they are created by individuals and particular historical and cultural moment. Sociology traditionally analyzes social institutions in terms of interlocking social roles and expectations. Social institutions are created by and defined by their own creation of social roles for their members. The social function of the institution is the fulfillment of the assigned roles. Institutionalization refers to the process of embedding something, such as a concept, a social role, a value, or a logic within an organization, social system, or society as a whole. The process of institutionalization elucidates how values norms, and institutions are so closely intertwined.

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Sociology traditionally analyzes Social Institutions in terms of interlocking social roles and expectations. Social institutions are created by and defined by their own creation of social roles for their members. 9.7 Conclusion The

concepts that you learnt in this unit are very important and very much interrelated. Now you may be able to use these concept to know the various social phenomena and resolve issues when ever needed.

NSOU ? PGSW-V 181 9.8 Exercise 1. What do you understand by collective conscience and social integration. 2. What are the major role of Socialization. 3. Who gave the "Control theory". What are the

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four types of social bonds that connect people to society.

Write in detail. 4. Give a brief note on social institution. 9.9 Reference <https://courses.lumenlearning.com/sociology/chapter/what-is-sociology/> as downloaded on 3/3/21 <https://courses.lumenlearning.com/sociology/chapter/theoretical-perspectives-on-society/> as downloaded on 3/3/21 <https://courses.lumenlearning.com/sociology/chapter/introduction-to-socialization/> as downloaded on 3/3/21 <https://open.lib.umn.edu/sociology/chapter/7-2-explaining-deviance/> as downloaded on 4/ 3/21 <https://ecampusontario.pressbooks.pub/introsoc2ed/chapter/chapter-7-deviance-crime-and-social-control/> as downloaded on 5/3/21 <https://socialsci.libretexts.org/Bookshelves/>

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NSOU ? PGSW-V 182 Unit 10 ? Social change 10.0 Objective 10.1 Introduction 10.2 Factors of Social Change 10.2.2 Population 10.2.3 Technology 10.2.4 Modernization 10.2.5 Urbanization 10.2.6 Globalization 10.3 Nature of Social change in India 10.3.1 Indian Culture 10.3.2 Family Structure 10.3.3 Marrital Values 10.3.4 Adultery 10.3.5 Social Values 10.3.6 Food, Clothing and Dialect 10.3.7 Employment and the Agricultural Sector 10.4 Conclusion 1.5 Exercise 10.6 Reference 10.0 Objective Collective behavior and social movements are just two of the forces driving Social Change, which is the change in society created through social movements as well as external factors like environmental shifts or technological innovations. Essentially, any disruptive shift in the status quo, be it intentional or random, human-caused or natural, can lead to social change. In this unit we will learn in detail about Social change.

NSOU ? PGSW-V 183 10.1 Introduction

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Social change, refers to the transformation of culture, behaviour, social institutions, and social structure over time. As we know the basic types of society: hunting-and- gathering, horticultural and pastoral, agricultural, industrial, and post-industrial. In looking at all of these societies, we have seen how they differ in such dimensions as size, technology, economy, inequality, and gender roles. In short, we have seen some of the ways in which societies

have transformed itself over a period of

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time. Another way of saying this is that we have seen some of the ways in which societies change as they became more modern. To understand social change, then, we need to begin to understand

the various factors of social change : 10.2 Factors of Social Change Changes to technology, social institutions, population, and the environment, alone or in some combination, create change. Below, we will discuss how these act as agents of social change, and we'll examine real-world examples. We will focus on four agents of change that social scientists recognize : technology, social institutions, population, and the environment. 10.2.1 Social Institutions Each change in a single social institution leads to changes in all social institutions. For example, the industrialization of society meant that there was no longer a need for large families to produce enough manual labor to run a farm. Further, new job opportunities were in close proximity to urban centers where living space was at a premium. The result is that the average family size shrunk significantly. This same shift toward industrial corporate entities also changed the way we view government involvement in the private sector, created the global economy, provided new political platforms, and even spurred new religions and new forms of religious worship like Scientology. It has also informed the way we educate our children: originally schools were set up to accommodate an agricultural calendar so children could be home to work the fields in the summer, and even today, teaching models are largely based on preparing students for industrial jobs, despite that being an outdated need. A shift in one area, such as industrialization, means an interconnected impact across social institutions.

NSOU ? PGSW-V 184 10.2.2 Population Population composition is changing at every level of society. Births increase in one nation and decrease in another. Some families delay childbirth while others start bringing children into their folds early. Population changes can be due to random external forces, like an epidemic, or shifts in other social institutions, as described above. But regardless of why and how it happens, population trends have a tremendous interrelated impact on all other aspects of society. In the United States, we are experiencing an increase in our senior population as baby boomers begin to retire, which will in turn change the way many of our social institutions are organized. For example, there is an increased demand for housing in warmer climates, a massive shift in the need for elder care and assisted living facilities, and growing awareness of elder abuse. There is concern about labor shortages as boomers retire, not to mention the knowledge gap as the most senior and accomplished leaders in different sectors start to leave. Further, as this large generation leaves the workforce, the loss of tax income and pressure on pension and retirement plans means that the financial stability of the country is threatened. Globally, often the countries with the highest fertility rates are least able to absorb and attend to the needs of a growing population. Family planning is a large step in ensuring that families are not burdened with more children than they can care for. On a macro level, the increased population, particularly in the poorest parts of the globe, also leads to increased stress on the planet's resources. 10.2.3 Technology Some would say that improving technology has made our lives easier. Imagine what your day would be like without the Internet, the automobile, or electricity. In *The World Is Flat*, Thomas Friedman (2005) argues that technology is a driving force behind globalization, while the other forces of social change (social institutions, population, environment) play comparatively minor roles. He suggests that we can view globalization as occurring in three distinct periods. First, globalization was driven by military expansion, powered by horsepower and wind power. The countries best able to take advantage of these power sources expanded the most, and exert control over the politics of the globe from the late fifteenth century to around the year 1800. The second shorter period from approximately 1800 C.E. to 2000 C.E. consisted of a globalizing economy. Steam and rail NSOU ? PGSW-V 185 power were the guiding forces of social change and globalization in this period. Finally, Friedman brings us to the post-millennial era. In this period of globalization, change is driven by technology, particularly the Internet (Friedman 2005). 10.2.4 Modernization Modernization describes the processes that increase the amount of specialization and differentiation of structure in societies resulting in the move from an undeveloped society to developed, technologically driven society (Irwin 1975). By this definition, the level of modernity within a society is judged by the sophistication of its technology, particularly as it relates to infrastructure, industry, and the like. However, it is important to note the inherent ethnocentric bias of such assessment. Why do we assume that those living in semi- peripheral and peripheral nations would find it so wonderful to become more like the core nations? Is modernization always positive? One contradiction of all kinds of technology is that they often promise time-saving benefits, but somehow fail to deliver. How many times have you ground your teeth in frustration at an Internet site that refused to load or at a dropped call on your cell phone? Despite time-saving devices such as dishwashers, washing machines, and, now, remote control vacuum cleaners, the average amount of time spent on housework is the same today as it was fifty years ago. And the dubious benefits of 24/7 e-mail and immediate information have simply increased the amount of time employees are expected to be responsive and available. While once businesses had to travel at the speed of the U.S. postal system, sending something off and waiting until it was received before the next stage, today the immediacy of information transfer means there are no such breaks.

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The terms modern and modernization have positive connotations; it sounds good to modernize and to be modern. Modernization implies that progress has been made and is continuing to be made, and who would not want progress? Yet modernization also has a downside, as we will see in this section and in the later discussion of the environment. A related problem with the terms and concepts of modern and modernization is that many people think of Western nations when considering the most modern nations in the world today. This implies that Western society is the ideal to which other societies should aspire. While there are many good things about Western societies, it is important to avoid the ethnocentrism of assuming that Western societies are better because they are more modern. In fact, one reason that many people in the Middle East and elsewhere dislike the

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United States is that they resent the “Westernization” of their societies from the influence of the United States and other wealthy Western nations. When they see Coca-Cola and Pepsi logos and the McDonald’s golden arches in their nations, they fear Western influence and the loss of their own beliefs and traditions. These caveats notwithstanding, societies have become much more modern over time, to put it mildly. We thus cannot fully understand society and social life without appreciating how societies have changed as they have become more modern. Not surprisingly, sociologists have recognized the importance of modernization ever since the discipline of sociology began in the 19th century, and much of the work of sociology’s founders—Émile Durkheim, Max Weber, Karl Marx, and others—focused on how and why societies have changed as they became more modern. We can draw on their efforts and related work by later sociologists and by anthropologists to develop an idea of the differences modernization has made for societies and individuals. Several dimensions and effects of modernization seem apparent (Nolan & Lenski, 2009). First, as societies evolve, they become much larger and more heterogeneous. This means that people are more different from each other than when societies were much smaller, and it also means that they ordinarily cannot know each other nearly as well. Larger, more modern societies thus typically have weaker social bonds and a weaker sense of community than small societies and place more of an emphasis on the needs of the individual.

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We can begin to appreciate the differences between smaller and larger societies when we contrast a small college of 1,200 students with a large university of 40,000 students. Perhaps you had this contrast in mind when you were applying to college and had a preference for either a small or a large institution. In a small college, classes might average no more than 20 students; these students get to know each other well and often have a lot of interaction with the professor. In a large university, classes might hold 600 students or more, and everything is more impersonal. Large universities do have many advantages, but they probably do not have as strong a sense of community as is found at small colleges. A second aspect of modernization is a loss of traditional ways of thinking. This allows a society to be more creative and to abandon old ways that may no longer be appropriate. However, it also means a weakening or even ending of the traditions that helped define the society and gave it a sense of identity. NSOU ? PGSW-V 187 A third aspect of modernization is the growth of individual freedom and autonomy. As societies grow, become more impersonal, and lose their traditions and sense of community, their norms become weaker, and individuals thus become freer to think for themselves and to behave in new ways. Although most of us would applaud this growth in individual freedom, it also means, as Émile Durkheim (1895/1962) recognized long ago, that people feel freer to deviate from society’s norms and thus to commit deviance. If we want a society that values individual freedom, Durkheim said, we automatically must have a society with deviance. Is modernization good or bad? This is a simplistic question about a very complex concept, but a quick answer is that it is both good and bad. We see evidence for both responses in the views of sociologists Ferdinand Tönnies, Weber, and Durkheim. Tönnies said that modernization meant a shift from *Gemeinschaft* (small societies with strong social bonds) to *Gesellschaft* (large societies with weaker social bonds and more impersonal social relations). Tönnies lamented the loss of close social bonds and of a strong sense of community resulting from modernization, and he feared that a sense of rootlessness begins to replace the feeling of stability and steadiness characteristic of small, older societies. Weber was also concerned about modernization. The hallmarks of modernization, he thought, are rationalization, a loss of tradition, and the rise of impersonal bureaucracy. He despaired over the impersonal quality of rational thinking and bureaucratization, as he thought it was a dehumanizing influence. Durkheim took a less negative view of modernization. He certainly appreciated the social bonds and community feeling, which he called mechanical solidarity, characteristic of small, traditional societies. However, he also thought that these societies stifled individual freedom and that social solidarity still exists in modern societies. This solidarity, which he termed organic solidarity, stems from the division of labor, in which everyone has to depend on everyone else to perform their jobs. This interdependence of roles, Durkheim said, creates a solidarity that retains much of the bonding and sense of community found in premodern societies. We have already commented on important benefits of modernization that are generally recognized: modernization promotes creativity and individual freedom and autonomy. These developments in turn usually mean that a society becomes more tolerant of beliefs and behaviors that it formerly would have disapproved and even condemned. Modern

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societies, then, generally feature more tolerance than older societies. Many people, undoubtedly including most sociologists, regard greater tolerance as a good thing, but others regard it as a bad thing because they favor traditional beliefs and behaviors. Beyond these abstract concepts of social bonding, sense of community, and tolerance, modern societies are certainly a force for both good and bad in other ways. They have produced scientific discoveries that have saved lives, extended life spans, and made human existence much easier than imaginable in the distant past and even in the recent past. But they have also polluted the environment, engaged in wars that have killed tens of millions, and built up nuclear arsenals that, even with the end of the Cold War, still threaten the planet. Modernization, then, is a double-edged sword. It has given us benefits too numerous to count, but it also has made human existence very precarious.

Further, the Internet brought us information, but at a cost. The morass of information means that there is as much poor information available as trustworthy sources. There is a delicate line to walk when core nations seek to bring the assumed benefits of modernization to more traditional cultures. For one, there are obvious procapitalist biases that go into such attempts, and it is short-sighted for western governments and social scientists to assume all other countries aspire to follow in their footsteps. Additionally, there can be a kind of neo-liberal defense of rural cultures, ignoring the often crushing poverty and diseases that exist in peripheral nations and focusing only on a nostalgic mythology of the happy peasant. It takes a very careful hand to understand both the need for cultural identity and preservation as well as 10.2.5 Urbanization An important aspect of social change and population growth over the centuries has been urbanization, or the rise and growth of cities. Urbanization has had important consequences for many aspects of social, political, and economic life (Macdonis & Parrillo, 2010). Macdonis, J. J., & Parrillo, V. N. (2010). *Cities and urban life* (5th ed.). Upper Saddle River, NJ: Prentice Hall. The earliest cities developed in ancient times after the rise of horticultural and pastoral societies made it possible for people to stay in one place instead of having to move around to find food. Because ancient cities had no sanitation facilities, people typically left their garbage and human waste in the city streets or just outside the city wall (which most cities had for protection from possible enemies); this poor sanitation led to rampant disease and

NSOU ? PGSW-V 189 high death rates. Some cities eventually developed better sanitation procedures, including, in Rome, a sewer system (Smith, 2003). Smith, M. L. (Ed.). (2003). *The social construction of ancient cities*. Washington, DC: Smithsonian Institution Press. Cities became more numerous and much larger during industrialization, as people moved to be near factories and other sites of industrial production. First in Europe and then in the United States, people crowded together as never before into living conditions that were often decrepit. Lack of sanitation continued to cause rampant disease, and death rates from cholera, typhoid, and other illnesses were high. In addition, crime rates soared, and mob violence became quite common (Feldberg, 1998). Feldberg, M. (1998). Urbanization as a cause of violence: Philadelphia as a test case. In A. F. Davis & M. H. Haller (Eds.), *The peoples of Philadelphia: A history of ethnic groups and lower-class life, 1790–1940* (pp. 53–69). Philadelphia: University of Pennsylvania Press. Views of the City Are cities good or bad? We asked a similar question—is modernization good or bad?—earlier in this chapter, and the answer here is similar as well: cities are both good and bad. They are sites of innovation, high culture, population diversity, and excitement, but they are also sites of high crime, impersonality, and other problems. In the early 20th century, a group of social scientists at the University of Chicago established a research agenda on cities that is still influential today (Bulmer, 1984). Bulmer, M. (1984). *The Chicago school of sociology: Institutionalization, diversity, and the rise of sociological research*. Chicago, IL: University of Chicago Press. Most notably, they began to study the effects of urbanization on various aspects of city residents' lives in what came to be called the human ecology school (Park, Burgess, & McKenzie, 1925). Park, R. E., Burgess, E. W., & McKenzie, R. (1925). *The city*. Chicago, IL: University of Chicago Press. One of their innovations was to divide Chicago into geographical regions, or zones, and to analyze crime rates and other behavioral differences among the zones. They found that crime rates were higher in the inner zone, or central part of the city, where housing was crowded and poverty was common, and were lower in the outer zones, or the outer edges of the city, where houses were spread farther apart and poverty was much lower. Because they found these crime rate differences over time even as the ethnic backgrounds of people in these zones changed, they assumed that the social and physical features of the neighborhoods were affecting their crime rates (Shaw & McKay, 1942). Shaw, C. R., & McKay, H. D. (1942). *Juvenile delinquency and urban areas*. Chicago, IL : University of Chicago Press. Their work is still useful today, as it helps us realize that the social environment, broadly defined, can affect our attitudes and behavior. This theme, of course, lies at the heart of the sociological perspective. Urbanism and Tolerance One of the most notable Chicago sociologists was Louis Wirth (1897-1952), who, in a well-known essay entitled "Urbanism as a Way of Life" (Wirth, 1938), Wirth, L. (1938). *Urbanism as a way of life*. *American Journal of Sociology*, 44, 3-24. discussed several differences between urban and rural life. In one such difference, he said that urban residents are more tolerant than rural residents of nontraditional attitudes, behaviors, and lifestyles, in part because they are much more exposed than rural residents to these nontraditional ways. Supporting Wirth's hypothesis, contemporary research finds that urban residents indeed hold more tolerant views on several kinds of issues (Moore & Ovadia, 2006). Moore, L. M., & Ovadia, S. (2006). *Types of Urban Residents* The quality of city life depends on many factors, but one of the most important factors is a person's social background: social class, race and ethnicity, gender, age, and sexual orientation. As earlier chapters documented, these dimensions of our social backgrounds often yield many kinds of social inequalities, and the quality of life that city residents enjoy depends heavily on these dimensions. For example, residents who are white and wealthy have the money and access to enjoy the best that cities have to offer, while those who are poor and of color typically experience the worst aspects of city life. Because of fear of rape and sexual assault, women often feel more constrained than men from traveling freely throughout a city and being out late at night; older people also often feel more constrained because of physical limitations and fear of muggings; and gays and lesbians are still subject to physical assaults stemming from homophobia. The type of resident we are, then, in terms of our sociodemographic profile affects what we experience in the city and whether that experience is positive or negative. This brief profile of city residents obscures other kinds of differences among residents regarding their lifestyles and experiences. A classic typology of urban dwellers by sociologist Herbert Gans (1962) Gans, H. J. (1962). *The urban villagers: Group and class in the life of Italian-Americans*. New York, NY: Free Press. is still useful today in helping to understand the variety of lives found in cities. Gans identified five types of city residents.

NSOU ? PGSW-V 191 The first type is cosmopolites. These are people who live in a city because of its cultural attractions, restaurants, and other features of the best that a city has to offer. Cosmopolites include students, writers, musicians, and intellectuals. Unmarried and childless individuals and couples are the second type; they live in a city to be near their jobs and to enjoy the various kinds of entertainment found in most cities. If and when they marry or have children, respectively, many migrate to the suburbs to raise their families. The third type is ethnic villagers, who are recent immigrants and members of various ethnic groups who live among each other in certain neighborhoods. These neighborhoods tend to have strong social bonds and more generally a strong sense of community. Gans wrote that all of these three types generally find the city inviting rather than alienating and have positive experiences far more often than negative ones. In contrast, two final types of residents find the city alienating and experience a low quality of life. The first of these two types, and the fourth overall, is the deprived. These are people with low levels of formal education who live in poverty or near-poverty and are unemployed, are underemployed, or work at low wages. They live in neighborhoods filled with trash, broken windows, and other signs of disorder. They commit high rates of crime and also have high rates of victimization by crime. The final type is the trapped. These are residents who, as their name implies, might wish to leave their neighborhoods but are unable to do so for several reasons: they may be alcoholics or drug addicts, they may be elderly and disabled, or they may be jobless and cannot afford to move to a better area. Problems of City Life By definition, cities consist of very large numbers of people living in a relatively small amount of space. Some of these people have a good deal of money, but many people, and in some cities most people, have very little money. Cities must provide many kinds of services for all their residents, and certain additional services for their poorer residents. These basic facts of city life make for common sets of problems affecting cities throughout the nation, albeit to varying degrees, with some cities less able than others to address these problems. One evident problem is fiscal : cities typically have serious difficulties in paying for basic services such as policing, public education, trash removal, street maintenance, and, in cold climates, snow removal, and in providing certain services for their residents who are poor or disabled or who have other conditions. The fiscal difficulties that cities routinely

NSOU ? PGSW-V 192 face became even more serious with the onset of the nation's deep recession in 2009, as the term fiscal crisis became a more accurate description of the harsh financial realities that cities were now facing (McNichol, 2009). McNichol, D. A. (2009, May 1). Revenue loss putting cities in fiscal vise. *The New York Times*, p. NJ1. Another problem is crowding. Cities are crowded in at least two ways. The first involves residential crowding: large numbers of people living in a small amount of space. City streets are filled with apartment buildings, condominiums, row houses, and other types of housing, and many people live on any one city block. The second type of crowding is household crowding: dwelling units in cities are typically small because of lack of space, and much smaller than houses in suburbs or rural areas. This forces many people to live in close quarters within a particular dwelling unit. Either type of crowding is associated with higher levels of stress, depression, and aggression (Regoeczi, 2008). Regoeczi, W. C. (2008). Crowding in context: An examination of the differential responses of men and women to high-density living environments. *Journal of Health and Social Behavior*, 49, 254-268. A third problem involves housing. Here there are two related issues. Much urban housing is substandard and characterized by such problems as broken windows, malfunctioning heating systems, peeling paint, and insect infestation. At the same time, adequate housing is not affordable for many city residents, as housing prices in cities can be very high, and the residents' incomes are typically very low. Cities thus have a great need for adequate, affordable housing. A fourth problem is traffic. Gridlock occurs in urban areas, not rural ones, because of the sheer volume of traffic and the sheer number of intersections controlled by traffic lights or stop signs. Some cities have better public transportation than others, but traffic and commuting are problems that urban residents experience every day (see the "Learning From Other Societies" box). Urbanization varies around the world. In general, wealthy nations are more urban than poor nations. In 1950, less than one-third of the world's population lived in cities or towns; in 2008, more than half the population lived in cities or towns, representing the first time in history that a majority of people were not living in rural areas (United Nations Population Fund, 2007). United Nations Population Fund. (2007). By 2030, almost two-thirds of the world's population is projected to live in urban areas.

NSOU ? PGSW-V 193 The number of urban residents will increase rapidly in the years ahead, especially in Africa and Asia as people in these continents' nations move to urban areas and as their populations continue to grow through natural fertility. Fertility is a special problem in this regard for two reasons. First, and as we saw earlier, women in poor nations have higher fertility rates for several reasons. Second, poorer nations have very high proportions of young people, and these high rates mean that many births occur because of the large number of women in their childbearing years. This trend poses both opportunities and challenges for poorer nations. The opportunities are many. Jobs are more plentiful in cities than in rural areas and incomes are higher, and services such as health care and schooling are easier to deliver because people are living more closely together. In another advantage, women in poorer nations generally fare better in cities than in rural areas in terms of education and employment possibilities (United Nations Population Fund, 2007). But there are also many challenges. In the major cities of poor nations, homeless children live in the streets as beggars, and many people lack necessities and conveniences that urban dwellers in industrial nations take for granted. As the United Nations Population Fund (2007) warns, "One billion people live in urban slums, which are typically overcrowded, polluted and dangerous, and lack basic services such as clean water and sanitation." The rapid urbanization of poor nations will compound the many problems these nations already have, just as the rapid urbanization in the industrial world more than a century ago led to the disease and other problems discussed earlier. As cities grow rapidly in poor nations, moreover, these nations' poverty makes them ill equipped to meet the challenges of urbanization. Helping these nations meet the needs of their cities remains a major challenge for the world community in the years ahead. In this regard, the United Nations Population Fund (United Nations Population Fund, 2007) Addressing the housing needs of the poor will be critical. A roof and an address in a habitable area are the first step to a better life. Improving access to basic social and health services, including reproductive health care, for poor people in urban slums is also critical to breaking the cycle of poverty in urban areas. 10.2.6 Globalization Globalization is defined by defined by different people in different ways. It is a Complex phenomenon. This process refers to mutual interdependence of the countries of

NSOU ? PGSW-V 194 the world, particularly their economic interdependence and freedom to integrate with one another through trade, investments, and capital flows, Globalization has economic, social, political, cultural and several other dimensions and has made tremendous impact across cultures. The process of continuing integration of the countries in the world is strongly underway in all parts of the globe. Supported by accelerating pace of the technological change, by price and trade liberalization, and growing importance of supernational rules, globalisation has exposed national economics to much more intense competition than ever before. Globalisation mainly aims at integrating the domestic economy with the world economy. Cerny defines- "Globalisation is defined here as a set of economic and political structures and processes deriving from the changing character of goods and assets that comprise the base of the international political economy - in particular, the increasing structural differentiation of those goods and assets." Jan Aart Scholte :states "Globalisation stands out for quite a large public spread across the world as one of the defining terms of late twentieth century social consciousness." To conclude we can say is that globalisation would mean being able to manufacture in the most cost effective way anywhere 'in the world. It means the ability to procure raw materials, labour and resources from the cheapest source anywhere in the world b increasing economic integration between countries in the world. Need of Globalisation In a fast changing human society and development of technologies and wide awareness through quantum of knowledge, it is not say easy to leave very simple and happy life. There are certain factor which have made us to think globally in today's competitive society. Following are the factors which need our alternation with regard to global perspective in our thinking.- 1. Development in modes of transportation and communication and easy interaction within and without. 2. Development of science and technology and building new physical infrastructures for better production. 3. With the explosion of population, new resources need to be explored to meet the requires of such a large population. Hence hunting for new sources and modes of development affect the nature of developmental activities.

NSOU ? PGSW-V 195 4. Unemployment especially in third world countries in responsible for brain drain. Professionally qualified people go to other countries for their suitable placement and progress. 5. International trade and marketing in the field of industry, agriculture, technology, textile, minerals, defense, etc. is getting new boom which creates global perspectives. 6. Political alignments and aliveness among the countries make strides to new relationships and adjustments. 7. Security and integrity of a country is an important factor responsible for globalisation and international understanding. 8. Environmental related issues and problems compel nations to get together and to take decisions at international level. 9. Role of mass media and information technology have brought people, n ion and countries together and a sense of togetherness has emerged. Globalization and Social Change in India Globalization has given nations greater access to global markets, technology, financial resources and quality services and skilled human resources. 2. Improvement in and greater access to quality goods and services and an exponential increase in the volume of trade. 3. Access to global capital resources via the stock market and international debt depending on the economic potential of nations and their markets. 4. Access to technologies depending on the nations responsiveness to respect to protection of IPR and the responsible usage of technologies. 5. Access to the world markets to the skilled human resources from nations with inherent intellectual and technical capabilities (the outsourcing of IT, Pharma, BPO and KPO work). 6. Increase in exports of goods and services in which nations have their respective competencies. 7. Increased access to better and qualitative education. 8. Increased the purchasing capability of the nation through the creation of a sizeable middle class which is hungry for quality goods and services while there coexists a large poor class whose time is yet to come. One would expect that the fruits

NSOU ? PGSW-V 196 of liberalization and globalization would have a trickle down effect through the collection of taxes and revenues by Government due to increased trade and commerce 10.3 Nature of Social change in India 10.3.1 Indian Culture The culture of any country does not only portray the region and language of the region, but it starts with the mindset and mentality of the residing citizens. Indian culture is quite rich with respect to its heritage and resources, and more importantly due to the welcoming approach of its citizens. India is bouquet of flowers varying religion, dialect, edibles, tradition, custom, music, art and architecture etc, bundled into a single unit of patriotism and unity. The common factor within all these diversities is the Indian mindset of welcoming, greeting, celebrating in a united way with immense affection and togetherness. This is the rich essence of the Indian culture that has attracted many foreigners to stay back in India and mingle into its eternal fragrance. When we analyse this rich culture with the globalization point of view, we can find many punch holes of westernization and mixing of other traits and cultures into our beautifully woven blanket. Let us closely analyse the impacts of globalization on Indian culture. 10.3.2 Family Structure Indian used to have a joint culture. However in today's life, joint families have become a strange surprise to the Indians especially to those residing in the metropolitan cities in the small flat culture with the nuclear families blooming up like mushrooms in the rain. We have lost the patience to get adjusted into the joint family, imbibing the values of the elders and getting the young ones brought up under the shadow of their grandparents. Children have started treating grandparents like guests or visitors, and such an upbringing is one of the main reasons of increasing old age homes, as those children consider their own parents as burden in their state of adulthood. 10.3.3 Marrital Values Gradually in Indian societies, marriages are also losing their values. It is very much evident from the increasing number of divorce cases and the extra-marital affairs reported

NSOU ? PGSW-V 197 every now and then. Marriage used to be considered as bonding of the souls which will be linked even after the death; but today marriage is like a professional bond or a so-called commitment to share life without compromising their self-interests. The ego factor into the Indian youth is again a product of globalization. 10.3.4 Adultery With the emergence of globalization and western culture, people are freely intermingling with each other. The friendly approach and the socializing feature is worth appreciable. But the total breakout of restrictions have adulterated the Indian mindset, playing up with the physical relationship even outside the wedlock. This has given birth to new relationships in India like live-in relationships. Also the increased cases of rape and sexual abuse cases are a result of the perverted mind which again the imported values very much alien to our mother culture. 10.3.5 Social Values We have the incorporated values of treating the guests as God, warm-hearted welcoming, greeting elders with due respect and a celebrating every small festival with great colour of enjoyment and togetherness. Such a wide gathering with full hue and light can hardly be seen today. People have highly restricted themselves in social interaction. The interaction in present generation is highly diplomatic considering the financial status and wealth. We have lost our social values and cheerful blessing of togetherness. The present generation are more happy celebrating Christmas, Valentine's day along with Holi, Id and Diwali. 10.3.6 Food, Clothing and Dialect Indian food, clothing and languages are varied with respect to different states. The food varies in its taste, but every food has its own nutrient value and every region is specified and rich in its medicinal preparations with the home remedies. Now-days people are more interested to have continental, Chinese and Italian food. Even the clothing varies in different states which is very much particular in maintaining the dignity of woman. The varies cuisines from all over the world though have different flavours to add, still the food ingredients that have inflicted with much popularity are the junk food items which has increased the health disorders in the country. Again the dressing like the suitings for the males are an inappropriate match for the Indian type of climate. The female dresses are

NSOU ? PGSW-V 198 again a way of distraction to the perverted minds. Even the Indians are not very much in favour of promoting their mother tongue or our national language. Instead the youth today consider it to be a shameful condition to speak in their national language Hindi. The way the foreign languages are getting prevalent in India like the French, German and Spanish, right from the school level, is the example of how much we provide importance to Indian languages in comparison to the foreign ones. 10.3.7 Employment and the Agricultural Sector India was predominantly an agricultural based country. With the advanced globalization and cropping up of MNCs, the farming has lost its prime value in India. Agricultural science has the least focus amongst the youngsters who consider farming as a shameful profession and look down upon the same. Employment through MNCs has lucrative deals attracting the bulk of manpower who are working for the other countries as their customer care representatives. We are losing our health and our status and slowly getting to the age of economic slavery due to these MNCs. This is what the globalization has provided Indians through their emergence. 10.4 Conclusion Social change, is inevitable, as society is not static it is dynamic. It changes according to time & situation. In this unit we learnt about those factors which lead to social change with special emphasis on Indian society. 1.5 Exercise 1. Explain the term social change. As a student of social work why is it important for us to know about social change. 2. What do you mean by the term Modernization. Explain, Gemeinschaft & Gessellschaft. 3. What are the basic problems of city life. 4. Discuss the nature of social change in India. 5. Explain briefly the factors responsible for social change.

NSOU ? PGSW-V 199 10.6 Reference <https://www.journalijcar.org/issues/globalization-and-social-change-india> <https://courses.lumenlearning.com/sociology/chapter/social-change/> <https://open.lib.umn.edu/sociology/chapter/20-1-understanding-social-change/>

NSOU ? PGSW-V 200 Unit 11 ? Existing major social issues: Illiteracy, Migration, Drug Abuse, HIV/AIDS, Terrorism, Gender Justice Structure 11.0 Objective 11.1 Introduction 11.2 Illiteracy 11.3 Migration 11.4 Drug Abuse 11.5 HIV/AIDS 11.6 Terrorism 11.6.1 Types of Terrorism 11.7 Gender Justice 11.8 Conclusion 11.9 Exercise 11.10 Reference 11.0 Objective In this unit we will get a glimpse about the various social problems existing in our society. 11.1 Introduction Our world in facing several problem there days. There are many challenging situations which needs to be addressed with great professionalism. An social worker we must be well equipped to face there problems and find the root cause and combat such problems with competency. Let us now discuss some of these problem and know the possible remedies. 11.2 Illiteracy

NSOU ? PGSW-V 201 The ability to read and write, or the ability to use language to read, write, listen, and speak is marked as a sign of literacy. UNESCO, says, "

100%

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W

Literacy is the ability to identify, understand, interpret, create, communicate and compute using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals to develop their knowledge and potential and to participate fully in their community and wider society".

According to UNESCO 37% of the world's illiterate people, are Indian. The literacy rate of India is 74%. Though India's literacy rate has increased since independence ie from 12% to 74% in recent times but still we could not achieve the desirable goal and according to a report by Oxfam, our country has the world's largest population of illiterate people In the last census, of 2011 the literacy rates was 82.14 percent for men while 65.46 percent of women were found to be literate. The low literacy for female also depicts the high level of

100%

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dependency of women on men for activities which requires them to read and write.

There are many differences between rural and urban areas. Kerala has the highest literacy rate of 93.91 %, while Bihar has the least literacy rate of 63.82%. Though Indian Government has allocated

85%

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around 10.5% of its total expenditure on education however it's not evenly spread out.

90%

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The Supreme Court in 1993 announced that children had a fundamental right to free education and thus in the year 2003 the "Right to Education was incorporated in the Constitution under the Constitution (83rd Amendment), 2000.

The Government of India have been launching several schemes to ensure the right to education for all irrespective of gender, caste and religion.

100%

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The National Policy of Education in the year 1986 declared that the whole nation must

be a part to fight against

100%

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the menaces of illiteracy especially among the young population. The National Literacy Mission in 1988 made literacy

as a responsibility of the

93%

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community. It aimed at achieving a literacy rate of 41 per cent by 2035. The 1992 education policy guaranteed free and compulsory education to all children up to 14 years of age before

unfortunately it has not been able to even

60%

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prevent dropouts among school children and still illiteracy prevails. Another scheme, the Sarva Siksha Abhiyan was launched in 2001 to make sure that all children in the age group of 6-14-years must attend their school and complete eight years of schooling by 2010. One of the

crucial components

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of the scheme is the Education Guarantee Scheme and Alternative and Innovative Education,

which primarily focuses on education

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for children in areas with no formal school within a one' kilometer radius.

NSOU ? PGSW-V 202 Dear learners note some of the important schemes for promoting education by Indian Government— National Education Policy, 2020: It aims at making "India a universal knowledge superpower" by introducing the numerous changes in the school level to college level. • Samagra Shiksha: It is an integrated scheme for school education extending from pre-school to class XII to ensure inclusive and equitable quality education at all levels of school education. • Mid-Day Meal Scheme: With this scheme that every child within the age group of six to fourteen years studying in classes I to VIII who enrolls and attends the school shall be provided hot cooked nutritional meals, free of cost every day except on school holidays. • Eklavya Model School and Rajiv Gandhi National Fellowship Scheme (RGNF): This scheme aims to encourage the students belonging to Scheduled Tribes (ST) community to pursue higher education. For Digital Literacy: • Digital India Programme: It pulls together many existing schemes by restructuring and re-focusing them and then implementing them in a synchronized manner. • Pradhan Mantri Gramin Digital Saksharta Abhiyan: It is one of the largest initiatives of the country with the target of making citizens digitally literate. • National Digital Literacy Mission: It aims to empower at least one person per household with crucial digital literacy skills. • Bharat Net Programme: It aims to have an optical fibre network in all Gram panchayats. Let us have a look at the possible reasons for literacy in India- • Poverty • Lack of School Facilities • Child Marriage • Child Labour • Unemployment of Educated youths • Lack of infrastructures-Poor transportation, bad roads, no toilet facility etc. • Lack of facilities in school or no recruitment of teachers

NSOU ? PGSW-V 203 CONSEQUENCES OF ILLITERACY • Due to inaccessibility to knowledge there are chances of frustration and quarrel within the family members at homes as the demands for education of children may not be fulfilled thus leading to a state of Personal disorganization. • Low level of awareness may create ignorance and increase belief in superstition amongst people. Education removes ignorance and increases cooperation and mutual understanding in society. But, on account of lack of education in a community, people can be easily have conflicting situations on communal and religious lines. This may cause Social disorganization • Family disorganization may occur due to quarrels and misguidance • There may be an increase in poverty and educational unemployment • Lack of education may lead to Increase in all anti-social activities ranging from theft, robbery to abduction and rape. • Finally illiteracy may also create chances for-social and economic exclusion in society. Possible suggestions for promoting literacy in our country Provide free education: The provision of free education in schools, colleges, and universities by the government can play the main role in reducing the level of illiteracy. Since some people fail to attend school or basic education due to the lack of money to pay for the fees, and in such cases offering free education can increase the number of people attending school and subsequently reduce illiteracy levels within society and country. • Knowledge: To create the awareness about the importance of education can motivate people to send their ward to school. Various non-governmental organi- zations, government agencies, and other concerned institutions should put their deliberate efforts to create awareness in the society and play the important role to reduce the problem of illiteracy. • Provision of Grants and financial sources: Well reputed educational institu- tions, colleges and training centres are located in urban areas, due to this migration of many rural people from rural areas to urban areas for admitting in higher education institutions. Many families, social groups and communities are not able to bear the burden of fees of their children's and other related expenditure. In those cases offering grants, subsidies, and scholarships can reduce the financial burden

NSOU ? PGSW-V 204 of the parents. It would be helpful for those students to learn without interrupting their education due to the lack of school fees. • Digitalization: Nowadays we live in the age of information and communication technology. Having digital platforms for reading and learning can help reduce illiteracy in society. It can also take care of the challenge in the scarcity of educational facilities. With the help of Digital libraries a good platform available for those who live far away from urban centres to develop their knowledge. • Development of Curriculum and Instructional Methods -To promote the literacy, it is essential to arrange the curriculum and teachings methods in a systematic and logical manner. In various educational institutions and training centres when the curriculum and teachings methods are formulated in an appropriate manner then it should rouse interest among the students towards learning. • Experience and Attitude of the Teachers -To develop education and literacy skills amongst the individuals, it is essential that the teachers and educators should possess the updated knowledge and skills. The right knowledge and skills would effectively contribute in enhancing knowledge and skills amongst the learners. To prevent illiteracy, tea hers have a vital role to play they motivated the students towards learning and those who possess learning disabilities and problems should be helped and encouraged by the teachers so that they are able to perform well in education. Effective communication and friendly nature, politeness, courtesy and kindness are the necessary behavioural traits on the part of the teachers, if they are to efficiently contribute in the prevention of illiteracy. • Development of Extra-Curricular Activities-Learning only academic subjects and concepts may make learning boring. If students go to school and they only get engaged into reading and writing then they may not feel motivated towards learning. To stimulate the individuals towards learning, it is vital to formulate measures to make learning interesting for them. The development of creative and extra-curricular activities is considered essential to arouse keenness and curiosity amongst the learners. The range of extra-curricular activities include yoga, medi- tation, sports, taekwondo, physical activities, artworks, handicrafts, playing of musical instruments, singing, dancing and so forth. These activities encourage the individuals to become dedicated towards their learning, hence resulting in enhance- ment of the literacy skills.

NSOU ? PGSW-V 205 • Development of Infrastructure and Other Facilities - There have been a number of cases mainly in rural areas that who belong to deprived and marginalized sections of the society they do not develop much interest in education because of the inadequate infrastructural facilities. Schools are placed at a distance and roads are in deprived conditions and some other individuals have transportation problems. To prevent the problem of illiteracy, it is very important that transportation, roads, equipment, telecommunications, water supplies, power supplies, public services, communications should be adequately developed. 11.3 Migration

The migrating man suffers harrowing experiences, he works hard, struggling to save something to send home to his family, but is caught in the vicious cycle of staying in the city to find a job and doing a job in order to continue staying in the city. Rural India is still floating towards Cities. Migration from one state to another within India is mainly from Bihar, Orissa, Chhattisgarh and Madhya Pradesh. Migration, is both seasonal and non-seasonal within India. The seasonal migration is mostly by weavers, brick makers and rice-go down workers (unloading rice from Lorries to depots and vice-versa). The non-seasonal migration is mainly by washermen, shoe-makers, hawkers (going from house to house), kerosene sellers, rickshaw drivers, fruit & vegetable wallas, railway-station porters, and employees of the Food Corporation of India, of other important wholesale food stockers, and of the Assam Electricity Board (e.g. helping repair electricity-line poles). These migrants live mostly without family in male groups and lead a very simple life, keeping in view their motive to earn money and send it to their family members living in Bihar, where some of that money is used, for instance, to build family houses. On many occasions, particularly for religious festivals or for the engagement or marriage of a family member, the migrant workers come back home. The human world has always been on the move. The scale and speed of migration has grown tremendously since the late nineteenth century, as transport and communication networks have brought ever larger masses of people together, with interruptions caused by policies of governments, keen to protect their territoriality in the short-term interest of a few privileged groups and with only a dim vision of a common future for humanity. In the case of citizens of one state, migration is a common affair, with migrants becoming seasonal travelers for work, festivals and pilgrimages. Migrants move between town and cities; they choose different places for spending their working lifetime in and for retiring to; they continually experience and absorb the culture or educational and health facilities of host communities, transmitting in turn their own culture and their own expertise to the host

NSOU ? PGSW-V 206 communities. This same pattern should apply to the globalised world of today. Migration forms part of .being a global citizencitizens who feel at home anywhere, without losing a sense of where they come from and who are always ready to reinvent themselves as they absorb the wonders of new cultures, new technologies and new ways of being human. 'Push' and 'Pull' factors are most important parts of rural migration of unskilled and unemployed workers of India in general and Bihar in particular. Employment opportunity is shrinking everywhere due to increase in population, decline in handicraft, stagnant agricultural economy and absence of industrial growth which resulted into large scale seasonal migration from Bihar. Furthermore, the influence of kinship acted as most powerful factor to motivate their near and dear friends and relatives to come to places where such labourers are working and earning through their enterprising efforts. Difference in socio- economic pattern is basically responsible for migration in India. Most of the migrants in Bihar to other places belong to lower and depressed section of the society who are the worst victims of exploitation of landlords and big farmers. The demographic pressure coupled with famine, flood and starvation occurring due to failure of monsoon is the potent cause of migration. This forced the weaker section of society to move along with other known persons already engaged in job. Being motivated by the desire to seek freedom from life of incessant toil and shameful exploitation, a big chunk of schedule caste and backward class community migrated to urban cities. However, one of the significant features about migration is that Migrants usually keep their alliance with the place of origin. Migrants usually carry the knowledge which they impart to the native population by way of discussion & participation in various activities, their sense of importance of education which they develop in their surroundings, their liberal attitude regarding the traditional social system, all these things directly contribute to the development of rural areas. Almost all the migrants contribute to the development of the rural areas either economically or socially or both. The economic condition of the migrants families is by & large better than those families in the village where from no migration has taken place. Migration has been significantly reshaping the traditional social and economic structures of rural communities of this country. The livelihood activities of rural families are no longer confined to farming and are increasingly being diversified through rural-to-urban and international migration. With the development of trade and industry and the awareness

NSOU ? PGSW-V 207 produced by the mass media, rural poor are shifting towards the urban area in order to improve their living standards and to search for better livelihood opportunities. The lack of employment opportunities in the rural areas and better employment prospects and infrastructure facilities in the urban areas motivate people to migrate to urban areas. In the rural areas, sluggish agricultural growth and limited development of the rural non-farm sector raises the incidence of rural poverty, unemployment and under employment. Given the fact that most of the high productivity activities are located in the urban areas - people from rural areas move towards town or cities with a hope to grab diversified livelihood opportunities as the rural poor still consider migration as one of the significant as well as reliable livelihood coping strategy. Migration primarily occurs due to disparities in regional development. The causes of migration are usually explained by using two broad categories, namely, push and pull factors. Studies conducted in the sphere of migration in India - found that poverty, job searching and family influence have been the main push factors for out- migration, while availability of better employment opportunity, prior migrants and availability of better educational facilities have been identified as the key pull factors behind migration. To be more specific, for rural India, poverty is still considered to be the main push factor for illiterates and moderately educated migrants. The National Sample Survey Office in its 64th round survey which was carried out during July 2007 to June 2008, covering a random sample of 5,72,254 persons covering 79,091 rural and 46,487 urban households spread over 7921 villages and 4688 urban blocks of the country, explored some significant trends of rural migration in India. As per the economists and development experts - migration is essential for development and it is a desirable phenomenon; but what is not desirable is the distressed migration found across the nation resulting in over-crowding of cities and mushrooming of slums. Some states which have higher investment and resources for development experience high in-migration; at the same time, the backward states like U.P, Bihar, M.P, etc are experiencing heavy out-migration. The rural poor from the down-trodden and backward communities and backward regions such as Bihar, Orissa, Uttar Pradesh travel to far distances seeking employment at the lowest rungs in construction of roads, irrigation projects, commercial and residential complexes etc. Hence, there is a need for balanced regional development. More focus for development and migration of labourers from rural to urban areas is a reflection of our misplaced development policies; investment in economic growth has been biased toward the capital-intensive urban centers,

NSOU ? PGSW-V 208 despite the fact that majority of India resides in the rural areas. Even the little that is spent in villages is wasted in microeconomic interventions to help individual villagers and not the macro-economy of the village as a whole. For instance, the government has no employment generation schemes for cities; yet, there are plenty of jobs and high-paying ones too. 11.4 Drug Abuse Drug addiction is one of the major problems in developing countries. Since these countries have young populations, they are at greater risks of addiction. The young population expose to a higher risk as a major and the most vulnerable groups. Problems of puberty, adolescents, youth identity crisis and mental conditions can be considered as important factors for tendency of this age group towards addiction. The use of drugs in adolescents is primarily for pleasure; curiosity and escape of psycho-social problems are the major causes of early drug use for the first time. Use of synthetic substances capable of having an altered effect on human health and behaviour is of recent origin. Alcohol, opium and cannabis were the traditional substances of abuse in India marked by moderate consumption generally ritualized in social gatherings. The problem of drug abuse acquired new and alarming dimensions with the introduction of heroin and other new forms of drugs in late seventies and early eighties. WHO (2002) estimated that there are about 2 billion people worldwide who consume alcoholic beverages. The commonly used substances in the world are nicotine and alcohol (most commonly), opium, codeine, cocaine, caffeine, barbiturates (amobarbital, pentobarbital), benzodiazepines (valium, ativan, Xanax), hallucinogens: LSD, mescaline, cannabis, marijuana and hashish. More than 13 million Americans use illegal drugs, more than 2 million are known to abuse prescription drugs, 60 million are hooked on cigarettes, 33 million binge on alcohol, and 12 million are heavy drinkers. The result of a study, conducted in Iran reveals, that the use of drug amongst the male population ranged from high to low were failure in life, escape from problems, staying awake, friends' and peers' insistence, pain relief, a positive attitude towards drugs, increase of the self-confidence, getting more energy, relaxation, recreation, learning from the family members, and gaining a new experience (curious). In the female population this ranking of causes included: failure in life, relaxation, recreation, increase of self-confidence, getting more energy, escape from

NSOU ? PGSW-V 209 problems, gaining a new experience (curious), pain relief, staying awake, friends' and peers' insistence, learning from family members, and a positive attitude towards drugs. India is located between the golden triangle which include Myanmar (Burma), Laos, Vietnam, and Thailand and the golden crescent which include Afghanistan, Iran, and Pakistan; two prominent drug-producing hubs in the World. India as a natural transit zone, faces a major problem of drug trafficking. Drug addiction in India has of late emerged as a matter of great concern both due to the social and economic burden caused by substance abuse. National Survey (2002), on extent, pattern and trend of drug abuse conducted at the behest of ministry of social justice and empowerment, government of India (MSJE) and United Nations indicates that about 15 million persons addicted to alcohol and various kinds of other drugs need urgent attention for their treatment, rehabilitation and reintegration into social mainstream. Drug rehabilitation is a multi-phased, multi-faceted, long term process. Drug rehabilitation centres play an important role to make drug addict free of addiction. The treatment-cum-rehabilitation centres provide services to the community as awareness generation, identification of addicts, motivational counselling, detoxification/de-addiction, vocational rehabilitation, after care and re-integration into the social mainstream and preventive education. There are different guidelines for treatment-cum-rehabilitation centres according to their bed capacity (15-bedded, 30-bedded, 50-bedded, 60-bedded). The guidelines are laid down by Ministry of Social Justice and empowerment, Government of India. The ministry runs a programme named as "Scheme for prevention of alcohol and substance (drugs) abuse" launched in 1985. The government of India would provide financial support to the organizations for institutionalized activities, stress would be on mobilization of community resources and greater community participation. At present 123 such centres have been established across the country. The ministry of social justice and Empowerment under its scheme is assisting 373 NGO's for maintaining 401 De-addiction-cum-rehabilitation centres and 68 counselling and awareness centres all over the country. 11.5 HIV/AIDS According to WHO,

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the human immunodeficiency virus (HIV) is a retrovirus that infects cells of the immune system, destroying or impairing their function. As the infection NSOU ? PGSW-V 210 progresses, the immune system becomes weaker, and the person becomes more susceptible to infections. The most advanced stage of HIV infection is acquired immunodeficiency syndrome (AIDS). It can take 10-15 years for an HIV-infected person to develop AIDS; antiretroviral drugs can slow down the process even further. An estimated 36.9 million people have HIV. More than 34 million people have died from the virus, making it one of the most destructive pandemics in history.

In India, and most other countries, heterosexual transmission accounts for most HIV infections. Transmission from female sex workers to male clients, and then to these clients' regular partners, is the most common chain of infection. The HIV epidemic has been largely concentrated in high-risk populations, but the large migrant population in Bihar poses significant risks to containing the spread of HIV. The HIV Estimation 2017 Report indicates that AIDS-related mortality has been steadily rising in Bihar; Bihar is also 1 of 10 states that account for 71% of total annual new HIV infections. In such a vulnerable context, it is important to understand the perceptions of HIV and access to care from both end user and provider perspectives in order to mitigate any barriers and work towards a more patient-centred system of care and management.

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HIV is transmitted through unprotected sexual intercourse (anal or vaginal), transfusion of contaminated blood, sharing of contaminated needles, and between a mother and her infant during pregnancy, childbirth and breastfeeding. 2016

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WHO Statistics taken on average ? In 2016, the world registered 1.8 million new HIV infections ? 19.5 million people are assessing Antiretroviral Therapy ? at the end of 2016 there were approximately 36.9 million people living with

HI Our community members have very limited knowledge about HIV and modes of transmission, but the vast majority associated HIV with 'immoral' or 'dirty' acts. They see the family from a bad lens. Women are viewed even more negatively in comparison to men. 11.6

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Terrorism There is an old saying that "one person's freedom fighter is another person's terrorist." This saying indicates some of the problems in defining terrorism precisely. Some years ago, the Irish Republican Army (IRA) waged a campaign of terrorism against the British

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government and its people as part of its effort to drive the British out of Northern Ireland. Many people in Northern Ireland and elsewhere hailed IRA members as freedom fighters, while many other people condemned them as cowardly terrorists.

The terrorist attack of Mumbai which took place in 26/11 , some individuals applauded for the terrorists,

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as acts of heroism. These examples indicate that there is only a thin line, if any, between terrorism on the one hand and freedom fighting and heroism on the other hand. Just as beauty is in the eyes of the beholder, so is terrorism. The same type of action is either terrorism or freedom fighting, depending on who is characterizing the action. Although dozens of definitions of terrorism exist, most take into account what are widely regarded as the three defining features of terrorism : (a) the use of violence; (b) the goal of making people afraid; and (c) the desire for political, social, economic, and/or cultural change. A popular definition by political scientist Ted Robert Gurr (1989, p. 201) captures these features: "The use of unexpected violence to intimidate or coerce people in the pursuit of political or social objectives."

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Why does terrorism occur? It is easy to assume that terrorists must have psychological problems that lead them to have sadistic personalities, and that they are simply acting irrationally and impulsively. However, most researchers agree that terrorists are psychologically normal despite their murderous violence and, in fact, are little different from other types of individuals who use violence for political ends.

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Contemporary terrorists tend to come from well-to-do families and to be well-educated themselves; ironically, their social backgrounds are much more advantaged in these respects than are those of common street criminals, despite the violence they commit. 11.6.1

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Types of Terrorism When we think about this definition, 9/11 certainly comes to mind, but there are, in fact, several kinds of terrorism —based on the identity of the actors and targets of terrorism—to which this definition applies. A typology of terrorism, again by Gurr (1989), is popular : (a) Vigilante terrorism (b) Insurgent terrorism (c) Transnational (or international) terrorism (d) State terrorism

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Vigilante terrorism is committed by private citizens against other private citizens. Sometimes the motivation is racial, ethnic, religious, or other hatred, and sometimes the motivation is to resist social change. The violence of racist groups like the Ku Klux Klan was vigilante terrorism, as was the violence used by white Europeans against Native Americans from the 1600s through the 1800s. What we now call "hate crime" is a contemporary example of vigilante terrorism. Insurgent terrorism is committed by private citizens against their own government or against businesses and institutions seen as representing the "establishment." Insurgent terrorism is committed by both left-wing groups and right-wing groups and thus has no political connotation. US history is filled with insurgent terrorism, starting with some of the actions the colonists waged against British forces before and during the American Revolution, when "the meanest and most squalid sort of violence was put to the service of revolutionary ideals and objectives" (Brown, 1989, p. 25). An example here is tarring and feathering: hot tar and then feathers were smeared over the unclothed bodies of Tories. Some of the labor violence committed after the Civil War also falls under the category of insurgent terrorism, as does some of the violence committed by left-wing groups during the 1960s and 1970s. A relatively recent example of right-wing insurgent terrorism is the infamous 1995 bombing of the federal building in Oklahoma City by Timothy McVeigh and Terry Nichols that killed 168 people. Transnational terrorism is committed by the citizens of one nation against targets in another nation. This is the type that has most concerned Americans at least since 9/11, yet 9/11 was not the first time Americans had been killed by international terrorism. A decade earlier, a truck bombing at the World Trade Center killed six people and injured more than 1,000 others. In 1988, 189 Americans were among the 259 passengers and crew who died when a plane bound for New York exploded over Lockerbie, Scotland; agents from Libya were widely thought to have planted the bomb. Despite all these American deaths, transnational terrorism has actually been much more common in several other nations: London, Madrid, and various cities in the Middle East have often been the targets of international terrorists. State terrorism involves violence by a government that is meant to frighten its own citizens and thereby stifle their dissent. State terrorism may involve mass murder, assassinations, and torture. Whatever its form, state terrorism has killed and injured more people than all the other kinds of terrorism combined (Gareau, 2010). Genocide, of course

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is the most deadly type of state terrorism, but state terrorism also occurs on a smaller scale. As just one example, the violent response of Southern white law enforcement officers to the civil rights protests of the 1960s amounted to state terrorism, as officers murdered or beat hundreds of activists during this period. Although state terrorism is usually linked to authoritarian regimes, many observers say the US government also engaged in state terror during the nineteenth century, when US troops killed thousands of Native Americans (D. A. Brown, 2009). Terrorism

provokes deep fear and insecurity—more than other forms of violence. Terrorists strike innocent civilians, often randomly, and without warning. We think we can protect ourselves against other forms of violence, but we feel defenseless against terrorists. Terrorists know this, and they seek to use intimidation to impose their political or other agendas. Killing is only a means to that end. By creating fear and panic, terrorists try to extort concessions or to weaken and discredit governments by showing they are unable to protect their citizens. Terrorism is also used as low—cost strategic warfare, sometimes by rogue states using surrogates, and sometimes by groups motivated by ideology, religion, or ethnicity to overthrow governments and change the course of history. Terrorists also use violence in a less focused way to express protest and rage, to advance messianic and fanatic religious agendas, and for even more obscure pathological reasons. 11.7 Gender Justice

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Gender inequality is found in varying degrees in most societies around the world, and the United States is no exception. Just as racial/ethnic stereotyping and prejudice underlie racial/ethnic inequality so do stereotypes and false beliefs underlie gender inequality. Although these stereotypes and beliefs have weakened considerably since the 1970s thanks in large part to the contemporary women's movement, they obviously persist and hamper efforts to achieve full gender equality. A sociological perspective reminds us that gender inequality stems from a complex mixture of cultural and structural factors that must be addressed if gender inequality is to be reduced further than it already has been since the 1970s. Despite changes during this period, children are still socialized from birth into traditional notions of femininity and masculinity, and gender-based stereotyping incorporating these notions still continues. Although people should certainly be free to pursue whatever family and career responsibilities NSOU ? PGSW-V 214 they desire, socialization and stereotyping still combine to limit the ability of girls and boys and women and men alike to imagine less traditional possibilities. Meanwhile, structural obstacles in the workplace and elsewhere continue to keep women in a subordinate social and economic status relative to men. To reduce gender inequality, then, a sociological perspective suggests various policies and measures to address the cultural and structural factors that help produce gender inequality. These steps might include, but are not limited to, the following : 1. Reduce socialization by parents and other adults of girls and boys into traditional gender roles. 2. Confront gender stereotyping by the popular and news media. 3. Increase public consciousness of the reasons for, extent of, and consequences of rape and sexual assault, sexual harassment, and pornography. 4. Increase enforcement of existing laws against gender-based employment discrimination and against sexual harassment. 5. Increase funding of rape-crisis centers and other services for girls and women who have been raped and/or sexually assaulted. 6. Increase government funding of high-quality day-care options to enable parents, and especially mothers, to work outside the home if they so desire, and to do so without fear that their finances or their children's well-being will be compromised. 7. Increase mentorship and other efforts to boost the number of women in traditionally male occupations and in positions of political leadership. 8.

Facilities for education for girls must be made easily available. 9. Legal machineries must be strengthened to ensure justice for the womenfolk of our country. 10. Policymakers and the law makers must conduct extensive field study to get a clear picture of the socio-economic status of women.

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As we consider how best to reduce gender inequality, the impact of the contemporary women's movement must be neither forgotten nor underestimated. Since it began in the late 1960s, the women's movement has generated important advances for women in almost every sphere of life. Brave women (and some men) challenged the status quo by calling attention to gender inequality in the workplace, education, and elsewhere, and they brought NSOU ? PGSW-V 215 rape and sexual assault, sexual harassment, and domestic violence into the national consciousness.

Government of India has launched several schemes and programmes for ensuring Gender justice in our country. We have constitutional provisions which are particularly meant for safeguarding the interest of the women. The Ministry of Women and Child is dedicated to intervene in case of any injustice done to women. We need a multidisciplinary approach to promote gender justice in our society. 11.8 Conclusion One of the important job of a social worker in to look for solution & for crisis intervention. The social worker are suppose to know the root cause of a problem & identify the resources to combat these issues. Proper Advocacy, net working and other activities are required to handle such social problems effectively. 11.9 Exercise 1. What do you mean by social problems how can we combat social problems. 2. Discuss about the problem of illiteracy in India. 3. What is HIV. Explains AIDS. What are the causes of transmission of HIV. 4. Explain Terrorism. Write & Explain the various types of Terrorism. 5. What do you mean by Gender Justice. 11.10 Reference Singh, G., Mitra, Y., Sidhu, B., & Kaur, P. (2019). Role of drug de-addiction centers to control the drug addiction in the state of Punjab. *Public Health Review: International Journal of Public Health Research*, 6(2), 89-97. <https://doi.org/10.17511/ijphr.2019.i2.07> Pourallahvirdi M, Rahmani F, Ranjbar F, Ebrahimi Bakhtavar H, Ettehadi A. Major Causes of Drug Abuse From the Viewpoint of Addicted Persons Referred to Addiction Treatment Centers of Tabriz City, Iran, *Arch Neurosci*. 2016;.

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<http://usinfo.state.gov/journals/itgic/0297/ijge/ijge0297.pdf> <https://open.lib.umn.edu/socialproblems/chapter/16-3-terrorism/>
<https://www.thebutterflytree.org.uk/pages/our-work/health/hiv-aids-prevention>
https://www.erpublication.org/published_paper/IJETR2739.pdf <http://ignited.in/1/a/305019> Kumar V. Aspects of Human Migration in 21st-Century India. Madridge J Behav Soc Sci. 2017; <https://theirworld.org/news/poverty-leaves-india-with-huge-literacy-problem-to-solve>

NSOU ? PGSW-V 217 Unit 12 ? India's Socio-Economic Problems Structure 12.0 Objective 12.1 Introduction 12.2 Concept of Poverty 12.2.1 Causes Of Poverty In India 12.2.2 Impact of Poverty 12.3 Unemployment 12.4 Population growth 12.4.1 Effects of the increasing population in India on its economic growth 12.5 Conclusion 12.6 Exercise 12.7 Reference 12.0 Objective Our learner would understand about the major Socio-Economic Problems with special reference to, Poverty, Unemployment and Population Growth. 12.1 Introduction Poverty in India is one of the biggest issue we are facing today. Almost every third poor in the world is Indian. In 2019, the Indian government declared on 2019 that 6.7% of its population is below its official poverty limit. Amartya Sen, rightly pointed out that lacking in capabilities like adequate income, education, proper health, security, self- confidence, freedom of speech, are the basic cause of poverty particularly in Indian context. He further commented, "it is not sufficient to know how many poor people are there, but to know how exactly poor they are". In general terms, poverty means unable to attain basic necessities of life like food, clothing, shelter, health and education. Deprived from fulfillment of basic needs gives birth to poverty. It is also referred as the state of deprivation with

NSOU ? PGSW-V 218 respect to social inferiority, vulnerability, seclusion, physical weakness, subjection, and humiliation (Ogwumike and Odusola, 2001). 12.2 Concept of Poverty Poverty examines the relative position of an individual on some absolute standards and distribution of individuals in terms of their departure from these standards in the society (Shrinivasan, 2013). India adopted the five year plan model as a tool for planned economic development since 1951 and continued until 2017. As a developing country, poverty eradication was one of the important objectives of this planned development model. The adoption of poverty alleviation strategies in the five year development model have resulted in continuous reduction in the ratio of poverty across India. Various employment and income generation schemes were implemented and different methodologies to estimate poor population were adopted. The economic philosophy behind this initiative was to provide preferential treatment to uplift poor people to enable them to participate and contribute in economic development (Raj Krishna, 1984) The poverty rate and head count ratio are the most common standards of measuring poverty. In 1979, a task force defined poverty line based on food expenditure worth 2,400 calories in rural area and 2100 calories in urban areas. In 2011, the Suresh Tendulkar Committee quantified the poverty line based on an individual expenditure worth Rs. 27.2 and Rs. 33.3 in a day on basic substances of living in rural and urban areas, respectively. This had been criticized for setting the low poverty line (Choudhury, 2015). The Rangarajan committee defined a new poverty line as one's spending on less than Rs 32 and Rs. 47 in a day in rural and urban areas, respectively, resulting 29.5% poverty headcount ratio, which is 35% increase on 21.9%, according to the estimation of the Tendulkar committee. Regardless of its causes, poverty has devastating consequences for the people who live in it. Much research conducted and/or analyzed by scholars, government agencies, and nonprofit organizations has documented the effects of poverty (and near poverty) on the lives of the poor (Lindsey, 2009; Moore, et. al., 2009; Ratcliffe & McKernan, 2010; Sanders, 2011). Many of these studies focus on childhood poverty, and these studies make it very clear that childhood poverty has lifelong consequences. In general, poor children are more likely to be poor as adults, more likely to drop out of high school, more likely to become a teenaged parent, and more likely to have employment problems. Although only

NSOU ? PGSW-V 219 Poor children are more likely to have inadequate nutrition and to experience health, behavioral, and cognitive problems. Kelly Short – Poverty : "Damaged Child," Oklahoma City, OK, USA, 1936. (Colorized). – CC BY-SA 2.0. 1 percent of children who are never poor end up being poor as young adults, 32 percent of poor children become poor as young adults (Ratcliffe & McKernan, 2010). Poverty is measured by– (1) absolute poverty (2) relative poverty. Absolute poverty–It is a kind of poverty in which an individual is not able to get basic necessities of like food, clothing, shelter, health and education. Abstain from getting the basic necessities of life is termed as absolute poverty. Relative poverty – It is in relative terms, when an individual is deprived from getting the facilities which an average individual of the economy gets. If an individual gets less than what an average individual of an economy gets, that individual is considered as relatively poor than others. It can be calculated according to the calories consumed or income of an individual in

NSOU ? PGSW-V 220 urban and rural areas separately. A concept of poverty line has been introduced, according to which when an individual is below that poverty line then he is considered to be poor. The popular indicators of poverty like–per-capita income, monthly consumption expenditure, calorie intake, level of literacy, size of family, unemployment, pattern of income distribution etc. It may be noted that the incidence of poverty is more in rural areas and less in urban areas, because most of the people in rural area are deprived of basic necessities and belongs to weaker section of society, various schemes of poverty alleviation also fails to reach rural areas. There exist regional disparity among various states, as it is interesting to note that poverty is highest in Orissa, Jharkhand, Bihar, while it is lowest in states like Chandigarh, Jammu & Kashmir, Punjab and Gujrat. Human Poverty Index : - HPI (Human Poverty Index) is constructed by the Human Development Report, 1997. It focuses on three main areas: 1. Longevity – life expectancy at the time of birth 2. Knowledge – it is related to literacy 3. Standard of living – accessibility to basic necessities of life, food water, safety, adequate health care, proper nourishment etc. In India there were two methods used for calculating poverty : (1) Uniform Recall Period (URP) (2) Mixed Recall Period (MRP). In Uniform recall period, data for consumption expenditure is collected in reference of 30 days' recall period, while in mixed recall period, data for consumption expenditure is collected for five non-food items namely, clothing, footwear, durable goods, education and institutional medical expenses are collected in reference of 365 days' recall period and for remaining items 30 days' reference period is taken. According to NSSO's 69th round of survey on consumer expenditure, an average rural Indian household spends 61.3% of its total consumption expenditure on food and an average urban Indian household spends 39.7% of its total consumption expenditure on food. 12.2.1 Causes of Poverty In India 1. Unemployment 2. Inflation

NSOU ? PGSW-V 221 3. High population growth 4. Less agricultural growth 5. Economic inequalities 6. Regional imbalance 7. Low economic growth 8. Less initiatives taken by the government 9. Benefits of poverty alleviation accrue more in urban areas. 10. Low level of literacy 12.2.2 Impact of Poverty Family Problems The poor are at greater risk for family problems, including divorce and domestic violence. Even in families that are not poor, running a household can cause stress, children can cause stress, and paying the bills can cause stress. Families that are poor have more stress because of their poverty, and the ordinary stresses of family life become even more intense in poor families. The various kinds of family problems thus happen more commonly in poor families than in wealthier families. Compounding this situation, when these problems occur, poor families have fewer resources than wealthier families to deal with these problems. Education Poor children typically go to rundown schools with inadequate facilities where they receive inadequate schooling. They are much less likely than wealthier children to graduate from high school or to go to college. Their lack of education in turn restricts them and their own children to poverty, once again helping to ensure a vicious cycle of continuing poverty across generations. Many scholars have debated whether the poor school performance of poor children stems more from the inadequacy of their schools and schooling versus their own poverty. Regardless of exactly why poor children are more likely to do poorly in school and to have low educational attainment, these educational problems are another major consequence of poverty.

NSOU ? PGSW-V 222 Housing and Homelessness The poor are, not surprisingly, more likely to be homeless than the nonpoor but also more likely to live in dilapidated housing and unable to buy their own homes. Many poor families spend more than half their income on rent, and they tend to live in poor neighborhoods that lack job opportunities, good schools, and other features of modern life that wealthier people take for granted. The lack of adequate housing for the poor remains a major national problem. Even worse is outright homelessness. An estimated 1.6 million people, including more than 300,000 children, are homeless at least part of the year (Lee, et. al., 2010). Crime and Victimization A study reflects, poor (and near poor) people account for the bulk of our street crime (homicide, robbery, burglary, etc.), and they also account for the bulk of victims of street crime. That chapter will outline several reasons for this dual connection between poverty and street crime, but they include the deep frustration and stress of living in poverty and the fact that many poor people live in high-crime neighbourhoods. In such neighbourhoods, children are more likely to grow up under the influence of older peers who are already in gangs or otherwise committing crime and people of any age are more likely to become crime victims. Moreover, because poor and near-poor people are more likely to commit street crime, they also comprise most of the people arrested for street crimes, convicted of street crime, and imprisoned for street crime. Most of the inmates of the correctional homes come from poor or near-poor backgrounds. Criminal behaviour and criminal victimization, then, are other major consequences of poverty. Poverty and Women Women,

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still have an overall survival deficit in childhood and during their reproductive years and are severely disadvantaged in the labour market.

The educational attainment of girls lags behind that of boys. But as in other areas, in gender inequality too, India is highly heterogeneous. Outcomes for instance, tend to be much poorer among Adivasi (Scheduled Tribe), Dalit (Scheduled Caste), and Muslim women than among others. There are also large regional variations. The World Bank's report on Poverty and Social Exclusion in India captures some key areas of female exclusion. India Poverty and Social Exclusion Report reflects that poverty has strong association with women's access to maternal health and the health of their children and it has also been a major reason for spousal violence against women in India.

NSOU ? PGSW-V 223 The truth that most of us would guess that the richest countries are often those with the least people. Compare the United States, which possesses a relatively small slice of the population pie and owns by far the largest slice of the wealth pie, with India. These disparities have the expected consequence. The poorest people in the world are women and those in peripheral and semi-peripheral nations. For women, the rate of poverty is particularly worsened by the pressure on their time. In general, time is one of the few luxuries the very poor have, but study after study has shown that women in poverty, who are responsible for all family comforts as well as any earnings they can make, have less of it. The result is that while men and women may have the same rate of economic poverty, women are suffering more in terms of overall wellbeing (Buvinic 1997). It is harder for females to get credit to expand businesses, to take the time to learn a new skill, or to spend extra hours improving their craft so as to be able to earn at a higher rate. Global Feminization of Poverty- In some ways, the phrase "global feminization of poverty" says it all: around the world, women are bearing a disproportionate percentage of the burden of poverty. This means more women live in poor conditions, receive inadequate healthcare, bear the brunt of malnutrition and inadequate drinking water, and so on. Throughout the 1990s, data indicated that while overall poverty rates were rising, especially in peripheral nations, the rates of impoverishment increased for women nearly 20 percent more than for men (Mogadham 2005). Why is this happening? While myriad variables affect women's poverty, research specializing in this issue identifies three causes (Mogadham 2005) : 1. The expansion in the number of female-headed households 2. The persistence and consequences of intra-household inequalities and biases against women 3. The implementation of neoliberal economic policies around the world While women are living longer and healthier lives today compared to ten years ago, around the world many women are denied basic rights, particularly in the workplace. In peripheral nations, they accumulate fewer assets, farm less land, make less money, and face restricted civil rights and liberties. Women can stimulate the economic growth of peripheral nations, but they are often undereducated and lack access to credit needed to start small businesses.

NSOU ? PGSW-V 224 In 2013, the United Nations assessed its progress toward achieving its Millennium Development Goals. Goal 3 was to promote gender equality and empower women, and there were encouraging advances in this area. While women's employment outside the agricultural sector remains under 20 percent in Western Asia, Northern Africa, and Southern Asia, worldwide it increased from 35–40 percent over the twenty-year period ending in 2010 (United Nations 2013). In a very interesting study conducted in 2013 by World Bank, reveals the following– ? First, poverty has declined between 1993-94 and 2009-10 along every dimension. Indeed, poverty has fallen for every social and religious group in every state in rural and urban areas separately as well as taken jointly. ? Second, acceleration in growth rates between 2004-05 and 2009-10 has been accompanied by acceleration in poverty reduction. Poverty rates have fallen rapidly for all major social and religious groups at the national level. This phenomenon also holds true for most states across various social and religious groups. ? Third, for the first time, poverty reduction between 2004-05 and 2009-10 has been larger for the Scheduled Castes and Scheduled Tribes than the upper caste groups. Thus, the gap in poverty rates between the socially disadvantaged and upper caste groups has narrowed over time. This pattern provides clear evidence to refute the claim that reforms and growth have failed to help the socially disadvantaged or that they are leaving these groups behind. A continuation of this trend, helped along by further reforms and higher growth rates, would help eliminate the difference in poverty rates between the historically disadvantaged and the privileged. ? Fourth, inter-state comparisons reveal that the states with large Scheduled Caste and Scheduled Tribe populations face a more uphill task with regards to combating poverty. The point is most forcefully brought out by a comparison of Punjab and Kerala. When we compare poverty rates in 2009-10 by social groups, the two states have very similar poverty rates. But because the poverty rates for the Scheduled Castes are higher than those for non-scheduled castes in both states and the Scheduled Castes account for a much larger proportion

NSOU ? PGSW-V 225 of its population, the aggregate poverty rate in Punjab turns out to be significantly higher. ? Finally, we find that in the Indian case, there is no robust relationship between inequality and poverty. Indeed, to the extent that such a relationship exists, it suggests that more unequal states enjoy lower levels of poverty. Kerala offers the most dramatic example in this respect. It has had one of the highest Gini coefficients in rural as well as urban areas and also one of the lowest poverty ratios in both regions. In 2009-10, its Gini coefficients were by far the highest among the large states in both rural and urban areas and poverty ratios the smallest. In our discussion on redpoint is most forcefully brought out by a comparison of Punjab and Kerala. When we compare poverty rates in 2009-10 by social groups, the two states have very similar poverty rates. But because the poverty rates for the Scheduled Castes are higher than those for non-scheduled castes in both states and the Scheduled Castes account for a much larger proportion of its population, the aggregate poverty rate in Punjab turns out to be significantly higher. Finally, we find that in the Indian case, there is no robust relationship between inequality and poverty. Indeed, to the extent that such a relationship exists, it suggests that more unequal states enjoy lower levels of poverty. Kerala offers the most dramatic example in this respect. 12.3 Unemployment Unemployment has been a major problem for India from a long time. The problem of unemployment is a global phenomenon, with international bodies like ILO predicting the rise in unemployment in India in coming years. Unemployment is a situation where in the person willing to work fails to find a job that earns him/her a living. Unemployment has been considered as one of the biggest problems of India. A UN Labour report released in January reports that, Unemployment in India is projected to increase from 17.7 million to 17.8 million in 2017 and 18 million in 2018. We can not think of a better India with such a huge number of unemployed youth in the country. The reasons for this Unemployment scenario are: high population, defective education system, excessive burden on agriculture, low productivity in agriculture sector combined with lack of alternative opportunities for

NSOU ? PGSW-V 226 agricultural worker, unskilled workforce etc. Though education level in the recent years has improved, skill development is still a crucial issue. India has the largest population of youth in the world. Around 65 per cent population of India is under the age of 35, so the impact of declining financial market and the lack of job opportunities has the worst effect in India. Apart from the usual solutions of controlling the rising population or increasing the quality of our education to include skill based learning. Government should also encourage and develop Industrialisation and agriculture based industries especially in rural areas so that the rural candidates don't migrate to the urban areas. It is not only a serious economic problem but is may even lead to health problems as well , as a study reveals, there is a strong

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relationship between unemployment and poor health .The unemployed tend to have higher levels of impaired mental health including depression, anxiety, and stress, as well as higher levels of mental health hospital admissions, chronic disease (cardiovascular disease, hypertension, and musculoskeletal disorders), and even premature mortality Some longitudinal studies have shown that higher levels of depression and unemployment are not just correlated, but that higher levels of depression are a result of unemployment. Other prospective studies have found that poor mental health also contributes to unemployment.

There has been a pressure on successive governments and policymakers to create enough jobs in India so that the workforce of India can be used better and the population can be self-sustainable by becoming economically strong. The creation of jobs, in addition to ensuring that the working population becomes economically productive, is also a vital avenue for fighting poverty and lack of proper use of intellectual, manual and skill-based potentials of the individuals. Job growth is a critical component of the equation that seeks to balance strong economic performance and keeping a check on the unemployment levels. The growth in the number of quality jobs that provide assured wages is a key mechanism in modern-day economies to share back the benefits of their growth. It becomes a problem when any country's government is not able to create enough jobs. Policy makers have been long uncomfortable with the concept of 'jobless growth' and have sought to develop new ways to bridge this gap. This involves taking steps like

NSOU ? PGSW-V 227 fiscal support to stagnating sectors, attract private investments, providing skill-training opportunities and promoting the option of self-employment. Many such policies directly aimed at creating shifts in the labor market. The present government has tried to create the self-employment opportunities for the unemployed people of the country. 12.4 Population growth The fastest rise in the population of India was during the period of 1951 to 1981, in which the population was from 36 crores in 1951 was reached around 70 crores in 1981. During this period of 30 years, the population increased by around 34 crores, which is the fastest rise in the history of population statistics. Death rate has become controlled due to modern health and medical facilities and it has reduced to become 15 persons per thousand whereas; the birth rate has not got any significant reduction. That is why; this period from 1951 to 1981 is known in India as the period of Population Explosion. Ordinarily, with an increase in population, production also increases, and the number of those people also increases, among whom the total increase in production is distributed. Thus, the ultimate effect of an increase in population on the level of production per head would be indifferent or negative. This would depend on the form of an increase in population and its directions. If the increase is in the number of dependents, then in place of production, consumers would increase, and ultimately the effect on per head production would be adverse. On the contrary, in case of a favorable age constitution of the population, its effect on the economic development would be better 12.4.1 Effects of the increasing population in india on its economic growth The explosive increase in population in India has adversely affected the economic development and economy, which is clear from the following facts 1. Lower Growth Rate Due to the increasing population, the rate of development has been slow. Whereas; the growth rate of Japan during the previous 10 years has been 15%, while the average growth rate of India has been 4% only.

NSOU ? PGSW-V 228 2. Widespread Poverty Due to the heavy population, the benefit of economic development is almost nil in the country. Though during the last 30 years there has been an increase of 15% in the national income, still the per capita income has increased '50% only. About 50% of the population of the country is below the poverty line. Read about the Problem of Poverty in India 3. High Prices 4. Due to a higher population, we find scarcity everywhere and due to scarcity, the prices are heading towards an increase. The country has a scarcity of food-grains, scarcity of employment, scarcity of essentials, scarcity of houses, scarcity of oil, etc.. 5. Excess Burden on the Economy The 1.5 crore increase in the population each year is increasing the burden on the Indian economy. 6. Problems in Industrialization Our country has poverty and unemployment only due to the higher population. The level of savings and investments is lower and mechanization is discouraged due to excess human resources. The small and cottage industries are primary. Due to all these reasons, rapid industrialization has not become possible. The slow pace of capital formation is also a hurdle in industrialization in India. 7. Expenditure on Population Control The explosive increase in population in India has forced expenditure of crores of rupees on population control under planned development. These resources would otherwise have been used in the economic development of the country and the standard of living would have improved. 8. Problem of Unemployment 1. The means of employment do not increase at the same rate as the increase in population, as a result, the existing problem of unemployment becomes more dreadful. This is the reason for the continuous increase in unemployment in India. At the beginning of the first plan, the numbers of unemployed were 35 million which increased to 26 crores in 2010.

NSOU ? PGSW-V 229 2. Shortage of Food-gains Due to the rapid increase in population, to fulfill the requirements of the population for several years, millions of tons of food-grains has to be imported. This has adversely affected foreign trade. 3. Problem of the Increasing Number of Dependents The rapid increase in population increases the burden of the number of dependents. According to the 1961 census, 47.3% of the population was dependent which increased today to 71.1%. 4. Problem of Capital Formation The increase in income due to economic development is expended in catering to the needs of the increased population, as a result, capital formation cannot be increased and the investment rate remains lower. 5. Hinders the Growth of Agriculture and Industry The increasing population hinders the quick development of agriculture. It has two reasons ? Subdivision of land reduces the area of land per person ? The burden of population on agriculture increases. Similarly, the increasing population hinders the growth of the industry also. A rapid increase in population decreases the savings and investment rates. During a lack of capital, the pace of industrial development is slow. 6. Increase In the Burden of Public Utility Services For the rapid increase in population, the government has to incur more on housing, education, health, welfare, law and order, and security. Thus, funds for development work fall short. 12.5

Conclusion We need strong policies and a group of dedicated social workers along with other social control agencies to tackle these socio-economics problems. In this unit, we learnt about such major problems and also got an idea to combat it professionally.

NSOU ? PGSW-V 230 12.6 Exercise 1. What is Poverty? What are causes and impact of poverty in our Society? 2. How can we deal with the problems of unemployment? 3. What must be the role of the government & Social Workers to control the growing population of our nation? 4. What are the effect of poverty on Women? 12.7 Reference [Shachi Gupta. (2019); POVERTY IN INDIA - A VICIOUS CYCLE. Int. J. of Adv. Res. 7 (Apr). 1105-1109] (ISSN 2320-5407). www.journalijar.com Chand, K., Tiwari, R., & Phuyal, M. (2017). Economic Growth and Unemployment Rate : An Empirical Study of Indian Economy. PRAGATI: Journal of Indian Economy, 4(2), 130-137. Dehury, B., Mohanty, S.K. Multidimensional poverty, household environment and short- term morbidity in India. Genus 73, 3 (2017). <https://doi.org/10.1186/s41118-017-0019-1>

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Panagariya, Arvind; Mukim, Megha. 2013. A Comprehensive Analysis of Poverty in India. Policy Research Working Paper; No. 6714. World Bank, Washington, DC. © World Bank. <https://openknowledge.worldbank.org/handle/10986/16930> License: CC BY 3.0 IGO." <http://>

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 NSOU ? PGSW-V 231 NOTES
 NSOU ? PGSW-V 232 NOTES

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Submitted text As student entered the text in the submitted document.
Matching text As the text appears in the source.

1/185	SUBMITTED TEXT	38 WORDS	81% MATCHING TEXT	38 WORDS
	Sociology 1.2.1 Concept of Society and Culture 1.2.2 Emergence of Sociology 1.3 Major concerns of Sociology 1.3.1 Concept of Culture 1.4 Sociology and Science 1.5 Some founding fathers 1.5.1 Auguste Comte (1798-1857) 1.5.2 Emile Durkheim (1858-1917) 1.5.3 Max Weber (1864-1920) 1.5.4 Karl Marx (1818-1883) 1.5.5 Herbert Spencer (1820-1903) 1.6		sociology? 1.2.1 Concept of Society and Culture 1.2.2 Emergence of Sociology 1.2.3 . Social Groups 1.2.4 Kinds of Social Groups 1.3 Major Concerns of Sociology 1.3.1 Concept of Culture 1.3.2 Sociology and Science 1.4 Some Founding Fathers 1.4.1 August Comte 1.4.2 Emile Durkheirn 1.4.3 Max Weber 1.4.4 Karl Marx 1.4.5 Herbert Spencer 1 .	
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	The nature and meaning of social development 1.7 The prevailing notions of social development 1.7.1 The Three Worlds of Development 1.7.1.1 The Capitalist Model of Development		The Nature and Meaning of Social Development 34.3 The Prevailing Notions of Social Development 34.3.1 The Three Worlds of Development 34.3.2 Socio-cultural Dimensions of Development 34.3.3	
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3/185	SUBMITTED TEXT	93 WORDS	94% MATCHING TEXT	93 WORDS
<p>Introduction Sociology, as compared to other social sciences, like economics and political science, is a young discipline. One could say, it is about a hundred-and-fifty years old but there has been a more rapid development of the subject in the last fifty to sixty years. This is partly due to desire, particularly, after the Second World War, to understand more about the behaviour of people in social situations. All social science subjects are concerned with the behaviour of people but each of them studies different aspects. Sociology, however, is concerned with social relations in general, and with social</p>		<p>INTRODUCTION Sociology, as compared to other social sciences, like economics and political science, is a young discipline. One could say, it is about a hundred-and-fifty years old but there has been a more rapid development of the subject in the last fifty to sixty years. This is partly due to desire, particularly, after the Second World War, to understand more about the behaviour of people in social situations. All social science subjects are concerned with the behaviour of people but each of them studies different aspects. Sociology, however, is concerned with social relations in general, and with social</p>		
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4/185	SUBMITTED TEXT	30 WORDS	95% MATCHING TEXT	30 WORDS
<p>Socio-cultural Dimensions of Development 1.7.3 Approaches to Social Development 1.7.4 Indian experience of development after independence 1.7.4.1 Socialist Path and Mixed Economy 1.7.4.2 Sectoral Development 1.7.4.3 Community Development and Cooperative Movement 1.7.4.4 Target Group Planning 1.8</p>		<p>Socio-cultural Dimensions of Development 34.3.3 Approaches to Social Development 34.4 Indian Experience of Development after Independence 34.4.1 Socialist Path and Mixed Economy 34.4.2 Sectoral Development 34.4.3 Community Development and Cooperative Movement 34.4.4 Target Group Planning 34.5</p>		
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5/185	SUBMITTED TEXT	207 WORDS	97% MATCHING TEXT	207 WORDS
<p>Concept of Society and Culture Society has been defined as a relatively self sufficient, usually large group of people who maintain direct or indirect contact with each other through a culture. Culture is generally understood as the shared language, beliefs, goals, artefacts and experiences that combine together to form a unique pattern. In other words, culture is a society's way of life (Stebbins, Robert A. 1987) 1.2.2 Emergence of Sociology During the 19th century sociology emerged as separate social science in Europe and its objective was the study of society. Auguste Comte, Spencer and Emile Durkheim besides several other social thinkers sought to establish the idea of society as a matter of study, unique in itself. They examined society as a whole which is more than the sum of its parts. Society is more than the actions, thoughts, values, belief and wish of its individual members. It is a complex and abstract reality; yet all human beings live in a society. A sociologist is interested in the general study of social behaviour as it occurs in groups, large or small, and lays special stress on understanding social life in the contemporary world. The word 'general' has been used as other social science disciplines deal with more specific areas. For example, a political scientist studies governmental functions and activities and an economist studies production</p>		<p>Concept of Society and Culture Society has been defined as a relatively self sufficient, usually large group of people who maintain direct or indirect contact with each other through a culture. Culture is- generally understood as the shared language, beliefs, goals, artefacts and experiences that combine together to form a unique pattern. In other words, culture is a society's way of life (Stebbins, Robert A. 1987; p- 172) 1.2.2 Emergence of Sociology During the 19th century sociology emerged as separate social science in Europe and its objective was the study of society. Auguste Comte, Spencer and Emile Durkheim besides several other social thinkers sought to establish the idea of society as a matter of study, unique in itself. They examined society as a whole - which is more than the sum of its parts. Society is more than the actions, thoughts, values, belief and wishes of its individual members. It is a complex and abstract reality; yet all human beings live in a society. A sociologist is interested in the general study of social behaviour as it occurs in groups, large or small, and lays special stress on understanding social life in the contemporary world. The word 'general' has been used as other social science disciplines deal with more specific areas. For example, a political scientist studies governmental functions and activities and an economist studies production</p>		
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6/185	SUBMITTED TEXT	138 WORDS	96% MATCHING TEXT	138 WORDS
<p>distribution of goods. It is, however, difficult to draw an exact line of difference. Social psychology, social anthropology, political science and economics, all in a sense, have human social life as their general subject. As sociology is a relatively young discipline compared with the discipline of philosophy, economics and political science, sometimes, people confuse it with social work. Sociology is used in the discipline of social work to analyse and understand social problems. Social work is concerned with the uplift of those socially deprived, physically handicapped, etc. Sociology is not concerned with the reformation of society as such nor is it directly involved in social planning or directed change. The sociological understanding and research can help in better planning and in finding ways and means of acceptance of improved practices, in the formulation of development policies and programmes. It is generally accepted that sociologists do not interfere with</p>		<p>distribution of goods. It is, however, difficult to draw an exact line of difference. Social psychology, social anthropology, political science and economics, all in a sense, have human social life as their general subject. As sociology is a relatively young discipline compared with the discipline of philosophy, economics and political science, sometimes, people confuse it with social work. Sociology is used in the discipline of social work to analyse and understand social problems. Social work is concerned with the uplift of those socially deprived, physically handicapped, etc. Sociology is not concerned with the reformation of society as such nor is it directly involved in social planning or directed change. The sociological understanding and research can help in better planning and in finding ways and means of acceptance of improved practices, in the formulation of development policies and programmes. It is generally accepted that sociologists do not interfere with</p>		
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<p>process. They are supposed to be value-neutral, i.e., they are not supposed to have any bias or prejudice in the analysis</p>		<p>process. They are supposed to be value-neutral, i.e., they are not supposed to have any bias or prejudice in the analysis</p>		
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8/185	SUBMITTED TEXT	62 WORDS	96% MATCHING TEXT	62 WORDS
<p>of the social behaviour. There are, however, at present, some, who question this and feel that sociologists must take an active role in the development process. We have defined sociology as the study of social life and group interaction and social behaviour. In order to understand social life, sociology is interested in the study of the organisation and the functioning of societies or social groups. 1.3</p>		<p>of the social behaviour. There are, however, at present, some, who question this and feel that sociologists must take an active role in the development process. We have defined sociology as the study of social life and group interaction and social behaviour. In order to understand social life, sociology is interested in the study of the organisation and the functioning of societies or social groups. 1.2.3</p>		
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Major concerns of Sociology Sociology seeks to study the society and to analyse it in terms of the social relations that have a pattern. Sociology addresses itself to three basic questions : i) how and why societies emerge? ii) how and why societies persist? iii) how and why societies change? Sociology has been concerned with the evolution of society. It has tried to analyse the factors and forces underlying the historical transformations of society. For example, societies have evolved from primitive tribal state to rural communities. How villages have become important centres of commercial activity or of art and culture and grown into towns and cities. Sociology has also been concerned with the units of social life. The attempt has been to look at various types of groups, communities, associations and society. The effort has been to study the pattern of social relationships in these units. An important area which sociology deals with is social institutions. The institutions provide a structure for the society and perform functions, which enable the society to meet its needs. In any society, there are five basic social institutions; family, political institutions, economic institutions, religious institutions and educational institutions. However, in more complex societies, there may be many other institutions such as bureaucracy, military organisations, welfare and recreational organisations, etc. Caste is also an institution, which is more or less peculiar to India. Another area of study and analysis by sociologists is social processes. In one sense, the social institutions provide the stability and order whereas social processes are the dynamic aspects of social relations. Among the various processes that will be dealt with in the latter units are socialisation, social control, co operation, conflict, social deviation and social change. NSOU ? PGSW-V 12 1.3.1 Concept of Culture Culture is another very important concept. As mentioned earlier, we are immersed in culture from birth onwards, we take culture for granted. It is difficult to imagine what life would be like without culture. Culture provides summing up

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MAJOR CONCERNS OF SOCIOLOGY Sociology seeks to study the society and to analyse it in terms of the social relations that have a pattern. Sociology addresses itself to three basic questions: i) how and why societies emerge? ii) how and why societies persist? and iii) how and why societies change? Sociology has been concerned with the evolution of society. It has tried to analyse the factors and forces underlying the historical transformations of society. For example, societies have evolved from primitive tribal state to rural communities. How villages have become important centres of commercial activity or of art and culture and grown into towns and cities. Sociology has also been concerned with the units of social life. The attempt has been to look at various types of groups, communities, associations and society. The effort has been to study the pattern of social relationships in these units. An important area which sociology deals with is social institutions. The institutions provide a structure for the society and perform functions, which enable the society to meet its needs. In any society, there are five basic social institutions; family, political institutions, economic institutions, religious institutions and educational institutions. However, in more complex societies, there may be many other institutions such as bureaucracy, military organisations, welfare and recreational organisations, etc. Caste is also an institution, which is more or less peculiar to India. Another area of study and analysis by sociologists is social processes. In one sense, the social institutions provide the stability and order whereas social processes are the dynamic aspects of social relations. Among the various processes that will be dealt with in the latter units are socialisation, social control, co-operation, conflict, social deviation and social change. 1.3.1 Concept of Culture 'Culture' is another very important concept. As mentioned earlier, we are immersed in culture from birth onwards, we take culture for granted. It is difficult to imagine what life would be like without culture. Culture provides summing up

past experiences, which are the necessary foundation for living in the present. Culture is learned and shared among members of the group. Culture in a sense, can seem to be the chief means of survival and adaptation. On each of the topics mentioned, which are concerns of sociology there will be units which will deal in much greater detail. The society is dynamic and is changing consequently the areas of interest of sociologists are increasing. Today, there is sociology of knowledge, sociology of science and art, sociology of health, sociology of development, etc. This indicates the expanding nature of sociology. 1.4 Sociology and Science At times, sociology has been defined as the science of society. This raises the question as to what

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past experiences, which are the necessary foundation for living in the present. Culture is learned and shared among members of the group. Culture in a sense, can seem to be the chief means of survival and adaptation. On each of the topics mentioned, which are concerns of sociology, there will be units which will deal in much greater detail. The society is dynamic and is changing, consequently, the areas of interest of sociologists are increasing. Today, there is sociology of knowledge, sociology of science and art, sociology of health, sociology of development, etc. This indicates the expanding nature of sociology. 1.3.2 Sociology and Science At times, sociology has been defined as the science of society. This raises the question as to what

11/185	SUBMITTED TEXT	132 WORDS	98% MATCHING TEXT	132 WORDS
	<p>is. Some have thought of science as an approach whereas others have thought about it in terms of the subject matter. Simply stated, we might say that the scientific approach consists of certain assumption that the phenomena studied have a regularity and hence, a pattern. The method emphasises observation and verification of social phenomena. This involves a systematic approach to the study of phenomena. The systematic approach consists of : i) defining a problem for study; ii) collecting data on the problem defined; iii) analysing and organising the data; which would help in formulation of hypothesis; and iv) further testing of the hypothesis and on the basis of this, develop new concepts and theories. Sociology has been using a systematic approach in the study of social life. On the basis of the knowledge gathered through the systematic approach, it has tried to build body</p>		<p>is. Some have thought of science as an approach whereas others have thought about it in terms of the subject matter. Simply stated, we might say that the scientific approach consists of certain assumption that the phenomena studied have a regularity and hence, a pattern. The method emphasises observation and verification of social phenomena. This involves a systematic approach to the study of phenomena. The systematic approach consists of: i) defining a problem for study; ii) collecting data on the problem defined; iii) analysing and organising the data; which would help in formulation of hypothesis; and iv) further testing of the hypothesis and on the basis of this, develop new concepts and theories. Sociology has been using a systematic approach in the study of social life. On the basis of the knowledge gathered through the systematic approach, it has tried to build a body</p>	
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	<p>knowledge. From this knowledge, it has tried to establish the patterns of relationships from which effort can be made at understanding social behaviour. If we look at sociology from the point of view of its approach to the study of society, then sociology can be considered to be a science.</p>		<p>knowledge. From this knowledge, it has tried to establish the patterns of relationships from which effort can be made at understanding social behaviour. If we look at sociology from the point of view of its approach to the study of society, then sociology can be considered to be a science.</p>	
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	<p>Some founding fathers Later on, in various units of this course you will come across the names of many early</p>		<p>SOME FOUNDING FATHERS Later on, in various units of this course you will come across the names of inally early</p>	
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	<p>is given of early sociologists, whose contribution to sociology is lasting. All of them wrote on the nature of human behaviour. In a way, they tried to understand profound changes taking place in society. 1.5.1 Auguste Comte (1798-1857) Auguste Comte is regarded as the founder of modern sociology. He is the first one to have used the word 'Sociology'. He tried to create</p>		<p>is given of early sociologists, whose contribution to sociology is lasting. All of them wrote on the nature of human behaviour. In a way, they tried to understand profound changes taking place in society. 4 Auguste Comte 1.4.1 Auguste Comte (1798-1857) (1798 - 1857) Comte is regarded as the founder of modern sociology. I3e is the first one to have used the ward 'Sociology'. He tried to create</p>	
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science of society which could not only explain the past of mankind but also, predict its future course. He felt that society moves through definite and fixed stages and that, it progresses towards ever-increasing perfection. The three stages, according to him, in which the society moves, were : i) the theological or the religious ii) the metaphysical or the philosophical iii) the positive or the scientific stage. In the first stage people thought, all phenomena were caused by supernatural forces. Abstract forces of either a religious or secular type were considered to be the source of knowledge in the second stage. In the last stage, scientific laws were supposed to determine both the natural and the social worlds. He also talked about two broad areas - 'social statistics', which deals with the orderly and, stable aspects of social life and patterns of behaviour (family, occupational, polity, etc.). The second area called 'social dynamics' emphasises the study of changes in a social system. According to him, sociology was to be the queen of all sciences.

1.5.2 Emile Durkheim (1858-1917) Emile Durkheim was also interested in sociology being a scientific discipline. He wrote a (1858-1917) book in 1895 entitled : Rules of Sociological Method. To him, social solidarity was one of the main principles of human life. He distinguished between two kinds NSOU ? PGSW-V 14 of solidarity: 'mechanical solidarity' based on common assumptions, beliefs, sentiments like those found in traditional societies and 'organic solidarity' based on the division of labour and inter-related interests as found in industrial societies. When solidarity is broken, there would be social disorganisation and confusion in society. He considered sociology as having wide interests, which includes sociology of religion, sociology of knowledge, sociology of law. sociology of crime, economic sociology, and sociology of education, art and aesthetics. An important concept given by Durkheim was social facts, which, according to him, are external to the individual but they exert pressure on the individual in the behaviour pattern. Customs, traditions, folkways and mores are social facts. He felt that sociology should be involved in the reformation of society. For him society was a reality in itself, that is, it is more than its parts.

1.5.3 Max Weber (1864-1920) Max Weber used the concept of social action rather than social relations. A comprehensive Max Weber study of social action, to him, meant understanding the meanings human beings give to (1864-1920) their behavioural pattern. The social behaviour was not merely a mechanical learning of norms but how people interpreted the social values. Sociology studies all kinds of social action without making any value judgements. Weber was concerned with understanding of inter- relations between parts of society and also, with comparative studies of different societies. He studied religion in different societies. His work Protestant Ethics and the Spirit of

science of society. which could not only explain the past of mankind but also, predict its future course. He felt that society moves through definite and fixed stages and that, it progresses towards ever-increasing perfection. The three stages, according to him, in which the society moves, were: i) the theological or the religious to ii) the metaphysical or the philosophical to iii) the positive or the scientific stage. In the first stage. people thought, all phenomena were caused by supernatural forces. Abstract forces of either a religious or secular type were considered to be the source of knowledge in the second stage. In the last stage, scientific laws were supposed to determine both the natural and the social worlds. He also talked about two broad areas - 'social statistics', which deals with the orderly and, stable aspects of social life and patterns of behaviour (family, occupational, polity, etc.). The second area called 'social dynamics' emphasises the study of changes in a social system. According to him, sociology was to be the queen of all sciences.

Illustration 1.4.2 Emile Durkheim (1858-1917) Emile Durkheim Durkheim was also interested in sociology being a scientific discipline. He wrote a (1858 - 1917) book in 1895 entitled: Rules of Sociological Method. To him, social solidarity was one of the main principles of human life. He distinguished between two kinds of solidarity: 'mechanical solidarity' based on common assumptions, beliefs, sentiments like those found in traditional societies and 'organic solidarity' based on the division of labour and inter-related interests as found in industrial societies. When solidarity is broken, there would be social disorganisation and confusion in society. He considered sociology as having wide interests, which includes sociology of religion, sociology of knowledge, sociology of law. sociology of crime, economic sociology, and sociology of education, art and aesthetics. An important concept given by Durkheim was social facts, which, according to him, are external to the individual but they exert pressure on the individual in the behaviour pattern. Customs, traditions, folkways and mores are social facts. He felt that sociology should be involved in the reformation of society. For him society was a reality in itself, that is, it is more than its parts.

Nature and Scope of Sociology 1.4.3 Max Weber (1864-1920) Weber used the concept of social action rather than social relations. A comprehensive Max Weber study of social action, to him, meant understanding the meanings human beings give to (1864 - 1920) their behavioural pattern. The social behaviour was not merely a mechanical learning of norms but how people interpreted the social values. Sociology studies all kinds of social action without making any value judgements. Weber was concerned with understanding of inter-relations between parts of society and also, with comparative studies of different societies. He studied religion in different societies. His work 011 Protestant Ethics and the Spirit of

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Capitalism is one of the well known works in sociology. Through both these approaches, he tried to develop propositions having general validity. For example, he classified authority into three types - charismatic, traditional and rational. These concepts are still used in the study of leadership authority and power. 1.5.4 Karl Marx (1818-1883) Marx has helped through his ideas in understanding the nature of society, particularly, how conflicts occur. . Marx writes in 1848 that all history is a history of classes and class struggles.

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society gets divided between the oppressors and the oppressed masters and slaves, lords and serfs and in the modern times, capitalists and workers. To analyse the structure of society, it was necessary to understand the forces of production and relations of production. The contradiction between the forces and the relations of production leads to class struggle. According to him, each society dies in time because of internal conflicts and contradictions and is replaced by a higher one. In time, capitalism would be destroyed and there would emerge a classless society characterised by absence of conflict, exploitation and alienation from this world 1.5.5

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Herbert Spencer covers the fields of family, politics, religion and social control, division of labour and social stratification. He emphasised the study of whole more than the study of parts. The individual institutions have significant relations. It is through a study of these inter-relations that one can hope to understand society. He indicated that the inter dependence of the various parts was functional, i.e., each of the part performs different functions, which is necessary for the total well being of society. A large number of sociologists, who are "functionalists", use Spencer's idea of the

Herbert Spencer covers the fields of family, politics, religion and social control, division of labour and (1820 - 1903) social stratification. He emphasised the study of whole more than the study of parts. The individual institutions have significant relations. It is through a study of these inter-relations that one can hope to understand society. He indicated that the inter dependence of the various parts was functional, i.e., each of the part performs different functions, which is necessary for the total well being of society. A large number of sociologists, who are "functionalists", use Spencer's idea of the

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The nature and meaning of social development Development is a broad concept and, though interrelated, it differs from social change. Change is a value-neutral concept whereas development is a value-laden concept. The notion of development is, in other words, the process of desired change. All cases of change do not indicate development. Only planned and desired changes can be described as development. Thus, it is important to keep in mind the distinct character of the concept of development. Secondly, we also need to distinguish between economic and sociological notions of development. This point becomes clearer as you read this unit. While speaking of social development, we emphasise the sociological understanding of the process of development. As a broad concept, social development refers to the overall transformation of individuals and society, which may enable every person to achieve moral, social physical and material well-being. Egalitarian development is a desired goal, but it remains only an 'ideal'. In spite of development efforts, disparities in various dimensions of development continue to widen between societies, regions and groups. Variations are observed when we compare various regions or countries. Out of such comparisons have emerged the concepts of underdevelopment mainly in economic terms, such as per capita income, gross national product, level of the standard of living and degree of technological advancement. There are many criteria of 'over' and 'under' development. The simplest one of them is the ratio of industrial capacity to social utility. It means that the countries which are unable to produce, sufficient goods to meet the requirements of their population, may be considered as underdevelopment and those which produce more than what is required, as overdeveloped. In the overdeveloped category may be placed the countries such as America, and in the underdeveloped category, many Asian and African countries. It is, however, a controversial point whether underdevelopment and over development can be identified with any particular country. Further the term underdevelopment is not acceptable, to some of the economically less developed countries, such as India. These countries consider

THE NATURE AND MEANING OF SOCIAL DEVELOPMENT Development is a broad concept and, though interrelated, it differs from social change. Change is a value-neutral concept whereas development is a value-laden concept. The notion of development is, in other words, the process of desired change. All cases of change do not indicate development. Only planned and desired changes can be described as development. Thus, it is important to keep in mind the distinct character of the concept of development. Secondly, we also need to distinguish between economic and sociological notions of development. This point becomes clearer as you read this unit. While speaking of social development, we emphasise the sociological understanding of the process of development. As a broad concept, social development refers to the overall transformation of individuals and society, which may enable every person to achieve moral, social physical and material well-being. Egalitarian development is a desired goal, but it remains only an 'ideal'. In spite of development efforts, disparities in various dimensions of development continue to widen between societies, regions and groups. Variations are observed when we compare various regions or countries. Out of such comparisons have emerged the concepts of underdevelopment mainly in economic terms, such as per capita income, gross national product, level of the standard of living and degree of technological advancement. There are many criteria of 'over' and 'under' development. The simplest one of them is the ratio of industrial capacity to social utility. It means that the countries which are unable to produce, sufficient goods to meet the requirements of their population, may be considered as underdevelopment, and those which produce more than what is required, as overdeveloped. In the overdeveloped category may be placed the countries such as America, and in the underdeveloped category, many Asian and African countries. It is, however, a controversial point whether underdevelopment and over development can be identified with any particular country. Further the term underdevelopment is not acceptable, to some of the economically less developed countries, such as India. These countries consider

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themselves quite developed from social and cultural points of view. They prefer to be designated as 'developing' rather than as 'underdeveloped' countries. An important idea implicit in the classification of countries, into developed and developing, is that the former became a 'model' for the latter. The developing countries may like to imitate or adopt the economic and technological systems of developed countries. What is more important about this classification, with regard to the conceptual meaning of development, is the fact that the developing countries depended upon the developed ones for technology, skills and monetary aid. The latter tried to exploit the former. This is known as the dependency theory of development. Having realised the exploitative tendencies of the developed countries, the developing countries tried to be self-reliant in economic terms. Thus, substitution of economic dependence by self-reliance emerged as an important indicator of development. The greater the self-reliance, the higher the levels of development. Endeavours towards self-reliance resulted in import substitution by stopping the purchase of goods from developed countries and producing them in their own country. 1.7

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The prevailing notions of social development For a discussion of the contemporary sociological concerns about development, we can begin by outlining some of the views based on historical events, on the socio-cultural dimensions of development. But before we examine these dominant concerns regarding development, it would be useful to undertake a brief description of the "three worlds of development" as it had existed prior to the break-up of the Soviet Union. This had become an important part of the social scientists parlance since the middle of the 20th century. Earlier the world was divided into two i.e. it was a bipolar world with the capitalist block of United States of America (USA), on the one side and the socialist block of the Soviet Union, on the other. After the break-up of Soviet Union, the 'Cold War ' has ended and the world has become unipolar, with USA as the most powerful nation of the world. 1.7.1 The Three Worlds of Development The First World consists of North America, Western and Southern Europe. The countries were seen to be following mainly a capitalist model of development. The Second World had consisted of Soviet Union and the East European group such as, Poland, East

THE PREVAILING NOTIONS OF SOCIAL DEVELOPMENT For a discussion of the contemporary sociological concerns about development, we can begin by outlining some of the views based on historical events, on the socio- cultural dimensions of development. But before we examine these dominant concerns regarding development, it would be useful to undertake a brief description of the "three worlds of development" as it had existed prior to the break-up of the Soviet Union. This had become an important part of the social scientists parlance since the middle of the 20th century. Earlier the world was divided into two i.e. it was a bi- polar world with the capitalist block of United States of America (USA), on the one side and the socialist block of the Soviet Union, on the other. After the break-up of Soviet Union, the 'Cold War ' has ended and the world has become Unipolar, with USA as the most powerful nation of the world. 34.3.1 The Three Worlds of Development The First World consist of North America, Western and Southern Europe. The countries were seen to be following mainly a capitalist model of development. The Second World had consisted of Soviet Union and the East European group such as, Poland, East

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Germany, Hungary etc. Many socio-political changes have occurred in these countries now and they do not remain a communist bloc any more. They were associated with the socialist model of development. The Third World was and to certain extent still is generally used to refer to the less developed or developing societies of Asia, Africa and Latin America. Most of these countries emerged out of colonial rule to attain political independence only in the middle of the 20th century. The majority of the third world countries are characterised by low per capita income, high rates of illiteracy and infant mortality. These were generally agriculture-based economies where people had short life expectancies, low degree of social mobility and strong attachment to tradition (Estes, R.J., p. 92). The countries, though subject to influence by the erstwhile First and the Second World countries, have devised their own national strategy and path of development. The First and the Second World's models of development had laid primary emphasis on economic growth.

1.7.1.1 The Capitalist Model of Development of the First World : The main characteristics of the capitalist model of development are : a) provision for private ownership of property and means of production, b) promotion of economic activities through private enterprises, and c) minimum possible state regulation and control on private enterprises. Thus the capitalist model is characterised by a free economy regulated by competition.

1.7.1.2 The Socialist Model of Development of the Second World The socialist path of development adopted by the Second World, was seen to be opposite or dichotomous to the capitalist path of development. The former, contrary to the latter, is characterised by state ownership of property and means of production, public enterprises and complete state regulation of economic activities. Thus, the socialist model refers to a regulated economy. The main allegation against the capitalist model is that, since it permits minimum state regulation, its economic system becomes exploitative in the sense that the working class people (proletariat) do not get their due share. The capitalists enjoy a major share of the nation's resources. Hence it contributes to inequalities so that a few are very rich and the majority is very poor.

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The capitalist model is, therefore, alleged to be exploitative and non-egalitarian. On the contrary, the socialist model was ideally considered as non-exploitative and egalitarian. Private ownership and the lack of state regulation, were considered to be important measures of exploitation of the weaker sections and hence the causes of income inequalities. Since, the socialist state did not allow private ownership of property, there was a strong belief that there was no room for exploitation and inequality in it. However, historical events proved this belief to be incorrect as the Soviet Union could not survive for long. The period of "Glasnost" and "perestroika" led by Gorbachev, the erstwhile Russian Prime Minister during the 1980's, dismantled the communist political and economic structure. The Soviet Union broke-up into several small countries and the socialist ideology gave way to capitalist tendencies. However, China still follows a socialistic socio-political order. The two models had also differed in their conception of development. Whereas the capitalist model lays greater stress on economic growth, than on equal distribution of the fruits of economic growth. The socialist model laid equal stress on both resource generation and equal distribution of income, and tried to change the social system in such a way that greater social justice could be ensured. In reality, socialist model did not give much space to individual initiative and consumerist desires. The foregoing discussion implies another difference between these models. The capitalist model does not see any major conflict in the interests of the two classes-workers and capitalists. In its eyes both the classes are complementary to each other, they; are functionally interdependent. The rules of society, particularly about ownership of property and distribution of income, are supposed to be based on consensus. Hence according to this model, there is no need to change the economic structure. On the contrary, the socialist model saw inherent conflict in the interests of the workers Social Development and the capitalists. According to it, rules are not based on consensus but are imposed on the weaker section by the stronger one. This leads to the exploitation of the weak by the strong, which is likely to result in conflicts, and in revolution by the exploited people who want radical change in the system itself. Thus, the capitalist model is NSOU ? PGSW-V 20 sometimes designated as functionalist or consensual, and the socialist as a conflict, radical or revolutionary model. In practice, as observed by some researchers, these two models have entered a process of convergence. For instance now, there is an increased state regulation on private economic enterprises in the USA. There has been a relaxation in grants to private enterprises in Russia. One could see income inequalities, and a tendency to resist alterations in political and economic systems in both the Worlds.

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In recent times there has developed a new concept of "fourth world" of development as identified first by Manuel and Postluns (1974) and Hamalian and Karl (1974). They used this concept to describe "a community of the powerless, the oppressed and the dispossed". According to them all the other "worlds of development" i.e. the First, the Second and the Third, share the people who belong to the Fourth world of development. In current usage, the countries which belong to the First world are referred to as "developed Market Economies" (DMEs); those belonging to the Second World are referred to as the "Eastern Trading Area (ETAs); and those belonging to the Third World are referred to as the "Developing Countries". The countries of the Fourth World are referred to as "least Developing Countries" (LDCs). (Quoted in Estes, Richard J.'s" World's of Development, www. google.com website). 1.7.1.3 Development of the Third World It is difficult to specify the model of development, adopted by the majority of the. Third World countries as there are variations among them, dictated mainly by their historical and socio-cultural circumstances. What they seem to share in common is that : a) They are economically and technologically underdeveloped in comparison to the countries of the so called developed world. b) Social planning is a key element in their development process. Their plans of development incorporate not only economic concerns, especially removal of poverty, but also concerns regarding nation building, national culture and social transformation. They have been seeking technological and economic aid from the developed countries. The developed countries have given them economic assistance, but they have also been NSOU ? PGSW-V 21 increasingly attempting to extend their political influence in the developing countries. It has been noted that the global military defence strategy is, the major consideration of the developed countries, in extending their economic and political influence to the developing countries. In fact, the idea of the Third World is associated with the emergence of consciousness among developing countries, of being exploited by the developed countries in the garb of monetary help and expert advice. Some nations had become conscious of exploitation much earlier, but others, understood this fact only after seeing the disastrous role of big powers in the developing countries, e.g., the role of the USA in Vietnam or the USSR in Afghanistan. The social analysts have played a very significant role both in appreciating the help, as well as analysing the "games" of the big powers in the developing countries. Against this background of information about the First, the Second and the Third Worlds we will now proceed to look at some of the prevailing conceptions about development across the world. 1.7.2

In recent times there has developed a new concept of "fourth world" of development as identified first by Manuel and Postluns (1974) and Hamalian and Karl (1974 : 13). They used this concept to describe "a community of the powerless, the oppressed and the dispossed". According to them all the other "worlds of development" i.e. the First, the Second and the Third, share the people who belong to the Fourth world of development. In current usage, the countries which belong to the First world are referred to as "developed Market Economies" (DMEs); those belonging to the Second World are referred to as the "Eastern Trading Area (ETAs); and those belonging to the Third World are referred to as the "Developing Countries". The countries of the Fourth World are referred to as "least Developing Countries" (LDCs). (Quoted in Estes, Richard J.'s" World's of Development, www. google.com website). iii) Development of the Third World It is difficult to specify the model of development, adopted by the majority of the. Third World countries as there are variations among them, dictated mainly by their historical and socio-cultural circumstances. What they seem to share in common is that: a) They are economically and technologically underdeveloped in comparison to the countries of the so called developed world. b) Social planning is a key element in their development process. Their plans of development incorporate not only economic concerns, especially removal of poverty, but also concerns regarding nation building, national culture and social transformation. 6 2 Social Control, Change and Development c) They have been seeking technological and economic aid from the developed countries. The developed countries have given them economic assistance, but they have also been increasingly attempting to extend their political influence in the developing countries. It has been noted that the global military defence strategy is, the major consideration of the developed countries, in extending their economic and political influence to the developing countries. In fact, the idea of the Third World is associated with the emergence of consciousness among developing countries, of being exploited by the developed countries in the garb of monetary help and expert advice. Some nations had become conscious of exploitation much earlier, but others, understood this fact only after seeing the disastrous role of big powers in the developing countries, e.g., the role of the USA in Vietnam or the USSR in Afghanistan. The social analysts have played a very significant role both in appreciating the help, as well as analysing the "games" of the big powers in the developing countries. Against this background of information about the First, the Second and the Third Worlds we will now proceed to look at some of the prevailing conceptions about development across the world.

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Socio-cultural Dimensions of Development The concept of development has encompassed many dimensions over the years. One of the popular notions that economic growth, was a sufficient and a necessary condition to stimulate development of all the sections of a society has been proved incorrect. Economic advancement of a class of people has not, and does not trickle down to the entire population. Similarly, the attainment of high levels of economic growth by some of the developed countries has not helped to solve some of their serious problems. In fact affluence has given rise to new and more social problems. It is, therefore, now realised that if the ultimate aim of development is the improvement of the quality of life of every human being in society, it cannot be achieved as a consequence of economic growth or capital accumulation. Sociologists now believe that it is necessary to lay stress on socio-cultural dimensions of development. To elaborate, social development includes :

- a) Proper satisfaction of basic needs, such as, food, shelter and clothing.
- b) Availability of essential amenities such as electricity, transportation, communication and water.
- c) Good physical and mental health, measurable in terms of increased life chances, abolition of environmental pollution, nutritious diet, medical care etc.
- d) Economic welfare i.e. opportunities for employment in economic activities and high level of living.
- e) Development of human beings i.e. enhancement of literacy, vocational education, moral education, creative personality etc.
- f) Social integration i.e. involvement and participation of people in social, political and economic processes and establishment and maintenance of effective social institutions.
- g) Minimisation of disparities in access to various resources and opportunities- economic, social and political.

Some sociologists have laid a special emphasis on the psychological, social and moral dimensions while talking about the "holistic" approach to development. They look at development as an improvement in the overall quality of life including physical, psychological, social and cultural. They emphasise that these dimensions are very closely interlinked. For instance, an improvement in the psychological quality of life entails the idea of life satisfaction including positive mental health. This requires a proper and effective balance between material and non-material life-goals of people and between instrumental and intrinsic values of society. This subjective dimension is very closely linked with the social quality of life. The improvement in social quality means an increase in the strength of family stability, interpersonal bonds and social solidarity. An improvement in the cultural quality of life signifies the upsurge of the moral dimensions. A concern for others is the essence of social morality. They have pointed out that in many developed societies there is more concern 'for self than for others', hence no true development (Sharma, 1986). Thus, the sociological approach to development looks upon the development process as alterations that affect the whole socio-cultural matrix of society. In the modern sense, development refers to the planned, stimulated movement of the entire system in the direction of the overall desirable goals of a given society. Today we have a "Sociology of Development" which is seen to be growing in two directions – towards the analysis of internal structures and of historical linkages. A look at the studies in this field provides us with an idea of the following approaches to

Socio-cultural Dimensions of Development The concept of development has encompassed many dimensions over the years. One of the popular notions that economic growth, was a sufficient and a necessary condition to stimulate development of all the sections of a society has been proved incorrect. Economic advancement of a class of people has not, and does not trickle down to the entire population. Similarly, the attainment of high levels of economic growth by some of the developed countries has not helped to solve some of their serious problems. In fact affluence has given rise to new and more social problems. It is, therefore, now realised that if the ultimate aim of development is the improvement of the quality of life of every human being in society, it cannot be achieved as a consequence of economic growth or capital accumulation. Sociologists now believe that it is necessary to lay stress on socio-cultural dimensions of development. To elaborate, social development includes:

- a) Proper satisfaction of basic needs, such as, food, shelter and clothing.
- b) Availability of essential amenities such as electricity, transportation, communication and water.
- c) Good physical and mental health, measurable in terms of increased life chances, abolition of environmental pollution, nutritious diet, medical care etc.
- d) Economic welfare i.e. opportunities for employment in economic activities and high level of living.
- e) Development of human beings i.e. enhancement of literacy, vocational education, moral education, creative personality etc.
- f) Social integration i.e. involvement and participation of people in social, political and economic processes and establishment and maintenance of effective social institutions.
- g) Minimisation of disparities in access to various resources and opportunities - economic, social and political

Some sociologists have laid a special emphasis on the psychological, social and moral dimensions while talking about the "holistic" approach to development. They look at development as an improvement in the overall quality of life including physical, psychological, social and cultural. They emphasise that these dimensions are very closely interlinked. For instance, an improvement in the psychological quality of life, entails the idea of life satisfaction including positive mental health. This requires a proper and effective balance between material and non-material life-goals of people and between instrumental and intrinsic values of society.

6.4 Social Control, Change and Development

This subjective dimension is very closely linked with the social quality of life. The improvement in social quality, means an increase in the strength of family stability, interpersonal bonds and social solidarity. An improvement in the cultural quality of life signifies the upsurge of the moral dimensions. A concern for others is the essence of social morality. They have pointed out that in many developed societies there is more concern 'for self than for others', hence no true development (Sharma 1986: 20). Thus, the sociological approach to development looks upon the development process as alterations that affect the whole socio-cultural matrix of society. In the modern sense, development refers to the planned, stimulated movement of the entire system in the direction of the overall desirable goals of a given society. Today we have a "Sociology of Development" which is seen to be growing in two directions – towards the analysis of internal structures and of historical linkages. A look at the studies in this field provides us with an idea of the following approaches to

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	<p>Approaches to development may be discerned on the basis of two criteria, (i) centralisation versus decentralisation of development schemes and resources, and (ii) Unit of development, i.e., the focus of development – individual, group, village etc. The first criterion gives rise to two approaches, namely, development from the top and development from the bottom. The second criterion gives rise to the three approaches- sectoral development, areas development and target group development. Let us now review briefly the five approaches. 1) Development from the top The approach of development from the top envisages the planning and execution, of development schemes by the central or apex bodies of administration. In other words, the central organisations decide the nature and direction of plan formulate projects and impose them on the people. For instance, the ministers and high officials sitting in the capital, make the development plans for rural people without fully realising their problems. Implicit in this approach is the assumption that the people who need development are incapable of understanding their needs, of devising development schemes and of executing them on their own. Hence, the need for experts and outside agencies in fact, this assumption is baseless. The elite at the top have a vested interest in making such assumptions. Their major interest is to hold control on resources and mobilise them for their own benefits. The people accept the development schemes, because they have neither sufficient resources of their own, nor any control on the resources of the community. As a result, most of the schemes imposed from the top fail to yield the desired results. This happens in most of the cases. A large part of the funds of development schemes is eaten up in one way or the other, by the experts and executive personnel deputed or employed by the sponsors of the scheme, be it own government or any foreign agency. The major drawback of this approach is that it fails to involve the beneficiaries, in the development process. Instead, it generates a feeling of alienation among them. For these reasons this approach has been characterised by a higher degree of centralisation and bureaucratisation. NSOU ? PGSW-V 24 2) Development from bottom Social Development The exponents of second approach of development from the bottom, on the contrary, believe the fairness of intentions and abilities of the people who need development. They are given an opportunity to articulate their problems as well as the ways to solve them. They are trained and made capable, and are prepared for self-help. Utilisations of resources for development schemes</p>		<p>Approaches to development may be discerned on the basis of two criteria, (i) centralisation versus decentralisation of development schemes and resources, and (ii) unit of development, i.e., the focus of development – individual, group, village etc. The first criterion gives rise to two approaches, namely, development from the top and development from the bottom. The second criterion gives rise to the three approaches --sectoral development, areas development and target group development. Let us now review briefly the five approaches. i) Development from the top The approach of development from the top envisages the planning and execution, of development schemes by the central or apex bodies of administration. In other words, the central organisations decide the nature and direction of plan, formulate projects and impose them on the people. 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decided, by the concerned people themselves or by their representatives at the local level. Thus, there is a greater decentralisation of plans and higher participation of people. While the planners realise the importance of development from the bottom, and claim that they adopt this approach, in practice, they often adopt the approach of development from the top. The result is ineffectiveness of the development schemes. 3) Sectoral development On the basis of 'unit' of development, as mentioned earlier, three approaches are envisaged, viz., sectoral development, area development and target group development. Sectoral development approach refers to formulation and execution of schemes for development, of a particular sector of economy like agriculture or industry. For instance, the Indian planners thought of developing industries just after the Independence. Therefore they made plans to develop technology or borrow it from other countries. Stress was laid on technological education. Many institutes and colleges were established, independently or in collaboration with other countries, such as the United States of America, Russia and England. On the other side, funds were made available for heavy industries such as textile, steel and cement. Later on, when the country faced a food problem in the early sixties, the planners thought of developing the agricultural sector. As a result, many agricultural universities were set up, which helped in evolving high yielding varieties of crops, insecticides and pesticides, and farm implements, like threshers. Extension services were made available to educate and persuade farmers, to adopt new agricultural technology, and loans were advanced to farmers quite liberally. You have seen the results of these efforts in the form of the green revolution. The country is now almost self-reliant in food NSOU ? PGSW-V 25 4) Area development All regions are not equally developed. Some are more affluent than others. The underdevelopment of regions is due to the lack of infrastructural development- roads, railways, electrification etc. or due to the problems of floods and drought. When schemes are devised for the infrastructural development of an area or region, we call it area development approach. The Command Area Development Scheme, introduced in India in 1974 for the development of irrigation resources in certain regions, illustrates this approach. 5) Target group development Target group approach has its focus on a particular category of people, such as small farmers, women and farm labourers. Schemes, such as Small Farmers Development Agency (SFDA) and reservation of seats in schools and colleges, and in employment for scheduled castes, exemplify the target group approach. There is another approach to development, which has its focus on the overall development of the people residing in a locality – village or town. This is known as a community development approach. This approach lays stress on the development of education, health facilities, economic and social activities, and other infrastructural facilities. 1.74

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Indian experience of development after independence There have been schemes and plans of development in almost all dimensions of socio economic life, such as health, education, population control, industry, transport, irrigation communication and agriculture. It is neither possible to present here a list of all the development schemes, nor are you expected to know about all of them. Therefore our main objective is to present a synoptic view of the development schemes in India, introduced after Independence with a view to illustrate some of the approaches to development, discussed in the preceding section. After Independence, India did not follow either the First or the Second World, it

INDIAN EXPERIENCE OF DEVELOPMENT AFTER INDEPENDENCE There have been schemes and plans of development in almost all dimensions of socio economic life, such as health, education, population control, industry, transport, irrigation communication and agriculture. It is neither possible to present here a list of all the development schemes, nor are you expected to know about all of them. Therefore our main objective is to present a synoptic view of the development schemes in India, introduced after Independence with a view to illustrate some of the approaches to development, discussed in the preceding section. 6 7 Social Development After Independence, India did not follow either the First or the Second World, it

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adopted neither the capitalist (North American) nor the socialist model of development. It adopted a path of development in-between the two models, which is known as 'mixed economy'. On the one hand, India encouraged private business and industry and gave opportunity to big business houses, such as the Birla's and Tata's, and other medium and small size entrepreneurs. On the other

adopted neither the capitalist (North American) nor the socialist model of development. It adopted a path of development in-between the two models, which is known as 'mixed economy'. On the one hand, India encouraged private business and industry and gave opportunity to big business houses, such as the Birla's and Tata's, and other medium and small size entrepreneurs. On the other

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hand it has almost full control, at least in principle, over all the entrepreneurial and business activities. 1.7.4.1 Socialist Path and Mixed Economy The state also acts as an entrepreneur in setting up heavy industries, such as the manufacture of steel and generation of electricity. The banks have been nationalised. The state has full control over railways and postal departments. These measures are illustrative of a socialist path of development. On the other hand, certain industries are reserved for private entrepreneurs – both small and large. In some industries, such as textile and cement, both private and state enterprises have been allowed to operate. In many other activities, too, such as education, health and transport both private and state agencies work, either independently or in collaboration. It is true that India adopted a 'mixed' path of development, but scholars differ in their opinion about the real functioning of the economy. One view is that India's path of development is a capitalist one. Entry of state in heavy industries was, in fact, meant to support private enterprise, in the sense that these industries did not yield high profits and required a long gestation period and high capital investment. Hence they did not attract private entrepreneurs, and at the same time industrial development was not possible without basic industries. Similarly, it has been argued that big enterprises still dominate over the small ones, and the industrial sector over the agricultural one. Also there is a concentration of economic power in a few big business houses. The other view is that our bias has been increasing towards a socialist model, as is evident from the facts such as nationalisation of banks. These are controversial arguments which cannot be sorted out here. The fact remains that India pursues a 'mixed' path of development. 1.7.4.2 Sectoral Development No doubt India has progressed a lot in industrial and agricultural sectors, but there has been relatively less progress in the latter. Many policies and plans were adopted, which showed results that were far below the expectations. The major policies for the development of agriculture after Independence were: abolition of landlordism (zamindari), consolidation of land holding, and land ceiling. Whereas the first two policies succeeded, the last one was made ineffective due to several factors including the vested interests of large farmers. However, due to increase in population there has a natural curtailment of farm size, and it

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has been that further ceiling on farm size, will come in the way of raising the productivity. All these policies reflect a sectoral development approach. The sectoral approach got further accentuated in the 'green' and 'white' revolutions, i.e., development of cash crops, and dairy products, respectively. Such revolutions have not been widespread. They are confined to a few states, such as Punjab, Haryana, Tamil Nadu, Gujarat and Maharashtra. The important thing is that the farmers, even in these states, do not get remunerative returns from farm produce, because of an absence of check on the rise of prices of farm inputs – machines, fertilisers, insecticides, pesticides etc., which come from industrial sector, and also because of a strict control on the prices of farm outputs, with the rationale that high rise in the prices of food grains will adversely affect the masses. This indicates discrimination against the farm sector. The majority of people depend upon agriculture even today. Therefore non-remunerative farm return keeps the agricultural sections in poverty.

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Auguste Comete, the founding father of sociology, defines sociology as the science of social phenomena "subject to natural and invariable laws, the discovery of which is the object of investigation". 2. Kingsley Davis says that "Sociology is a general science of society". 3. Harry M. Johnson opines that "sociology is the science that deals with social groups". 4. Emile Durkheim : "Science of social institutions". 5. Park regards sociology as "the science of collective behavior". 6. Small defines sociology as "the science of social relationships". 7. Marshal Jones defines sociology as "the study of man-in-relationship-to-men". 8. Ogburn and Nimkoff : "Sociology is the scientific study of social life". 9. Franklin Henry Giddings defines sociology as "the science of social phenomena". 10. Henry Fairchild : "Sociology is the study of man and his human environment in their relations to each other". 11. Max Weber defines sociology as " the science which attempts the interpretative understanding of social action in order thereby to arrive at a casual explanation of its course and effects". 12. Alex Inkeles says, "Sociology is the study of systems of social action and of their inter-relations". 13. Kimball Young and Raymond W. Mack say, "Sociology is the scientific study of social aspects of human life". 14. Morris Ginsberg: of the various definitions of sociology the one given by Morris Ginsberg seems to be more satisfactory and comprehensive. He defines sociology in the following way: "In the broadest sense, sociology is the study of human interactions and inter-relations, their conditions and consequences".

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	<p>in India. 1.7.4.3 Community Development and Cooperative Movement Besides this sectoral approach, a community development scheme was initiated in 1952 for overall development of villages. The philosophy of this programme was to educate, encourage and enable the people to develop themselves, with their own efforts and resources. But the programme was not very successful. It was realised that a greater</p>		<p>in poverty. 34.4.3 Community Development and Cooperative Movement Besides this sectoral approach, a community development scheme was initiated in 1952 for overall development of villages. The philosophy of this programme was to educate, encourage and enable the people to develop themselves, with their own efforts and resources. But the programme was not very successful. It was realised that a greater</p>	
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	<p>participation of the rural people in the preparation and execution of development schemes was essential. In other words, it required a greater administrative decentralisation. Hence Panchayati Raj System was introduced in 1957. It envisaged a three-tier system, viz., Village Panchayat (village level), Panchayat Samities (block level) and Zila Parishad (district level). This system involved the people at local level, in both planning and execution of development schemes. It was an effort towards development from the bottom. But unfortunately the unholy alliance between the rural elite (rich farmers), on the one hand, and the administrative and political elites, on the other, at the block and district levels made the system weak. The same fate met the cooperative movement. India wanted cooperative cultivation on the Chinese pattern, in which the land is owned by the community (village) and the farmers have their shares. But this did not work in India due to the country's</p>		<p>participation of the rural people in the preparation and execution of development schemes was essential. In other words, it required a greater administrative decentralisation. Hence Panchayati Raj System was introduced in 1957. It envisaged a three-tier system, viz., Village Panchayat (village level), Panchayat Samities (block level) and Zila Parishad (district level). This system involved the people at local level, in both planning and execution of development schemes. It was an effort towards development from the bottom. But unfortunately the unholy alliance between the rural elite (rich farmers), on the one hand, and the administrative and political elites, on the other, at the block and district levels made the system weak. The same fate met the cooperative movement. India wanted cooperative cultivation on the Chinese pattern, in which the land is owned by the community (village) and Sectoral Approach to Development 6 9 Social Development the farmers have their shares. But this did not work in India due to the country's</p>	
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	<p>political system which did not permit abolition of private ownership of land, and because the farmers did not surrender land to the community voluntarily, in spite of the appeal of "Bhoo Dan" (land donation) movement of Vinoba Bhave. However, credit societies which granted short term agricultural credit did become popular. But today many of the credit societies have become defunct, or are not functioning effectively. The member borrowers usually become defaulters. The important point is that there is no spirit of cooperating among the local people, because most of the affairs of these cooperatives are managed by the government or semi-government officials, such as the Registrar, Managing Director,</p>		<p>political system which did not permit abolition of private ownership of land, and because the farmers did not surrender land to the community voluntarily, in spite of the appeal of "Bhoo Dan" (land donation) movement of Vinoba Bhave. However, credit societies which granted short term agricultural credit did become popular. But today many of the credit societies have become defunct, or are not functioning effectively. The member borrowers usually become defaulters. The important point is that there is no spirit of cooperating among the local people, because most of the affairs of these cooperatives are managed by the government or semi-government officials, such as the Registrar, Managing Director,</p>	
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etc. In many cases the nationalised banks provide funds to cooperatives for advancing loans to their members. The rural credit cooperative are relatively effective in Maharashtra, particularly among the sugarcane producers, who also have cooperative sugar mills. In other fields, too, there are exceptionally successful cases of cooperative, viz., Milk Producers Cooperative at Anand in Gujarat. Anand Milk Producers' Union Limited (AMUL) emerged out of the farmers' cooperative efforts at the village of Anand which now has an important place among the rural cooperatives in Asia. 1.7.4.4 Target Group Planning There are many other rural development programmes for certain target groups, under the 20-point economic programmes. Integrated Rural Development Programme (IRDP) is one of them which combines both the area development and target group approaches,

etc. In many cases the nationalised banks provide funds to cooperatives for advancing loans to their members. The rural credit cooperative are relatively effective in Maharashtra, particularly among the sugarcane producers, who also have cooperative sugar mills. In other fields, too, there are exceptionally successful cases of cooperative, viz., Milk Producers Cooperative at Anand in Gujarat. Anand Milk Producers' Union Limited (AMUL) emerged out of the farmers' cooperative efforts at the village of Anand which now has an important place among the rural cooperatives in Asia. 34.4.4 Target Group Planning There are many other rural development programmes for certain target groups, under the 20-point economic programmes. Integrated Rural Development Programme (IRDP) is one of them which combines both the area development and target group approaches,

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since it includes the Command Area Development Programme. Drought Prone Area Programme and Small Farmers' Development Agency. As a target group programme, its focus is on the poorest of the poor, and the unit of assistance is the 'family', and not a person. It proposes to cover about 3,000 families in each block over a period of five years. Under IRDP there are special programmes for employment, like Training Rural Youth for Self-employment (TRYSEM). Besides there are other programmes such as the National Rural Employment Programme (NREP). Evaluation reports of these programme, however, indicate the failure of the programme in reaching the real beneficiaries and in raising their economic status. The blame is laid on the executive personnel, and the rural elite who consume a large share of the resources, meant for these programmes. In other fields also India has made a good deal of progress. We have big hospital and primary healthcare centres. Life expectancy has increased and many diseases such as malaria, Polio and small pox have been controlled, and infant mortality reduced. Now we have a large network of transport and communication. . But the results of development have reached largely the urban population. Rural people still do not have good schools, proper electrification, clean water and hospitals. There are no good teachers, or proper infrastructure in schools, such as furniture, including blackboards in many schools, and no doctors, nurse or medicines in many primary healthcare centres. Besides this we find increased unemployment, a state of lawlessness, an increase in social and communal tension, and a lack of social and national concern. This shows that the country has achieved more of a quantitative than qualitative development. However, in terms of social political and economic awareness India and its villages are doing fairly well. Being one of the largest Democratic nations of the world, with an extremely vibrant political and economic structure, some amount of social unrest is inevitable. The policies of the Government are geared towards removing extreme inequalities and bringing about social justice. 1.8

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38/185	SUBMITTED TEXT	21 WORDS	70% MATCHING TEXT	21 WORDS
<p>Sociology and Political Science 2.2.1 Differences 2.3 Sociology and History 2.3.1 Differences 2.4 Sociology and Economics 2.4.1 Differences 2.5 Sociology and Psychology 2.5.1 Differences 2.6 Sociology and Anthropology 2.6.1</p>		<p>Sociology and Political Science: • Sociology and History: • Sociology and Economics: • Sociology and Psychology: • Sociology and Anthropology:</p>		
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39/185	SUBMITTED TEXT	53 WORDS	100% MATCHING TEXT	53 WORDS
<p>Sociology is a science of society. As a social science it attempts to study social life as a whole. But for the understanding of social life as a whole sociology requires the help of other social sciences which studies a particular aspect of society. Economics studies the economic aspects whereas political science studies political aspects.</p>		<p>Sociology is a science of society. As a social science it attempts to study social life as a whole. But for the understanding of social life as a whole sociology requires the help of other social sciences which studies a particular aspect of society. Economics studies the economic aspects whereas political science studies political aspects.</p>		
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40/185	SUBMITTED TEXT	261 WORDS	99% MATCHING TEXT	261 WORDS
<p>Thus both political science and sociology contribute to each other. But inspite of their inter-relationship and inter-dependence both the sciences differ from each other in the following way. 2.2.1 Differences : (1) Sociology is a science of society and social relationship whereas political science is a science of state and government. (2) The scope of sociology is very wide but scope of political science is limited. (3) Sociology is a general science but political science is a special science. (4) Sociology studied organised, unorganized and disorganized society whereas political science studies only politically organised society. (5) Sociology studies the social activities of man whereas political science studies political activities of man (6) Sociology is a new or young science but political science is an older science. (7) Sociology studies man as a social animal whereas political science studies man as a political animal. (8) Sociology studies both formal and informal relations whereas political science studies only formal relations. (9) Sociology analyses both conscious and unconscious activities of man whereas political science analyses only conscious activities of man. (10) Sociology deals with all forms of association whereas political science deals with only one form of association named state. 2.3 Sociology and History As a mother of social sciences sociology has close and intimate relationship with all other social sciences. Accordingly it has close relationship with history. Because present society bears symbols of past. Relationship between the two is so close and intimate that scholars like G. Von Bulow have refused to acknowledge sociology as a science distinct from history. Sociology is the science of society. It is a study of systems of social action and their inter-relations. Sociology is a science of social groups and social institutions. History studies</p>		<p>Thus both political science and sociology contribute to each other. But inspite of their inter-relationship and inter-dependence both the sciences differ from each other in the following way. Differences: (1) Sociology is a science of society and social relationship whereas political science is a science of state and government. ADVERTISEMENTS: (2) The scope of sociology is very wide but scope of political science is limited. (3) Sociology is a general science but political science is a special science. (4) Sociology studied organised, unorganized and disorganized society whereas political science studies only politically organised society. (5) Sociology studies the social activities of man whereas political science studies political activities of man. ADVERTISEMENTS: (6) Sociology is a new or young science but political science is an older science. (7) Sociology studies man as a social animal whereas political science studies man as a political animal. (8) Sociology studies both formal and informal relations whereas political science studies only formal relations. (9) Sociology analyses both conscious and unconscious activities of man whereas political science analyses only conscious activities of man. ADVERTISEMENTS: (10) Sociology deals with all forms of association whereas political science deals with only one form of association named state. Sociology and History: As a mother of social sciences sociology has close and intimate relationship with all other social sciences. Accordingly it has close relationship with history. Because present society bears symbols of past. Relationship between the two is so close and intimate that scholars like G. Von Bulow have refused to acknowledge sociology as a science distinct from history. Sociology is the science of society. It is a study of systems of social action and their inter-relations. Sociology is a science of social groups and social institutions. History studies</p>		
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the important past events and incidents. It records men past life and life of societies in a systematic and chronological order. It also tries to find out the causes of past events. It also studies the past political, social and economic events of the world. It not only studies the past but also establishes relations with present and future. That is why it is said that "History is the microscope of the past, the horoscope of the present and telescope of the future. However, both the sciences are closely inter-related and inter-dependent on each other. Both study the same human society. Their mutual dependence led G.H. Howard to remark that, "History is past Sociology and Sociology is present history." Both takes help from each other. At the same time one depends on the other for its own comprehension. History helps and enriches Sociology. History is the store house of knowledge from which Sociology gained a lot. History provides materials sociologists use. History is a record of past social matters, social customs and information about different stages of life. Sociology uses this information. Books written by historians like A. Toynbee are of great use for Sociologists. To know the impact of a particular past event sociology depends on history. Similarly Sociology also provides help to history and enriches it. A historian greatly benefited from the research conducted by Sociologists. Historians now study caste, class and family by using sociological data. Sociology provides the background for the study of history. Now history is being studied from Sociological angle. Every historical event has a social cause or social background. To understand that historical event history need the help from Sociology and Sociology helps history in this respect. Sociology provides facts on which historians rely on. Thus history and Sociology are mutually dependent on each other. History is now being studied from Sociological angle and Sociology also now studied from historical point of view. Historical sociology now became a new branch of Sociology which depends on history. Similarly Sociological history is another specialized subject which based on both the Sciences. But in spite of the above close relationship and inter-dependence both the sciences differ from each other from different angles which are described below. 2.3.1 Differences : (1) Sociology is a science of society and is concerned with the present society. But history deals with the past events and studies the past society. NSOU ? PGSW-V 36 (2) Sociology is a modern or new subject whereas history is an older social science. (3) Sociology is abstract whereas history is concrete in nature. (4) The scope of Sociology is very wide whereas the scope of history is limited. Sociology includes history within its scope. (5) Sociology is an analytical science whereas history is a descriptive science. (6) Attitude of sociology and history differ from each other. Sociology studies a particular event as a social phenomenon whereas history studies a particular event in it's entirety. (7) Sociology is a general science whereas history is a special science. 2.4 Sociology and Economics Sociology is mother of all social sciences. Hence it has close relationship with all social sciences and so also with Economics. The relationship of sociology with economics is very close, intimate and personal. There exists close relationship between these two because economic relationships bear a close relation to social activities and relationships. Likewise social relationships are also affected by economic relationships. Economic activities to a great extent are social activities. Hence both are mutually related. Sociology is a science of society. It is concerned with

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the association of human beings. Sociology is the study of human inter-actions and inter-relations their conditions and consequences. But Economics deals with economic activities of man. It is a science of wealth and choice. According to Prof. Robbins Economics is a social "science which studies human behavior in relation to his unlimited ends and scarce means which have alternative uses." It is concerned with the activities of man such as production, consumption, distribution and exchange. It also studies the structure and functions of different economic organizations like banks, markets etc. It is concerned with the material needs of man as well as his material welfare. However, there exists a great deal of inter-relationship between these two sciences. Both are interdependent and inter-related with each other. Because of this inter-relationship Thomas opines that, "Economics is, in fact, but one branch of Sociology." Similarly Silverman opines Economics is regarded as offshoot of sociology which studies the general principles of all social relations. Their inter-relationships are as follows : NSOU ? PGSW-V 37 Economics takes the help of Sociology. For its own comprehension economics takes the help of sociology and depends on it. Economics is a part of Sociology hence without the help from sociology economics can't understand itself completely. Economics is concerned with material welfare of man which is common welfare. Economic welfare is a part of social welfare. For the solution of different economic problems such as inflation, poverty, unemployment etc. economists takes the help of sociology and takes into account the social events of that particular time. At the same time society controls the economic activities of man. Economics is greatly benefited by the research conducted by Sociologists like Max-weber, Pareto etc. Some economists also consider economic change as an aspect of social change. Economic draws its generalization basing on the data provided by Sociology. Thus economics cannot go far or develop without the help of Sociology. Similarly Sociology also takes the help from economics. Economics greatly enriches sociological knowledge. An economic factor greatly influences each and every aspects of social life. Economics is a part of sociology hence without the help of economics we can't understand sociology properly. Knowledge and research in the field of economics greatly contributes to sociology. Each and every social problem has an economic cause. For the solution of social problems like dowry, suicide etc. Sociologists take the help from economics. Marx opines economic relations constitute the foundation of Society. Economic factors play a very important role in every aspect of our social life that is why Sociologists concerned with economic institutions. For this reason Sociologists like Spencer, Weber, Durkheim and others have taken the help from economics in their analysis of social relationships. Thus both sociology and economics are very closely related with each other. There are some problems which are being studied by both sociologists and economists. Economic changes results in social changes and vice versa. However, inspite of the above closeness, inter-relationship and inter-dependence both the sciences have certain differences which are described below : 2.4.1 Differences : (1) Sociology is a science of society and social relationships whereas economics is a science of wealth and choice. NSOU ? PGSW-V 38 (2) Sociology is a much younger science which has very recent origin whereas economics is comparatively an older science. (3) Sociology is an abstract science whereas economics is concrete in nature. (4) Sociology is a general social science whereas economics is a special social science. (5) The scope of

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sociology is very wide whereas the scope of economics is very limited. (6) Sociology is concerned with the social activities of man whereas economics is concerned with the economic activities of man. (7) Society is studied as a unit of study in Sociology whereas man is taken as a unit of study in economics. (8) Both Sociology and economics differ from each other in respect of the methods and techniques they use for their study. 2.5 Sociology and Psychology Sociology is a science of society. Hence it is closely related to other social sciences and so also with psychology. Sociology and Psychology are very closely interlinked interrelated and interdependent. Relationship between the two is so close and intimate that Psychologist like Karl Pearson refuses to accept both as special science. Both depend on each other for their own comprehension. Their relationship will be clear if we analyze their inter-relationship and mutual dependency. Sociology is a science of social phenomena and social relationship. It is a science of social group and social institutions. It is a science of collective behavior. It studies human behavior in groups. But psychology is a science of mind or mental processes. It is a science of human behavior. It analyses attitudes, emotions, perception, process of learning and values of individuals and process of personality formation in society. In the words of Thouless 'Psychology is the positive science of human experience and behavior.' But both the sciences are closely related to each other which can be known from the following. Sociology receives help from Psychology. Psychology is a part of sociology hence without the help from Psychology Sociology can't understand itself fully and properly. There are many psychologists like Freud, MacDougal and others who have enrich

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Sociology in many respects. They opines that the whole social life could be reduced finally to psychological forces. Each and every social problems and social phenomenon must have a psychological basis for the solution of which sociology requires the help from psychology. A new branch of knowledge has developed with the combination of sociology and psychology which is known as social psychology. Similarly, psychology depends on Sociology to comprehend itself fully. Psychology also requires help from sociology in many cases. As human mind and personality is being influenced by social environment, culture, customs and traditions hence psychology take the help from Sociology to understand this. To understand human nature and behaviour properly psychology depends on sociology. There are many Psychological problems which must have a Social Cause. Psychology requires the help from Sociology to understand these social problems. A research in Sociology richly contributes to psychology. Contributions and theories of many Sociologists also are of great help to Psychologists. Thus Sociology and Psychology are mutually dependent on each other. One can't comprehend itself without the help from others. Besides there are some common area of study such as social disorganization, public opinion etc. which are being studied by both Sociologists and Psychologists. Social Psychology a branch of Psychology is developed with the combination of the two. In the words of Kretch and Crutchfield Social Psychology is the science of behaviour of the individuals in society.

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Social psychology is the study of social and cultural influences on the individual. It focuses on the behaviour of a single person and hence, differs from sociology, which is more concerned with relations among groups. However, there are areas of common interest such as socialisation, norms and values. Moreover, the influences of the group on the individual and of the individual on the group are also of interest to both social psychology and sociology. 2.5.1

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Differences : However, inspite of the mutual relationship and dependence both the sciences differ from each other in the following ways. (1) Sociology is a science of society but Psychology is a science of mind. (2) Scope of Sociology is wide whereas scope of Psychology is limited. (3) Society is the unit of study in sociology but individual is the unit of study in case of Psychology. NSOU ? PGSW-V 40 (4) Sociology studies social processes whereas Psychology studies mental processes. (5) Sociology studies and analyses human behavior from Sociological angle whereas psychology studies and analyses human behavior from Psychological angles. 2.6 Sociology and Anthropology Sociology is the mother of all social sciences. Hence it has close and intimate relationship with Anthropology. The relationship is so close that Anthropologists like A.L. Kroeber consider Sociology and Anthropology as twin sisters. They often appear as two names for the same subject. R. Reddfield recognizes the closeness between these two social sciences. Sociology is a science of society. It studies behavior of man in groups. The term Sociology has been derived from the Latin word 'Socius' means society, companion or association and the Greek word 'logos' means study or science. Hence Sociology is concerned with the association of human beings. It is a science that deals with social groups. Similarly the term Anthropology is derived from two Greek words 'anthropos' meaning man and 'logos' meaning study or science. Accordingly anthropology means study of man. As a science of man it deals with man, his works and behavior. Anthropology studies the biological and cultural development of man. Anthropology has a wide field of study which can be broadly divided into three main divisions such as physical anthropology. Archeology cultural anthropology and social anthropology. Physical anthropology studies bodily characteristics of early man and thereby try to understand both primitive and modern cultures. Archeology studies cultures of pre-historic period. This study facilitates sociologists to make a comparative study of present social structure. It is concerned with the early periods of human existence. It reconstructs the origin, spread and evolution of culture by examining the remains of the past societies. Social anthropology deals with the behaviour of man in social institutions. Social anthropology and sociology are one and the same. Evan Pritchard considers social anthropology as a branch of Sociology. 2.6.1 Mutual Help : However there exists a very close and intimate relationship between Sociology and Anthropology. Both contribute to the growth of others. Both are mutually related to each

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other. Of course Sociology studies society whereas anthropology studies man. But as man and society are mutually interrelated hence it is very difficult to distinguish two. However their close relationship can be known from the following. Anthropology contributes to the growth of Sociology. Without the help of anthropology the study of Sociology can't be complete. It is a part of Sociology. Anthropology provides knowledge about ancient societies. To have a comprehensive understanding of present society Sociology takes the help of anthropology. Contributions of many Anthropologists like R. Brown, Linton, Mead and Pritchard enriches sociological knowledge's. The origin of family, marriage, religion etc. can be better understood through anthropological knowledge. The concepts like cultural area, cultural traits, and cultural lag etc. sociology accept from anthropology. Sociology accepts the anthropological conclusion that 'racial superiority is not responsible for mental development.' Thus Sociology is greatly benefited by anthropological studies. Similarly, Sociology contributes richly towards the growth of anthropology. Anthropology accepts many concepts of Sociology. Research and contributions of many Sociologists like Emile Durkheim, Herbert Spencer is of great help to anthropology. Anthropologists greatly benefited by the Sociological researches. Ideas and conclusions of Sociology contributes to the research in anthropology. 2.7

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Hence it is obvious that other social sciences are closely related to sociology. Sociology is considered as the mother of social sciences. Besides sociology synthesizes other social sciences. Hence there exists a very close and intimate relationship between Sociology and other social sciences. For our precise understanding of the relationship between sociology and other social sciences we have to discuss them individually, which are discussed below :

2.2 Sociology and Political Science As a mother of social sciences Sociology has close and intimate relationship with all other social science. Hence it has close relationship with political science as well. Their relationship is so close and intimate that led G.E.C. Catlin to remark "Political Science and Sociology are two faces or aspects of the same figure." Similarly other scholars could not find any difference between the two disciplines. NSOU ? PGSW-V 33 Sociology is a Science of society. It is a science of social groups and social institutions. It is a general science of society. It studies human interaction and inter-relations their conditions and consequences. Political Science is a science of state and Government. It studies power, political processes, political systems, types of government and international relations. It deals with social groups organised under the sovereign of the state. In the words of Paul Junet, "Political Science is that part of social science which treats the foundation of the state and principles of government." It studies the political activities of man. It only studies the organised society. However their inter-relationship and inter-dependence can be known from interdependence and mutual relationship. Sociology depends on political science. In the words of Morris Ginsberg, "Historically Sociology has its main roots in politics and philosophy of history." Sociology greatly benefited by the books written by political scientists like Plato, Aristotle and Kautilya such as The Republic, The Politics and Arthashastra respectively. Each and every social problem has a political cause. Political Science is a part of sociology. Hence sociology depends on political science to comprehend itself. To understand different political events sociology takes the help from political science. Sociology to draw it's conclusions depends on political science. Any change in the political system or nature of power structure brings changes in society. Hence Sociology takes the help of political science to understand the changes in society. Hence both are inter-dependent. Similarly political science also depends on Sociology. Political Science is a part of sociology. To understand the part it is necessary to understand the whole. Almost all political problems has a social cause and for the solution of these political problems political science takes the help of sociology. State frames its rules, regulations and laws on the basis of social customs, tradition and values. Without Sociological background the study of political science will be incomplete. Political Scientists largely benefited by the researches and research methods of the Sociologist. Some consider political science as a branch of Sociology. State is considered as a social group hence is a subject of Sociology. Besides, there are some common topics which are being studied by both the subjects. These topics are War, Propaganda, authority, communal riots and law. With the help of both political science and sociology a new subject comes into existence which is known as political sociology. Some political events like war are also significant social events.

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Sociology and Geography It has been realised from ancient times that Geography has a great impact on human society, the influences of geographical conditions on human society are predominant and that there is a close relationship between physical conditions and social phenomena. Geographical environment as defined by Maclver consists of those conditions that nature provides for man. It includes the earth surface with all its physical features and natural resources, the distribution of land and water, mountain and plains, minerals, plants and animals, the climate and all the cosmic forces, gravitational, electric, radiational that play upon the earth and affect the life of man. There is no denying the fact that there is a correspondence between physical conditions and modes of living e.g., inhabitants of tropical regions exhibit characteristic differences from those of temperate or of Arctic regions: the sea-farer is typically distinct

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from the inlanders. One can also observe the differences between the modes and exigencies of human life in mountains, in the plains and by the seaboard, in the desert and in the forest. Some of the thinkers have attributed a dominant role to Geography, regarding it as the primary determinant of wealth and health, the size or energy of populations, of their customs and social organisations, of their creeds and philosophies. The relationship between man's physical environment and his social life has led to a geographical school of Sociology. One of the pioneers of modern social geography was a Frenchman Le Play who in his important study of European workers had developed the thesis that locality determines work and thus has a great influence on the economic organisation of the family and this social institutions of the people. The emphasis of Le Play and his successors upon the relationship between the characteristics of the physical environment and social development has influenced the sociologists at other places also. The Regional School of American Sociology under the leadership of Howard W. Odum and his colleagues has been seeking the interaction between man's physical environment and man's social life. The writers of this school have thus added tremendously to our knowledge of the role of geography in man's development. They have made us aware of the inter-play between climate and topography and the various aspects of the physical environment on the one side and the political and economic, technological and cultural phenomena on the other. But we should not lay too much stress on geographical factors determining the social life in a particular region. It is not necessary that similar environments should produce similar cultures. We have even in primitive societies different occupations being followed by different people in the same regional setting. The geographical environments alone never explain the rise of a civilization. The growth of civilization changes and minimises the direct influence of local geographical conditions. Many of the occupations of the modern man have no relation to the geographical environments. As the social heritage grows the immediate geographical factors would assume a less determinant role in the interpretation of society. Man has assumed great control over natural factors so that the overall influence of geographical forces is no longer overpowering. The fact, however, remains that geography is a contributing, if not a determining, factor of human progress and, therefore, the relation between Sociology and Geography is intimate.

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Sociology and Ethics Ethics is the science of morality. It is concerned with the moral rightness and wrongness of human action. Ethics and Sociology are intimately related to each other. Man is a social being. He acquires moral standards notions of right and wrong as a member of a social group. In other words, it is the society which influences the mental and moral development of the individual and it is the individual who in return seeks to conform his actions to the moral standards of his social group. Thus the real significance of moral life lies amidst a social group or in society. Sociology is primarily concerned with the study of the social groups and it investigates into all aspects of human life—economic, political, religious, moral and cultural. Ethics throws light on the moral life of the primitive individuals and institutions. This provides a background of human conduct and may thus serve a good purpose for contrasting and comparing the moral conduct of the modern life with that of the primitive man. Further, the personal good of the individual must at the same time be in harmony with the general good of the society as a whole. It is here that both Sociology and Ethics come close to each other. This close relationship between the two has induced some ethical thinkers to regard Ethics as a branch of Sociology. Charles A. Ellwood rightly remarks, "It is the business of sociology to furnish a foundation for scientific ethics and on the other hand, it is the business of ethics to take the ethical implications which a scientific knowledge of human society affords, develop them, criticise and harmonize them. An ethics worked out upon the basis of the knowledge furnished by the sciences will make a larger use, therefore, of sociological knowledge than of any other form of scientific knowledge." But the two sciences also differ in some essential aspects. Firstly, Sociology is a positive science, while Ethics is a normative science. Sociology studies institutions, customs and manners as they are or have been while Ethics looks upon them as they ought to be. Secondly, Sociology studies men and their social relations collectively while Ethics studies men individually as moral agents of the society. Thirdly, Sociology is merely speculative and has no practical bearing on any field of social life. Ethics, on the other hand, has some practical bearing on our conduct.

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from the point of view of morality. 2.9 Sociology and Jurisprudence Jurisprudence is the science of law. It is concerned with the study of the entire body of legal principles. Jurisprudence and Sociology are intimately related to each other. Sociology is the study of man in society. Law controls and regulates actions of human beings in society and it is, therefore, a subject of great importance for the sociologists. There is, however, difference of approach of a sociologist and of a lawyer to the subject of law. A lawyer is concerned with the rules that men ought to obey; he is not interested in knowing how and to what extent these rules govern the behaviour of ordinary citizens. A sociologist, on the other hand, is interested in law as a social phenomenon. His chief concern is not with the rules themselves but with whether they are observed or not and in what way. A sociologist's study of law from this angle has been given title of Sociology of Law or Sociological Jurisprudence. Criminology and Penology are its important branches. Criminology is concerned with the systematic study of crime and criminal behaviour from the social point of view. Penology studies the effects of various penal systems of punishment and the efficacy of reform and rehabilitation schemes in changing criminal behaviour. 2.10

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Sociology and Biology Biology is the science of man's biological development, his sexual, anatomical and personal peculiarities. It tells us how man's body and mind evolved, how his system reacts to the outside world and what part his physical constitution plays in the overall build up of his whole being. NSOU ? PGSW-V 45 Sociology is the study of human interaction and inter-relation. According to N. G. Muller, "Our ideas of what sort of progress is possible or desirable for man must depend in part at least upon our views of his nature, his manner of origination, the method by which changes have occurred and can occur in him and the relation which he bears with the rest of nature." It is not possible to determine the modes and limits of man's social progress without being acquainted with his physical capacities and limitations. According to Mischa Titiev, "It is impossible to gain a full understanding of man's culture without knowing something of his biology." Darwinian Theory of evolution has been very useful in sociology. Spencer, a leading sociologist, explained his theory of the evolution of society on the principle of natural evolution. Human ecology is based upon biological ecology. Genetics, which is of major importance in Sociology, is an important branch of biology. In knowing the effects of heredity upon man's behaviour much help is sought from biology. Knowledge of biology is also essential for understanding the problems concerned with marriage and family. Sociology on its part inspires biology to search knowledge in new directions, for example, the need to limit the population has led to search for the means of birth control. However, biological principles should not be indiscriminately applied to sociology. In this regard Ginsberg writes, "Biological factors are clearly of importance to the students of society, since the unit of society is a living organism. Great confusion has, however, resulted from the too facile application of biological categories to social facts, and in particular, a tendency to overemphasize the purely racial factors in social evolution or change."

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Thus there exists a great deal of relationship between Sociology and Anthropology. Both study human society and both are concerned with all kinds of social groups like families, friends, tribes etc. Many of the ideas and concepts are used in both the discipline. Hence both are interrelated and interdependent. But in spite of the inter-relationship both differ from each other. Differences : (1) Sociology is a science of society whereas anthropology is a science of man and his behavior. (2) The scope of Sociology is very wide whereas the scope of Anthropology is very NSOU ? PGSW-V 46 limited. Because anthropology is a part of Sociology. (3) Sociology studies society as a whole whereas anthropology studies man as a part of society. (4) Sociology studies civilizations which are vast and dynamic on the other hand Anthropology studies cultures which are small and static. (5) Sociology studies modern, civilized and complex societies whereas Anthropology studies ancient and non-literate societies. (6) Sociology is concerned with social planning whereas anthropology is not concerned with social planning. On the basis of social planning sociology make suggestion for future but anthropology do not make any suggestion for future. (7) In the words of Kluckhohn, "The Sociological attitude has tended towards the Practical and Present, the anthropological towards pure understanding of the past." 2.11

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These branches of Legal Sociology have rendered great service to the law makers and law executors by adding to their knowledge how the laws actually work and how the crime can be effectively dealt with. Sociology has thus shed considerable light and understanding on the various problems that the society has to solve, particularly, from the point of view of Criminal Jurisprudence. Consequently Jurisprudence has assumed a new meaning that laws are to be made for men and the law makers and its executors are to take into consideration the human and the social aspect while making or executing it. 2.12

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<p>It seeks to formulate the rules of conduct which all people should observe. Fourthly, Sociology employs mainly historical</p>		<p>It seeks to formulate the rules of conduct, which all people should observe. Fourth, sociology employs mainly historical</p>		
<p>W https://pdfcoffee.com/fundamentals-of-sociology-pdf-free.html</p>				
56/185	SUBMITTED TEXT	35 WORDS	87% MATCHING TEXT	35 WORDS
<p>Social work. 3.1 Introduction In this unit you will be introduced to the basic concepts used in sociology. Social work and sociology are related disciplines and social work borrows liberally from sociological NSOU ? PGSW-V 49 theory and</p>		<p>social work. 1.1 INTRODUCTION In this unit you will be introduced to the basic concepts used in sociology. Social work and sociology are related disciplines and social work borrows liberally from sociological theory and</p>		
<p>W http://egyankosh.ac.in/bitstream/123456789/17113/1/Unit-1.pdf</p>				
57/185	SUBMITTED TEXT	89 WORDS	96% MATCHING TEXT	89 WORDS
<p>Social group Just as every human being is born in a society, everywhere, social life is lived in groups, whether large or small. The term 'group' is used in different ways. There might be a group, which is watching a game in progress, there might be a group of people crossing a street. In sociology, the group is viewed in a different way. It has already been mentioned that the basic interest of sociology is human social behaviour. This leads to a study of how people relate to each other or interact with each other.</p>		<p>Social Groups Just as every human being is born in a society, everywhere, social life is lived in groups, whether large or small. The term 'group' is used in different ways. There might be a group, which is watching a game in progress, there might be a group of people crossing a street. In sociology, the group is viewed in a different way. It has already been inentioned that the basic interest of sociology is human social behaviour. This leads to a study of how people relate to each other or interact with each other.</p>		
<p>W http://egyankosh.ac.in/bitstream/123456789/18784/1/Unit-1.pdf</p>				
58/185	SUBMITTED TEXT	45 WORDS	100% MATCHING TEXT	45 WORDS
<p>social group, therefore, would have to have the following : i) a group of persons (two or more); ii) a patterned interaction (i.e., there is a regularity in the social relations, based on shared beliefs, values and norms); and iii) the interaction is sustained over a period of time.</p>		<p>social group, therefore, would have to have the following: i) a group of persons (two or more); ii) a patterned interaction (i.e., there is a regularity in the social relations, based on shared beliefs, values and norms); and iii) the interaction is sustained over a period of time.</p>		
<p>W http://egyankosh.ac.in/bitstream/123456789/18784/1/Unit-1.pdf</p>				
59/185	SUBMITTED TEXT	82 WORDS	98% MATCHING TEXT	82 WORDS
<p>groups are formed in order to satisfy some human needs. A basic need is survival and a family, which is an example of a group, enables us to meet this need. As individuals, it is not possible to fulfil all the needs. It is through the groups that the needs are met. We derive many satisfactions from living in groups and therefore, being a part of the group becomes important. The solidarity of a group is dependent upon the frequency of interaction and the emotional attachment. 3.3</p>		<p>groups are formed in order to satisfy some human needs. A hasic need is survival and a family, which is an example of a group, enables us to meet this need. As individuals, it is not possible to fulfil all the needs. It is through the groups that the needs are met. We derive many satisfactions from living in groups and therefore, being a part of the group becomes important. The solidarity of a group is dependent upon the frequency of interaction and the emotional attachment.</p>		
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Primary groups and Secondary groups According to Horton and Hunt groups are described in many ways. Some define a group as a collection of individuals who live in close physical proximity. Other definition emphasizes the need for common characteristics among the members if a collection of individuals has to be called a group. Yet another set of definitions require the members to have common consciousness and regular interaction in order to be called a group. We will describe a collection of individuals as a group if it is marked by the following characteristics :

PRIMARY GROUPS AND SECONDARY GROUPS According to Horton and Hunt groups are described in many ways. Some define a group as a collection of individuals who live in close physical proximity. Other definition emphasizes the need for common characteristics among the members if a collection of individuals has to be called a group. Yet another set of definitions require the members to have common consciousness and regular interaction in order to be called a group. We will describe a collection of individuals as a group if it is marked by the following characteristics:

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A group should have a given number of individuals : One or two members cannot be called a group. Similarly a very large number of individuals cannot be called a group. It would be more appropriate to call it a community, crowd, mob or a society. You will learn about these concepts later. The group members should have regular interaction between themselves : Interaction between the members should be purposeful and considered as such by the members. Thus individuals waiting for a bus and having casual conversations cannot be called a group by these standards. Awareness about each other : The members are conscious about other members' behaviour, emotions, needs and their own behaviour is influenced by this consciousness. Members are aware of themselves being a unit : Group members see themselves as distinct from others. They acknowledge that their membership in the group makes them different from others. Common goals : A group, if it has to sustain itself has to have goals. Goals can be same for all members or in some cases goals can be different. It is also possible that the stated goals of the group may be different from the actual goals. A group may declare that its aim is to help the poor but members may join it primarily to meet and socialize with each other.

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Common ideals and values : When the above conditions are met it is likely that as far as the group purpose is concerned, the members will have shared values. In matters not concerned with group, the members can have different views. For example, members of group dedicated to promoting wildlife photography will agree with each other on the importance of promoting such a cause. But, they may belong to different political parties and adhere to different ideologies. Established group patterns : Regular purposeful interactions give rise to group patterns. These interactions can be formal or informal depending on the nature of the groups. In case of formal interactions, rules, regulations and procedures are followed while in case of informal relations, there is spontaneity. 3.3.1 Primary Groups Primary groups are those groups whose members have face to face contacts, intimate, personal and non-formal relationship with each other. They have the following characteristics : Primary groups are of small size : The size of the group is important as in larger groups it is difficult for the member to have intimate contacts with everyone. Small groups allow qualitatively and quantitatively better interactions. Therefore, members have personal relationship with each other. Primary group members share common goals : Members of a primary group may have different characteristics. For example, a family may have an adult male and adult female and their children. Though they are different in many ways they share common goals, which they all think are important and contribute towards their happiness. Primary group offers its

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a total experience : Total experience means that it affects the members in a number of ways. Individuals are accepted as total personalities. For example, the family is a primary group, which has face to face and intimate relationship. It is also a total relationship in the sense that members benefit in a number of ways. Children are given love and affections, provided with education and taken care of when there are sick etc. The husband and wife help each other in more than one way. Hence a very important part of the lives of the members is spent in the family. Peer groups are another example of primary groups. Primary group has relationship as an end in itself : Primary group members see the relationship as an end in itself. In other words, the relationship is valued for what it is NSOU ? PGSW-V 52 i.e. more than any specific benefit the members may get because of their membership. For example, if a man marries only because he wants somebody to cook for him then it cannot be called a 'genuine marriage'. Basic Social Concepts Primary groups generally have long life : Families and peer groups exist as long as the members of the group live. If any member dies or leaves the group the group itself ends. For example, if the father of the family dies, the group in its original form also come to an end. The surviving members may continue to act as group but roles and interaction patterns undergo a major change. It is, therefore, correct to call it a new group. Primary groups play an important role in determining the individual's personality : The family and the peer group are important agencies of socialisation. Both of them are primary groups and apart from the services they provide they also give the members emotional support and education. While other agencies of socialisation do play an important role, it is the unique experiences that the individual experience in the primary groups which becomes basis of his or her personality. Primary groups sometimes compete for individual loyalty : Primary groups seek high degree of loyalty from its members and in certain cases may advocate different values. In such a situation, the individual may be in a dilemma as to which group value to adopt. For example, a teenager's family may want the individual to dress conservatively while his peer group may want him to dress according to the latest fashion and style. This can lead to personality conflicts. Some sociologists have held that primary groups must have members living in close proximity with each other and having face-to-face relationships. But it need not be so as even when there is physical distance between the members, if they can still be emotionally close to each other and thus satisfy the criteria of the primary group. 3.3.2 Secondary Groups Secondary groups are generally larger than primary groups. Members in secondary groups have formal, impersonal, and need based relationship with each other. A secondary group has the following characteristics : Secondary groups have relatively large number of members : Secondary groups consist of many members who share common interests. Some secondary groups may have

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lesser number than a large joint family. But the manner in which they relate with each other is different, as we will see now. The members can also be spread over large distances. Now a days, there are secondary groups whose members are all around the globe. They interact through the web and conduct effective global campaigns without meeting each other face to face. Secondary groups have specific interests : While primary groups have relationship as an end in itself, in secondary groups, relations are maintained so that some other ends can be achieved. Members are also aware of this condition and as such, their emotional involvement is much less as compared to secondary groups. Secondary group has clear objectives : The aim of forming a secondary group is to attain some objectives which the members feel are important. In most cases, the objective is such that an individual cannot attain it alone. He/she needs the cooperation from others. A secondary group is conceptually closer to the concept of association. Secondary group members relate to each other formally : Since secondary members have specific objectives in mind there is no need for them to know each other intimately. There is no need of meeting each other face-to-face either. A common newsletter or a website as is the case now a days, is all that is needed to share information and pool resources. Once the objective is attained, the secondary group may end its existence. Secondary groups play an important role in furthering members' interest : In democratic societies like ours, there is a need for mobilizing people on the basis of common interests. People can influence decision making at different levels only if they organize themselves and make their voices heard. Secondary associations are used to articulate the demands of various groups. 3.3.3 Relationship between Primary and Secondary Groups Primary and secondary groups are related in more ways than one. Firstly, primary groups like family provide the secondary groups with members. They also prepare them to cooperate and interact with others. Some behavioural problems among individuals occur when families do not prepare their children to deal with the demands of secondary groups. Secondly, primary groups like sub-groups and cliques which are part of secondary groups play a vital role in their decision making process. Their influence on the performance

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of the secondary groups may be positive or negative depending on their intentions, their power and the power of those who may oppose them. Thirdly, primary groups within the secondary group give emotional support to the members. Most secondary groups cannot give its members a real sense of identity and nor can they give them individual attention. This can be seen in a college or even in the army and in such places, the primary groups of peers give support to the member. 3.3.4 Differences and Similarities in Concepts You have been introduced to the basic sociological concepts. You would have noticed that these concepts have some similarities and some differences. Any social group is seen as being more than sum total of its members and in that way comes to have a distinct life of its own. You should keep in mind that a sociologist's major interest is in the way human collectivities function as a whole and exercise their influence on the behaviour of the individuals. The difference between the various collectivities are due to the following factors: size of the group, that is, the number of members; geographical area over which the members are located; type of relationship between the members; relationship of the members to the collectivities; the nature of goals of the collectivities the duration of their life and finally collectivities, influence on The individual members. We shall differentiate the various concepts based on these factors as it will help in better understanding of the same. Size : The society is the largest collection of individuals. It consists of a number of communities, associations, institutions, primary groups and secondary groups. A community is always a part of the larger society. Associations and secondary groups are often smaller than a community. The primary group is the smallest social unit. Geographical location : The society is spread over the largest area, followed by the community and primary group. Associations and secondary groups may have members from a wide area but all people living in the area need not be members of the association. For example, everybody living in India is an Indian and every body living in a village is part of the village community. But a political party while having members from all over India cannot claim that all Indians are its members. Voluntary nature of membership : The above stated difference is due to the type of membership of the various collectivities. An individual becomes a member of a society

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and a community naturally, that is, by being physically present in the area and sharing essential characteristics. On the other hand an individual has to formally apply to be a member of an association or a secondary group. Nature of interaction : The interaction between the members is most frequent and intense in a primary group. Community, associations and secondary groups have less frequent and less intense interaction. Individuals are considered in their wholeness in a primary group while in a secondary group and association only a few aspects of the personality are taken into consideration. A political party is not concerned whether a member is healthy or educated as long as he or she performs useful work for the party. The primary group, however is concerned about many aspects of the personality and does not just keep in view the usefulness of the member. Goals of the collective : The goals of secondary groups and associations are specifics while the goals of the society and community are general and broad in nature. Primary groups have many goals and perform many functions for their members. The existence of primary groups is crucial for the continuance of other collectivities of social life. Relationship between the members and the larger whole : The loyalty and sense of identity the members feel in primary groups is greater than the feelings of identification among members in a community or a secondary group. In a society, these feelings are weaker still and more imagined than real. Duration of the collective : The duration of groups and collectivities varies. The family as primary group exists as long as the members are alive or do not leave. On the other hand, secondary groups, associations, community and society exist for long durations even as members die or leave. The persistence of these collectivities is irrespective of the presence and absence of any member or group of members. 3.4

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Society Before we understand these concepts, it is important that we clarify what a concept means. A concept is expressed in one or more words. Also concepts are abstractions, which mean that these are derived from experience and are mentally created. Once the scientific community accepts a concept, all those who use it accept the meaning assigned to it. For example, in everyday language a road means a way. NSOU ? PGSW-V 56 Sometimes there is need for further clarification of the concept. For example, a road can be a street, a pukka road or kachn one or even a highway. In scientific language also, we qualify concepts, when we want to say something more specific. For example, communities can be further classified into rural community, urban community and tribal community. In some cases, social scientist; do not agree with the meaning attached to a specific concept and after a debate among them, meanings attached to the concept undergo a change. According to Horton and Hunt, concepts are used for the following reasons. One, it enables scientific discussion to take place. Concepts help social scientists find common ground for initiating discussions on theories. Secondly. New knowledge is also created when concepts and theories are debated and its limitations are identified. Thirdly, concepts allow easy communication by 'reducing need for elaborate description. Otherwise, the communicator would have to explain the social phenomena every time he/ she has to use it. According to Horton and Hunt society is an organization of people whose associations are with one another. Maclver describes society as a web of relationships. There are a number of definitions of society. Most of them point to the following characteristics of society. Society involves mutual awareness : The first condition for calling a set of individuals a society is the awareness among them about each other. It is only when individuals are aware about the presence of others that they can form a social relationship. Society consists of social relationships : Any two individuals or

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70/185	SUBMITTED TEXT	90 WORDS	95% MATCHING TEXT	90 WORDS
	<p>that guide these social relationships : Social relationships are guided and controlled by the values and norms of a society. Every individual has a specific role assigned to him / her by the society. The performance of these roles is guided by the values and norms of the society associated with the particular role. These values are taught to the individuals through the process of socialization. They become part of the individual personality. Apart from this, there are informal and formal agencies of social control which apply positive and negative sanctions on the individual for making</p>		<p>that guide these social relationships: Social relationships are guided and controlled by the values and norms of a society. Every individual has a specific role assigned to him/her by the society. The performance of these roles is guided by the values and norms of the society associated with the particular role. These values are taught to the individuals through the process of socialization. They become part of the individual personality. Apart from this, there are informal and formal agencies of social control which apply positive and negative sanctions on the individual for making</p>	
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71/185	SUBMITTED TEXT	96 WORDS	76% MATCHING TEXT	96 WORDS
	<p>conform to the societal values and norms. Society has general goals : Every society wants to perpetuate itself. Certain functions have to be performed if the society has to maintain itself and prevent its own destruction. These are called functional prerequisites. Some of the most common functions identified are the following; common goals; common orientation towards environment.; communications; set of common values; reproduction and rearing of children, socializing the children, attaining food and other resources require for its members' survival, protecting its members from natural and man-made disasters and specific ways to deal with conflicts and disagreements within the</p>		<p>conform to the societal values and norms. Society has general goals: Every society wants to perpetuate itself. Certain functions have to be performed if the society has to maintain itself and prevent its own destruction. These are called functional prerequisites. Some of the most common functions identified are the following; common goals; common orientation towards environment.; communication; set of common values; reproduction and rearing of children, socializing the children, attaining food and other resources require for its members' survival, protecting its members from natural and man-made disasters and specific ways to deal with conflicts and disagreements within the</p>	
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72/185	SUBMITTED TEXT	34 WORDS	91% MATCHING TEXT	34 WORDS
	<p>these functions are performed vary from society to society. Society has a number of complementary social processes : We find a variety of social processes and attributes in the society. We find instances of association, cooperation, competition</p>		<p>these functions are performed vary from society to society. Society has a number of complementary social processes: We find a variety of social processes and attributes in the society. We find instances of association, cooperation, competition</p>	
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conflict in society. Similarly we find that in many ways the members of society are alike and in many other ways they are different. There are groups and subgroups with these groups that have their respective dynamics. All these different social processes make up the society. Society has division of labour : One individual cannot perform all functions required to maintain a society. The work has to be divided among the members. The criteria by which the functions are divided among the members and its social consequences are important part of study for the sociologist. Division of labour can be based on sex, education, profession, ethnicity, caste or class. Division of labour depends on the level of complexity of the society. Society is more than the sum total of its members : The society influences individuals in many ways. It is the environment along with hereditary factors that determine the personality of the individual. Thus the society comes to have a force of its own by which it influences the members. This force is applied through social institutions like laws, religion and family. 3.5 Classification of Societies Sociologists have classified societies according to different criteria. Societies classified ort their geographical location : Examples of this classification are Western society, Indian society, Chinese society and so on. This kind of classification is used broadly like in western societies. It is felt for example that all societies in the west share certain common and significant characteristics. It can also be used narrowly when we

conflict in society. Similarly we find that in many ways the members of society are alike and in many other ways they are different. There are groups and subgroups with these groups that have their respective dynamics. All these different social processes make up the society. Society has division of labour; One individual cannot perform all functions required to maintain a society. The work has to be divided among the members. The criteria by which the function are divided among the members and its social consequences are important part of study for the sociologist. Division of labour can be based on sex, education, profession, ethnicity, caste or class. Division of labour depends on the level of complexity of the society. Society is more tharz the sum total of its members: The society influences individuals in many ways. It is the environment along with hereditary factors that determine the personality of the individual. Thus the society comes to have a force of its own by which it influences the members. This force is applied through social institutions like laws, religion and family. Classification of Societies sociologists have classified societies according to different criteria. Societies classified ort their geographical locatioz: Examples of this classification are Western society, Indian society, Chinese society and so on. This kind of classification is used broadly like in western societies. It is felt for example that all societies in the west share certain common and significant characteristics. It can also be used narrowly when we

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want to refer to a regional group, for example we talk of Manipuri society or Rajasthani society. Societies classified on the basis of the language : Examples of this classification are Tamil society and Telugu society. Language is a medium which unites people and one of the modes by which the culture of the people is expressed. So language is sometimes used to distinguish societies from each other. Societies classified based on core values : Sometimes opinions regarding the nature of the society are based on essential core-values which the members adhere to. For example, Western society is considered modern, rational, individualistic and consumerist while Indian society is considered to be traditional, religious, group-oriented and spiritual. In most cases such classification is the result of stereotyping and labeling. It is based on insufficient and inaccurate information on the societies other than one's own. Social workers should be able to see how such images, often negative, about other societies, influence the behavior of members. Societies based on level of complexity of social life : Simple societies are those societies that have the following characteristics: small-sized with fewer members; relatively isolated from other societies-spatially, culturally and economically, means for obtaining food is hunting and gathering; low level of technology used in production of articles; division of labour is limited and based on age and sex; barter and gift taking and giving are the major ways for exchange of goods between the members; political system is based on heredity principle and traditional authority; group consciousness dominates individual consciousness and unity in the group is maintained by the likeness among the members. On the other hand, complex societies are based on the following characteristics: large numbers of members and, therefore; close relationship with other societies mainly due to advanced technology used in communication and transport; high level of technology used in producing all goods including foodstuffs; division of labour is highly diversified; market is the main form of exchange of goods while other forms of exchange like barter play a marginal role; political system is highly advanced with different competing interests; a large bureaucracy based on rational-legal values: individual consciousness and individual freedom is promoted; diversity in life-styles is encouraged and unity is based on interdependence of members. Societies based on its economic system : Sociologists influenced by Marxism maintain that economic factors have predominant influence on how the society is structured and how society functions. Based on these criteria societies are classified as capitalistic societies and socialistic societies. Both these societies are complex in nature, but in NSOU ? PGSW-V 59 capitalistic society, the forces of production (land, factories) are privately owned. Workers working in these factories are paid wages in exchange of the labour they contribute. Markets determine the costs of the goods and services that are produced. Private property-ownership and profit-making are encouraged. The state has no or minimal role in the economy of the country. In a socialistic society, all or significant part of the forces of production are owned by the state in different forms. The state uses its ownership of industries to influence the economy. Equally important is the role of planning in a socialistic economy The market is only allowed to have limited influence on the economy. The supply of goods and services are determined by the plan which the

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government prepares after assessing the needs and demands' of different sections of the society. The government through its policies tries to ensure that the differences in income between various sections of the society are not very large. After the collapse of the Socialist, bloc planning has lost much of its appeal for governments around the globe. Most countries have started giving significant role to market and private entrepreneurs in their economies. Nevertheless, it is also true that classical capitalist society no longer exists as all governments in the modern times play a significant role in the economy of the country. Societies based on the political system : Societies can be classified also on the basis of the nature of political system into democratic or authoritarian.. A democratic society has a state whose leaders are elected by popular vote. Regular elections are held to elect the leaders. Though free and fair elections are important, other conditions needed for democratic society are: freedom of association, freedom of speech, tolerance of different opinions, protection of minority rights, equality before law and respect for human rights. Authoritarian society neither allows dissent nor freedom of association. No other organization is allowed to challenge the authority of the state. Societies classified based on historical periods : Ancient societies, medieval societies and modern societies are some of the societies based on historical periods in which they existed. 3.6

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	Community Like society, different sociologists have also defined 'community' differently. Horton and Hunt define a community as a local grouping within which people carry out a full round of life activities. Explaining it in greater detail they include the following characteristics.		COMMUNITY Like society, different sociologists have also defined 'community' differently. Horton and Hunt define a community as a local grouping within which people carry out a full round of life activities. Explaining it in greater detail they include the following characteristics.	
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is a grouping of people : Community consists of a number of people living together and sharing a common life. They interact with each other frequently and purposefully. A fixed geographical area : This is an important characteristic of the community. A community has well-defined boundaries that are recognized by the members of the community as well as outsiders. To become a member of the community, one needs to have some relationship with the specific geographical area. In some cases, membership of the community can be had if one's parents belong to the specific community. Division of labour : In every group, many functions have to be performed, so that the group survives. No individual or group can do all these functions by themselves. There are also differences in the skill and aptitude of the individuals. These factors lead to division of labour and occupational specialization. Members are conscious of their unity and of belongingness to the community : Members are aware of their membership in a particular community. It affects their behaviour in many ways. They take pride in the achievements of their fellow-members and are concerned when undesirable things happen to them. Members act collectively in an organized manner to achieve common goals : Members live in a particular area and share common interests. Therefore, they can be easily organized to achieve common objectives. This, condition enables the practice of social work method-community organization. Also, many programmes are implemented because it is felt that the community as a whole will participate and benefit from the programme, for example, the community development programme. Common culture : Culture of any group develops as a result of group living. A common way of thinking about the different aspects of life develops and this is transmitted from one generation to other. Cultural influences from outside the group are accepted or rejected collectively by the group. As a result of common experiences, a common culture develops and regulates the group behaviour. Use of the Concept 'Community' The concept also helps in describing and differentiating existing communities. The most commonly used classification is to distinguish between urban community and rural community. Rural communities are characterized by the following attributes: strong community sentiment;

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importance of neighbourhood; relatively high incidence of extended families; predominance of primary relationships; majority of community members' occupations are related to the primary sectors like fishing, agriculture, hunting, etc; high degree of informal social control; greater degree of homogeneity. On the other hand urban community is defined as characterised by the following: weak community sentiments and lesser importance of neighbourhood; predominance of lower degree of informal social control; major occupations of the members are related to industry and services sector and heterogeneity. Further when the community is taken as a unit for action, it simplifies the formulation and implementation of programmes. Without delineating the boundaries of the community and understanding its structure it would be difficult to analyze the needs of the community. Limitations in the Use of the Concept 'Community' Though the concept is quite clear on paper, in real life its application is confusing due to these reasons. Firstly, no community seems to fulfill all the characteristics required to be termed as a community. Also, the distinctions between different types of communities are not clear. We find that characteristics that are attributed to the rural characteristics are also found in the urban areas and vice versa. Secondly, in some Indian villages, there is less or even no 'We feeling' among the members because the community is divided on the basis of caste. Thirdly, it is observed that when people say 'community' they seem to have in their minds only the male members of the community. In many village communities, women do not have a public voice and sometimes are not even seen. 3.7

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Associations Modern societies are characterized by presence of numerous associations. These associations are of different varieties, of different types, of different sizes and with different objectives. Maclver defines an association as 'an organization deliberately formed for the collective pursuit of some interest or set of interests, which its members share'. The following are the characteristics of associations : Associations are groups of individuals : Associations consist of a number of

ASSOCIATIONS Modern societies are characterized by presence of numerous associations. These associations are of different varieties, of different types, of different sizes and with different objectives. Maclver defines an association as 'an organization deliberately formed for the collective pursuit of some interest or set of interests, which its members share'. The following are the characteristics of associations: Associations are groups of individuals: Associations consist of a number of

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individuals who share common interest or common interests. They relate to

individuals who share common interest or common interests. They relate to

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so that they can promote the group's interests. Attaining group interests will eventually mean that the individual member's interests are also promoted. Associations have objectives : These interests are specific and all the members are aware of these interests. In most cases, the objectives of the association will reveal those interests of the members, which it wants to pursue. Objectives are framed after taking into consideration the reality of the situation. The success and failure of the association depends on whether it attains its objectives or not. Association has formal rules and regulations : A small association may not have any formal rules as members may be functioning based on the personal relationship they have with each other. But if the association grows larger and its functioning becomes complex, then normal rules and regulations are formulated. Formal rules and regulations of the association determine how the members will act in specific situations. In many associations, these rules and procedures are written down. In your fieldwork agency you can request the officials to allow you to show the 'Memorandum of Association'. This document will show you the objectives of the agency, its mode of functioning and other relevant information. Membership is voluntary : Associations are product of modern societies. Membership is voluntary, that is, members join the association out of their own desire. The association can set standards for allowing members to join. Once the aspirant meets these standards he or she is allowed to join the association. Associations survive as long as it has members : Unlike families, associations survive even if the original members leave or expire. The only condition is that new members should join the association and replace those who're leaving. Associations and their relevance in modern society : Modern societies freely allow and even encourage the formation of the associations. Therefore, we find that there are associations that have serious objectives like influencing government policy and there are associations that want to promote bird watching. Tocqueville, a prominent social thinker, who studied the American society in the eighteen century, was the first to point out that associations promote democracy. Modern thinkers have agreed with these observations. Associations allow citizens to organize themselves, articulate their demands, thereby restricting the authority of the government. This prevents the government from accumulating all authority in itself at the cost of individual freedom. Two, associations allow for plurality

so that they can promote the group's interests. Attaining group i interests will eventually mean that the individual member's interests are also i promoted. 1 i Associations have objectives: These interests are specific and all the members 1 are aware of these interests. In most cases, the objectives of the association will reveal those interests of the members, which it wants to pursue. i Objectives are framed after taking into consideration the reality of the situation. The success and failure of the association depends on whether it attains its objectives or not. Association has formal rules and regulations: A small association may not have any formal rules as members may be functioning based on the personal relationship they have with each other. But if the association grows larger and its functioning becomes complex, then normal rules and regulations are formulated. Formal rules and regulations of the association determine how the members will act in specific situations. In many associations, these rules and procedures are written down. In your fieldwork agency you can request the officials to allow you to show the 'Memorandum of Association'. This document will show you the objectives of the agency, its mode of functioning and other relevant information. Membership is voluntary: Associations are product of modern societies. Membership is voluntary, that is, members join the association out of their own defire. The association can set standards for allowing members to join. Once the aspirant meets these standards he or she is allowed to join the association. Associations survive as long as it has members: Unlike families, associations survive even if the original members leave or expire. The only condition is that new members should join the association and replace those who're leaving. Associations and their relevance in modern society: Modern societies freely allow and even encourage the formation of the associations. Therefore, we find that there are associations that have serious objectives like influencing government policy and there are associations that want to promote bird watching. Tocqueville, a prominent social thinker, who studied the American society in the eighteen century, was the first to point out that associations promote democracy. Modern thinkers have agreed with these observations. Associations allow citizens to organize themselves, articulate their demands, thereby restricting the authority of the government. This prevents the government from accumulating all authority in itself at the cost of individual freedom. Two, associations allow for plurality

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of opinions. Associations also provide a number of services, which improve the quality of life of the people. In traditional society, individuals become part of the groups on the basis of their ascribed status. For example, medieval cities had merchant guilds whose membership was based on the caste of the individuals. In modern India, there is a proliferation of caste associations. These associations have characteristics of both traditional groups and modern associations. Its objectives are related to that of a

of opinions. Associations Also provide a number of services, which improve the quality of life of the people. In traditional society, individuals become part of the groups on the basis of their ascribed status. For example, medieval cities had merchant guilds whose membership was based on the caste of the individuals. In modern India, there is a proliferation of caste associations. These associations have characteristics of both traditional groups and modern associations. Its objectives are related to that of a

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the lives of most Indians. 3.8 Institutions In everyday language, people use institutions to mean organizations. For example, college is called educational institution. But in sociology the concept 'institution' has a specific meaning. According to Maclver, institutions are 'established forms or conditions of procedures characteristics of group activity'. According to Horton and Hunt, an institution is a system of norms to achieve some .goal or activity that people feel is important, or more formally an organized cluster of folkways and mores centered around a major human activity. Institutions have the following characteristics. Institution emerges out of social interactions within a group : According to Sumner there are two types of institutions - crescive institutions and enacted institutions. Crescive institutions are those norms that emerge unconsciously in society. Its origin is unclear and cannot be dated. On the other hand, enacted institutions are consciously created for specific purposes. Modern day laws, which are rationally formulated, are an example of enacted institutions. Institutions are structural processes that control human behaviour : Any member of society is expected to follow the rules, regulations and usages prevalent in the society. These rules, regulations and usages can be informal or formal. If it is formal, then it is codified and in most cases will have an organization responsible to see that individuals

the characteristics of modern associations? INSTITUTIONS In every day language, people use institutions to mean organizations. For example, college is called educational institution. But in sociology the concept 'institution' has a specific meaning. According to Maclver, institutions are 'established forms or conditions of procedures characteristics of group activity'.. According to Horton and Hunt, an institution is a system of norms to achieve some .goal or activity that people feel is important, or more formally an organized cluster of folkways and mores centered around a major human activity. Institutions have the following characteristics. Znstit~dions emerge out of social interactions within a group: According to Sumner there are two types of institutions - crescive institutions and enacted institutions. Crescive institutions are those norms that emerge unconsciously in society. Its origin is unclear and cannot be dated. On the other hand, enacted institutions are consciously created for specific purposes. Modern day laws, which are rationally formulated, are an example of enacted institutions. Znstitutions are structural processes that control human behaviour: Any member of society is expected to follow the rules, regulations and usages prevalent in the society. These rules, regulations and usages can be informal or formal. If it is formal, then it is codified and in most cases will have an organization responsible to see that individuals

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	<p>follow these rules. For example: in Indian society, if a person wants to get married she can do so only under one of the Marriage Acts formulated by the government. There will be an agency for conducting marriage and to see that conditions needed for marriage are fulfilled. The male and female agree to perform the duties of husband and wife respectively. In cases of conflict between the partners, there are police and courts to deal with them. The totality of these processes can be called the institution of marriage in India. All institutions have roles and status: Every institution gives a particular role and status to the individuals involved in it. Role is a set of behaviour expected of an individual in particular social context. Status is the position of the individual in society. In an educational institution, for example, there are individuals who come to learn and are given the status of students, and the individuals who teach are given status of teachers. In</p>		<p>follow these rules. For example: in Indian society. if a person wants to get married she can do so only under one of the Marriage Acts formulated by the government. There will be an agency for conducting marriage and to see that conditions needed for marriage are fulfilled. The male and female agree to perform the duties of husband and wife respectively. In cases of conflict between the partners, there are police and courts to deal with them. The totality of these processes can be called the institution of marriage in India. All institutions have roles and status: Every institution gives a particular role and status to the individuals involved in it. Role is a set of behaviour expected of an individual in particular social context. Status is the position of the individual in society. In an educational institution, for example, there are individuals who come to learn and are given the status of students, and the individuals who teach are given status of teachers. In</p>	
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	<p>are concepts that you will frequently come across in your theory as well as your field work. Therefore, it is important that you know these concepts and their usage at this stage itself. 3.2</p>		<p>are concepts that you will frequently come across in your theory as well as your field work. Therefore, it is important that you know these concepts and their usage at this stage itself. 1.2</p>	
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	<p>role as a student he or she has to attend class, maintain discipline, obey the teachers and participate in the class discussions. In</p>		<p>role as a student he or she has to attend class, maintain discipline, obey the teachers and participate in the class discussions. In</p>	
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has to take classes, evaluate students' notebooks, control the students and follow the principal's instructions. Institutions operate through the means of roles. Institutional roles are learnt by socialization : Every institution prescribes specific roles for the particular individual. The different roles individuals perform are learnt through the process of socialization. Main agencies of socialization are family, educational institutions, peer group, state and religion. Institutions influence each other : There are many institutions in a society and they influence each other. For example, the school teaches the students how to behave like a good citizen. When they grow up they become good citizens who are aware of the laws and their responsibilities. At times various institutions give contradictory norms, which result in confusion in the individual. For example, feudalism and modern democracy co-exist in some parts of India, each of which makes opposing demands on the individual. Democracy advocates equality while feudalism advocates structured inequality. The major institutions which are the subject of the sociological study are political, economic, family, educational and religious. Other important institutions in society are bureaucracy , welfare institutions and military. Relationship* between an institution and organization : As mentioned in the start of the section, institutions and organizations are different conceptually. Institutions are recognized way of thinking while organizations are formal groups created to achieve

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specific objectives. At the same time they are related to each other as every organization has an institutional framework, which allows it to survive. 3.9

specific objectives. At the same time they are related to each other as every organization has an institutional framework, which allows it to survive. 1.6

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Hunting and gathering tribes, industrialized Japan, Americans each is a society terms, society refers to a group of people who live in a definable community and share the same culture. On a broader scale, society consists of the people and institutions around us, our shared beliefs, and our cultural ideas. Typically, more-advanced societies also share a political authority. Sociologist Gerhard Lenski (1924–) defined societies in terms of their technological sophistication. As a society advances, so does its use of technology. Societies with rudimentary technology depend on the fluctuations of their environments, while industrialized NSOU ? PGSW-V 72 societies have more control over the impact of their surroundings and thus develop different cultural features. This distinction is so important that sociologists generally classify societies along a spectrum of their level of industrialization—from preindustrial to industrial to post industrial.

4.3.1 Preindustrial Societies Before the Industrial Revolution

and the widespread use of machines, societies were small, rural, and dependent largely on local resources. Economic production was limited to the amount of labor a human being could provide, and there were few specialized occupations. The very first occupation was that of hunter-gatherer. Hunter-Gatherer Hunter-gatherer societies demonstrate the strongest dependence on the environment of the various types of preindustrial societies. As the basic structure of human society until about 10,000–12,000 years ago, these groups were based around kinship or tribes. Hunter-gatherers relied on their surroundings for survival—they hunted wild animals and foraged for uncultivated plants for food. When resources became scarce, the group moved to a new area to find sustenance, meaning they were nomadic. These societies were common until several hundred years ago, but today only a few hundred remain in existence, such as indigenous Australian tribes sometimes referred to as “aborigines,” or the Bambuti, a group of pygmy hunter-gatherers residing in the Democratic Republic of Congo. Hunter-gatherer groups are quickly disappearing as the world’s population explodes. Pastoral Changing conditions and adaptations led some societies to rely on the domestication of animals where circumstances permitted. Roughly 7,500 years ago, human societies began to recognize their ability to tame and breed animals and to grow and cultivate their own plants. Pastoral societies, such as the Maasai villagers, rely on the domestication of animals as a resource for survival. Unlike earlier hunter-gatherers who depended entirely on existing resources to stay alive, pastoral groups were able to breed livestock for food, clothing, and transportation, and they created a surplus of goods. Herding, or pastoral, societies remained nomadic because they were forced to follow their animals to fresh feeding grounds. Around the time that pastoral societies emerged, specialized occupations began to develop, and societies commenced trading with local groups.

Hunting and gathering tribes, industrialized Japan, Americans—each is a society. But what does this mean? Exactly what is society? In sociological terms, society refers to a group of people who live in a definable community and share the same culture. On a broader scale, society consists of the people and institutions around us, our shared beliefs, and our cultural ideas. Typically, more-advanced societies also share a political authority. Sociologist Gerhard Lenski (1924–) defined societies in terms of their technological sophistication. As a society advances, so does its use of technology. Societies with rudimentary technology depend on the fluctuations of their environments, while industrialized societies have more control over the impact of their surroundings and thus develop different cultural features. This distinction is so important that sociologists generally classify societies along a spectrum of their level of industrialization—from preindustrial to industrial to postindustrial. Preindustrial Societies Before the Industrial Revolution and the widespread use of machines, societies were small, rural, and dependent largely on local resources. Economic production was limited to the amount of labor a human being could provide, and there were few specialized occupations. The very first occupation was that of hunter-gatherer. Hunter-Gatherer Hunter-gatherer societies demonstrate the strongest dependence on the environment of the various types of preindustrial societies. As the basic structure of human society until about 10,000–12,000 years ago, these groups were based around kinship or tribes. Hunter-gatherers relied on their surroundings for survival—they hunted wild animals and foraged for uncultivated plants for food. When resources became scarce, the group moved to a new area to find sustenance, meaning they were nomadic. These societies were common until several hundred years ago, but today only a few hundred remain in existence, such as indigenous Australian tribes sometimes referred to as “aborigines,” or the Bambuti, a group of pygmy hunter-gatherers residing in the Democratic Republic of Congo. Hunter-gatherer groups are quickly disappearing as the world’s population explodes. Pastoral Changing conditions and adaptations led some societies to rely on the domestication of animals where circumstances permitted. Roughly 7,500 years ago, human societies began to recognize their ability to tame and breed animals and to grow and cultivate their own plants. Pastoral societies, such as the Maasai villagers, rely on the domestication of animals as a resource for survival. Unlike earlier hunter-gatherers who depended entirely on existing resources to stay alive, pastoral groups were able to breed livestock for food, clothing, and transportation, and they created a surplus of goods. Herding, or pastoral, societies remained nomadic because they were forced to follow their animals to fresh feeding grounds. Around the time that pastoral societies emerged, specialized occupations began to develop, and societies commenced trading with local groups.

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These individual pieces of land, known as fiefdoms, were cultivated by the lower class. In return for maintaining the land, peasants were guaranteed a place to live and protection from outside enemies. Power was handed down through family lines, with peasant families serving lords for generations and generations. Ultimately, the social and economic system of feudalism failed and was replaced by capitalism and the technological advances of the industrial era.

4.3.2 Industrial Society

In the eighteenth century, Europe experienced a dramatic rise in technological invention, ushering in an era known as the Industrial Revolution. What made this period remarkable was the number of new inventions that influenced people's daily lives. Within a generation, tasks that had until this point required months of labor became achievable in a matter of days. Before the Industrial Revolution, work was largely person- or animal- based, and relied on human workers or horses to power mills and drive pumps. In 1782, James Watt and Matthew Boulton created a steam engine that could do the work of twelve horses by itself. Steam power began appearing everywhere. Instead of paying artisans to painstakingly spin wool and weave it into cloth, people turned to textile mills that produced fabric quickly at a better price and often with better quality. Rather than planting and harvesting fields by hand, farmers were able to purchase mechanical seeders and threshing machines that caused agricultural productivity to soar. Products such as paper and glass became available to the average person, and the quality and accessibility of education and health care soared. Gas lights allowed increased visibility in the dark, and towns and cities developed a nightlife. One of the results of increased productivity and technology was the rise of urban centers. Workers flocked to factories for jobs, and the populations of cities became increasingly diverse. The new generation became less preoccupied with maintaining family land and traditions and more focused on acquiring wealth and achieving upward mobility for themselves and their families. People wanted their children and their children's children to continue to rise to the top, and as capitalism increased, so did social mobility. It was during the eighteenth and nineteenth centuries of the Industrial Revolution that sociology was born. Life was changing quickly and the long-established traditions of the agricultural eras did not apply to life in the larger cities. Masses of people were moving to

These individual pieces of land, known as fiefdoms, were cultivated by the lower class. In return for maintaining the land, peasants were guaranteed a place to live and protection from outside enemies. Power was handed down through family lines, with peasant families serving lords for generations and generations. Ultimately, the social and economic system of feudalism failed and was replaced by capitalism and the technological advances of the industrial era. Industrial Society In the eighteenth century, Europe experienced a dramatic rise in technological invention, ushering in an era known as the Industrial Revolution. What made this period remarkable was the number of new inventions that influenced people's daily lives. Within a generation, tasks that had until this point required months of labor became achievable in a matter of days. Before the Industrial Revolution, work was largely person- or animal- based, and relied on human workers or horses to power mills and drive pumps. In 1782, James Watt and Matthew Boulton created a steam engine that could do the work of twelve horses by itself. Steam power began appearing everywhere. Instead of paying artisans to painstakingly spin wool and weave it into cloth, people turned to textile mills that produced fabric quickly at a better price and often with better quality. Rather than planting and harvesting fields by hand, farmers were able to purchase mechanical seeders and threshing machines that caused agricultural productivity to soar. Products such as paper and glass became available to the average person, and the quality and accessibility of education and health care soared. Gas lights allowed increased visibility in the dark, and towns and cities developed a nightlife. One of the results of increased productivity and technology was the rise of urban centers. Workers flocked to factories for jobs, and the populations of cities became increasingly diverse. The new generation became less preoccupied with maintaining family land and traditions and more focused on acquiring wealth and achieving upward mobility for themselves and their families. People wanted their children and their children's children to continue to rise to the top, and as capitalism increased, so did social mobility. It was during the eighteenth and nineteenth centuries of the Industrial Revolution that sociology was born. Life was changing quickly and the long-established traditions of the agricultural eras did not apply to life in the larger cities. Masses of people were moving to

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Postindustrial Society Information societies, sometimes known as postindustrial or digital societies, are a recent development. Unlike industrial societies that are rooted in the production of

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material goods, information societies are based on the production of information and services. Digital technology is the steam engine of information societies, and computer moguls such as Steve Jobs and Bill Gates are its John D. Rockefellers and Cornelius Vanderbilts. Since the economy of information societies is driven by knowledge and not material goods, power lies with those in charge of storing and distributing information. Members of a postindustrial society are likely to be employed as sellers of services—software programmers or business consultants, for example—instead of producers of goods. Social classes are divided by access to education, since without technical skills, people in an information society lack the means for success. 4.4

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Horticultural Around the same time that pastoral societies were on the rise, another type of society developed, based on the newly developed capacity for people to grow and cultivate plants. Previously, the depletion of a region's crops or water supply forced pastoral societies to relocate in search of food sources for their livestock. Horticultural societies formed in areas where rainfall and other conditions allowed them to grow stable crops. They were similar to hunter-gatherers in that they largely depended on the environment for survival, but since they didn't have to abandon their location to follow resources, they were able to start permanent settlements. This created more stability and more material goods and became the basis for the first revolution in human survival. Agricultural While pastoral and horticultural societies used small, temporary tools such as digging sticks or hoes, agricultural societies relied on permanent tools for survival. Around 3000 B.C.E., an explosion of new technology known as the Agricultural Revolution made farming possible—and profitable. Farmers learned to rotate the types of crops grown on their fields and to reuse waste products such as fertilizer, which led to better harvests and bigger surpluses of food. New tools for digging and harvesting were made of metal, and this made them more effective and longer lasting. Human settlements grew into towns and cities, and particularly bountiful regions became centers of trade and commerce. This is also the age in which people had the time and comfort to engage in more contemplative and thoughtful activities, such as music, poetry, and philosophy. This period became referred to as the "dawn of civilization" by some because of the development of leisure and humanities. Craftspeople were able to support themselves through the production of creative, decorative, or thought-provoking aesthetic objects and writings. As resources became more plentiful, social classes became more divisive. Those who had more resources could afford better living and developed into a class of nobility. Difference in social standing between men and women increased. As cities expanded, ownership and preservation of resources became a pressing concern. Feudal The ninth century gave rise to feudal societies. These societies contained a strict hierarchical system of power based around land ownership and protection. The nobility, known as lords, placed vassals in charge of pieces of land. In return for the resources that the land provided, vassals promised to fight for their lords.

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Defining a complex society Technological advances from the stage of hunting and gathering to landing on the moon have given birth to a technologically advanced complex society in modern times. Described as 'complex societies', modern industrial nation-states are contrasted with the simple societies in various important ways: 1. larger territory and population membership; 2. greater occupational differentiation, and specialisation of work and social groups;

DEFINING A COMPLEX SOCIETY Technological advances from the stage of hunting and gathering to landing on the moon have given birth to a technologically advanced complex society in modern times. Described as 'complex societies', modern industrial nation-states are contrasted with the simple societies in various important ways: i) larger territory and population membership; ii) greater occupational differentiation, and specialisation of work and social groups;

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advanced technology for production of consumer items, building of houses, work places, etc; 4. greater co-ordination in the management of the complex society; 5. quick rate of change in terms of consumer goods, forms of education, and so on; 6. Faster modes of mass communication, such as, radio, TV, computers internet etc. 7. Initially it was technological advances that ushered in change. Huge markets sprang up, occupational opportunities and population increase created the nation- state. This is far more inclusive in organisation than anything in simple societies. 4.5

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Social Work with Rural Communities Features of the Rural Community ? In majority of the villages, the economy is based on agriculture. The life-cycle of a village community would centre on the specific nature of agriculture. Indian Agriculture is dependent on monsoons for most parts of the country, leading to a great degree of uncertainty. The labourers do not have work throughout the year, while the farmers are unsure of a good crop. This uncertainty would be reflected in the life of the people – long term planning to spend and save becomes difficult, affecting children's education, health and other long-term expenditures. ? The main occupations are cultivation and labour work. With the onset of monsoons, for tilling and ploughing the land, and during the harvesting season, the demand for labour goes up pushing up the wages. During the off- season, not only would the wages come down, but the families may also have to migrate in search of jobs. The cultivator, who is dependent on market prices, gains if the prices are high and vice-versa; with falling prices, he tends to loose. ? Compared to an urban community, the population of a village would be much smaller. Occupationally, and in terms of residence, people would be less mobile. In a rural community, occupations tend to be inherited – a cultivator's son would turn to farming, while children from a landless household would turn to labour work. Occupational changes are easier when a person migrates to an urban centre. Members of a rural community share similar cultural patterns, such as, the same language, religion, food habits, etc. Overall, a village has a great degree of homogeneity.

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

Institutional Structures in a Rural Community Institutional structures refer to organisations with policies, programmes, finances and administrative hierarchy; and in the last fifty years, a number of them emerged undertaking different functions. Powerful castes and economic categories control them. They affect the life of the local community in various ways and it is necessary to understand how they work. They can be of three types: a) Governmental Organisations A number of departments of the state Government affect the life of the local community, such as the Revenue, Forest, Irrigation, Health, General Administration, Public Works Department, etc. The Government exercises direct control and takes all decision related to recruitment, working conditions, payment of salary, work allotment, supervision, etc. Then, there are autonomous organisations like the State Electricity Boards and the Police Department. b) Non-Governmental Organisations Local communities have a number of formal and informal organisations. They could be of different types—social, political, religious, etc., undertaking different functions in the community. Most villages may have one or two Mahila Mandals and a committee managing the affairs of the local shrine. Members of political parties tend to be more active than members of other organisations and could be mobilised for some of the social work issues. A major characteristic of NGOs is that the Government does not exercise direct control over them. c) Statutory and Public Institutions In the last half a century of development, a number of statutory organisations have emerged, such as, Panchayati Raj Institutions and co-operative organisations in the area of credit, agriculture processing and marketing, supply of agriculture inputs,

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be provisions for social security measures in the form of old age pensions, savings schemes and provisions for taking loans. ? Low-Income households would be tied to the urban informal economy where economic insecurity is higher and the scope of rules and regulation is lower. The provision for social security measures is very poor in the urban informal economy. Generally, low-income households stay in slums, which are of two types. Those slums recognised by the municipal ? Authorities not only get civic facilities, but the residents become owner of their plot of land/house and become taxpayers. But non-recognised slums suffer from a double disability. Since they are not recognised by the municipal authorities, they are not eligible for civic amenities and could, at any time, be removed from their houses/sites. In addition, they cannot create an asset by improving the house-site. ? A portion of the urban community would be migrants. In smaller towns, the migration would be from the nearby villages, while in bigger towns and industrial cities, the migrants could be from far off places. The migrants would be coming with their own culture and, possibly, could be from a different linguistic group, caste group or religion. ? The population of urban communities would be large in size and also exhibit a great deal of heterogeneity. ? The social structure would see greater influence of secondary ties and the nuclear family. Geographic and occupational mobility in an urban community would be greater than in a rural community. ? Owing to influences from a variety of sources, a member of an urban community need not share the normative and perceptual values of his/her group of origin in its totality, and also, his sense of belonging to the group need not be very strong. Institutional Structures in an Urban Community Urban communities will see a wide variety of organisations as compared to rural communities. Part of the variety will be due to the heterogeneous nature of urban communities and partly because urban areas tend to be centres of industries and local administration. They impinge on the life of the local community in various ways and it is necessary to understand how they work. They can be of three types: a) Governmental Structures NSOU ? PGSW-V 82 A number of governmental departments undertake their functions, which are important in an urban community. The Department of Revenue, the General Administration Department, the Town Planning authorities, the Rationing Department, Department of Industries, etc., are some of the examples of government departments. b) Non-Governmental Structures Urban communities have a number of Non- Governmental organisations. Educational bodies, starting from the primary level till the highest level, would be seen in urban areas. The Chambers of Commerce, Merchant's Associations, religious bodies, social organisations, student organisations, women's group, etc. are some of the other common organisations. Commercial Institutions, such as industries and banks play an important role in urban setting. Political parties and social work organisations are other notable organisations in the urban communities. c) Statutory and Public Structures The most prominent public structure would be the municipality. In the field of cooperatives, many organisations are to be found – the most common would be co-operative housing societies and credit co-operative bodies. In many states, town planning is entrusted to statutory bodies. Problems in an Urban Community a) Problems at the Level of Individuals Family conflicts of various types will come under this category.

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The most common would be conflicts between the spouses or conflicts between two generations of the family members. These conflicts are more in the nature of value-conflicts and the focus is on one or two individuals, in which the human personality plays a role. Problems of children could become a separate area of work. Inter-generational conflicts are likely to be more common in urban families. b) Problems at the Level of Groups The problems at the group level could be more in the nature of socio-economic conditions. This could be the problems of the aged, single parents, unemployed, beggars, school drop-outs, destitute, orphans, victims of crime, juvenile delinquents, AIDS affected group, mentally ill patients, differently-able, etc. c) Problems at the Level of Communities The defining element here would be a section of population larger than a group being affected. This could be a large segment of the community or the whole NSOU ? PGSW-V 83 community. In terms of issues, it could be that of alcoholism, sanitation, health, violence, environmental degradation, drinking water, problem of wages, infrastructural problems, problem of exploitation and oppression, etc. The other issues could be of poverty and employment; getting the names of poor people included in the BPL list. The identified problems have to be developed in the format of an 'Issue'. To fulfill this process, the following steps should be undertaken : 1. Identify the problem to be worked upon; 2. Decide on the target group – the quantitative dimension; 3. Operationalise the objectives, which could have both quantitative and qualitative objectives; 4. Identify local Institutional structures for collaborative work; 5. Decide on a line of action; 6. List out a few qualitative and quantitative indicators to evaluate the work done. Once these steps are undertaken, then the broad outline of the intervention measure is ready. Now specific steps have to be decided upon, for which the following details of the proposed line of action would be helpful. 1. What specific steps have to be taken? 2. What resources are required for the proposed steps? 3. From where are the resources to be obtained? 4. Discussion with the personnel of the institutional structures on the nature of collaboration to be undertaken. 4.7 Social Work with Tribal Communities Features of a Tribal Community ? The problem of defining a tribe has long defied administrators, anthropologists and sociologists, all of whom have given different definitions. The International Labour Organisation (ILO) in its report of 1953 stated that, "there can be no standard, which can apply to all indigenous or aboriginal groups throughout the world" (Deogaonkar, 1994). NSOU ? PGSW-V 84 However, any group displaying the following characteristics can be treated as a tribe : a) A definite habitat and area. b) A unified social organisation based primarily on blood relationship (Consanguinity).

Family conflicts of various types will come under this category. The most common would be conflicts between Social Work Among Communities 111 the spouses or conflicts between two generations of the family members. These conflicts are more in the nature of value-conflicts and the focus is on one or two individuals, in which the human personality plays a role. Problems of children could become a separate area of work. Inter-generational conflicts are likely to be more common in urban families. b) Problems at the Level of Groups The problems at the group level could be more in the nature of socio-economic conditions. This could be the problems of the aged, single parents, unemployed, beggars, school drop-outs, destitute, orphans, victims of crime, juvenile delinquents, AIDS affected group, mentally ill patients, differently-abled, etc. c) Problems at the Level of Communities The defining element here would be a section of population larger than a group being affected. This could be a large segment of the community or the whole community. In terms of issues, it could be that of alcoholism, sanitation, health, violence, environmental degradation, drinking water, problem of wages, infrastructural problems, problem of exploitation and oppression, etc. The other issues could be of poverty and employment; getting the names of poor people included in the BPL list. Conceptualising the Social Work Intervention Measures The identified problems have to be developed in the format of an 'Issue'. To fulfill this process, the following steps should be undertaken : Identify the problem to be worked upon; Decide on the target group – the quantitative dimension; 112 Social Work Intervention with Individuals and Groups Operationalise the objectives, which could have both quantitative and qualitative objectives; Identify local Institutional structures for collaborative work; Decide on a line of action; List out a few qualitative and quantitative indicators to evaluate the work done. Once these steps are undertaken, then the broad outline of the intervention measure is ready. Now specific steps have to be decided upon, for which the following details of the proposed line of action would be helpful. What specific steps have to be taken? What resources are required for the proposed steps? From where are the resources to be obtained? Discussion with the personnel of the institutional structures on the nature of collaboration to be undertaken. Social Work with Tribal Communities Features of a Tribal Community The problem of defining a tribe has long defied administrators, anthropologists and sociologists, all of whom have given different definitions. The International Labour Organisation (ILO) in its report of 1953 stated that, "there can be no standard, which can apply to all indigenous or aboriginal groups throughout the world" (Deogaonkar, 1994: 15). However, any group displaying the following characteristics can be treated as a tribe: Social Work Among Communities 113 --- A definite habitat and area. --- A unified social organisation based primarily on blood relationship (Consanguinity). ---

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A cultural homogeneity. d) A common scheme of deities and common ancestors.

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A common dialect with a shared folk-lore. ? Under Article 366 of the Indian Constitution, the tribal community has been declared as Scheduled Tribes and it includes 212 tribes from 14 states. The President of India is empowered by Article 342 (i) To notify and specify any tribe/tribal community from any area as a 'Scheduled Tribe". On such notification, the tribe so specified is added to the list of Scheduled Tribes in the Fifth Schedule and is, thus, entitled to all the Constitutional Safeguards and Protection. ? The constitution of India contains many provisions for the protection and welfare of the tribal population. Article 46 mentions that the state is committed to the welfare of the scheduled castes and Scheduled Tribes and their protection from all types of socio-economic exploitation. Article 275 provides for special grants for tribal welfare from the Government of India to some states and forms part of the Sixth Schedule. Article 164 makes it obligatory to appoint a Minister-in-Charge of Tribal Welfare in the states of Bihar, Madhya Pradesh and Orissa. Article 244 makes applicable the provisions of the Fifth Schedule to the administration and control of the Scheduled Areas and Scheduled Tribes. Jharkhand, Chhatisgarh and Orissa have the largest scheduled tribe population in our union followed by Maharashtra and Rajashtan. As per the 1991 Census, the scheduled tribes constitute 8.01 per cent of the total population of the country. ? According to Verrier Elwin, tribals can be classified into four categories. First, those still residing in forests and following old life-styles. Secondly, those staying in rural areas and dependent on agriculture. Thirdly, those who have migrated to urban areas and have taken up modern industrial occupations. NSOU ? PGSW-V 85 Fourthly, those who have been completely absorbed and become a part of the Indian mainstream. The well-known Indian sociologist Ghurye has a different scheme of classification. The first category comprises those who have struggled and attained a high position in Hindu society, such as Rajgond. Secondly, those who have become partially

A common dialect with a shared folk-lore. Under Article 366 of the Indian Constitution, the tribal community has been declared as Scheduled Tribes and it includes 212 tribes from 14 states. The President of India is empowered by Article 342 (i) to notify and specify any tribe/tribal community from any area as a 'Scheduled Tribe". On such notification, the tribe so specified is added to the list of Scheduled Tribes in the Fifth Schedule and is, thus, entitled to all the Constitutional Safeguards and Protection. The constitution of India contains many provisions for the protection and welfare of the tribal population. Article 46 mentions that the state is committed to the welfare of the scheduled castes and Scheduled Tribes and their protection from all types of socio-economic exploitation. Article 275 provides for special grants for tribal welfare from the Government of India to some states and forms part of the Sixth Schedule. Article 164 makes it obligatory to appoint a Minister-in-Charge of Tribal Welfare in the states of Bihar, Madhya Pradesh and Orissa. Article 244 makes applicable the provisions of the Fifth Schedule to the administration and control of the Scheduled Areas and Scheduled Tribes. 114 Social Work Intervention with Individuals and Groups Jharkhand, Chhatisgarh and Orissa have the largest scheduled tribe population in our union followed by Maharashtra and Rajashtan. As per the 1991 Census, the scheduled tribes constitute 8.01 per cent of the total population of the country. According to Verrier Elwin, tribals can be classified into four categories. First, those still residing in forests and following old life-styles. Secondly, those staying in rural areas and dependent on agriculture. Thirdly, those who have migrated to urban areas and have taken up modern industrial occupations. Fourthly, those who have been completely absorbed and become a part of the Indian mainstream. The well-known Indian sociologist Ghurye has a different scheme of classification. The first category comprises those who have struggled and attained a high position in Hindu society, such as Rajgond. Secondly, those who have become partially

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and thirdly, those who reside in forests and are opposed to outside culture. ? In terms of size, tribal communities are small. Traditionally, tribals were land- owners and in spite of the problem of landlessness, large sections of them still own land. ? Traditionally,

and thirdly, those who reside in forests and are opposed to outside culture. In terms of size, tribal communities are small. Traditionally, tribals were land-owners and in spite of the problem of landlessness, large sections of them still own land. Traditionally,

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were governed by notions of collective ownership of property including land and meeting many of their needs from the forest. Even today, tribals are less integrated with the market structures as compared to members of other communities. ? The status of women in tribal communities is better and they enjoy more decision-making powers. This is indicated from the fact that in olden times, a 'bride-price' had to be paid rather than 'dowry', as the case is with mainstream society. In the pre-British period, the tribals had an autonomous culture and were a nature loving community. Starting with the British period onwards, the tribal community is getting assimilated into the mainstream Indian society, but at the lower end of the society. This process is called acculturation, which "is the process by which a whole way of life is in a process of change under the influence of another culture. This cultural change may be slow or rapid, and in due course, it may lead to partial or even total assimilation with other cultures. Each tribal group may be at a different level" (Deogaonkar, 1994). Institutional Structures in a Tribal Community Traditional Institutions like the Ghotul, which helped in the socialisation of youth, is weakening, while modern structures are emerging. The Panchayati Raj System, Co-operative bodies, educational institutions and market structures are now slowly being formed in tribal areas. Many government departments, some of which have specialised in tribal affairs, are functioning among tribal communities. In many tribal areas, social work organisations, mostly NGOs, have made important contributions in the field of education and health.

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Problems in a Tribal Community Land Alienation A large section of tribals own land, which is cultivable. Starting from the British period, tradesmen, moneylenders and hardy farmers have entered tribal areas and unscrupulously grabbed the tribal lands. Thus, the tribals, who were traditional farmers became farm servants and in many cases bonded labour in their own land. Later on, legislation was passed to prohibit any land transaction between a tribal, and a non-tribal monetary or otherwise, which, to an extent, has checked the process. Forest and Tribals Since time immemorial, tribals have cohabited with nature and depended upon the forests for fuel, fodder and other necessities of life. By collecting minor forest produce, they could sell it to itinerant tradesmen or in nearby markets to buy necessary things from the market. Right from the British regime, these traditional rights, known as nistar rights, were accepted and given official recognition by the Government. The tribal use of the forest was purely for home-based consumption and the forest cover was preserved. The British period saw the beginning of commercial exploitation of forest, which continued in the post- Independence period as well. This process led not only to the abridgment of tribal rights over forest, but unscrupulous contractors, in nexus with bureaucrats, cut vast stretches of forest. The tribal access to forest was reduced and a right for limited use was granted, requiring permission from local forest officials necessitating bribes and harassment. Currently, there has been some change in the forest policy and moves have been taken to entrust the management of forest to local communities under the Joint-Forestry Management Schemes. Displacement A major problem which the tribal community is facing

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the problem of displacement. In the post-Independence period, a number of projects were set up, which took away tribal lands and the forest where they were staying. The social movements from 1980s onwards have focussed on this problem and now a rehabilitation package is included, while implementing any big project. Apart from the difficulty of an adequate rehabilitation package and problems of proper implementation; there is the larger problem where a tribal loses land and is awarded a

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monetary compensation. She/He has problems in investing the compensation in a secure way or in buying an equivalent piece of land. When entire tribal communities are uprooted, then the loss is of a way of life for which no monetary compensation can suffice. Poverty and Unemployment The tribal way of life was based on 'use' and on a subsistence mode. Ownership of property, increasing production, saving and dealing with market forces was relatively unknown. The onset of modernization can be traced back to the British period. The growth of urbanization and industrialization, the emergence of modern education and new skills left the tribal community at a disadvantage. While the Old World was disintegrating, they were ill-equipped to deal with the demands of a modern age. Poverty and unemployment is rampant among the tribal community. In the last two decades, a small section of tribals has emerged, who are educated and have got good jobs. The socio-economic policies of the last few decades have led to the setting up of schools, hostels, scholarships being awarded, developmental projects, and a small stratum of tribals have taken the benefits of these programmes – they are educated and have got stable jobs in the public sector. But these changes have not taken place among a large number of tribals. A majority of poor tribals are either landless or are subsistence farmers. Owing to the poor spread of irrigation, farming in India is dependent on monsoons. Growing a single crop leaves the tribal farmer no surplus to build up some savings, while for half of the year, there are no jobs for the landless tribals. Language and Identity A majority of tribals are spread throughout the country, and in most places, do not enjoy a numerical majority. Perforce, they have to learn the language of the state to which they belong in addition to Hindi and English and in the process, the tribal language and scripts are dying. Along with the loss of their language is the loss of their way of life and the question of identity crisis. In some places, tribal movements have taken place to protest against their exploitation by outside forces and also to assert their tribal identity. One outcome of these processes has been the creation of the state of Jharkhand carved out of Bihar. Apart from the North- Eastern states, Jharkhand is the only state where the tribals form a numerical majority.

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

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

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	<p>To develop an understanding of the various dimensions of community, a framework of three subsystems has been presented. The economic subsystem deals with occupation, income, etc., while the political subsystem discusses the distribution of power in the community. The social subsystem studies the social and cultural life of the community. The three sub-systems are inter-related to each other. Political matters will have roots in economic issues and vice versa. All matters have a social context. The definitions, characteristics and the subsystems enable the learner to grasp the conceptual nature of the community, preparing them for the next stage, that is, the methodology of social work intervention. The intervention has been discussed in the context of urban, rural and tribal communities. Prior to the intervention measures information has to be gathered and an understanding has to be developed of each of the setting. To do this, we examine the main features, the institutional structures and the problems, which the community faces. An understanding of these three aspects would help us to go to the third stage, that is, to design effective and relevant intervention measures. To further the understanding, a few examples have been cited. 4.9</p>		<p>To develop an understanding of the various dimensions of community, a framework of three subsystems has been presented. The economic subsystem deals with occupation, income, etc., while the political subsystem discusses the distribution of power in the community. The social subsystem studies the social and cultural life of the community. The three sub-systems are inter-related to each other. Political matters will have roots in economic issues and vice- versa. All matters have a social context. The definitions, characteristics and the subsystems enable the learner to grasp the conceptual nature of the community, preparing s/he for the next stage, that is, the methodology of social work intervention. The intervention has been discussed in the context of urban, rural and tribal communities. Prior to the intervention measures information has to be gathered and an understanding has to be developed of each of the setting. To do this, we examine the main features, the institutional structures and the problems, which the community faces. An understanding of these three aspects would help us to go to the third stage, that is, to design effective and relevant intervention measures. To further the understanding, a few examples have been cited.</p>	
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	<p>Abercrombie, N., S. Hill & B.S. Turner (1984), The Penguin Dictionary of Sociology, Allen Lane, London. Chowdhry, D.P (1979), Social Welfare Administration, Atma Ram & Sons, Delhi. Dutta, R (1971), Values in Models of Modernization, Vikas Publications, Delhi.</p>		<p>Abercrombie, N., S. Hill & B.S. Turner (1984), The Penguin Dictionary of Sociology, Allen Lane, London. Chowdhry, D.P (1979), Social Welfare Administration, Atma Ram & Sons, Delhi. 120 Social Work Intervention with Individuals and Groups Dutta, R (1971), Values in Models of Modernization, Vikas Publications, Delhi.</p>	
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	<p>Deogaonkar, S.G. (1994), Tribal Administration and Development – With Ethnographic Profiles of Selected Tribes, Concept Publishing House, New Delhi. Gangrade, K.D. (1971), Community OrganiSation in India, Popular Prakshan, Bombay. Gore, M.S. (1997), "A Historical Perspective of the Social Work Profession", The Indian Journal of Social Work, Vol. 58, Issue 3, July. Hebsur, R.K. (ed) (1996), Social Intervention for Justice, TISS, Mumbai. Kosambi, D.D. (1955), Introduction to the Study of Indian History, Popular Book Depot, Bombay. Myers, H.J. (1972), "Social Work", International Encyclopaedia of the Social Sciences, Vol. 13, The MacMillan Company & The Free Press, London. Mathew, G (1991): Introduction to Social Casework, TISS, Mumbai. Panwalkar, V.G. (1987), "Social Work in Rural Setting", Encyclopaedia of Social Work in India, Ministry of Welfare, Government of India, Vol. No. III.</p>		<p>Deogaonkar, S.G. (1994), Tribal Administration and Development – With Ethnographic Profiles of Selected Tribes, Concept Publishing House, New Delhi. Gangrade, K.D. (1971), Community OrganiSation in India, Popular Prakshan, Bombay. Gore, M.S. (1997), "A Historical Perspective of the Social Work Profession", The Indian Journal of Social Work, Vol. 58, Issue 3, July. Hebsur, R.K. (ed) (1996), Social Intervention for Justice, TISS, Mumbai. Kosambi, D.D. (1955), Introduction to the Study of Indian History, Popular Book Depot, Bombay. Myers, H.J. (1972), "Social Work", International Encyclopaedia of the Social Sciences, Vol. 13, The MacMillan Company & The Free Press, London. Mathew, G (1991): Introduction to Social Casework, TISS, Mumbai. Panwalkar, V.G. (1987), "Social Work in Rural Setting", Encyclopaedia of Social Work in India, Ministry of Welfare, Government of India, Vol. No. III.</p>	
	<p>W http://www.ignou.ac.in/upload/bswe-02-block4-unit-20-small%20size.pdf</p>			

etc. Milk co-operatives have been set in many rural areas. They are public bodies reflecting local interests with political overtones. Since the leadership emerges after fighting elections, these bodies have strong local roots. The most widespread of such organisation is the Panchayati Raj Institution, which works at the District (Zilla Parishad), Block (Panchayat Samiti) and the Village (Gram Panchayat and Gram Sabha) level. Each state has passed its own legislation for the implementation of Panchayati Raj. In the area of rural banking, the National Bank for Agriculture and Rural Development has been set up under the NABARD Act, 1981, which is a Central legislation. Problems in a Rural Community The problems in a rural community can be understood in the following manner : a) Problems at the level of Individuals Family conflicts of various types will come under this category. The most common would be conflicts between the spouses or conflicts between two generations of the family members. These conflicts are more in the nature of value-conflicts, centered on one or two individuals in which the role of the human personality is important. b) Problems at the level of Groups The problems at the group level could be more in the nature of socio-economic conditions. These could be the problems of the aged, single parents, marginal farmers, landless households, illiterates, school drop-outs, teenagers, etc. c) Problems at the level of Communities The defining element here would be a section of population larger than a group being affected. This could be a large segment of the community or the whole community. At this level, there are implications on policies affecting the village community and the working of the local institutional structures. In terms of issues, it could be that of alcoholism, sanitation, health, violence, environmental degradation, drinking water, matters related to land and forest, problem of wages, infrastructural problems, problem of exploitation and oppression, below poverty line families etc. An important area of work could be the functioning of the Gram Panchayat and Gram Sabha. The Gram Sabha is supposed to be the base of the Panchayat Raj System and, in principle, exercises the maximum powers at the village level. All adult villagers constitute the Gram NSOU ? PGSW-V 80 Sabha and are supposed to meet four times a year to review the work done by the Gram Panchayat and make new plans to be implemented by the Gram Panchayat. In practice, this never happens and a small group controls and monopolises both the Gram Panchayat and the Gram Sabha. The identified problems have to be developed in the format of an 'Issue'. To implement this process, the following steps should be undertaken : 1. Identify the problem to be worked upon; 2. Decide on the target group – the quantitative dimension; 3. Operationalise the objectives, which could have both quantitative and qualitative dimensions; 4. Identify local institutional structures for collaborative work; 5. Decide on a line of action; 6. List out a few qualitative and quantitative indicators to evaluate the work done. Once these steps are undertaken, then the broad outline of the intervention measure is ready. Now, specific steps have to be decided upon, for which the following details of the proposed line of action would be helpful : ? What specific steps have to be taken? ? What resources are required for the proposed steps? ? From where the resources are to be obtained? ? Discussion with the personnel of the institutional structures on the nature of collaboration to be undertaken. 4.6 Social Work with Urban Communities Features of an Urban Community ? The

etc. Milk co-operatives have been set in many rural areas. They are public bodies reflecting local interests with political overtones. Since the leadership emerges after fighting elections, these bodies have strong local roots. The most widespread of such organisation is the 106 Social Work Intervention with Individuals and Groups Panchayati Raj Institution, which works at the District (Zilla Parishad), Block (Panchayat Samiti) and the Village (Gram Panchayat and Gram Sabha) level. Each state has passed its own legislation for the implementation of Panchayati Raj. In the area of rural banking, the National Bank for Agriculture and Rural Development has been set up under the NABARD Act, 1981, which is a Central legislation. Problems in a Rural Community The problems in a rural community can be understood in the following manner: a) Problems at the level of Individuals Family conflicts of various types will come under this category. The most common would be conflicts between the spouses or conflicts between two generations of the family members. These conflicts are more in the nature of value-conflicts, centered on one or two individuals in which the role of the human personality is important. b) Problems at the level of Groups The problems at the group level could be more in the nature of socio-economic conditions. These could be the problems of the aged, single parents, marginal farmers, landless households, illiterates, school drop-outs, teenagers, etc. c) Problems at the level of Communities The defining element here would be a section of population larger than a group being affected. This could be a large segment of the community or the whole community. At this level, there are implications on policies affecting the village community and the working of the local institutional structures. In terms of issues, Social Work Among Communities 107 it could be that of alcoholism, sanitation, health, violence, environmental degradation, drinking water, matters related to land and forest, problem of wages, infrastructural problems, problem of exploitation and oppression, below poverty line families etc. An important area of work could be the functioning of the Gram Panchayat and Gram Sabha. The Gram Sabha is supposed to be the base of the Panchayat Raj System and, in principle, exercises the maximum powers at the village level. All adult villagers constitute the Gram Sabha and are supposed to meet four times a year to review the work done by the Gram Panchayat and make new plans to be implemented by the Gram Panchayat. In practice, this never happens and a small group controls and monopolises both the Gram Panchayat and the Gram Sabha. Conceptualising the Social Work Intervention Measures The identified problems have to be developed in the format of an 'Issue'. To implement this process, the following steps should be undertaken : Identify the problem to be worked upon; Decide on the target group – the quantitative dimension; Operationalise the objectives, which could have both quantitative and qualitative dimensions; Identify local institutional structures for collaborative work; Decide on a line of action; List out a few qualitative and quantitative indicators to evaluate the work done. 108 Social Work Intervention with Individuals and Groups Once these steps are undertaken, then the broad outline of the intervention measure is ready. Now, specific steps have to be decided upon, for which the following details of the proposed line of action would be helpful: What specific steps have to be taken? What resources are required for the proposed steps? From where the resources are to be obtained? Discussion with the personnel of the

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

institutional structures on the nature of collaboration to be undertaken. Social Work With Urban Communities Features of an Urban Community The occupational pattern of an urban community would be dominated by non-agricultural occupations. The working hours would be regulated and monetary compensation would be in the form of wages and salaries. A segment of the population would be linked to the formal economy where rules and regulations operate, and a greater element of economic security operates. There would also

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111/185

SUBMITTED TEXT

14 WORDS

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14 WORDS

what to produce, how to produce and for whom to produce are taken by

what to produce, how to produce and for whom to produce. Prices are determined by

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11 WORDS

95% MATCHING TEXT

11 WORDS

production and consumption of goods and services are regulated by the

production and consumption of goods and services are well regulated by the

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113/185

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63 WORDS

Often the quantities which they can buy are fixed by the state. 2. No Freedom of Occupation : There is also no freedom of occupation in such a society. Every person is provided job by the state. But he cannot leave or change it. Even the place of work is allotted by the state. All occupational movements are sanctioned by the state. 3. Misallocation of Resources :

Often the quality, variety and quantities which they can buy are fixed by the state. 9. No Freedom of Occupation: There is also no freedom of occupation in such a society. Every person is provided job by the state. But he cannot leave or change it. Even the place of work is allotted by the state. All occupational movements are sanctioned by the state. 10. Mal allocation of Resources:

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23 WORDS

allocation of resources. The central planning authority often commits mistakes in resource allocation because the entire work is done on trial and error basis.

allocation of Resources: Under socialist model of development, the central planning authority often commits mistakes in resource allocation because the entire work is done on trial and error basis. 11.

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115/185

SUBMITTED TEXT

26 WORDS

82% MATCHING TEXT

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Loss of Consumers' Sovereignty : There is loss of consumers 'sovereignty in a socialist economy. Consumers do not have the freedom to buy whatever commodities they want.

Loss of Consumers' Sovereignty: There is loss of consumers' sovereignty in a socialist economy. Consumers do not have the freedom to choose the products they want

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116/185	SUBMITTED TEXT	33 WORDS	98% MATCHING TEXT	33 WORDS
<p>There is mixture of private and public ownership of the means of production and distribution. Some decisions are taken by households and firms and some by the planning authority. All developing countries like India</p> <p>SA BECS 22 Planning and Development.doc (D136172554)</p>				
117/185	SUBMITTED TEXT	59 WORDS	99% MATCHING TEXT	59 WORDS
<p>plays a key role in the protection and promotion of the economic and social well-being of citizens. It is based on the principles of equality of opportunity, equitable distribution of wealth, and public responsibility for those unable to avail themselves of the minimal provisions for a good life. The general term may cover a variety of forms of economic and social organization.</p> <p>SA The origins and diversities of European Welfare States.docx (D3310458)</p>				
118/185	SUBMITTED TEXT	19 WORDS	97% MATCHING TEXT	19 WORDS
<p>capitalism is an economic system based on private ownership of the means of production and their operation for profit.</p> <p>Capitalism is an economic system based on the private ownership of the means of production and their operation for profit.</p> <p>W https://vulms.vu.edu.pk/Courses/SOC603/Downloads/Sociology%20of%20Development%20handnotes.pdf</p>				
119/185	SUBMITTED TEXT	15 WORDS	78% MATCHING TEXT	15 WORDS
<p>It is the amount of capital required to produce a single unit of output</p> <p>SA Economics Book.pdf (D143309763)</p>				
120/185	SUBMITTED TEXT	9 WORDS	95% MATCHING TEXT	9 WORDS
<p>The Solow model Solow's twist on the Harrod-Domar story</p> <p>SA BAEC-12-Block-02-final-1.pdf (D123571381)</p>				

121/185	SUBMITTED TEXT	148 WORDS	93% MATCHING TEXT	148 WORDS
<p>The endogeneity of the capital–output ratio led us to a classical theory: the Solow model. In Solow’s twist on the Harrod–Domar story, the capital–output ratio adjusts with the relative availability of capital and labor. This adjustment occurs because of diminishing returns to each of these inputs, and we can use production functions to capture such effects. To continue, if capital grows faster than the labor force, then each unit of capital has less labor to man it, so that output divided by capital falls. Thus savings fall relative to the capital stock, and this slows down the rate of growth of capital. Exactly the opposite happens if capital is growing too slowly relative to labor. This mechanism ensures that in the long run, capital and working population grow exactly at the same rate, and per capita growth ultimately vanishes. Capital and labor maintain a constant long-run balance that is known as the steady-state capital stock (per capita).</p>				
<p>SA BAEC-12-Block-02-final-1.pdf (D123571381)</p>				

122/185	SUBMITTED TEXT	142 WORDS	89% MATCHING TEXT	142 WORDS
<p>Growth dies out in the simple Solow model because there is no technical progress. If you think of technical progress as a steady growth in knowledge that continually increases the productivity of labor, it becomes important to distinguish between the working population and effective labor, which is the working population multiplied by (the changing level of) individual productivity. Thus effective labor grows as the sum of population growth and technical progress. With this amendment, the Solow arguments apply exactly as before, with all per capita magnitudes reexpressed per units of effective labor. This means, for NSOU ? PGSW-V 128 instance, that while the long-run capital stock, relative to effective labor, settles down to a steady-state ratio, the capital stock per person keeps growing and it does so at the rate of technical progress. Likewise, per capita income keeps increasing in the long run precisely at the rate of technical progress. 6.6</p>				
<p>SA BAEC-12-Block-02-final-1.pdf (D123571381)</p>				

123/185	SUBMITTED TEXT	13 WORDS	88% MATCHING TEXT	13 WORDS
<p>the total value of all final goods and services produced in an economy</p>		<p>the market value of all final goods and services produced in an economy</p>		
<p>W https://engineeringinterviewquestions.com/economics-of-growth-and-development-mcqs-answers/</p>				

124/185	SUBMITTED TEXT	12 WORDS	87% MATCHING TEXT	12 WORDS
<p>concepts central to sociology and understand how different sociological perspectives have developed</p>		<p>concepts central to sociology • Understand how different sociological perspectives have developed</p>		
<p>W https://courses.lumenlearning.com/sociology/chapter/what-is-sociology/</p>				

125/185	SUBMITTED TEXT	64 WORDS	100% MATCHING TEXT	64 WORDS
<p>A group of people who live in a defined geographic area, who interact with one another, and who share a common culture is what sociologists call a society. Sociologists study all aspects and levels of society. Sociologists working from the micro-level study small groups and individual interactions, while those using macro-level analysis look at trends among and between large groups and societies. For example, a micro-level study</p>		<p>A group of people who live in a defined geographic area, who interact with one another, and who share a common culture is what sociologists call a society. Sociologists study all aspects and levels of society. Sociologists working from the micro-level study small groups and individual interactions, while those using macro-level analysis look at trends among and between large groups and societies. For example, a micro-level study</p>		
<p>W https://courses.lumenlearning.com/sociology/chapter/what-is-sociology/</p>				
126/185	SUBMITTED TEXT	38 WORDS	100% MATCHING TEXT	38 WORDS
<p>might look at the accepted rules of conversation in various groups such as among teenagers or business professionals. In contrast, a macro-level analysis might research the ways that language use has changed over time or in social media outlets. 9.2</p>		<p>might look at the accepted rules of conversation in various groups such as among teenagers or business professionals. In contrast, a macro-level analysis might research the ways that language use has changed over time or in social media outlets.</p>		
<p>W https://courses.lumenlearning.com/sociology/chapter/what-is-sociology/</p>				
127/185	SUBMITTED TEXT	19 WORDS	100% MATCHING TEXT	19 WORDS
<p>the study of groups and group interactions, societies and social interactions, from small and personal groups to very large groups.</p>		<p>the study of groups and group interactions, societies and social interactions, from small and personal groups to very large groups.</p>		
<p>W https://courses.lumenlearning.com/sociology/chapter/what-is-sociology/</p>				
128/185	SUBMITTED TEXT	153 WORDS	100% MATCHING TEXT	153 WORDS
<p>As a functionalist, Émile Durkheim's (1858-1917) perspective on society stressed the necessary interconnectivity of all of its elements. To Durkheim, society was greater than the sum of its parts. He asserted that individual behavior was not the same as collective behavior and that studying collective behavior was quite different from studying an individual's actions. Durkheim called the communal beliefs, morals, and attitudes of a society the collective conscience. In his quest to understand what causes individuals to act in similar and predictable ways, he wrote, "If I do not submit to the conventions of society, if in my dress I do not conform to the customs observed in my country and in my class, the ridicule I provoke, the social isolation in which I am kept, produce, although in an attenuated form, the same effects as punishment" (Durkheim 1895). Durkheim also believed that social integration, or the strength of ties that people have to their social groups, was a key factor in social life.</p>		<p>As a functionalist, Émile Durkheim's (1858–1917) perspective on society stressed the necessary interconnectivity of all of its elements. To Durkheim, society was greater than the sum of its parts. He asserted that individual behavior was not the same as collective behavior and that studying collective behavior was quite different from studying an individual's actions. Durkheim called the communal beliefs, morals, and attitudes of a society the collective conscience. In his quest to understand what causes individuals to act in similar and predictable ways, he wrote, "If I do not submit to the conventions of society, if in my dress I do not conform to the customs observed in my country and in my class, the ridicule I provoke, the social isolation in which I am kept, produce, although in an attenuated form, the same effects as punishment" (Durkheim 1895). Durkheim also believed that social integration, or the strength of ties that people have to their social groups, was a key factor in social life.</p>		
<p>W https://courses.lumenlearning.com/sociology/chapter/theoretical-perspectives-on-society/</p>				

129/185**SUBMITTED TEXT**

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Additionally, Marx saw conflict in society as the primary means of change. Economically, he saw conflict existing between the owners of the means of production—the bourgeoisie— and the laborers, called the proletariat. Marx maintained that these conflicts appeared consistently throughout history during times of social revolution. These revolutions or “class antagonisms” as he called them, were a result of one class dominating another. Most recently, with the end of feudalism, a new revolutionary class he called the bourgeoisie dominated the proletariat laborers. The bourgeoisie were revolutionary in the sense that they represented a radical change in the structure of society. In Marx’s words, “Society as a whole is more and more splitting up into two great hostile camps, into two great classes directly facing each other—Bourgeoisie and Proletariat” (Marx and Engels 1848). In the mid-nineteenth century, as industrialization was booming, industrial employers, the “owners of the means of production” in Marx’s terms, became more and more exploitative toward the working class. The large manufacturers of steel were particularly ruthless, and their facilities became popularly dubbed “satanic mills” based on a poem by William Blake. Marx’s colleague and friend, Frederick Engels, wrote *The Condition of the Working-Class in England* in 1844, which described in detail the horrid conditions.

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Another idea that Marx developed is the concept of false consciousness. False consciousness is a condition in which the beliefs, ideals, or ideology of a person are not in the person’s own best interest. In fact, it is the ideology of the dominant class (here, the bourgeoisie capitalists) that is imposed upon the proletariat. Ideas such as the emphasis of competition over cooperation, or of hard work being its own reward, clearly benefit the owners of industry. Therefore, workers are less likely to question their place in society and assume individual responsibility for existing conditions.

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In order for society to overcome false consciousness, Marx proposed that it be replaced with class consciousness, the awareness of one's rank in society. Instead of existing as a "class in itself," the proletariat must become a "class for itself" in order to produce social change (Marx and Engels 1848), meaning that instead of just being an inert strata of society, the class could become an advocate for social improvements. Only once society entered this state of political consciousness would it be ready for a social revolution. NSOU ? PGSW-V 172 While Karl Marx may be one of the best-known thinkers of the nineteenth century, Max Weber is certainly one of the greatest influences in the field of sociology. Like the other social thinkers discussed here, he was concerned with the important changes taking place in Western society with the advent of industrialization. And, like Marx and Durkheim, he feared that industrialization would have negative effects on individuals. Weber's primary focus on the structure of society lay in the elements of class, status, and power. Similar to Marx, Weber saw class as economically determined. Society, he believed, was split between owners and laborers. Status, on the other hand, was based on noneconomic factors such as education, kinship, and religion. Both status and class determined an individual's power, or influence over ideas. Unlike Marx, Weber believed that these ideas formed the base of society. Weber's analysis of modern society centered on the concept of rationalization. A rational society is one built around logic and efficiency rather than morality or tradition. To Weber, capitalism is entirely rational. Although this leads to efficiency and merit-based success, it can have negative effects when taken to the extreme. In some modern societies, this is seen when rigid routines and strict design lead to a mechanized work environment and a focus on producing identical products in every location. Another example of the extreme conditions of rationality can be found in Charlie Chaplin's classic film *Modern Times* (1936). Chaplin's character performs a routine task to the point where he cannot stop his motions even while away from the job. Indeed, today we even have a recognized medical condition that results from such tasks, known as "repetitive stress syndrome." Weber was also unlike his predecessors in that he was more interested in how individuals experienced societal divisions than in the divisions themselves. The symbolic interactionism theory, the third of the three most recognized theories of sociology, is based on Weber's early ideas that emphasize the viewpoint of the individual and how that individual relates to society. For Weber, the culmination of industrialization, rationalization, and the like results in what he referred to as the iron cage, in which the individual is trapped by institutions and bureaucracy. This leads to a sense of "disenchantment of the world," a phrase Weber used to describe the final condition of humanity. Indeed a dark prediction, but one that has, at least to some degree, been borne out (Gerth and Mills 1918). In a rationalized, modern society, we have supermarkets instead of family-owned NSOU ? PGSW-V 173 stores. We have chain restaurants instead of local eateries. Superstores that offer a multitude of merchandise have replaced independent businesses that focused on one product line, such as hardware, groceries, automotive repair, or clothing. Shopping malls offer retail stores, restaurants, fitness centers, even condominiums. This change may be rational, but is it universally desirable? 9.3

In order for society to overcome false consciousness, Marx proposed that it be replaced with class consciousness, the awareness of one's rank in society. Instead of existing as a "class in itself," the proletariat must become a "class for itself" in order to produce social change (Marx and Engels 1848), meaning that instead of just being an inert strata of society, the class could become an advocate for social improvements. Only once society entered this state of political consciousness would it be ready for a social revolution. Max and Symbolic Interactionism While Karl Marx may be one of the best-known thinkers of the nineteenth century, Max Weber is certainly one of the greatest influences in the field of sociology. Like the other social thinkers discussed here, he was concerned with the important changes taking place in Western society with the advent of industrialization. And, like Marx and Durkheim, he feared that industrialization would have negative effects on individuals. Weber's primary focus on the structure of society lay in the elements of class, status, and power. Similar to Marx, Weber saw class as economically determined. Society, he believed, was split between owners and laborers. Status, on the other hand, was based on noneconomic factors such as education, kinship, and religion. Both status and class determined an individual's power, or influence over ideas. Unlike Marx, Weber believed that these ideas formed the base of society. Weber's analysis of modern society centered on the concept of rationalization. A rational society is one built around logic and efficiency rather than morality or tradition. To Weber, capitalism is entirely rational. Although this leads to efficiency and merit-based success, it can have negative effects when taken to the extreme. In some modern societies, this is seen when rigid routines and strict design lead to a mechanized work environment and a focus on producing identical products in every location. Another example of the extreme conditions of rationality can be found in Charlie Chaplin's classic film *Modern Times* (1936). Chaplin's character performs a routine task to the point where he cannot stop his motions even while away from the job. Indeed, today we even have a recognized medical condition that results from such tasks, known as "repetitive stress syndrome." Weber was also unlike his predecessors in that he was more interested in how individuals experienced societal divisions than in the divisions themselves. The symbolic interactionism theory, the third of the three most recognized theories of sociology, is based on Weber's early ideas that emphasize the viewpoint of the individual and how that individual relates to society. For Weber, the culmination of industrialization, rationalization, and the like results in what he referred to as the iron cage, in which the individual is trapped by institutions and bureaucracy. This leads to a sense of "disenchantment of the world," a phrase Weber used to describe the final condition of humanity. Indeed a dark prediction, but one that has, at least to some degree, been borne out (Gerth and Mills 1918). In a rationalized, modern society, we have supermarkets instead of family-owned stores. We have chain restaurants instead of local eateries. Superstores that offer a multitude of merchandise have replaced independent businesses that focused on one product line, such as hardware, groceries, automotive repair, or clothing. Shopping malls offer retail stores, restaurants, fitness centers, even condominiums. This change may be rational, but is it universally desirable?

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Karl Marx (1818-1883) is certainly among the most significant social thinkers in recent history. While there are many critics of his work, it is still widely respected and influential. For Marx, society's constructions were predicated upon the idea of "base and superstructure." NSOU ? PGSW-V 171 This term refers to the idea that a society's economic character forms its base, upon which rests the culture and social institutions, the superstructure. For Marx, it is the base (economy) that determines what a society will be like.-

Karl Marx (1818–1883) is certainly among the most significant social thinkers in recent history. While there are many critics of his work, it is still widely respected and influential. For Marx, society's constructions were predicated upon the idea of "base and superstructure." This term refers to the idea that a society's economic character forms its base, upon which rests the culture and social institutions, the superstructure. For Marx, it is the base (economy) that determines what a society will be like.

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Socialization is the process through which people are taught to be proficient members of a society. It describes the ways that people come to understand societal norms and expectations, to accept society's beliefs, and to be aware of societal values. Socialization is not the same as socializing (interacting with others, like family, friends, and coworkers); to be precise, it is a sociological process that occurs through socializing.

Socialization is the process through which people are taught to be proficient members of a society. It describes the ways that people come to understand societal norms and expectations, to accept society's beliefs, and to be aware of societal values. Socialization is not the same as socializing (interacting with others, like family, friends, and coworkers); to be precise, it is a sociological process that occurs through socializing.

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Deviance If we want to reduce violent crime and other serious deviance, we must first understand why it occurs. Many sociological theories of deviance exist, and together they offer a more complete understanding of deviance than any one theory offers by itself. Together they help answer the questions posed earlier: why rates of deviance differ within social categories and across locations, why some behaviors are more likely than others to be considered deviant, and why some kinds of people are more likely than others to be considered deviant and to be punished for deviant behavior. As a whole, sociological explanations highlight the importance of the social environment and of social interaction for deviance and the commission of crime.

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135/185	SUBMITTED TEXT	164 WORDS	97% MATCHING TEXT	164 WORDS
	<p>Social ecology Certain social and physical characteristics of urban neighborhoods contribute to high crime rates. These characteristics include poverty, dilapidation, population density, and population turnover Strain theory According to Robert Merton, deviance among the poor results from a gap between the cultural emphasis on economic success and the inability to achieve such success through the legitimate means of working. According to Richard Cloward and Lloyd Ohlin, differential access to illegitimate means affects the type of deviance in which individuals experiencing strain engage. Deviant subcultures Poverty and other community conditions give rise to certain subcultures through which adolescents acquire values that promote deviant behavior. Albert Cohen wrote that lack of success in school leads lower-class boys to join gangs whose value system promotes and rewards delinquency. Walter Miller wrote that delinquency stems from focal concerns, a taste for trouble, toughness, cleverness, and excitement. Marvin NSOU ? PGSW-V 176 Wolfgang and Franco Ferracuti argued that a subculture of violence in inner- city areas promotes a violent response to insults and other problems. Social control theory Travis Hirschi wrote that delinquency results from weak bonds to conventional social institutions such as families and schools. These bonds include attachment, commitment, involvement, and belief. Conflict</p>		<p>Social ecology Certain social and physical characteristics of urban neighborhoods contribute to high crime rates. These characteristics include poverty, dilapidation, population density, and population turnover. Strain theory According to Robert Merton, deviance among the poor results from a gap between the cultural emphasis on economic success and the inability to achieve such success through the legitimate means of working. According to Richard Cloward and Lloyd Ohlin, differential access to illegitimate means affects the type of deviance in which individuals experiencing strain engage. Deviant subcultures Poverty and other community conditions give rise to certain subcultures through which adolescents acquire values that promote deviant behavior. Albert Cohen wrote that lack of success in school leads lower-class boys to join gangs whose value system promotes and rewards delinquency. Walter Miller wrote that delinquency stems from focal concerns, a taste for trouble, toughness, cleverness, and excitement. Marvin Wolfgang and Franco Ferracuti argued that a subculture of violence in inner-city areas promotes a violent response to insults and other problems. Social control theory Travis Hirschi wrote that delinquency results from weak bonds to conventional social institutions such as families and schools. These bonds include attachment, commitment, involvement, and belief. Conflict</p>	
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136/185	SUBMITTED TEXT	47 WORDS	100% MATCHING TEXT	47 WORDS
	<p>Feminist perspectives Inequality against women and antiquated views about relations between the sexes underlie rape, sexual assault, intimate partner violence, and other crimes against women. Sexual abuse prompts many girls and women to turn to drugs and alcohol use and other antisocial behavior. Gender socialization is a key reason for large gender differences in crime rates.</p>		<p>Feminist perspectives Inequality against women and antiquated views about relations between the sexes underlie rape, sexual assault, intimate partner violence, and other crimes against women. Sexual abuse prompts many girls and women to turn to drugs and alcohol use and other antisocial behavior. Gender socialization is a key reason for large gender differences in crime rates.</p>	
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137/185	SUBMITTED TEXT	53 WORDS	87% MATCHING TEXT	53 WORDS
	<p>behavior is learned by interacting with close friends and family members who teach us how to commit various crimes and also about the values, motives, and rationalizations we need to adopt in order to justify breaking the law. Labelling theory Deviance results from being labelled a deviant; non legal factors such as appearance, race, and social class affect how often labelling occurs.</p>		<p>behavior is learned by interacting with close friends and family members who teach us how to commit various crimes and also about the values, motives, and rationalizations we need to adopt in order to justify breaking the law. Labeling theory Deviance results from being labeled a deviant; nonlegal factors such as appearance, race, and social class affect how often labeling occurs.</p>	
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138/185	SUBMITTED TEXT	36 WORDS	98% MATCHING TEXT	36 WORDS
<p>Major Theory Related explanation Summary of explanation Durkheim's views Deviance has several functions: (a) it clarifies norms and increases conformity, (b) it strengthens social bonds among the people reacting to the deviant, and (c) it can help lead to positive social change</p>		<p>Major theory Related explanation Summary of explanation Functionalist Durkheim's views Deviance has several functions: (a) it clarifies norms and increases conformity, (b) it strengthens social bonds among the people reacting to the deviant, and (c) it can help lead to positive social change.</p>		
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139/185	SUBMITTED TEXT	82 WORDS	100% MATCHING TEXT	82 WORDS
<p>two key insights of the sociological approach to deviance (which distinguish it from moral and legalistic approaches). Firstly, deviance is defined by its social context. To understand why some acts are deviant and some are not, it is necessary to understand what the context is, what the existing rules are, and how these rules came to be established. If the rules change, what counts as deviant also changes. As rules and norms vary across cultures and time, it makes sense that notions of deviance also change.</p>		<p>two key insights of the sociological approach to deviance (which distinguish it from moral and legalistic approaches). Firstly, deviance is defined by its social context. To understand why some acts are deviant and some are not, it is necessary to understand what the context is, what the existing rules are, and how these rules came to be established. If the rules change, what counts as deviant also changes. As rules and norms vary across cultures and time, it makes sense that notions of deviance also change.</p>		
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140/185	SUBMITTED TEXT	64 WORDS	97% MATCHING TEXT	64 WORDS
<p>workplace, then the manager steps in to enforce the rules. One means of enforcing rules are through sanctions. Sanctions can be positive as well as negative. Positive sanctions are rewards given for conforming to norms. A promotion at work is a positive sanction for working hard. Negative sanctions are punishments for violating norms. Being arrested is a punishment for shoplifting. Both types of sanctions play a role in social control.</p>		<p>workplace guideline, the manager steps in to enforce the rules. One means of enforcing rules are through sanctions. Sanctions can be positive as well as negative. Positive sanctions are rewards given for conforming to norms. A promotion at work is a positive sanction for working hard. Negative sanctions are punishments for violating norms. Being arrested is a punishment for shoplifting. Both types of sanctions play a role in social control.</p>		
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141/185	SUBMITTED TEXT	155 WORDS	99% MATCHING TEXT	155 WORDS
<p>and healing. Michel Foucault (1926-1984) notes that from a period of early modernity onward, European society became increasingly concerned with social control as a practice of government (Foucault, 2007). In this sense of the term, government does not simply refer to the activities of the state, but to all the practices by which individuals or organizations seek to govern the behaviour of others or themselves. Government refers to the strategies by which one seeks to direct or guide the conduct of another or others. In the 15th and 16th centuries, numerous treatises were written on how to govern and educate children, how to govern the poor and beggars, how to govern a family or an estate, how to govern an army or a city, how to govern a state and run an economy, and how to govern one's own conscience and conduct. These treatises described the burgeoning arts of government, which defined the different ways in which the conduct of individuals or groups might be directed</p>		<p>and Discipline Michel Foucault (1926-1984) notes that from a period of early modernity onward, European society became increasingly concerned with social control as a practice of government (Foucault, 2007). In this sense of the term, government does not simply refer to the activities of the state, but to all the practices by which individuals or organizations seek to govern the behaviour of others or themselves. Government refers to the strategies by which one seeks to direct or guide the conduct of another or others. In the 15th and 16th centuries, numerous treatises were written on how to govern and educate children, how to govern the poor and beggars, how to govern a family or an estate, how to govern an army or a city, how to govern a state and run an economy, and how to govern one's own conscience and conduct. These treatises described the burgeoning arts of government, which defined the different ways in which the conduct of individuals or groups might be directed.</p>		
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Recent types of social control have adopted a model of risk management in a variety of areas of problematic behaviour. Risk management refers to interventions designed to reduce the likelihood of undesirable events occurring based on an assessment of probabilities of risk. Unlike the crime and punishment model of penal social sanctions, or the rehabilitation, training, or therapeutic models of disciplinary social control, risk management strategies do not seize hold of individual deviants but attempt to restructure the environment or context of problematic behaviour in order to minimize the risks to the general population..

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Travis Hirschi's (b. 1935) control theory. According to Hirschi, social control is directly affected by the strength of social bonds (1969). Many people would be willing to break laws or act in deviant ways to reap the rewards of pleasure, excitement, and profit, etc. if they had the opportunity. Those who do have the opportunity are those who are only weakly controlled by social restrictions. Similar to Durkheim's theory of anomie, deviance is seen to result where feelings of disconnection from society predominate. Individuals who believe they are a part of society are less likely to commit crimes against it. Hirschi identified four types of social bonds that connect people to society (1969) :

1. Attachment measures our connections to others. When we are closely attached to people, we worry about their opinions of us. People conform to society's norms in order to gain approval (and prevent disapproval) from family, friends, and romantic partners.
2. Commitment refers to the investments we make in conforming to conventional behaviour. A well-respected local businesswoman who volunteers at her synagogue and is a member of the neighbourhood block organization has more to lose from committing a crime than a woman who does not have a career or ties to the community. There is a cost/benefit calculation in the decision to commit a crime in which the costs of being caught are much higher for some than others.
3. Similarly, levels of involvement, or participation in socially legitimate activities, lessen a person's likelihood of deviance. Children who are members of Little League baseball teams have fewer family crises.
4. The final bond, belief, is an agreement on common values in society. If a person views social values as beliefs, he or she will conform to them. An environmentalist is more likely to pick up trash in a park because a clean environment is a social value to that person.

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144/185	SUBMITTED TEXT	76 WORDS	100% MATCHING TEXT	76 WORDS
<p>The second sociological insight is that deviance is not an intrinsic (biological or psychological) attribute of individuals, nor of the acts themselves, but a product of social processes. The norms themselves, or the social contexts that determine which acts are deviant or not, are continually defined and redefined through ongoing social processes — political, legal, cultural, etc. One way in which certain activities or people come to be understood and defined as deviant is through the intervention of moral entrepreneurs. 9.5</p>		<p>The second sociological insight is that deviance is not an intrinsic (biological or psychological) attribute of individuals, nor of the acts themselves, but a product of social processes. The norms themselves, or the social contexts that determine which acts are deviant or not, are continually defined and redefined through ongoing social processes — political, legal, cultural, etc. One way in which certain activities or people come to be understood and defined as deviant is through the intervention of moral entrepreneurs.</p>		
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145/185	SUBMITTED TEXT	79 WORDS	100% MATCHING TEXT	79 WORDS
<p>All societies practise social control, the regulation and enforcement of norms. Social control can be defined broadly as an organized action intended to change people's behaviour (Innes, 2003). The underlying goal of social control is to maintain social order, an arrangement of practices and behaviours on which society's members base their daily lives. Think of social order as an employee handbook, and social control as the incentives and disincentives used to encourage or oblige employees to follow those rules. When a worker violates a</p>		<p>All societies practise social control, the regulation and enforcement of norms. Social control can be defined broadly as an organized action intended to change people's behaviour (Innes, 2003). The underlying goal of social control is to maintain social order, an arrangement of practices and behaviours on which society's members base their daily lives. Think of social order as an employee handbook, and social control as the incentives and disincentives used to encourage or oblige employees to follow those rules. When a worker violates a</p>		
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146/185	SUBMITTED TEXT	49 WORDS	97% MATCHING TEXT	49 WORDS
<p>An institution is any structure or mechanism of social order and cooperation governing the behavior of a set of individuals within a given community. Institutions are identified with a social purpose and permanence, transcending individual lives and intention by enforcing rules that govern cooperative behaviour. While institutions are obviously comprised of</p>		<p>An institution is any structure or mechanism of social order and cooperation governing the behavior of a set of individuals within a given community. Institutions are identified with a social purpose and permanence, transcending individual lives and intention by enforcing rules that govern cooperative behavior. While institutions are obviously comprised of</p>		
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147/185	SUBMITTED TEXT	119 WORDS	100% MATCHING TEXT	119 WORDS
<p>While institutions tend to appear to people in society as part of the natural, unchanging landscape of their lives, sociological studies of institutions reveal institutions a social constructs, meaning that they are created by individuals and particular historical and cultural moment. Sociology traditionally analyzes social institutions in terms of interlocking social roles and expectations. Social institutions are created by and defined by their own creation of social roles for their members. The social function of the institution is the fulfillment of the assigned roles. Institutionalization refers to the process of embedding something, such as a concept, a social role, a value, or a logic within an organization, social system, or society as a whole. The process of institutionalization elucidates how values norms, and institutions are so closely intertwined.</p>		<p>While institutions tend to appear to people in society as part of the natural, unchanging landscape of their lives, sociological studies of institutions reveal institutions a social constructs, meaning that they are created by individuals and particular historical and cultural moment. Sociology traditionally analyzes social institutions in terms of interlocking social roles and expectations. Social institutions are created by and defined by their own creation of social roles for their members. The social function of the institution is the fulfillment of the assigned roles. Institutionalization refers to the process of embedding something, such as a concept, a social role, a value, or a logic within an organization, social system, or society as a whole. The process of institutionalization elucidates how values norms, and institutions are so closely intertwined.</p>		
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148/185	SUBMITTED TEXT	30 WORDS	95% MATCHING TEXT	30 WORDS
<p>Sociology traditionally analyzes Social Institutions in terms of interlocking social roles and expectations. Social institutions are created by and defined by their own creation of social roles for their members. 9.7 Conclusion The</p>		<p>Sociology traditionally analyzes social institutions in terms of interlocking social roles and expectations. Social institutions are created by and defined by their own creation of social roles for their members. The</p>		
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149/185	SUBMITTED TEXT	10 WORDS	100% MATCHING TEXT	10 WORDS
<p>four types of social bonds that connect people to society.</p>		<p>four types of social bonds that connect people to society (1969): •</p>		
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<p>Sociology/Book%3A_Sociology_(Boundless)/05%3A_Social_Interaction/5.03%3A_Elements_of_Social_Interaction/ 5.3G%3A_Social_Institutions</p>		<p>Sociology%2FBook%253A_Sociology_(Boundless)%2F05%253A_Social_Interaction%2F5.03%253A_Elements_of_Social_Interaction%2F5.3G%253A_Social_Institutions</p>		
<p>W https://socialsci.libretexts.org/Bookshelves/Sociology/Book%253A_Sociology_(Boundless)/05%253A_So ...</p>				
151/185	SUBMITTED TEXT	158 WORDS	99% MATCHING TEXT	158 WORDS
<p>individuals and create rules through these individuals' agentic actions, institutions act as forces of socialization, meaning that they teach individuals to conform to their norms. Institutions can be either formal or informal. Formal institutions are those that are created with the intention of governing human behaviour. Examples include the United States Congress, an institution that is designed to create the laws of the United States. However, formal institutions do not have to have the force of the law at their disposal. Another example is the Roman Catholic Church. While violating the tenets of the Catholic Church is not in violation of law, the Church expects its members to adhere to its religious codes. Informal institutions are those that are not designed to regulate conduct, but often end up doing so as members seek to conform to communal standards. Institutions can also be abstract, such as the institution of marriage. This means that marriage has become a social expectation, with informal rules for how married people are expected to behave.</p>		<p>individuals and create rules through these individuals' agentic actions, institutions act as forces of socialization, meaning that they teach individuals to conform to their norms. Institutions can be either formal or informal. Formal institutions are those that are created with the intention of governing human behavior. Examples include the United States Congress, an institution that is designed to create the laws of the United States. However, formal institutions do not have to have the force of the law at their disposal. Another example is the Roman Catholic Church. While violating the tenets of the Catholic Church is not in violation of law, the Church expects its members to adhere to its religious codes. Informal institutions are those that are not designed to regulate conduct, but often end up doing so as members seek to conform to communal standards. Institutions can also be abstract, such as the institution of marriage. This means that marriage has become a social expectation, with informal rules for how married people are expected to behave.</p>		
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Social change, refers to the transformation of culture, behaviour, social institutions, and social structure over time. As we know the basic types of society: hunting-and- gathering, horticultural and pastoral, agricultural, industrial, and post-industrial. In looking at all of these societies, we have seen how they differ in such dimensions as size, technology, economy, inequality, and gender roles. In short, we have seen some of the ways in which societies

Social change refers to the transformation of culture, behavior, social institutions, and social structure over time. We are familiar from Chapter 5 "Social Structure and Social Interaction" with the basic types of society: hunting-and-gathering, horticultural and pastoral, agricultural, industrial, and postindustrial. In looking at all of these societies, we have seen how they differ in such dimensions as size, technology, economy, inequality, and gender roles. In short, we have seen some of the ways in which societies

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153/185**SUBMITTED TEXT**

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The terms modern and modernization have positive connotations; it sounds good to modernize and to be modern. Modernization implies that progress has been made and is continuing to be made, and who would not want progress? Yet modernization also has a downside, as we will see in this section and in the later discussion of the environment. A related problem with the terms and concepts of modern and modernization is that many people think of Western nations when considering the most modern nations in the world today. This implies that Western society is the ideal to which other societies should aspire. While there are many good things about Western societies, it is important to avoid the ethnocentrism of assuming that Western societies are better because they are more modern. In fact, one reason that many people in the Middle East and elsewhere dislike the

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United States is that they resent the “Westernization” of their societies from the influence of the United States and other wealthy Western nations. When they see Coca-Cola and Pepsi logos and the McDonald’s golden arches in their nations, they fear Western influence and the loss of their own beliefs and traditions. These caveats notwithstanding, societies have become much more modern over time, to put it mildly. We thus cannot fully understand society and social life without appreciating how societies have changed as they have become more modern. Not surprisingly, sociologists have recognized the importance of modernization ever since the discipline of sociology began in the 19th century, and much of the work of sociology’s founders—Émile Durkheim, Max Weber, Karl Marx, and others—focused on how and why societies have changed as they became more modern. We can draw on their efforts and related work by later sociologists and by anthropologists to develop an idea of the differences modernization has made for societies and individuals. Several dimensions and effects of modernization seem apparent (Nolan & Lenski, 2009). First, as societies evolve, they become much larger and more heterogeneous. This means that people are more different from each other than when societies were much smaller, and it also means that they ordinarily cannot know each other nearly as well. Larger, more modern societies thus typically have weaker social bonds and a weaker sense of community than small societies and place more of an emphasis on the needs of the individual.

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We can begin to appreciate the differences between smaller and larger societies when we contrast a small college of 1,200 students with a large university of 40,000 students. Perhaps you had this contrast in mind when you were applying to college and had a preference for either a small or a large institution. In a small college, classes might average no more than 20 students; these students get to know each other well and often have a lot of interaction with the professor. In a large university, classes might hold 600 students or more, and everything is more impersonal. Large universities do have many advantages, but they probably do not have as strong a sense of community as is found at small colleges. A second aspect of modernization is a loss of traditional ways of thinking. This allows a society to be more creative and to abandon old ways that may no longer be appropriate. However, it also means a weakening or even ending of the traditions that helped define the society and gave it a sense of identity. NSOU ? PGSW-V 187 A third aspect of modernization is the growth of individual freedom and autonomy. As societies grow, become more impersonal, and lose their traditions and sense of community, their norms become weaker, and individuals thus become freer to think for themselves and to behave in new ways. Although most of us would applaud this growth in individual freedom, it also means, as Émile Durkheim (1895/1962) recognized long ago, that people feel freer to deviate from society's norms and thus to commit deviance. If we want a society that values individual freedom, Durkheim said, we automatically must have a society with deviance. Is modernization good or bad? This is a simplistic question about a very complex concept, but a quick answer is that it is both good and bad. We see evidence for both responses in the views of sociologists Ferdinand Tönnies, Weber, and Durkheim. Tönnies said that modernization meant a shift from *Gemeinschaft* (small societies with strong social bonds) to *Gesellschaft* (large societies with weaker social bonds and more impersonal social relations). Tönnies lamented the loss of close social bonds and of a strong sense of community resulting from modernization, and he feared that a sense of rootlessness begins to replace the feeling of stability and steadiness characteristic of small, older societies. Weber was also concerned about modernization. The hallmarks of modernization, he thought, are rationalization, a loss of tradition, and the rise of impersonal bureaucracy. He despaired over the impersonal quality of rational thinking and bureaucratization, as he thought it was a dehumanizing influence. Durkheim took a less negative view of modernization. He certainly appreciated the social bonds and community feeling, which he called mechanical solidarity, characteristic of small, traditional societies. However, he also thought that these societies stifled individual freedom and that social solidarity still exists in modern societies. This solidarity, which he termed organic solidarity, stems from the division of labor, in which everyone has to depend on everyone else to perform their jobs. This interdependence of roles, Durkheim said, creates a solidarity that retains much of the bonding and sense of community found in premodern societies. We have already commented on important benefits of modernization that are generally recognized: modernization promotes creativity and individual freedom and autonomy. These developments in turn usually mean that a society becomes

We can begin to appreciate the differences between smaller and larger societies when we contrast a small college of 1,200 students with a large university of 40,000 students. Perhaps you had this contrast in mind when you were applying to college and had a preference for either a small or a large institution. In a small college, classes might average no more than 20 students; these students get to know each other well and often have a lot of interaction with the professor. In a large university, classes might hold 600 students or more, and everything is more impersonal. Large universities do have many advantages, but they probably do not have as strong a sense of community as is found at small colleges. A second aspect of modernization is a loss of traditional ways of thinking. This allows a society to be more creative and to abandon old ways that may no longer be appropriate. However, it also means a weakening or even ending of the traditions that helped define the society and gave it a sense of identity. A third aspect of modernization is the growth of individual freedom and autonomy. As societies grow, become more impersonal, and lose their traditions and sense of community, their norms become weaker, and individuals thus become freer to think for themselves and to behave in new ways. Although most of us would applaud this growth in individual freedom, it also means, as Émile Durkheim (1895/1962) recognized long ago, that people feel freer to deviate from society's norms and thus to commit deviance. If we want a society that values individual freedom, Durkheim said, we automatically must have a society with deviance. Is modernization good or bad? This is a simplistic question about a very complex concept, but a quick answer is that it is both good and bad. We see evidence for both responses in the views of sociologists Ferdinand Tönnies, Weber, and Durkheim. As Chapter 5 "Social Structure and Social Interaction" discussed, Tönnies (1887/1963) said that modernization meant a shift from *Gemeinschaft* (small societies with strong social bonds) to *Gesellschaft* (large societies with weaker social bonds and more impersonal social relations). Tönnies lamented the loss of close social bonds and of a strong sense of community resulting from modernization, and he feared that a sense of rootlessness begins to replace the feeling of stability and steadiness characteristic of small, older societies. Weber (1921/1978) was also concerned about modernization. The hallmarks of modernization, he thought, are rationalization, a loss of tradition, and the rise of impersonal bureaucracy. He despaired over the impersonal quality of rational thinking and bureaucratization, as he thought it was a dehumanizing influence. Durkheim (1893/1933) took a less negative view of modernization. He certainly appreciated the social bonds and community feeling, which he called mechanical solidarity, characteristic of small, traditional societies. However, he also thought that these societies stifled individual freedom and that social solidarity still exists in modern societies. This solidarity, which he termed organic solidarity, stems from the division of labor, in which everyone has to depend on everyone else to perform their jobs. This interdependence of roles, Durkheim said, creates a solidarity that retains much of the bonding and sense of community found in premodern societies. We have already commented on important benefits of modernization that are generally recognized: modernization promotes creativity and individual freedom and autonomy. These developments in turn usually mean that a society becomes

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societies, then, generally feature more tolerance than older societies. Many people, undoubtedly including most sociologists, regard greater tolerance as a good thing, but others regard it as a bad thing because they favor traditional beliefs and behaviors. Beyond these abstract concepts of social bonding, sense of community, and tolerance, modern societies are certainly a force for both good and bad in other ways. They have produced scientific discoveries that have saved lives, extended life spans, and made human existence much easier than imaginable in the distant past and even in the recent past. But they have also polluted the environment, engaged in wars that have killed tens of millions, and built up nuclear arsenals that, even with the end of the Cold War, still threaten the planet. Modernization, then, is a double-edged sword. It has given us benefits too numerous to count, but it also has made human existence very precarious.

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time. Another way of saying this is that we have seen some of the ways in which societies change as they became more modern. To understand social change, then, we need to begin to understand

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Literacy is the ability to identify, understand, interpret, create, communicate and compute using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals to develop their knowledge and potential and to participate fully in their community and wider society".

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dependency of women on men for activities which requires them to read and write.

dependency of women on men for activities which requires them to read and write.

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160/185	SUBMITTED TEXT	35 WORDS	90% MATCHING TEXT	35 WORDS
<p>The Supreme Court in 1993 announced that children had a fundamental right to free education and thus in the year 2003 the "Right to Education was incorporated in the Constitution under the Constitution (83rd Amendment), 2000.</p>		<p>The Supreme Court in a ruling in 1993 said that children had a fundamental right to free education and thus in the year 2003 the "Right to Education was incorporated in the Constitution under the Constitution (83rd Amendment), 2000".</p>		
<p>W https://www.erpublishation.org/published_paper/IJETR2739.pdf</p>				
161/185	SUBMITTED TEXT	15 WORDS	100% MATCHING TEXT	15 WORDS
<p>The National Policy of Education in the year 1986 declared that the whole nation must</p>		<p>The National Policy of Education in the year 1986 declared that the whole nation must</p>		
<p>W https://www.erpublishation.org/published_paper/IJETR2739.pdf</p>				
162/185	SUBMITTED TEXT	17 WORDS	100% MATCHING TEXT	17 WORDS
<p>the menaces of illiteracy especially among the young population. The National Literacy Mission in 1988 made literacy</p>		<p>the menaces of illiteracy especially among the young population. The National Literacy Mission in 1988 made literacy</p>		
<p>W https://www.erpublishation.org/published_paper/IJETR2739.pdf</p>				
163/185	SUBMITTED TEXT	32 WORDS	93% MATCHING TEXT	32 WORDS
<p>community. It aimed at achieving a literacy rate of 41 per cent by 2035. The 1992 education policy guaranteed free and compulsory education to all children up to 14 years of age before</p>		<p>community endeavor. It aimed at attaining a literacy rate of 41 per cent by 2035. The 1992 education policy guaranteed free and compulsory education to all children up to 14 years of age before</p>		
<p>W https://www.erpublishation.org/published_paper/IJETR2739.pdf</p>				
164/185	SUBMITTED TEXT	43 WORDS	60% MATCHING TEXT	43 WORDS
<p>prevent dropouts among school children and still illiteracy prevails. Another scheme, the Sarva Siksha Abhiyan was launched in 2001 to make sure that all children in the age group of 6-14-years must attend their school and complete eight years of schooling by 2010. One of the</p>		<p>prevent dropouts among school children and illiteracy prevails. The Sarva Siksha Abhiyan was launched in 2001 to ensure that all children in the 6-14- years of age-group attend school and complete eight years of schooling by 2010. An important component of the</p>		
<p>W https://www.erpublishation.org/published_paper/IJETR2739.pdf</p>				
165/185	SUBMITTED TEXT	13 WORDS	100% MATCHING TEXT	13 WORDS
<p>of the scheme is the Education Guarantee Scheme and Alternative and Innovative Education,</p>		<p>of the scheme is the Education Guarantee Scheme and Alternative and Innovative Education,</p>		
<p>W https://www.erpublishation.org/published_paper/IJETR2739.pdf</p>				
166/185	SUBMITTED TEXT	13 WORDS	100% MATCHING TEXT	13 WORDS
<p>for children in areas with no formal school within a one' kilometer radius.</p>		<p>for children in areas with no formal school within a one kilometer radius.</p>		
<p>W https://www.erpublishation.org/published_paper/IJETR2739.pdf</p>				

167/185	SUBMITTED TEXT	13 WORDS	85% MATCHING TEXT	13 WORDS
<p>around 10.5% of its total expenditure on education however it's not evenly spread out.</p>		<p>around 10.5% of its total government expenditure on education. But it's not evenly spread out. "</p>		
<p>W https://theirworld.org/news/poverty-leaves-india-with-huge-literacy-problem-to-solve</p>				
168/185	SUBMITTED TEXT	94 WORDS	95% MATCHING TEXT	94 WORDS
<p>the human immunodeficiency virus (HIV) is a retrovirus that infects cells of the immune system, destroying or impairing their function. As the infection NSOU ? PGSW-V 210 progresses, the immune system becomes weaker, and the person becomes more susceptible to infections. The most advanced stage of HIV infection is acquired immunodeficiency syndrome (AIDS). It can take 10-15 years for an HIV-infected person to develop AIDS; antiretroviral drugs can slow down the process even further. An estimated 36.9 million people have HIV. More than 34 million people have died from the virus, making it one of the most destructive pandemics in history.</p>		<p>the human immunodeficiency virus (HIV) is a retrovirus that infects cells of the immune system, destroying or impairing their function. As the infection progresses, the immune system becomes weaker, and the person becomes more susceptible to infections. The most advanced stage of HIV infection is acquired immunodeficiency syndrome (AIDS). It can take 10-15 years for an HIV-infected person to develop AIDS; antiretroviral drugs can slow down the process even further. An estimated 36.9 million people have HIV. More than 34 million people have died from the virus, making it one of the most destructive pandemics in history. _46432653_</p>		
<p>W https://www.thebutterflytree.org.uk/pages/our-work/health/hiv-aids-prevention</p>				
169/185	SUBMITTED TEXT	28 WORDS	100% MATCHING TEXT	28 WORDS
<p>HIV is transmitted through unprotected sexual intercourse (anal or vaginal), transfusion of contaminated blood, sharing of contaminated needles, and between a mother and her infant during pregnancy, childbirth and breastfeeding. 2016</p>		<p>HIV is transmitted through unprotected sexual intercourse (anal or vaginal), transfusion of contaminated blood, sharing of contaminated needles, and between a mother and her infant during pregnancy, childbirth and breastfeeding.</p>		
<p>W https://www.thebutterflytree.org.uk/pages/our-work/health/hiv-aids-prevention</p>				
170/185	SUBMITTED TEXT	36 WORDS	100% MATCHING TEXT	36 WORDS
<p>WHO Statistics taken on average ? In 2016, the world registered 1.8 million new HIV infections ? 19.5 million people are assessing Antiretoviral Therapy ? at the end of 2016 there were approximately 36.9 million people living with</p>		<p>WHO Statistics taken on average • In 2016, the world registered 1.8 million new HIV infections • 19.5 million people are assessing Antiretoviral Therapy • at the end of 2016 there were approximately 36.9 million people living with</p>		
<p>W https://www.thebutterflytree.org.uk/pages/our-work/health/hiv-aids-prevention</p>				
171/185	SUBMITTED TEXT	40 WORDS	100% MATCHING TEXT	40 WORDS
<p>Terrorism There is an old saying that "one person's freedom fighter is another person's terrorist." This saying indicates some of the problems in defining terrorism precisely. Some years ago, the Irish Republican Army (IRA) waged a campaign of terrorism against the British</p>		<p>Terrorism There is an old saying that "one person's freedom fighter is another person's terrorist." This saying indicates some of the problems in defining terrorism precisely. Some years ago, the Irish Republican Army (IRA) waged a campaign of terrorism against the British</p>		
<p>W https://open.lib.umn.edu/socialproblems/chapter/16-3-terrorism/</p>				

172/185	SUBMITTED TEXT	131 WORDS	100% MATCHING TEXT	131 WORDS
<p>as acts of heroism. These examples indicate that there is only a thin line, if any, between terrorism on the one hand and freedom fighting and heroism on the other hand. Just as beauty is in the eyes of the beholder, so is terrorism. The same type of action is either terrorism or freedom fighting, depending on who is characterizing the action. Although dozens of definitions of terrorism exist, most take into account what are widely regarded as the three defining features of terrorism : (a) the use of violence; (b) the goal of making people afraid; and (c) the desire for political, social, economic, and/or cultural change. A popular definition by political scientist Ted Robert Gurr (1989, p. 201) captures these features: "The use of unexpected violence to intimidate or coerce people in the pursuit of political or social objectives."</p>		<p>as acts of heroism. These examples indicate that there is only a thin line, if any, between terrorism on the one hand and freedom fighting and heroism on the other hand. Just as beauty is in the eyes of the beholder, so is terrorism. The same type of action is either terrorism or freedom fighting, depending on who is characterizing the action. Although dozens of definitions of terrorism exist, most take into account what are widely regarded as the three defining features of terrorism: (a) the use of violence; (b) the goal of making people afraid; and (c) the desire for political, social, economic, and/or cultural change. A popular definition by political scientist Ted Robert Gurr (1989, p. 201) captures these features: "The use of unexpected violence to intimidate or coerce people in the pursuit of political or social objectives."</p>		
<p>W https://open.lib.umn.edu/socialproblems/chapter/16-3-terrorism/</p>				

173/185	SUBMITTED TEXT	58 WORDS	100% MATCHING TEXT	58 WORDS
<p>Why does terrorism occur? It is easy to assume that terrorists must have psychological problems that lead them to have sadistic personalities, and that they are simply acting irrationally and impulsively. However, most researchers agree that terrorists are psychologically normal despite their murderous violence and, in fact, are little different from other types of individuals who use violence for political ends.</p>		<p>Why does terrorism occur? It is easy to assume that terrorists must have psychological problems that lead them to have sadistic personalities, and that they are simply acting irrationally and impulsively. However, most researchers agree that terrorists are psychologically normal despite their murderous violence and, in fact, are little different from other types of individuals who use violence for political ends.</p>		
<p>W https://open.lib.umn.edu/socialproblems/chapter/16-3-terrorism/</p>				

174/185	SUBMITTED TEXT	34 WORDS	100% MATCHING TEXT	34 WORDS
<p>Contemporary terrorists tend to come from well-to-do families and to be well-educated themselves; ironically, their social backgrounds are much more advantaged in these respects than are those of common street criminals, despite the violence they commit. 11.6.1</p>		<p>Contemporary terrorists tend to come from well-to-do families and to be well-educated themselves; ironically, their social backgrounds are much more advantaged in these respects than are those of common street criminals, despite the violence they commit.</p>		
<p>W https://open.lib.umn.edu/socialproblems/chapter/16-3-terrorism/</p>				

175/185	SUBMITTED TEXT	55 WORDS	99% MATCHING TEXT	55 WORDS
<p>Types of Terrorism When we think about this definition, 9/11 certainly comes to mind, but there are, in fact, several kinds of terrorism—based on the identity of the actors and targets of terrorism—to which this definition applies. A typology of terrorism, again by Gurr (1989), is popular : (a) Vigilante terrorism (b) Insurgent terrorism (c) Transnational (or international) terrorism (d) State terrorism</p>		<p>Types of Terrorism When we think about this definition, 9/11 certainly comes to mind, but there are, in fact, several kinds of terrorism—based on the identity of the actors and targets of terrorism—to which this definition applies. A typology of terrorism, again by Gurr (1989), is popular: (a) vigilante terrorism, (b) insurgent terrorism, (c) transnational (or international) terrorism, and (d) state terrorism.</p>		
<p>W https://open.lib.umn.edu/socialproblems/chapter/16-3-terrorism/</p>				

Vigilante terrorism is committed by private citizens against other private citizens. Sometimes the motivation is racial, ethnic, religious, or other hatred, and sometimes the motivation is to resist social change. The violence of racist groups like the Ku Klux Klan was vigilante terrorism, as was the violence used by white Europeans against Native Americans from the 1600s through the 1800s. What we now call "hate crime" is a contemporary example of vigilante terrorism. Insurgent terrorism is committed by private citizens against their own government or against businesses and institutions seen as representing the "establishment." Insurgent terrorism is committed by both left-wing groups and right-wing groups and thus has no political connotation. US history is filled with insurgent terrorism, starting with some of the actions the colonists waged against British forces before and during the American Revolution, when "the meanest and most squalid sort of violence was put to the service of revolutionary ideals and objectives" (Brown, 1989, p. 25). An example here is tarring and feathering: hot tar and then feathers were smeared over the unclothed bodies of Tories. Some of the labor violence committed after the Civil War also falls under the category of insurgent terrorism, as does some of the violence committed by left-wing groups during the 1960s and 1970s. A relatively recent example of right-wing insurgent terrorism is the infamous 1995 bombing of the federal building in Oklahoma City by Timothy McVeigh and Terry Nichols that killed 168 people. Transnational terrorism is committed by the citizens of one nation against targets in another nation. This is the type that has most concerned Americans at least since 9/11, yet 9/11 was not the first time Americans had been killed by international terrorism. A decade earlier, a truck bombing at the World Trade Center killed six people and injured more than 1,000 others. In 1988, 189 Americans were among the 259 passengers and crew who died when a plane bound for New York exploded over Lockerbie, Scotland; agents from Libya were widely thought to have planted the bomb. Despite all these American deaths, transnational terrorism has actually been much more common in several other nations: London, Madrid, and various cities in the Middle East have often been the targets of international terrorists. State terrorism involves violence by a government that is meant to frighten its own citizens and thereby stifle their dissent. State terrorism may involve mass murder, assassinations, and torture. Whatever its form, state terrorism has killed and injured more people than all the other kinds of terrorism combined (Gareau, 2010). Genocide, of course

Vigilante terrorism is committed by private citizens against other private citizens. Sometimes the motivation is racial, ethnic, religious, or other hatred, and sometimes the motivation is to resist social change. The violence of racist groups like the Ku Klux Klan was vigilante terrorism, as was the violence used by white Europeans against Native Americans from the 1600s through the 1800s. What we now call "hate crime" is a contemporary example of vigilante terrorism. Insurgent terrorism is committed by private citizens against their own government or against businesses and institutions seen as representing the "establishment." Insurgent terrorism is committed by both left-wing groups and right-wing groups and thus has no political connotation. US history is filled with insurgent terrorism, starting with some of the actions the colonists waged against British forces before and during the American Revolution, when "the meanest and most squalid sort of violence was put to the service of revolutionary ideals and objectives" (Brown, 1989, p. 25). An example here is tarring and feathering: hot tar and then feathers were smeared over the unclothed bodies of Tories. Some of the labor violence committed after the Civil War also falls under the category of insurgent terrorism, as does some of the violence committed by left-wing groups during the 1960s and 1970s. A relatively recent example of right-wing insurgent terrorism is the infamous 1995 bombing of the federal building in Oklahoma City by Timothy McVeigh and Terry Nichols that killed 168 people. Transnational terrorism is committed by the citizens of one nation against targets in another nation. This is the type that has most concerned Americans at least since 9/11, yet 9/11 was not the first time Americans had been killed by international terrorism. A decade earlier, a truck bombing at the World Trade Center killed six people and injured more than 1,000 others. In 1988, 189 Americans were among the 259 passengers and crew who died when a plane bound for New York exploded over Lockerbie, Scotland; agents from Libya were widely thought to have planted the bomb. Despite all these American deaths, transnational terrorism has actually been much more common in several other nations: London, Madrid, and various cities in the Middle East have often been the targets of international terrorists. State terrorism involves violence by a government that is meant to frighten its own citizens and thereby stifle their dissent. State terrorism may involve mass murder, assassinations, and torture. Whatever its form, state terrorism has killed and injured more people than all the other kinds of terrorism combined (Gareau, 2010). Genocide, of course

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is the most deadly type of state terrorism, but state terrorism also occurs on a smaller scale. As just one example, the violent response of Southern white law enforcement officers to the civil rights protests of the 1960s amounted to state terrorism, as officers murdered or beat hundreds of activists during this period. Although state terrorism is usually linked to authoritarian regimes, many observers say the US government also engaged in state terror during the nineteenth century, when US troops killed thousands of Native Americans (D. A. Brown, 2009).
Terrorism

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Explaining Terrorism

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government and its people as part of its effort to drive the British out of Northern Ireland. Many people in Northern Ireland and elsewhere hailed IRA members as freedom fighters, while many other people condemned them as cowardly terrorists.

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Gender inequality is found in varying degrees in most societies around the world, and the United States is no exception. Just as racial/ethnic stereotyping and prejudice underlie racial/ethnic inequality so do stereotypes and false beliefs underlie gender inequality. Although these stereotypes and beliefs have weakened considerably since the 1970s thanks in large part to the contemporary women's movement, they obviously persist and hamper efforts to achieve full gender equality. A sociological perspective reminds us that gender inequality stems from a complex mixture of cultural and structural factors that must be addressed if gender inequality is to be reduced further than it already has been since the 1970s. Despite changes during this period, children are still socialized from birth into traditional notions of femininity and masculinity, and gender-based stereotyping incorporating these notions still continues. Although people should certainly be free to pursue whatever family and career responsibilities NSOU ? PGSW-V 214 they desire, socialization and stereotyping still combine to limit the ability of girls and boys and women and men alike to imagine less traditional possibilities. Meanwhile, structural obstacles in the workplace and elsewhere continue to keep women in a subordinate social and economic status relative to men. To reduce gender inequality, then, a sociological perspective suggests various policies and measures to address the cultural and structural factors that help produce gender inequality. These steps might include, but are not limited to, the following :

1. Reduce socialization by parents and other adults of girls and boys into traditional gender roles.
2. Confront gender stereotyping by the popular and news media.
3. Increase public consciousness of the reasons for, extent of, and consequences of rape and sexual assault, sexual harassment, and pornography.
4. Increase enforcement of existing laws against gender-based employment discrimination and against sexual harassment.
5. Increase funding of rape-crisis centers and other services for girls and women who have been raped and/or sexually assaulted.
6. Increase government funding of high-quality day-care options to enable parents, and especially mothers, to work outside the home if they so desire, and to do so without fear that their finances or their children's well-being will be compromised.
7. Increase mentorship and other efforts to boost the number of women in traditionally male occupations and in positions of political leadership.
- 8.

Gender inequality is found in varying degrees in most societies around the world, and the United States is no exception. Just as racial/ethnic stereotyping and prejudice underlie racial/ethnic inequality (see Chapter 3 "Racial and Ethnic Inequality"), so do stereotypes and false beliefs underlie gender inequality. Although these stereotypes and beliefs have weakened considerably since the 1970s thanks in large part to the contemporary women's movement, they obviously persist and hamper efforts to achieve full gender equality. A sociological perspective reminds us that gender inequality stems from a complex mixture of cultural and structural factors that must be addressed if gender inequality is to be reduced further than it already has been since the 1970s. Despite changes during this period, children are still socialized from birth into traditional notions of femininity and masculinity, and gender-based stereotyping incorporating these notions still continues. Although people should certainly be free to pursue whatever family and career responsibilities they desire, socialization and stereotyping still combine to limit the ability of girls and boys and women and men alike to imagine less traditional possibilities. Meanwhile, structural obstacles in the workplace and elsewhere continue to keep women in a subordinate social and economic status relative to men. To reduce gender inequality, then, a sociological perspective suggests various policies and measures to address the cultural and structural factors that help produce gender inequality. These steps might include, but are not limited to, the following:

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- Increase mentorship and other efforts to boost the number of women in traditionally male occupations and in positions of political leadership.

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180/185	SUBMITTED TEXT	79 WORDS	94% MATCHING TEXT	79 WORDS
<p>As we consider how best to reduce gender inequality, the impact of the contemporary women's movement must be neither forgotten nor underestimated. Since it began in the late 1960s, the women's movement has generated important advances for women in almost every sphere of life. Brave women (and some men) challenged the status quo by calling attention to gender inequality in the workplace, education, and elsewhere, and they brought NSOU ? PGSW-V 215 rape and sexual assault, sexual harassment, and domestic violence into the national consciousness.</p>		<p>As we consider how best to reduce gender inequality, the impact of the contemporary women's movement must be neither forgotten nor underestimated. Since it began in the late 1960s, the women's movement has generated important advances for women in almost every sphere of life. Brave women (and some men) challenged the status quo by calling attention to gender inequality in the workplace, education, and elsewhere, and they brought rape and sexual assault, sexual harassment, and domestic violence into the national consciousness.</p>		
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<p>still have an overall survival deficit in childhood and during their reproductive years and are severely disadvantaged in the labour market.</p>		<p>still have an overall survival deficit in childhood and during their reproductive years and are severely disadvantaged in the labor market.</p>		
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183/185	SUBMITTED TEXT	77 WORDS	94% MATCHING TEXT	77 WORDS
<p>relationship between unemployment and poor health .The unemployed tend to have higher levels of impaired mental health including depression, anxiety, and stress, as well as higher levels of mental health hospital admissions, chronic disease (cardiovascular disease, hypertension, and musculoskeletal disorders), and even premature mortality Some longitudinal studies have shown that higher levels of depression and unemployment are not just correlated, but that higher levels of depression are a result of unemployment. Other prospective studies have found that poor mental health also contributes to unemployment.</p>		<p>relationship between unemployment and poor health has been well documented [2–6]. The unemployed tend to have higher levels of impaired mental health including depression, anxiety, and stress, as well as higher levels of mental health hospital admissions, chronic disease (cardiovascular disease, hypertension, and musculoskeletal disorders), and premature mortality [2, 5–12]. Some longitudinal studies have shown that higher levels of depression and unemployment are not just correlated, but that higher levels of depression are a result of unemployment [11, 13, 14]. Other prospective studies have found that poor mental health contributes to unemployment [15].</p>		
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Motivation of Human Behaviour : Concept, Theories and types, Biological and social motives

Netaji Subhas Open University PG : Social Work (MSW) (New Syllabus) Course : Human Growth & Behaviour and Health Care Management Course Code : PGSW-VI Module-II : Health Care Management Unit 7 ? Health Care System In India 165-183 Unit 8 ? Mental-Health-Concept, dimension and 184-205 determinants Unit 9 ? Health Care Models In India 206-213 Unit 10 ? Preventive Medicine 214-232

7 Unit-1 □□□□□ Human Growth and Development Structure 1.1. Objectives 1.2. Introduction 1.3. Concept of Development 1.4 Relation between Growth and Development 1.5 Life-span Development 1.6 Principles of Development 1.7 Role of Heredity and Environment 1.8 Socio-cultural Environment 1.9 Conclusion 1.10 Exercise 1.11 References 1.1. Objectives • Define and describe human development; • Explain the Relation between growth and development • Define life span development; • Analyze the characteristics of life span development • Describe the Principles of development • Analyze the Influence of Heredity and Environment • Describe the Role of Social and Cultural Environment 1.2. Introduction From the moment the human child is first conceived, to the day the individual dies, they keep changing constantly and developing. While some of the changes

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8 _____ NSOU • PGSW - VI humans undergo are a result of chance incidents and personal choices, the vast majority of life changes and stages of human passes through are due to certain common biological and psychological factors partly inherited and partly environmental and are all shared by all people. Life span development deals with important common developmental stages that human being pass through: birth, infancy, adolescence, adulthood, old age and finally death. As the humans grow up from stage to stage they learn to make use of their body parts, learn how to express themselves and communicate with others, how to form relationship with others, how to love and how to work. Here an attempt will be made to present the meaning and concept of human development, characteristics and principles of development. 1.3. Concept of Development When we think of development, invariably we think of physical changes, as these are commonly observed at home with younger siblings, with parents and grandparents, in school with peers or others around us. From conception until the moment of death, we not only change physically, but we also change in the way we think, use language, and develop social relationships. Remember that, changes are not confined to any one area of a person's life; they occur in the person in an integrated manner. Development is the pattern of progressive, orderly, and predictable changes that begin at conception and continue throughout life. Development mostly involves changes — both growth and decline, as observed during old age. Development is influenced by interplay of biological, cognitive, and socio-emotional processes. Development due to genes inherited from parents, such as in height and weight, brain, heart, and lungs development, etc. all point towards the role of biological processes. The role of cognitive processes in development relate to mental activities associated with the processes of knowing, and experiencing, such as thought, perception, attention, problem solving, etc. Socio-emotional processes that influence development refer to

changes in an individual's interactions with other people, changes in emotions, and in

personality. A child's hug to her/his mother, a young girl's affectionate gesture to her/his sibling, or an adolescent's sorrow at losing a match are all reflections of socio-emotional processes deeply involved in human development. Development refers to the qualitative changes in the organism as whole. Development is a continuous process through which physical, emotional and NSOU • PGSW - VI _____ 9 intellectual changes occur. It is a wider and comprehensive term than growth. It is also possible without growth. In Webster's dictionary development is defined as "the series of changes which an organism undergoes in passing from an embryonic stage to maturity." In Encyclopedia Britannica is the term development defined as "the progressive change in size, shape and function during the life of an organism by which its genetic potential are translated into functioning adult system." So, development includes all those psychological changes that take in the functions and activities of different organs of an organism. Development is continuous and gradual process (Skinner). According to Crow

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and Crow (1965) development is concerned with growth as well as those changes in behavior which results from environmental

situation." Thus, development is a process of change in growth and capability over time due to function of both maturation and interaction with the environment. 1.4 Relation between Growth and Development Growth refers to an

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increase in the size of body parts or of the organism as a whole. It can be measured or quantified, for example, growth in height, weight, etc.

Growth refers to physical increase in some quantity over time. It includes changes in terms of height, weight, body proportions and general physical appearance. In Encyclopedia Britannica, growth is defined as "an increase in size or the amount of an entity". It means growth involves all those structural and physiological changes that take place within individual during the process of maturation. For example, growth of a child means the increase in weight, height and different organs of the child's body. Hurlock has defined Growth as "change in size, in proportion, disappearance of old features and acquisition of new ones". Growth refers to structural and physiological changes (Crow and Crow, 1962). Thus, growth refers to an increase in physical size of whole or any of its part and can be measured.

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Development is a process by which an individual grows and changes throughout the life cycle. The

term development applies to the changes that have a direction and hold definite relationship with what precedes it, and in turn, will determine what will come after. A temporary change caused by a brief illness, for example, is not considered a part of development. All changes which occur as a result of development are not of the same kind. Thus, changes in size (physical growth), changes in proportion (child to adult), changes in features (disappearance of baby teeth), and acquiring new features are varied in their pace and scope level.

10 _____ NSOU • PGSW - VI 1.4.1 Comparison of Growth and Development • Growth refers to physiological changes and Development refers to overall changes in the individual. It involves changes in an orderly and coherent type towards the goal of maturity • Changes in the quantitative respect is termed as growth but Development changes in the quality along with quantitative aspect • Growth does not continue throughout life but development continues throughout life • Growth stops after maturation but development is progressive • Growth occurs due to multiplication of cells but development occurs due to both maturation and its interaction with the environment • Growth is cellular but development is organizational • Growth is one of the part of the developmental process but development is wider and comprehensive term • Growth may be referred to describe the changes in particular aspects of the body and behaviour of the organism, whereas, development describes the changes in the organisms as a whole • Growth may or may not bring development but development is possible without growth 1.5 Life-span Development Lifespan development explores how we change and grow from conception to death. This field of psychology is studied by developmental psychologists. They view development as a lifelong process that can be studied scientifically across three developmental domains: physical, cognitive development, and psychosocial. Lifespan Development refers to the full process of human development from conception to death. It is a holistic approach to understanding all of the physiological, cognitive, emotional, and social changes that people go through. Boyd and Bee (2009) explain that psychologists who study human development have recently adopted the lifespan perspective which "maintains that important changes occur during every period of development and that these changes must be interpreted in terms of the culture and context in which they occur".

Development The study of development according to the Life-Span Perspective (LSP) includes the following assumptions: 1. Development is life long, i.e. it takes place across all age groups starting from conception to old age. It includes both gains and losses, which interact in dynamic (change in one aspect goes with changes in others) ways throughout the life-span. 2. The various processes of human development, i.e. biological, cognitive, and socio-emotional are interwoven in the development of a person throughout the life-span. 3. Development is multi-directional. Some dimensions or components of a given dimension of development may increase, while others show decrement. For example, the experiences of adults may make them wiser and guide their decisions. However, with an increase in age, one's performance is likely to decrease on tasks requiring speed, such as running. 4. Development is highly plastic, i.e. within person, modifiability is found in psychological development, though plasticity varies among individuals. This means skills and abilities can be improved or developed throughout the life- span. 5. Development is influenced by historical conditions. For example, the experiences of 20-year olds who lived through the freedom struggle in India would be very different from the experiences of 20 year olds of today. The career orientation of school students today is very different from those students who were in schools 50 years ago. 6. Development is the concern of a number of disciplines. Different disciplines like psychology, anthropology, sociology, and neuro-sciences study human development, each trying to provide answers to development throughout the life-span. 7. An individual responds and acts on contexts, which include what was inherited, the physical environment, social, historical, and cultural contexts. For example, the life events in everyone's life are not the same, such as, death of a parent, accident, earthquake, etc., affect the course of one's life as also the positive influences such as winning an award or getting a good job. People keep on changing with changing contexts.

12 NSOU • PGSW - VI 1.6 Principles of Development

Developmental psychologists realize that an accurate picture of developmental pattern is fundamental to an understanding of children. They also recognize that knowledge of what causes variations in development is essential to an understanding of each individual child. Knowing what the developmental pattern is like as scientific as well as practical value. These values are: First, knowledge of the pattern of the human development helps developmental psychologists to know what to expect of children, at approximately what ages to expect different patterns of behaviour to appear, and when these patterns will normally be replaced by more mature patterns. Second, knowing what to expect enables developmental psychologists to set up guidelines in the form of height-weight scales, age-weight scales, and social- emotional developmental scales. Third, since successful development requires guidance, knowing the developmental pattern enables parents and teachers to guide the child's learning at approximate times. Fourth, knowing what the developmental pattern makes it possible for parents and teachers to prepare children ahead of time for the changes that will take place in their bodies, their interests, or their behaviour. 1.6.1 Development involves change The human being is undergoes changes

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from the moment of conception to the time of death.

There are different types of change occur such as, changes in size, proportions, disappearance of old features and acquisition of new features etc. The goal of these developmental changes is self-realization, which Abraham Maslow has labeled as self-actualization- the striving to be the best person possible, both physically and mentally. It is the urge to do what one is fitted to do (Maslow, 1954). By utilizing the innate or inborn abilities one tries to realize and strive for self actualization during the total life period. The human being is never static. At every age, some of the changes that occur during the developmental processes are just beginning, some are at their peak, and some are in the process of decline and some changes are antagonistic in nature also. Each individual is equipped with certain abilities and potentialities at birth. Children's attitude towards change is generally determined by many factors. First, children's awareness of attitude change. Second,

Third, social attitude toward the change affect children as they do adults. Fourth, social attitudes are influenced, to some extent at least, by how the change affects the child's appearance. Fifth, cultural attitudes, affect the way people treat children as a result of changes in their appearance and behaviour. 1.6.2 Early development is more critical than later development Erikson views "childhood is the scene of man's beginning as man." He explains that if parents gratify the needs of the child for food, attention and love etc. His perception towards people and situation remains positive throughout his life. He develops positive attitudes, feels secure, emotionally stable and adjusts well with the environment. If negative experiences occur during early life of the child, maladjustments may take place. Guidance is most needed in the early stages of learning when the foundations are being laid. Without proper guidance children will be less likely to get on the wrong track. As early foundations quickly develop into habitual patterns, it will have a long influence on the child's personal and social adjustments. Developmental Psychologist also suggests that sometimes it is desirable to make changes in what has been learned, the sooner the changes are made, and the easier it is for children and consequently, the more cooperative they are in making the changes. Glueck concludes that delinquents can be identified as early as 2-3 years of age. 1.6.3 Development is the product of Maturation and learning Intrinsic maturing-maturation-is the unfolding of characteristics potentially present in the individual that come from individual genetic endowment. On the other hand, learning is the development that comes from exercise and effort. Through learning, children can acquire competence in using their hereditary resources. They must, however, have opportunities to learn. Development during the prenatal period mainly comes from maturation and it is very little dependent upon the activity. Postnatal maturation and learning are closely interrelated. One influences the other. There is a high correlation between gross physical development and the ability to manipulate the parts of the body that have grown. Development depends on the interaction of this hereditary endowment and social and cultural forces of the environment (Buhler, 1972). 1.6.4 Development is Continuous Development continues throughout the life of an individual. This process takes

14 _____ NSOU • PGSW - VI place in interaction with the social and cultural environment in which a person lives. One stage of development is the basic framework for the next stage of development. A child has limited knowledge and experiences about his environment. But as he develops, he acquires more information through explorations and incorporates the skills already acquired and the new skills become the basis for further achievement and mastery of skills. For example, the child is able to write; he/she must have developed a hand control to hold a pencil, eraser and pen. Thus, a person has vast experiences and knowledge as he grows up. 1.6.5 Development id Predictable Human development is predictable during the life span. In prenatal development, there is a genetic sequence, with certain traits appearing in fixed intervals. The same orderly pattern is evident in postnatal development, though the individual rate of development may vary more in the postnatal period than in the prenatal period. An orderly predictable pattern in physical development in both prenatal and postnatal life, have come two laws of direction sequence of development: the cephalocaudal law and the proximodistal law. According to the first law, development spreads over the body from head to foot. According to the proximodistal law, development proceeds from the near to far-outward from the central axis of the body toward the extremities. Specific areas of development, such as: different aspects of motor development, emotional behavior, speech, social behavior, concept development, goals, intellectual development etc. follow predictable patterns. For example, the growth of the child in height and weight etc. continue up to a certain age. One has to keep in mind, that though development is continuous, it is never uniform for the entire organism. if the body is to attain its adult proportions, inequalities in rate must occur. The feet, hands, and nose, for example, reach maximum development early in adolescence, while the lower part of the face and shoulders develop more slowly. 1.6.6 Individual Differences in Development Process Every child develops as per his abilities and perception of his environment. Children differ from each other both genetically and environmentally. Even if, the pattern of development is similar for all children but the rate of development varies among children. Dobzhansky (1973) has said "Every person is indeed biologically and genetically different from every other". In addition, no two people have identical environmental influences, even identical twins. This means that individual differences are caused by both internal and external conditions. As a result, the pattern of development will be different for every child, even though it is similar in its major aspects to the pattern followed by other children. Another important aspect is that,

NSOU • PGSW - VI _____ 15 even though the rate of development varies among children, all children display certain consistency of development. Studies reveal that children who are tall at one age are tall at other ages, while those who are short remain short (Vincent and Martin, 1961).

1.6.7 Periods in Developmental Patterns The five major developmental periods in childhood begin with the moment of conception and end when the child becomes sexually mature. These periods are as follows: Prenatal Period (Conception to birth): Before birth, development is extremely rapid. It is mainly physiological and consists of growth of all the bodily structures. Infancy (Birth to 10-14 days): During this time, the infant must adjust to a totally new environment outside the mother's body. Growth is temporarily at a stand. Babyhood (2 weeks to 2 years): At first, babies are completely helpless. Gradually, they learn to control their muscles so that they can become increasingly self-reliant. Childhood (2 years to Adolescence): This period is divided into two subdivisions: Early Childhood (2 to 6 years) and Late Childhood (6 to approximately 13 years). The former division is also called 'pregang age' and later one is called 'gang-age'. Puberty (11 to 16 years): The child's body is now transformed into adult body. Developmental Psychologists also included three stages in the developmental periods, these are: Adulthood (18 to 35 years), Middle age (36 to 55 years), old age (Older than 55 years).

1.6.8 Each Developmental Period characterizes with Social Expectations In every society there are certain rules, standards and traditions which everyone is expected to follow. Development is determined by social norms and expectations of behaviors form the individuals. Children learn customs, traditions and values of the society and also what behaviors are expected from them. They realize from the approval or disapproval of their behavior. Social expectations are otherwise known as "developmental tasks". Havinghurst (1972) defines developmental task as a "task which arises at or about a certain period in the life of an individual, successful achievement of which leads to his or her happiness and success with later tasks, while failure leads to unhappiness in the individual, disapproval by society, and difficulty with later tasks". Developmental tasks arise mainly (a) as a result of physical maturation; (b) form the cultural pressures of society, (c) out of the personal values and aspirations of the individual. The developmental tasks remain the same from one generation after another in a specific culture. As societies are evolving, changing traditions and cultural patterns of a society are

16 _____ NSOU • PGSW - VI learned automatically by children during their development process. These developmental tasks help in motivating children to learn as well as help parents to guide their children.

1.6.9 Each Developmental Area has Potential Hazards Development may be hampered by various hazards. Hazards may be of physical, environmental or psychological type. These hazards may be originated from the environment in which the child grows or due to hereditary factors. They have negative impact on physical as well as socio-psychological development of the child. Erikson (1964) has explained, "The struggles that inevitably characterize all growth can generate utterly reliable talents as well as intractable problems". The growth of the child may be retarded, he may be an aggressive person or he may encounter adjustment problems. For example, if a child is slurring or stammering and parents neglect the child, the child may continue with this problem.

1.6.10. Happiness varies in different Periods of Development Happiness varies at different periods in the development process. Childhood is the happiest period of life and puberty is the unhappy. The patterns of happiness vary from child to child and it is influenced by the rearing process of the child.

1.7 Role of Heredity and Environment The life of the individual begins at the moments of conception, when a sperm cell from the father penetrates the wall of ovum from the mother. At this moment the sperm and ovum release 23 chromosomes separately. This chromosome consists of small particles called genes which are carriers of child's heredity. A human being or any individual is the product of heredity and environment. Heredity is the constant factor established at the moment of conception, though its potentialities are realized at the different stages of growth. Environment on the other hand is continuously expanding. It starts from the prenatal period to the end of the life. Environment thus works at two stages- internal and external. So, overall the development of human being is depending upon the interaction of heredity and environment.

1.7.1 Role of Heredity Heredity means that an offspring inherits most of the personality traits of his parents and forefather which make him resemble them. Douglas and Holland defined heredity in 1947 as "One's heredity consists of all structures, physical characteristics,

NSOU • PGSW - VI _____ 17 functions or capacities derived from parents, other ancestors and species". Life begins with the conception, when a sperm fertilizes the ovum, approximately nine month before birth. Human life starts from a single cell which gradually develops into a complicated composition millions of body cells, containing same genetic material that was inherited at the time of conception. The fertilized ovum or zygote consists of a semi-fluid mass called cytoplasm and within the cytoplasm there is a nucleus which contains chromosomes always exist in pairs. In human, zygote, there are 23 pairs of chromosomes (46 individual chromosomes), that are made of very small units called genes. Genes are made up with DNA and RNA. Thus, what we get from ancestral stock through our parents at the time of fertilization is the form of chromosomes, genes and their respective classical constitutes. Like chromosomes, genes also occur in pairs. Some genes are dominant and others are recessive. An offspring may be found to derive a gene pair in one of the following forms 1. A dominant gene from one parent and a recessive gene from the other 2. Dominant genes from both parents 3. Recessive genes from both parents In simple meaning, a dominant gene must exhibit its dominance over recessive ones. However, the fact that a particular trait is recessive in one generation in no way rule out the possibility of its occurrence in the future. Hereditary factors begin their influence right from the time of conception. First of all, it determines the sex of the child. The zygote or the fertilized ovum contains 23 pairs of chromosomes of which first 22 pairs are called autosomes. Autosomes are responsible for deciding and determining the growth and development of most of the characteristics and structural composition of the body. The remaining 23 rd pair is the sex chromosome. There are two different types of sex-chromosome, contributed by mother and the other is y chromosome, contributed by the father. In a female child, both these are sex chromosomes, one from each parent. Heredity contributes significantly towards physical constitution. Most of the attributes related to outer body make-up, its constitution and functioning are well- decided and guided by heredity. Hereditary factors are also said to be the cause for 18 _____ NSOU • PGSW - VI some disease like tuberculosis, cancer, schizophrenia and their abnormalities. These diseases are the result of defective genes and chromosomes and are passes to subsequent generations. Along with other necessary aspects, the physiological set-up of our mind is also well inherited by the child. Normally, at the time of fertilization, a single ovum is fertilized by a sperm, which results in the birth of a single offspring at one time. But sometimes this normal function is distributed when two or more ova get fertilized resulting in the birth of two or more offspring at a time. There are two distinctly different twins' namely-identical twins (one ovum and one sperm) and fraternal twins (two ovum and two sperm). Thus, heredity does appear to have some influence on the development but it depends on the environment in which he is nurtured. 1.7.2 Role of Environment The forms into which the hereditary potentials will develop depend largely on the significant people in the individual's environment. Thus environmental factors actually shape and modify the hereditary potentials. This environment starts to act from the moment of conception throughout life. Thus environment may be two types : (a) Prenatal Environment and (b) Post-natal environment 1.7.2.1 Prenatal Environment Mother's way of living during pregnancy is very significant for child's later development. Emotionality of the mother influences the child's emotional pattern. Child of an emotionally deprived mother tends to be withdrawn because of lack of stimulation. The child of alcoholic or drug addict mother born with many syndromes even inborn addiction to drug or alcohol. Besides this, mother's nutrition, physique, temperament, emotionality etc are also important factors that can affect the development of the child. 1.7.2.2 Postnatal Environment 1.7.2.2.1 Family Relationship Of all developmental determinants the family is the most important because (a) it is the first social group the child with which identified (b) child spends more time with it (c) family members are more significant in the child's life during the years when the foundation of personality are being made. NSOU • PGSW - VI _____ 19 1.7.2.2 Parenting Style Parenting style also influences the development of the child. Some parent can be described as authoritarian- They want their demands obeyed. They are motivated to exert their power and control over their child's behaviour. The parenting style is high in control and low in warmth. The children of these parents have been observed to be withdrawn. Permissive parents: They do not make any demands on their child. They nurture the child but remain rather passive in setting and communicating standards for their child to achieve. Uninvolved Parents: They are uninterested in their child's development. They set new standards for their child's behaviour and provide minimal nurturance and support. Authoritative Parents: These parents raise their children within a context of high nurturance and realistic maturity demands. They prefer to use reward rather than punishment. They are both high in control and warmth. 1.7.2.2.3 Attachment Attachment refers to an enduring emotional tie between a baby and his caregiver. The infant's first manifestation of attachment to the caregiver occurs between 4 and 12 months of age (Bowlby, 1973). Bowlby observed that not all children are attached to the caregiver in the same way. He found two types of attachment. One is attachment secure and other one is anxious attachment (Bowlby, 1991). Securely attached infant separate easily from mothers to explore the playroom when stranger enters the room they are overtly worry and may seek to engage in interaction and consistently show positive emotional responses. Anxiously attached infants are unable to use their mothers as a secure base for exploration of their play room. 1.7.2.2.4 Identification Identification by child with his or her parents is another ingredient of development. Psychoanalytic theory proposes that children use to identify with their parents. According to Freud personality develops through five psychosexual stages- the first stage is the oral stage (0-1 year), where the primary focus of pleasurable sensation is mouth. How parent's deals with their infant needs determine whether infant will experience personality difficulties or not. At about the ages of 1 to 3 years anal stage starts. Children derive the pleasure by retaining or explaining the feces. Fixation by this stage results in either anal retentive character or anal expulsive character. In phallic stage oedipal complex seems to take place. Here due to identification

20 _____ NSOU • PGSW - VI with mother in case of girl and with father in case of boy they try to reduce their conflict. Attending the model behaviour they try to identify themselves with their parents and through this identification gender identity develops. Freud proposes two motives as the basis child's identification with his parents: Anaclitic identification- based on the child's dependence on his/her care giver. It allows the child to maintain in fantasy a continuous positive relationship with the parents and therefore protects the child from danger. Defensive Identification: It occurs of fear of the parents; children imitate to protect themselves from harm. 1.7.2.3 Physical Environment People of the earth live under diverse conditions of climate, terrain and natural resources. Some live in dense jungles and others on barren deserts, some live on high mountains and others on flat prairie lands. Some live where it is extremely cold and others where it is oppressively hot, some live where it rains most of the time and others where there is chronic drought. In some places food and other resources are plentiful, in others they are so scarce most of the individual's life must be spent in eking out a bare subsistence. Some areas are infested with disease and other hazards to physical safety; others are relatively free to disease and danger. 1.7.2.3.1 Climate and Terrain People inhabiting areas where conditions of climate or terrain are unfavourable tend to undergo adaptive physiological changes. For example, the circulatory system of the Eskimo tends to lie deep within a protective fatty layer which conserves his body heat. 1.7.2.3.2 Scarcity, Disease and Other Unfavourable Conditions Even today millions of people live in areas where disease is rife and food supplies are inadequate. Such conditions take a tremendous toll in reduced physical vigor, bodily damage and loss of life. Because adverse physical conditions influence the way a group lives, we may assume that they also exert some effect, at least indirectly, on the development of individual members. However, the precise effect is difficult to assess, for again we typically find cultural factors complicating the total situation. It becomes very difficult to evaluate the effect of physical environment on individual and group differences in development. Except in cases where unfavourable conditions lead to actual bodily damage, as in malnutrition and disease, the role of the physical environment seems a less important than that of the socio-cultural environment.

NSOU • PGSW - VI _____ 21 1.8 Socio-cultural Environment In much the same sense that man receives a genetic heritage which is the end product of countless million years of evolutionary history, so he receives a socio- cultural heritage which is the end product of many thousands of years of social evolution. This heritage varies dramatically from one social group to another, but the various cultures of the world have enough in common to enable us to speak meaningfully of "human culture". Every group, for example, has its language, family and social structure, customs, values, music and art. These "institutions" are characteristically human and tend to be transmitted by similar means in every society. Sometimes the instruction is deliberate, but just as often it is not. Following are the chief means by which the socio-cultural environment exerts its influence on individual development. 1.8.1 Group Membership and Instruction Both deliberately and unconsciously, each society teaches its concepts, values and accepted behaviors to its child. This instruction is largely accomplished by the social institutions such as home, school and temple or their equivalents. Thus systematic instruction, together with the examples set by adults or other "models" tend to make for some degree of uniformity and to establish what may be called the basic type of the particular society. The individual's basic developmental structure is affected not only by the larger social group but also by the various subgroups to which one belongs-group based upon his family membership, religion, occupation, social class, age and sex. Each subgroup tends to foster certain values, beliefs and approved behaviour patterns which may in turn be subject to the restrictions imposed by society as a whole. The fact that each individual belongs to somewhat different type of subgroup tends to produce individual differences, just as common membership in the larger cultural group makes everyone somewhat alike. The groups with which an individual identifies, or with which he would like to be identified, are called 'reference groups'-for it is in reference to the norms and values of that group that he sets his goals, models his behaviour and evaluates his worth. Sometimes reference groups from which the individual is excluded have greater influence on the person. 1.8.2 Status and Role In every social structure there are a variety of distinguishable positions - doctor,

22 _____ NSOU • PGSW - VI teacher, carpenter, parent, student, child and so forth - each of which contributes in some way to the total group functioning and is accorded a certain 'social status'. Status brings with it both privileges and responsibilities. For example, the medical doctor has the privilege of practicing medicine and also is held in high regard by other members of society. In return, he is expected to follow the ethical code of profession. If he fails to do so, he may have his medical license revoked and be relegated to an inferior social standing. To clarify what is expected of a person with a given position and status, society establishes various roles for its members to play, each associated with a certain pattern of expected behaviour. Thus the role of an army officer calls for loyalty, decisiveness, courage and resourcefulness. Each person of the society, youth or old, tends to develop the skills, behaviour and values that his role seems to demand. If he deviates too far from what is expected from, he is likely to run into difficulties in his social relationships. 1.8.3 Interpersonal Relationships Man is a social animal and much of his development reflects his experiences with other people. In many societies a certain pattern of interpersonal relationships may predominate over others - for example, the norm may be for competition or cooperation, hostility or friendliness. In general, however, interpersonal relationships contribute to individuality rather than similarity of development, for no two of us have exactly the same acquaintances nor do we have an identical relationship with the people we do know in common. Even parents relate to each of their children in somewhat different ways. The experiences of love and hate, of friendship and distrust, of shared experience and misunderstanding that characterize our associations with other people are in each case unique. Although we have many kinds of interpersonal relationships in the course of our lives, those that have the greatest influence in shaping our development are those with our parents and with members of our peer groups. Apart from that many other types of interpersonal relationships - with brothers and sisters, grandparents, teachers, neighbors - may play a significant part in shaping personality. Even a chance meeting with someone may change the direction of our lives. 1.8.4 Process of Socialization and its Role in Development Meaning of Socialization Human society is not an external phenomenon but exists solely in the minds of its members. The human infant comes into the world as a biological organism with NSOU • PGSW - VI _____ 23 animal needs. He is gradually moulded into a social being and he learns social ways of acting and feeling. Without this process of moulding the society could not continue itself, nor could culture exist, nor could the individual become a person. This process of moulding is called 'socialization'. It is

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through the process of socialization that an individual becomes a social person and attains personality.

Socialization involves inducting the individual into the social and cultural world, of making him a particular member in society and its various groups and inducting him to accept the norms and values of that society. Socialization is a matter of learning that enables the learner to perform social roles. Agencies of Socialization Socialization turns a child into a useful member of society and gives him social maturity. Therefore, it is of paramount importance to know as to who socializes with the child. There are two sources of child's socialization. The first includes those who have authority over her; the second are those who are similar to the child. The first category may include parents, teachers, elderly persons and the state. The second one includes peer groups, friends and fellows in the club. Briefly the main agencies of socialization are the following. 1.8.4.1 Primary Agencies The Family The parents or family constitute the first agency for the socialization of the child. They are not only closely related to the child but physically also they are nearer to him than others. From the parents children learn language. They are taught societal morality. They start respecting persons in authority. In the family a child learns a number of civic virtues. The family therefore, is rightly called "the cradle of social virtues". A child gets her first lesson in cooperation, tolerance, self sacrifice, love and affection in the family. The environment of a family influences almost all aspects of growth of a child. In understanding the role of family, the role of family obstruction also needs to be known. Loss of parents: Boys who reared up in absence of their father encounter difficulties in social, emotional and cognitive development. The children often involved in delinquent activities. Girls develop in absence of father show dependency on mother; emotional problems like school maladjustment, anxiety are common in them.

24 _____ NSOU • PGSW - VI Children of Divorce: They may feel pain, confusion and self doubt. They may feel become depressed, hostile, irritate and lonely. Parental Cohesiveness and lower socio-economic status: Children of lower socio-economic status may involve in antisocial activities and delinquent behaviour. Parental Maladjustment: Children's behavioural problem is more closely related to parental maladjustment. Institutionalization: Children institutionalized for a long time may decline in intellectual functioning and develop major psychological problem. Relationship with Sibling: The child's relationships with sibling exert some influence on the development of his personality. If there is a positive interaction the children show loyalty, helpfulness and cooperative attitude. Sex of Sibling: Children with brother have more masculine traits than with sister. The girls with brother more ambitious aggressive and better on intellectual ability, where as boys with older sister were less aggressive than boys with brother. Ordinal Position: Only born children according to Adler are more self-centered than those who have brothers and sisters because never have to share their parent's attention. First born children have stronger conscience than second born. They tended to more intellectually curious, adult oriented, serious and less aggressive. Where later born are peer oriented, easy going, cheerful, less anxious and less serious. Neighbourhood The neighborhood is the second important agency of socialization. Good neighborhood can make a child to grow as a positive person and responsible citizen. Peer Group or the Play Mates The peer group and friends also constitute an important agency of socialization. The relationship between the child and her playmates is one of equality. As stated above, the child acquires co-operative morality and some of the informal aspects of culture like fashion, fads, crazes, modes of gratification and forbidden knowledge. The knowledge of these things is necessary from the social point of view. The School The school is also a very important agency of socialization. In the school the child gets education which moulds the ideas and attitudes. Proper or adequate education can make the child a good citizen, while a bad education can turn him into

NSOU • PGSW - VI _____ 25 a criminal. Education is of great importance for the process of socialization. A well planned system of education can produce competent people. Secondary Agencies of Socialization All the above mentioned agencies are known as primary agencies of socialization. There are few other agencies of socialization which are known as secondary agencies of socialization. They include Religion Religion has been an important factor in society. In the early history of societies religion provided a bond of unity. Though in modern society the importance of religion has diminished, yet it continues to mould our beliefs and ways of life. The child sees his parents going to the temple and performing religious ceremonies, and listens to religious sermons which may determine the course of life and shaped his ideas. The State The state is an authoritarian agency of socialization. It makes law for the people and lays down the modes of conduct expected of them. The people have compulsorily to obey these laws. If they fail to adjust their behaviour in accordance with the law of the state, they may be punished for such failures. Thus the state also moulds a person's behaviour and personality. 1.8.5 Other Social and Cultural Factors Minority Groups Children of all ethnic groups and socio-economic levels may encounter many kinds of difficulties. Children from minority group suffer more in a society than majority group. Occupational Status The perception of occupational status is an important factor in shaping the personality. Person's occupation can satisfy a person's desire and gives him appropriate self-esteem. Marital Status Marital relationship influences both husbands and wife's personality. If they are satisfied in their relation, their personalities influence one another. Through identification they attribute some characteristics of other partner into themselves.

26 _____ NSOU • PGSW - VI Effect of Television According to social learning theory children watch a great deal of television they see and become stereotype themselves. Typically men on television are more aggressive and competent than women who are submissive and inactive. Socio-Economic Status (SES) Socioeconomic Status plays a pivotal role in human development. The index of socioeconomic status is determined by parental education, occupation and income. The children of low socioeconomic status may develop as mal-nourished, suffer from lack of knowledge in many aspects and their normal development may get hampered. The parenting in high socioeconomic status families would be different from low socio-economic status families. Children of the high socioeconomic groups of the society get better social opportunities, are nurtured with better nutrition, good medical treatment and are exposed to more intellectual stimulation than low socioeconomic group. Normative influences Normative influences occur in a similar way for majority of people in a particular group. These influences may be biological or environmental. For example, biological events like sexual maturity or deterioration in old age. Environmental events, like entering the school at about 6 yrs of age, parenthood etc. has the same influences on individuals. Most of the people of the same age, at same place and time and generation have common biological and environmental influences such as floods, famines and other natural disasters. Non-normative influences include the unusual life events in an individual's life. For example, death of a parent when a child is young or birth defects etc. Education and Training Each child is equipped with certain abilities which need to be nurtured through proper education and training. If proper identification of the ability is not possible and adequate facilities are not available to the child, then his innate ability may not be developed. Thus, adequate education and training have influence on human development. Now, in conclusion it can be said that, the nature versus nurture debate has been a classic controversy among experts for centuries. Presently, there is no clear

NSOU • PGSW - VI _____ 27 conclusion to the dispute; yet, there are many hypotheses. Both sides of this controversy have been explored thoroughly among researchers. There are some reasons for an individual to be conceived that genetics play a large part in a person's development. When considering the biology of heredity, it is obvious that genes provide humans with their own physical equipment, which is in essence, their basis. Genes and chromosomes are passed on from each generation to the next. Therefore, without heredity, human would have nothing to hand down biologically to their descendants. On the other hand, a person's environment also plays an important role on his development from early on. Much research shows that people flourish from early stimulation. In an experiment done by H. M. Skeels using orphans, he proved this conception. Skeels studied mentally retarded orphans. Once these children were placed with families to live, were treated well, and were encouragingly nurtured, their IQs increased remarkably (Harmer and Copeland, 1998). Both heredity and environment affect one considerably; although, research favors environment as having more influence on an individual. On the other hand, the mental abilities of the humans are determined by an individual's genetics. There is also substantial proof that an individual's environment affects his mental aptitude. So, individual's development dependent on both heredity and environment. 1.9 Conclusion In this unit our learner got a vivid idea about human development. The concept of ... development was discussed, along with the various principles of development. We also got an idea about the influence of heredity & environment in our life. 1.10 Exercise Essay Type Questions 1. Define the concept of development. Write in detail the principles of development. 2. Write in the detail the role of hereditary and environmental factors on development. 3. Discuss with suitable examples the role of socio-cultural environment on development.

28 _____ NSOU • PGSW - VI Short Notes 1. Life –span development 2. Why early development is more critical than later development. 3. Discuss the differences between growth and development. Objective type questions 1. Give any definition of development. 2. What is maturation? 3. Define phallic stage. 4. Name the different stages of development. 1.11 References • Berk, L. E. Child development. New Delhi: Prentice Hall, 1996 • Boyd, D. and Bee, H. Lifespan Development (5th Ed.). Retrieved from the University of Phoenix eBook Collection database. 2009 • Buhler, C. The course of human life as a psychological problem. In W. R. Looft (ed.), Developmental Psychology: A book of readings. Hindsale, Ill.: Dyden Press, 1972, Pp68-84 • Crow, L. D. and Crow, A. Adolescent development and adjustment. 2nd ed., McGraw-Hill, New York. 1965 • Crow, LD. and Crow, A. Developmental Psychology, New York; American Book Company. 1962 • Dobzhansky, T. Differences are not deficits. Psychology Today, 1973, 7(7), 96-101 • Erikson, E. H. Childhood and Society, reserved edition. New York: Norton, 1964 • Harmer, D. and Copeland, P. Living with our genes: Why they matter more than you think. New York: Doubleday, 1998 • Havighurst, R. J. Developmental Tasks and Education, 3rd edition, New York: Mackay, 1972 NSOU • PGSW - VI _____ 29 • Hurlock, E. B. Child Development (6th Edition). McGraw-Hill, 1997 •

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30 _____ NSOU • PGSW - VI Unit- 2 □□□□□ Growth and Development : Infancy till death Structure 2.1 Objectives 2.2 Introduction 2.3 Developmental Tasks during the Life Span 2.4 Development during different Developmental Stages 2.5 Health and Nutrition needed to Support and Developments. Growth and Development 2.6 Conclusion 2.7 Exercise 2.8 References 2.1 Objectives • Concept of Life Span Development • Developmental Tasks during the Life Span • Different aspects of Development during different Developmental Stages • Health and Nutrition required for Growth and Development at each level 2.2 Introduction Developmental Psychology is the branch of psychology that studies individual changes and inter-individual changes within these intra-individual changes. As La Bouvie (1975) has pointed out, is "not only description but also explication of age- related changes in behaviour in terms of antecedent consequent relationships." Some developmental psychologists study developmental change covering the life span from conception to death. By so doing, they attempt to give a complete picture of growth and decline. Other covers only a segment of the life span-childhood, adulthood, or old age. Today, developmental psychologists have six major objectives: which include (1) to find out what are the common characteristic age changes in appearance, in behaviour and interests, and goals from one developmental period to another; (2) to find out whether these changes occur; (3) to find out what causes them; (4) to find

NSOU • PGSW - VI _____ 31 out how they influence behaviour;(5) to find out whether they can or cannot be predicted; and (6) to find out whether they are individual or universal. Developmental Psychologists have divided the total lifespan of human development in the following stages Periods Key Features Characteristics Pre-birth Potential The child who has not yet been born could become anything—a Michelangelo, a Shakespeare, a Martin Luther King – and thus holds for all of humanity the principle of what we all may yet become in our lives. Birth Hope When a child is born, it instills in its parents and other caregivers a sense of optimism; a sense that this new life may bring something new and special into the world. Hence, the newborn represents the sense of hope that we all nourish inside of ourselves to make the world a better place. Infancy Vitality The infant is a vibrant and seemingly unlimited source of energy. Babies thus represent the inner dynamo of humanity, ever fueling the fires of the human life cycle with new channels of psychic power. Early Childhood Playfulness When young children play, they recreate the world anew. They take what is and combine it with what is possible to fashion events that have never been seen before in the history of the world. As such, they embody the principle of innovation and transformation that underlies every single creative act that has occurred in the course of civilization. (Ages 0-3) (Ages 3-6) 32 _____ NSOU • PGSW - VI Periods Key Features Characteristics

Middle Childhood Imagination In middle childhood, the sense of an inner subjective self develops for the first time, and this self is alive with images taken in from the outer world, and brought up from the depths of the unconscious. This imagination serves as a source of creative inspiration in later life for artists, writers, scientists, and anyone else who finds their days and nights enriched for having nurtured a deep inner life. Late Childhood Ingenuity Older children have acquired a wide range of social and technical skills that enable them to come up with marvelous strategies and inventive solutions for dealing with the increasing pressures that society places on them. This principle of ingenuity lives on in that part of ourselves that ever seeks new ways to solve practical problems and cope with everyday responsibilities. Adolescence Passion The biological event of puberty unleashes a powerful set of changes in the adolescent body that reflect themselves in a teenager’s sexual, emotional, cultural, and/or spiritual passion. Adolescence passion thus represents a significant touchstone for anyone who is seeking to reconnect with their deepest inner zeal for life. Early Adulthood Enterprise It takes enterprise for young adults to accomplish their many responsibilities, including finding a home and mate, establishing a family or circle of friends, and/ or getting a good job. This principle of enterprise thus serves us at any stage of life when we need to go out into the world and make our mark. (Ages 9-11) (Ages 12-20) (Ages 20-35) (Ages 6-8)

NSOU • PGSW - VI _____ 33 Periods Key Features Characteristics Midlife Contemplation After many years in young adulthood of following society’s scripts for creating a life, people in midlife often take a break from worldly responsibilities to reflect upon the deeper meaning of their lives, the better to forge ahead with new understanding. This element of contemplation represents an important resource that we can all draw upon to deepen and enrich our lives at any age. Mature Adulthood Benevolence Those in mature adulthood have raised families, established them in their work life, and become contributors to the betterment of society through volunteerism, mentorships, and other forms of philanthropy. All of humanity benefits from their benevolence. Moreover, we all can learn from their example to give more of ourselves to others. Late Adulthood Wisdom Those with long lives have acquired a rich repository of experiences that they can use to help guide others. Elders thus represent the source of wisdom that exists in each of us, helping us to avoid the mistakes of the past while reaping the benefits of life’s lessons. Death & Dying Life Those in our lives who are dying, or who have died, teach us about the value of living. They remind us not to take our lives for granted, but to live each moment of life to its fullest, and to remember that our own small lives form of a part of a greater whole. (Ages 35-50) (Ages 50-80) (Age 80+)

34 _____ NSOU • PGSW - VI 2.3 Developmental Tasks during the Life Span Development is commonly described in terms of periods or stages. Human life proceeds through different stages. For example, suppose someone is at present in the stage of adolescence and after a few years he/she will enter the stage of adulthood. Developmental stages are assumed to be temporary and are often characterized by a dominant feature or a leading characteristic, which gives each period its uniqueness. During a particular stage, individual progresses towards an assumed goal - a state or ability that s/he must achieve in the same order as other persons before progressing to the next stage in the sequence. Of course, individuals do vary with respect to the time or rate of development from one stage to another. It may be noted that certain patterns of behaviour and certain skills are learned more easily and successfully during certain stages. These accomplishments of a person become the social expectations of that stage of development. They are known as developmental tasks. Havighrurst’s Developmental Tasks during the Life Span Babyhood and Early Childhood •

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Learning to take solid foods • Learning to walk • Learning to talk • Learning to control the elimination of body wastes • Learning sex differences and sexual modesty • Getting ready to read • Learning to distinguish right and wrong and beginning to develop a conscience Late Childhood • Learning physical skills necessary for ordinary games • Building wholesome attitude		

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oneself as a growing organism • Learning to get along with age-mates • Beginning to develop appropriate masculine or feminine social roles • Developing fundamental skills

during reading, writing and calculating • Developing attitudes towards social groups • Achieving personal independence Adolescence • Achieving new and more mature relations with NSOU • PGSW - VI _____ 35 age-mates of both sexes • Achieving a masculine and

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feminine social role • Accepting one's physique and using one's body effectively • Desiring, accepting, and achieving socially responsible

behaviour •

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Achieving emotional independence from parents and other adults • Preparing economic career •

Developing an ideology Early Adulthood • Getting started in an occupation • Selecting a mate • Learning to live with a marriage partner • Starting a family • Rearing children • Managing a home • Taking responsibility • Finding a congenial social group Middle Age • Achieving adult civic responsibility • Developing adult leisure time activities • Relating oneself to one's spouse as a person • Accepting and adjusting to the physiological changes of middle age • Maintaining satisfactory performance in one's occupational career • Adjusting to aging partners Old age • Adjusting

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to decreasing physical strength and health • Adjusting to retirement and reduced income • Adjusting to death of

a spouse • Establishing satisfactory physical arrangements • Adapting to social roles in a flexible way 36 _____ NSOU • PGSW - VI 2.4 Different aspects of Development during different Developmental Stages 2.4.1 Prenatal Stage The period from conception to birth is known as the prenatal period. Typically, it lasts for about 40 weeks.

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The prenatal period is also considered an important part of the developmental process. Prenatal development is a time of remarkable change that helps set the stage for future psychological development. The brain develops over the course of the prenatal period, but it will continue to go through more changes during the early years of childhood. The first two weeks after conception are known as the germinal stage, the third through the eighth week is known as the embryonic period, and the time from the ninth week until birth is known as the fetal period. 2.4.1.1 Germinal Stage The germinal stage begins at conception when the sperm and egg cell unite in one of the two fallopian tubes. The fertilized egg,

known as a zygote, then moves toward the uterus, a journey that can take up to a week to complete. Cell division begins approximately 24 to 36 hours after conception. Within

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just a few hours after conception, the single-celled zygote begins making a journey down the fallopian tube to the uterus

where it will begin the process of cell division and growth. Through the process of mitosis, the zygote first divides into two cells, then into four, eight, sixteen, and so on. A significant number of zygotes never progress past this early part of cell division, with as many as half of all zygotes surviving less than two weeks. Once the eight-cell point has been reached, the cells begin to differentiate and take on certain characteristics that will determine the type of cells they will eventually become. As the cells multiply, they will also separate into two distinctive masses: the outer cells will eventually become the placenta while the inner cells will form the embryo. Cell division continues at a rapid rate and the cells then develop into what is known as a blastocyst. The blastocyst is made up of three layers: 1. The ectoderm (which will become the skin and nervous system) 2. The endoderm (which will become the digestive and respiratory systems) 3. The mesoderm (which will become the muscle and skeletal systems). Finally, the blastocyst arrives at the uterus and attached to the uterine wall, a process known as implantation. Implantation occurs when the cells nestle into the uterine lining and rupture tiny blood vessels. The connective web of blood vessels and membranes that form between them will provide nourishment for the developing being for the next nine months. Implantation is not always an automatic and sure-fire process. 2.4.1.2

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<p>Embryonic Stage At this point, the mass of cells is now known as an embryo. The beginning of the third week after conception marks the start of the embryonic period, a time when the mass of cells becomes distinct as a human. The embryonic stage plays an important role in the development of the brain.</p>			

The embryo begins to divide into three layers each of which will become an important body system. Approximately 22 days after conception, the neural tube forms. This tube will later develop into the central nervous system including the spinal cord and brain. The neural tube begins to form along an area known as the neural plate. The earliest signs of development of the neural tube are the emergence of two ridges that form along each side of the neural plate. Over the next few days, more ridges form and fold inward until a hollow tube is formed. Once this tube is fully formed, the cells begin to form near the center. The tube begins to close and brain vesicles form. These vesicles will eventually develop into parts of the brain including the structures of the forebrain, midbrain, and hindbrain. Around the fourth week, the head begins to form quickly followed by the eyes, nose, ears, and mouth. The cardiovascular system is where the earliest activity begins as the blood vessel that will become the heart start to pulse. During the fifth week, buds that will form the arms and legs appear. By the time the eighth week of development has been reached, the embryo has all of the basic organs and parts except those of the sex organs. It even has knees and elbows! At this point, the embryo weighs just one gram and is about one inch in length. By the end of the embryonic period, the basic structures of the brain and central nervous system have been established. At this point in development, the basic structure of the central and peripheral nervous system are also defined. 2.4.1.3

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<p>Fetal Stage Once cell differentiation is mostly complete, the embryo enters the next stage and becomes known as a fetus. The fetal period of prenatal develop marks more important changes in the brain. This period of development begins during the ninth week and lasts until birth.</p>			

The early body systems and structures established in the embryonic stage continue to develop. It is at this point in prenatal development that

38 _____ NSOU • PGSW - VI the neural tube develops into the brain and spinal cord and neurons continue to form. Once these neurons have formed, they begin to migrate to their correct locations. Synapses, or the connections between neurons, also begin to develop. It is during the period between the 9th and 12th week at the earliest reflexes begin to emerge and the fetus begins to make reflexive motions with his arms and legs. This stage of prenatal development lasts the longest and is marked by amazing change and growth. During the third month of gestation, the sex organs begin to differentiate and by the end of the month, all parts of the body will be formed. At this point, the fetus weight around three ounces. The fetus continues to grow in both weight and length, although the majority of the physical growth occurs in the later stages of pregnancy. The end of the third month also marks the end of the first trimester of pregnancy. During the second trimester or months four through six, the heartbeat grows stronger and other body systems become further developed. Fingernails, hair, eyelashes, and toenails form. Perhaps most noticeably, the fetus increases quite dramatically in size, increasing about six times in size. Both genetic and environmental factors affect our development during different periods of prenatal stage. Prenatal development is also affected by maternal characteristics, which include mother's age, nutrition, and emotional state. Disease or infection carried by the mother can adversely affect prenatal development. For example, rubella (German measles), genital herpes, and Human Immunodeficiency Virus (HIV) are believed to cause genetic problems in the newborn. Another source of threat to prenatal development is teratogens - environmental agents that cause deviations in normal development that can lead to serious abnormalities or death. Common teratogens include drugs, infections, radiations, and pollution. Intake of drugs (marijuana, heroin, cocaine, etc.), alcohol, tobacco, etc. by women during pregnancy may have harmful effects on the foetus and increase the frequency of congenital abnormalities. Radiations (such as X-rays), and certain chemicals near industrial areas can cause permanent change in the genes. Environmental pollutants and toxic wastes like carbon monoxide, mercury and lead are also sources of danger to the unborn child. Some of the factors are discussed below

1. Maternal Nutrition : In order to grow, the fetus needs nutrients which in turn come from the mother. Mother's dietary intake must be balanced. Care must be given to include vitamins and minerals (such as calcium, phosphate, iron) water, proteins, fats and not carbohydrates alone. Vegetables, green leaves, seasonal fruits, pulses and cereals in addition to milk, eggs and meat or fish provide a diet adequate for the baby and the mother.

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2. Maternal age : The ages between 21 to 29 years is the ideal age of the mother to have children. Below this bracket the mother is too immature physiologically and psychologically with a high risk of infant death. Beyond 30, risk of incidence of mental retardation and other genetic abnormalities is very high.
3. Rest and exercise of the mother : These are essential especially during pregnancy. When the mother is tired and over worked the fetal activity increases and beyond limits it can cause still birth or irritability of the child. At the same time mother must have adequate exercise.
4. Rh blood group : Majority of us are Rh+ while some have Rh- blood group. If the mother is Rh- and the fetus is Rh+ then it is an incompatible condition. The mother must be aware of it and at the time of delivery, if precautions are not adequate then complication such as jaundice can occur in child and may result in infant death.
5. Addictions : If the mother is addicted to alcohol, cigarettes or drugs the waste material is passed onto the fetus. Risk of irritability, low birth weight or prematurity, even still birth or child being born with addictions are very high.
6. Maternal diseases: The diseases of the mother can significantly affect the fetus. Especially during the initial critical times during pregnancy German measles or Rubella can cause deafness, mental retardation or even heart trouble. AIDS, Syphilis or other sexually transmitted diseases can cause miscarriage.
7. Maternal stress : When the mother has emotional problems, tensions and anxieties, blood supply to the fetus is not adequate, but is diverted. Therefore growth is hindered. This also can result in prematurity, still birth or the child being irritable.

2.4.2 Infancy Infancy or the period of newborn is according to standard dictionaries, the beginning or the early period of existence as an individual rather than as a parasite in the mother's body. Dictionaries also define an infant as a child in the first period of life. Many psychologists use the word infant in much the same way as members of the medical profession do and, like them, fail to set an age limit on infancy. They give this period an ambiguous pattern of life span. The word infant suggests extreme

40 _____ NSOU • PGSW - VI helplessness. During this period, the newborn's complete helplessness gradually gives way to increasing independence. Following are the most important characteristics of this period 1. Infancy is the shortest of all developmental periods 2. Infancy is a time of radical adjustments 3. It is a plateau in development 4. It is the preview of later development 5. It is a hazardous period The brain develops at an amazing rate before and after birth. Just before birth the newborns have most but not all brain cells. The neural connections among these cells develop at a rapid rate. The newborn is not as helpless as you might think. The activities needed to sustain life functions are present in the newborn — it breathes, sucks, swallows, and discharges the bodily wastes. The newborns in their first week of life are able to indicate what direction a sound is coming from, can distinguish their mother's voice from the voices of other women, and can imitate simple gestures like tongue protrusion and mouth opening. 2.4.2.1 Motor Development The newborn's movements are governed by reflexes—which are automatic, built-in responses to stimuli. They are genetically-carried survival mechanisms, and are the building blocks for subsequent motor development. Before the newborns have had the opportunity to learn, reflexes act as adaptive mechanisms. Some reflexes present in the newborn — coughing, blinking, and yawning persist throughout their lives. Others disappear as the brain functions mature and voluntary control over behaviour starts developing. As the brain is developing, physical development also progresses. As the infant grows, the muscles and nervous system mature which lead to the development of finer skills. Basic physical (motor) skills include grasping and reaching for objects, sitting, crawling, walking and running. The sequence of physical (motor) development is universal, with minor exceptions. 2.4.2.2 Sensory Abilities During infancy, the infant can be able to recognize their mother's voice just a few hours after birth and have other sensory capabilities. Newborns prefer to look at some stimuli rather than others such as faces, although these preferences change over the first few months of life. The newborn's vision is estimated to be lower than the NSOU • PGSW - VI _____ 41 adult vision. By 6 months it improves and by about the first year, vision is almost the same as that of an adult (20/20). Can a newborn see colour? The current consensus is that they might be able to distinguish between red and white colours but in general they are colour deficient and full colour vision develops by 3 months of age. Infants can hear immediately after birth. As the infant develops, proficiency at localizing sound improves. Newborns respond to touch and they can even feel pain. Both smell and taste capacities are also present in the newborn. 2.4.2.3

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Cognitive Development Jean Piaget stressed that children actively construct their understanding of the world.

Information does not simply enter their minds from the environment. As children grow, additional information is acquired and they adapt their thinking to include new ideas, as this improves their understanding of the world. Piaget believed that a child's mind passes through a series of stages of thought from infancy to adolescence. The child during infancy, i.e. the first two years of life, experiences the

42 _____ NSOU • PGSW - VI world through senses and interactions with objects—through looking, hearing, touching, mouthing, and grasping. The newborn lives in the present. What is out of sight is out of mind. For example, if you hide the toy in front of the child with which the child has been playing, the young infant would react as if nothing has happened, i.e. s/he will not search for the toy. The child assumes the toy does not exist. According to Piaget, children at this stage do not go beyond their immediate sensory experience, i.e. lack object permanence — the awareness that the objects continue to exist when not perceived. Gradually by 8 months of age the child starts pursuing the object partially covered in her/his presence. The basis of verbal communication seems to be present in infants. Vocalization begins with the infant's babbling, sometime between 3 to 6 months of age. 2.4.2.4 Socio-emotional Development Babies from birth are social creatures. An infant starts preferring familiar faces and responds to parent's presence by cooing and gurgling. They become more mobile by 6 to 8 months of age and start showing a preference for their mother's company. When frightened by a new face or when separated from their mother, they cry or show distress. On being reunited with the parent or caregiver they reciprocate with smiles or hugs. The close emotional bond of affection that develops between infants and their parents (caregivers) is called attachment. In a classic study by Harlow and Harlow (1962), baby monkeys were separated from their mothers approximately 8 hours after birth. The baby monkeys were placed in experimental chambers and reared for 6 months by surrogate (substitute) "mothers", one made of wire and the other of cloth. Half the baby monkeys were fed by the wire mother, half by the cloth mother. Regardless of whether they were fed by the wire or the cloth mother the baby monkeys showed a preference for the cloth mother and spent a lot more time with her. This study clearly demonstrates that providing nourishment or feeding was not crucial for attachment and contact-comfort is important. It is also seen young children having a strong attachment to a favourite toy or blanket. There is nothing unusual in this, as the children know that the blanket or toy is not their mother. Yet it provides them comfort. As children grow and become surer of them, they abandon these objects. Human babies also form an attachment with their parents or caregivers who consistently and appropriately reciprocate to their signals of love and affection.

NSOU • PGSW - VI _____ 43 According to Erik Erikson (1968), the first year of life is the key time for the development of attachment. It represents the stage of developing trust or mistrust. A sense of trust is built on a feeling of physical comfort which builds an expectation of the world as a secure and good place. An infant's sense of trust is developed by responsive and sensitive parenting. If the parents are sensitive, affectionate, and accepting, it provides the infant a strong base to explore the environment. Such infants are likely to develop a secure attachment. On the other hand, if parents are insensitive and show dissatisfaction and find fault with the child, it can lead to creating feelings of self-doubt in the child. Securely attached infants respond positively when picked up, move freely, and play whereas insecurely attached infants feel anxious when separated and cry due to fear and get upset. A close interactive relationship with warm and affectionate adults is a child's first step towards healthy development. 2.4.2.5 Personality Development This period extends from birth to 18 months of age. This is called the age of trust v/s mistrust. The infant who comes to the new environment, from mother's womb needs only nourishment. If the child's caretaker, the mother anticipates and fulfills these needs consistently, the infant learns to trust others, develops confidence. Inevitably the child will experience moments of anxiety and rejection. If the infant fails to get needed support and care, it develops mistrust which affects the personality in later stages of life. 2.4.2.6 Hazards during Infancy Period The physical hazards can affect the entire life span of the child. Complications at the time of birth have a high possibility of causing physical harm to the child. A caesarean birth is likely to cause more harm than a normal delivery since it results in anoxia which means a temporary loss of oxygen to the brain. If this temporary loss of oxygen to brain is for a longer duration then it's likely that the brain damage would be severe. Therefore, it can be said that more complicated the birth and the more damage to the brain due to anoxia, greater will be the effect on the infant's postnatal life. Another situation that causes severe effects due to anoxia is a pre- mature delivery which can even cause death of the infant. Anoxia is a major problem

44 _____ NSOU • PGSW - VI because a pre-mature infant's respiratory mechanism is not fully developed. It's effect maybe long lasting. Psychological hazards of infancy include the traditional beliefs associated with birth. For example—Some people believe that the children born with birth complications lead a difficult life. Also, the attitude of parents towards the infant due to gender preferences, complications at the time of birth, unexpected arrival of twins or triplets etc affects his growth. 2.4.3 Babyhood Babyhood is the stage that follows infancy and extends between two weeks to two years. During babyhood months, there is a gradual but pronounced decrease in helplessness. This does not mean that helplessness quickly disappears and is replaced by independence. The term "baby" suggests to many people a helpless individual; it is becoming increasingly common to apply the label of toddler to the individual during the second year of babyhood. A toddler is a baby who has achieved enough body control to be relatively independent. The characteristics of babyhood are as follows. 1. Development during babyhood is the foundation for the development during the entire life span. 2. During babyhood rapid physical and intellectual development takes place as evidenced by increase in height, weight and body proportions. 3. Increased independence and individuality mark babyhood. 4. Socialization begins during babyhood as the baby shows increasing desire to be a part of the social group of the family and extend the basic relationship with the mother or mother substitute to others as well. 5. Sex-role typing begins during babyhood. Boys and girls are dressed sex appropriately and are treated in subtly different ways. Culturally relevant sex- appropriate clothes, games, behaviour or even interactions are gradually brought in. 6. There are hazards faced by a baby which may be physical or psychological. Physical hazards such as in illness, accidents and psychological hazards can interfere with positive development of the baby.

NSOU • PGSW - VI _____ 45 During babyhood, the baby is expected to learn to walk by two years, to take solid foods, to gain partial control over elimination, learn the foundation of receptive and expressive speech and to emotionally relate to parents and others. 2.4.3.1 Physical Development Rapid growth takes place during babyhood. Height and weight increase. The birth weight is doubled by four months and tripled by one year. On an average the height of the baby at four months is 23 to 24 inches and at one year 28 to 30 inches and by two years 32 to 34 inches. Social smile which is a response to recognizing a face is the first clear milestone which happens around 2 months. Also, the baby can roll over from side to back at 2 months and from back to side at 4 months. At 6 months, it can roll over completely. The baby begins to pull the body to a sitting positions and sits' up without support around 8 months. Hands and palm scoop up an object which is called palmer's scoop, around 5 months, Around 9 months it can use the fingers in a pincer-grip to pick up even fine objects. The baby hitches or moves in a sitting position around six months, crawls and creeps around 8 months. Walks on all fours, pulls up and stands by 10 months. He/she learns to stand with support by 11 months and without support, for longer time around a year. Also he/ she learns to walk with support initially and without support around 14 months. These milestones, which indicate movement, are also called as motor development. The motor skills of babyhood are not integrated initially but when they are integrated later, they are of importance to the baby and its developing personality. At first, the baby's body is more or less constant motion similar to the mass activity of the newborn infant. This is true even during sleep. Gradually, this random, meaningless movement becomes more coordinated, thus making control over the muscle possible. Maturation and learning work together in the development of muscle control. As a result of maturation of the muscles, bones and nerve structures, and because of the change that take place in the body proportions, babies are able to use their bodies in a coordinated manner. They must, however, be given an opportunity to learn how to do so. Until this state of readiness is present, teaching will be of little or no value.

46 _____ NSOU • PGSW - VI Some common motor control patterns are given below
Head Region Eye Control Optic nystagmus, or the response of the eyes to a succession of moving objects, begins about twelve hours after birth; ocular pursuit movements, between the third and fourth weeks; horizontal eye movements, between the second and third months; circular eye movements, several months later. Smiling Reflex smiling, or smiling in response to a tactual stimulus, appears during the first week of life; social smiling, or smiling in response to the smile of another person, begins between third and fourth months. Head holding In a prone position, babies can hold their heads erect at one month; when lying on their backs, at five months; and when held in sitting position, between four and six months. Trunk Region Rolling Babies can roll from side to back two months and from back to side at four months; at six months, they can roll over completely. Sitting The baby can pull to a sitting position at four months, sit with support at five months, sit without support momentarily at seven months, and sit up without support for ten or more minutes at nine months. Arm and Hands Thumb Opposition-the working of the thumb opposi- Hand Region tion to the fingers-appears in grasping between three and four months and in picking up objects between eight and ten months. Arms The baby can reach for objects by six or seven months and can pick up a small object without random movements by one year. Leg Region Shifting of the body by kicking occurs by the end of the second week

NSOU • PGSW - VI _____ 47 2.4.3.2 Speech Development As the baby develops, the important bridge into the world of other is also developed in the form of speech which aids communication. It has two aspects: receptive speech to understand what others are communicating and expressive speech to make oneself understood. The baby begins to babble or produces several sounds. Then she moves on to the stage of monosyllables (eg: Ma, Ma, Da, Da, Na, Na etc.) which gives way to two-syllable stage. Before two years, the baby speaks with words made of two syllables formed in a sentence which typically has no grammar. Four pre-speech forms normally appear in the development pattern of learning to talk: crying, babbling, gesturing, and the use of emotional expressions. Crying is the most frequently used from during the early months of life, though from the long-range point of view, babbling is the most important because real speech eventually develops from it. According to Ostwald and Pelzman (1974) "Crying is one of the first social acts of the infant. It marks a shift on the infant's part from being silently dependent on the mother to being able to communicate with world at large". Crying during the early months of life also serves another useful purpose; it tells whether baby is normal and healthy or whether there is something wrong. For example, a high -pitched cry of low intensity and long duration often means the baby is suffering from malnutrition or from brain damage (Lester, 1976). As vocal mechanism develops, babies become capable of producing a large number of explosive sounds. Some of these sounds are retained and eventually develop into babbling or lallation. The number of sounds produced in babbling gradually increases. Babies use gestures as a substitute for speech, as do older children, adolescents and adults. Many babies continue to use gestures, combining them with words to make their sentences. Another most important pre-speech form of communication is emotional expression. This is because nothing is more expressive than facial gestures, which babies use to communicate their emotional states to others. 2.4.3.3. Emotional and Social Development Babyhood emotions such as joy, affection, curiosity, fear and anger are often expressed explosively and are out of proportion to the stimuli. They are also short

48 _____ NSOU • PGSW - VI lived. These emotions get conditioned or established much more in later years. Beginning with a social smile babies learn to respond to the social environment and are the foundations of the social skills valued greatly in later years. Some common emotional patterns in babyhood are as follows
1. Fear : Certain fears are characteristically found at certain age and may, therefore, be called the "typical fears" for those age levels. The most common fear-provoking stimuli in babyhood are loud noises, animals, dark rooms, high places, sudden displacement, being alone pain and strange persons, places, and objects. Among older children fears are concentrated on fanciful supernatural, or remote dangers; on the dark and on imaginary creatures associated with the dark; on death or injury; on the elements; especially thunder and lightning; and; and on characters recalled from stories, movies, comics, and television.
2. Anger : Anger is a more frequently expressed emotion in childhood than fear in its different forms. The reason for this is that anger-provoking stimuli are more numerous and children discover at an early age that anger is an effective way of getting attention or what they want. Each year, the number of anger-arousing situations increases and children tend to display more anger.
3. Jealousy : Jealousy is a normal response to actual, supposed, or threatened loss of affection. It is outgrowth of anger, giving rise to an attitude of resentment directed toward people. Often some fear is combined with anger in the jealousy pattern. The jealous person feels insecure in relationship with a loved one and is afraid of losing status in that person's affection. The situation that calls forth jealousy is always a social one. There are three major situational sources of jealousy. First, most childhood jealousies are homegrown; that is they originate in conditions that exist in the home environment. Because the new baby takes much of the time and attention older children have become accustomed to receiving, they feel neglected.
4. Curiosity : Maw and Maw have described the curious child in the following

NSOU • PGSW - VI _____ 49 way. The child (a) reacts positively to new, strange, incongruous, or mysterious elements in his environment by moving toward them, exploring them or manipulating them; (b) exhibits a need or a desire to know more about himself and/or his environment; (c) scans his surroundings seeking new experiences; and/ or d) persists in examining and/or exploring stimuli in order to know more about them. 5. Joy, Pleasure, and Delight : Joy is a pleasant emotion. In its milder forms, it is known as pleasure, or happiness. Among babies, the pleasant emotions of joy, happiness, and delight come from physical well-being. In older children, the stimuli that aroused pleasant emotions at the younger ages continue to bring pleasure. 6. Affection : Affection is an emotional reaction directed toward a person, an animal, or a thing. It indicates warm regard, friendliness, sympathy, or helpfulness, and it may take a physical or verbal form. Learning plays an important role in determining the particular persons or objects to which affection is directed. 2.4.3.4 Play Development Play activities may be classified on the basis of the content of play, what the child does. In terms of content, the play activity may be sense pleasure play, skill play, dramatic play, ritual and competitive games. The second classification of play is in terms of the social character of play that is, who is the child playing with and the nature of their relationship: Under this play with adult, solitary play, parallel play, associative play and cooperative play are the different types. 2.4.3.5 Personality Development Babyhood is often referred to as a "critical period" in the development of personality because this time the foundations are laid upon which the adult personality structure will be built. The baby's environment is limited almost exclusively to the home and because the mother is most constant companion, the kind of person she is and the kind of relationship they share will have a profound effect on the baby's personality. Sex differences in personality begin to appear as early as the first year of life. There is little evidence that these differences are due to heredity and much

50 _____ NSOU • PGSW - VI evidence that they are result of environmental pressures, which are different for boys and for girls. These environmental pressures are likely to increase with time, and thus the foundations laid in babyhood will persist. Studies also revealed that the pattern established early in life remain almost unchanged as the child grow older. Certain personality traits do change, even in babyhood years. These changes may be either quantitative, in that there is strengthening or weakening a trait already presents, or qualitative, in that a socially undesirable trait is replaced by one that is socially more desirable. For the most part, personality changes tend to be quantitative in nature. Young children who have been shy in babyhood will seek the kind of environment that will encourage the development of this trait. At the same time, they avoid situations that would make them feel self-conscious. As a result their shyness tends to become stronger than weaker with age, but the core personality pattern-the self- concept-remains fundamentally the same. 2.4.3.6 Hazards in Babyhood Physical hazards range from mortality as in cot or crib death, due to various illnesses, accidents or malnutrition. Psychological hazards include delay in motor or speech development and their subsequent disadvantages. Delay in developmental milestones hinders social relation and in turn becomes a threat to emotional development. Social hazards include lack of opportunities and experiences to learn to become social. Hazards in personality development occur because self concept is largely a mirror image of what babies believe significant people in their lives think of them. Unfavourable attitudes reflected in resentment, negativism or withdrawal behaviour from parents and others, therefore, can cause damages to the developing personality. 2.4.4 Early Childhood Childhood extends from 2 to 12 years and is generally divided as early and late childhood. Early childhood can be taken to range from the completion of 2 years to 6 years. Early childhood is also called as preschool stage. The young child is eager to gain control over knowledge about the environment. He/she tries to explore the environment; so this stage is called the exploratory stage. They tend to imitate others usually the adults around them. Thus this age is called the 'imitative age'. Their play

NSOU • PGSW - VI _____ 51 activity includes a great deal of creativity and imagination, so this stage also earns the additional name 'creative age'. Some characteristics of early childhood are as follows: 1. Names used by parents: Most parents consider early childhood a problem age or troublesome age. With the dawn of childhood, behaviour problems become more frequent and more troublesome than the physical- care problems of babyhood. Parents often refer to early childhood as the toy age because young children spend much of their waking time playing with toys. 2. Names used by Educators: Educators refer to the early childhood years as preschool age to distinguish it from the time when children are considered old enough, both physically and mentally, to cope with the work they will be expected to do when they begin their formal schooling. 3. Names used by Psychologists: Psychologists use a number of different names to describe the outstanding characteristics of the psychological development of children during the early years of childhood. One of the commonly applied names is "pregang age", the time when children are learning the foundations of social behaviour as a preparation for the most highly organized social life they will be required to adjust to when they enter the first grade. 2.4.1.1 Physical Development Early development follows two principles : 1. development proceeds cephalocaudally, i.e. from the cephalic or head region to the caudal or tail region. Children gain control over the upper part of the body before the lower part. This is why one would notice that the infant's head is proportionately larger than her/his body during early infancy or if you see an infant crawling, s/he will use the arms first and then shift to using the legs.

52 _____ NSOU • PGSW - VI 2. growth proceeds from the centre of body and moves towards the extremities or more distal regions—the proximodistal trend, i.e. children gain control over their torso before their extremities. Initially infants reach for objects by turning their entire body; gradually they extend their arms to reach for things. These changes are the result of a maturing nervous system and not because of any limitation since even visually impaired children show the same sequence. As children grow older, they look slimmer as the trunk part of their bodies lengthens and body fat decreases. The brain and the head grow more rapidly than any other part of the body. The growth and development of the brain are important as they help in the maturation of children’s abilities, such as eye hand coordination, holding a pencil, and attempts made at writing. Common patterns of physical development in Early Childhood Height The average annual increase in height is three inches. By the age of six, the average child measures 46.6 inches Weight The average annual increase in weight is 3 to 5 pounds. At age six, children should weigh approximately seven times as much as did at birth Body Body proportions changed markedly, and the “baby look” disappears. Facial Proportions features remains small but the chin becomes more pronounced and the neck elongates. There is a gradual decrease in the stockiness in the trunk, and the body tends to become cone-shaped, with a flattened abdomen, a broader and flatter chest, and shoulders that are broader and squarer. Body Build Differences in body build become apparent for the first time in early childhood. Some children have an endomorphic or flabby, fat body build, some have a mesomorphic or sturdy, muscular body build, and some have an ectomorphic or relatively thin body build. Bones and The bones ossify at different rates in different parts of the body, Muscles following the laws of developmental direction. The muscles become larger, stronger and heavier, with the result that children look thinner as early childhood progresses, even though they weigh more.

NSOU • PGSW - VI _____ 53 Fat Children who tend toward endomorphy have more adipose than muscular tissue; those who tend toward mesomorphy have more muscular than adipose tissue; and those with an ectomorphic build have more small muscle and little adipose tissue Teeth During the first four to six months of early childhood, the last four baby teeth- the back molars-erupt. During the last half year of the early childhood, the baby teeth begin to be replaced by permanent teeth. 2.4.1.2 Motor Development Gross motor skills during the early childhood years involve the use of arms and legs, and moving around with confidence and more purposefully in the environment. Fine motor skills—finger dexterity and eye-hand coordination—improve substantially during early childhood. During these years the child’s preference for left or right hand also develops. Age in Years Gross Motor Skills Fine Motor Skills 3 years Hopping, jumping and running Build blocks, pick objects with forefinger and thumb 4 years Climb up and downstairs with Fit jigsaw puzzle precisely one foot on each step 5 years Run hard, enjoy races Hand, arm, and body all coordinate with eye movement Skills of Early Childhood The young children learn and master a variety of skills because of their immense curiosity gets them to manipulate and learn; they feel no inhibition or fear of ridicule as older children would; in addition, their bodies are pliable and fingers dexterous and they are ‘teachable’- an essential quality for learning skills. Depending on the environmental opportunities and the family background children learn a variety of skills. The hand skills of self feeding and dressing become perfect during childhood. Bathing, dressing, combing hair or even finer motor skills required for tying shoe laces are all learnt. Catching and throwing a ball, use of scissors, painting, colouring, use of crayons, drawing all become a part of early childhood years. With the foundational skill of walking firmly established, young children move onto additional skills. Hopping, skipping, jumping, running, climbing up and ‘down

54 _____ NSOU • PGSW - VI the stairs show the progress made by the child. Cycling, swimming, skating, and walking on walls are all activities enjoyed greatly by children at this stage. Handedness is established and the child now shows a clear left or right hand preference by the end of early childhood. 2.4.4.3 Cognitive Development The child’s ability to acquire the concept of object permanence enables her/him to use mental symbols to represent objects. However, the child at this stage lacks the ability that allows her/him to do mentally what was done physically before. Cognitive development in early childhood focuses on Piaget’s stage of preoperational thought. The child gains the ability to mentally represent an object that is not physically present. You may have observed children draw designs/ figures to represent people, trees, dog, house, etc. This ability of the child to engage in symbolic thought helps to expand her/his mental world. The progress in symbolic thought continues. A salient feature of preoperational thought is egocentrism (self-focus), i.e. children see the world only in terms of their own selves and are not able to appreciate others’ point of view. Children because of egocentrism, engage in animism - thinking that all things are living, like one. They attribute life-like qualities to inanimate objects. For example, if a child while running slips on the road, s/he might show animism by saying “road hurt me”. As children grow and are approximately between 4 and 7 years of age they want answers to all their questions like : Why is the sky blue? How do trees grow and so on? Such questions help the child to know why things are as they are. Piaget called this the stage of intuitive thought. Another feature of thought during preoperational stage is characterized by children having a tendency for centration, i.e. focusing on a single characteristic or feature for understanding an event. For example, a child may insist on drinking a “big glass” of juice, preferring a tall narrow glass to a short broad one, even though both might be holding the same amount of juice. 2.4.4.4 Speech Improvement Both receptive and expressive communication improves as babbling of babyhood and crying are largely reduced. Normal speech development gains significant strides where they learn proper pronunciation, making of sentences (even though with poor grammar) and building of vocabulary. Also the content of speech takes a turn. From talking about self, self interests and self needs the child moves on to socialized speech around six years wherein others and their concerns are spoken of. 2.4.1.4 Emotions during Early Childhood Emotions during early childhood are intense with frequent emotional outbursts. These are associated with temper tantrums, intense fears or jealousies and can be traced to the cause of long and tiring play and too little food intake.

Anger The most common causes of anger in young children are conflicts over playthings, the thwarting of wishes, and vigorous attacks from another child. Their expressions are characterized by crying, screaming, kicking, jumping up and down, or striking.

Fear Conditioning, imitation, and memories of unpleasant experiences play important roles in arousing fears, as do stories, pictures, radio and television programs, and movies with frightening elements.

Jealousy Young children become jealous when they think parental interest and attention are shifting toward someone else in the family, usually a new sibling. They may openly express their jealousy by reverting to infantile behaviour, such as bed-wetting, pretending to be ill, or being generally naughty.

Curiosity Children are curious about anything new that they see and also about their own bodies and bodies of others.

Envy They are often envious of the abilities and material possessions of another child.

Joy Young children derive joy from such things as a sense of physical well-being, sudden or unexpected noises etc. They express their joy by smiling and laughing or hugging the person or object that has made them happy.

Grief Young children are saddened by the loss of anything they love or that is important to them, whether it be person, object or inanimate object, such as toy.

Affection Young children learn to love things-people, pets, or objects-that give them pleasure. They express their affection verbally as they grow older.

2.4.4.6 Social Development Relationship with Significant Others • Parental relationship : Children experience it with their father and mother or parent substitute. Poor relationships lead to devastating effects since young children depend on parents to a great extent. Therefore, poor relationship with parents, or their absence or death can severely traumatize the young child and affect the developing personality.

56 _____ NSOU • PGSW - VI • Sibling relationship : The child progressively moves on to independence and is no longer the 'baby'. Siblings often start frictions when a young child wants his/her way. This is called sibling rivalry. However, siblings may also enjoy a good relationship. Especially when the older children serve as role models for the young children to learn socially approved and sex appropriate behaviour through imitation.

Social and Unsocial Behaviour Patterns Social Patterns Unsocial Patterns

Negativism : Negativism or resistance to adult authority reaches its peak between three and four years of age and then declines. Physical resistance gradually gives the way to verbal resistance.

Aggressiveness : It increases between the ages of two and four and then declines. Physical attacks begin to be replaced by verbal attacks in the form of name-calling or blaming others.

Ascendant Behaviour: Ascendant behaviour or "bossiness", begins around the age of three and increases as opportunities for social contact increase, girls tend to be bossier than boys.

Selfishness : While young children's social horizons are limited mainly to the home, they are often selfish and ego-centric.

Imitation : To identify themselves with the group, children imitate the attitudes and behaviour of a person whom they specially admire and want to be like.

Rivalry : The desire to excel or outdo others is apparent as early as the fourth year.

Cooperation : By the end of third year, cooperative and group play activities begin to develop and increase in both frequency and duration.

Sympathy : Because sympathy requires an understanding of the feelings and emotions of others, it appears only occasionally before the third year.

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Empathy : Empathy requires an understanding of feelings and emotions of others but, in addition, it requires the ability to imagine oneself in the place of other person.

Social Approval : As early childhood draws to a close, peer approval becomes more important than adult approval.

Sharing : Young children discover, from experiences with others, but the one way to win approval is to share what they have=especially toys-with others.

Attachment Behaviour: Young children, who, as babies, discovered the satisfaction that comes from warm, close, personal associations with others, gradually attach their affection to people outside the home or to some inanimate object. These then become known as attachment objects.

Ego-centricism : Ego-centricism is gradually replaced by an interest in concern for others. It depends on the number of contacts young children have people with people outside the home and how anxious they are to win their acceptance.

Destructiveness : A common accompaniment of temper outbursts in young children is destroying anything within their reach, whether their own or someone else's possessions.

Sex Antagonism: Until they are four years old, boys and girls play together harmoniously. After that, boys come under social pressures that lead them to shun play activities that might be regarded as "sissyish".

Prejudice: Most preschool children show a preference for playmates of their own race, but they seldom refuse to play children of another race.

2.4.4.7 Play activities The beginning of early childhood finds children playing extensively with toys but slowly they grow out of it towards the completion of this stage. The number of toys or play equipment, the opportunities for manipulation, well developed motor skills, creativity, higher IQ-all these factors or their lack influence the pattern of playing. Play includes a great deal of imitation and dramatizing. For example, young children behave like mothers, teachers and others. The imaginative play often merges reality and fantasy and is enjoyed by young children.

58 _____ NSOU • PGSW - VI 2.4.4.8 Personality Development This stage ranges from 18 months to 3 years. By second year of life, the muscular and nervous systems have developed markedly, and the child is eager to acquire new skills, is no longer content to sit and watch. The child moves around and examines its environment, but judgement develops more slowly. The child needs guidance. In the crisis of autonomy v/s doubt faced during this period, the critical issue is the child's feeling of independence. In an extremely permissive environment, the child encounters difficulties that it cannot handle, and the child develops doubt about its abilities. Similarly if the control is severe, the child feels worthless and shameful of being capable of so little. The appropriate middle position, respecting the child's needs and environmental factors, requires the caretaker's careful and constant attention. The personality pattern, the foundations of which were laid in babyhood, begins to take form in early childhood. Because parents, Siblings and other relatives constitute the social world of young children, how they feel about them and how they treat them are important factors in shaping self-concept-the core of personality pattern. As the age progresses, young children have more and more contacts with peers either in neighbourhood or in a pre-school or child-care center. The attitudes of their peers and the way their peers treat them then begin to have an effect on their self-concepts, an effect which may reinforce the effect of family members or may contradict and counteract some of the family influences. Conditions shaping the self-concept in Early Childhood • The child-training method used in home is important in shaping the young child's developing self-concept. • The ordinal position of children in a family has an effect on their developing personalities. • Environmental insecurity, whether due to death, divorce, separation, or mobility, affects young children's self-concepts unfavorably because they feel insecure and different from peers. Increase in Individuality : Individuality, which is apparent at birth and becomes increasingly more so in babyhood, is one of the outstanding characteristics of young children. By the time early childhood is over and children are ready to enter school, the patterns of their personality can be readily distinguished, like some are leader and some are followers. Individuality is greatly influenced by early social experiences outside the home. When these experiences are unfavourable, children are likely to become unsocial in their relationships with people and to compensate in unsocial ways, such as spending their playtime, watching television and imagining themselves as martyrs who are picked on by others.

NSOU • PGSW - VI _____ 59 2.4.4.9 Moral Development Moral development on early childhood is on a low level. Early childhood has been characterized by what Piaget has called "morality by constraint". In this stage of moral development, children obey rules automatically, without using reason or judgement, and they regard adults in authority as omnipotent. They also judge all acts as right or wrong in terms of their consequences rather than in terms if motivations behind them. According to the way young children view a matter, a "wrong" act results in punishment, which is dealt with either by other human beings or by natural or supernatural factors (Piaget, 1971). Kohlberg has elaborated on and extended Piaget's stages of moral development during the early childhood years to include two stages of this first level which he has labeled "preconventional morality". In the first stage, children are obedience-and punishment oriented in the sense that they judge act as right and wrong in terms of physical consequences of these acts. In the second stage, children conform to social expectations in the hope of gaining rewards (Kohlberg, 1969). 2.4.4.10 Hazards in Early Childhood Unlike earlier stages, physical hazards such as illness, accidents or awkwardness have physical as well as psychological repercussions. Mortality rate reduces steeply as compared to earlier phases. Young children are highly susceptible to infections and illnesses. With improved health care facilities 'generally illnesses are taken care of. Accidents of everyday such as cuts, bruises, falls or burns are common and are more common among boys than girls. Serious or prolonged illness restricts the child and deprives his/her of opportunities and hence affects him/ her psychologically by affecting adjustments made by the child. A pre-schooler, who frequently experiences negative or unpleasant emotions such as anger with few pleasant emotions, faces major emotional hazards of developing a negative disposition. Early in childhood children must learn to establish an emotional linkage between themselves and significant others in their environment called as 'empathic complex'. Failure to establish 'empathic complex' becomes yet another emotional hazard. Children need to establish a warm and stable relationship with the mother, which is then extended to other relationships. 2.4.5 Late Childhood The period of late childhood ranges from 6 years to the attainment of sexual maturity, around 12- 13 years. During this stage children develop marked negativism and because of their desire for independence seldom obey the parents. The child begins going to school and learns the rudiments of knowledge essential for successful

60 _____ NSOU • PGSW - VI adult life. The peer group assumes great significance and children of this age 'crowd together or 'gang LIP', thus earning the name gang age'. This age is marked by conditions that profoundly affect a child's personal and social adjustments. Characteristics of Late Childhood Parents, educators and psychologists apply various names to late childhood and these names reflect the important characteristics of the period. 1. Names used by parents: To many parents, late childhood is the troublesome age the time when children are no longer willing to do what they are told to do and when they are more influenced by their peers than by their parents and other family members. 2. Name by Educators: Educators call late childhood elementary school age. It is the time when the child is expected to acquire the rudiments of knowledge that are considered essential for successful adjustment to adult life. It is also the time when the child is expected to learn essential skills, both curricular and extracurricular. 3. Names used by Psychologists: To the Psychologist, late childhood is the gang-age-the time when children's major concern is acceptance by their age- mates and membership in the gang, especially a gang with prestige in the eyes of their age-mates. This led the psychologists to label late childhood as the age of conformity. 2.4.5.1 Physical Development There is relatively uniform but slow physical development. The weight gain is almost even throughout late childhood and the child gains 2-3 inches every year. Body proportions are more elongated with long arms and legs giving an awkward appearance. Face also becomes angular with the loss of fat. Teeth that begin to fall during the sixth year are all replaced with permanent teeth except for the wisdom teeth. Pattern of Physical Development in Late Childhood Height The annual increase in height is 2 to 3 inches. The average 11 year old girl is 58 inches tall, and the average boy of the same age is 57.5 inches tall. Weight Weight increases are more variable than height increases, ranging from 3 to 5 more pounds annually. Body Although the head is still proportionally too large for the rest of the body, some of the facial disproportions disappear as the mouth and jaw

NSOU • PGSW - VI _____ 61 become larger, the forehead broadens and flattens, the lips fill out, the nose become larger and acquires more shape. The trunk elongates and becomes slimmer, the neck becomes longer, the chest broadens, the abdomen flattens, the arms and legs lengthen and hands and feet grow larger, but slow rate. Homeliness The body disproportions, so pronounced during late childhood, are primarily responsible for the increase in homeliness at this time. Muscle-fat In this time fat tissue develops more rapidly than muscle tissue which has a marked growth spurt beginning at puberty. Teeth By the onset of puberty, a child normally has twenty-eight of thirty two permanent teeth. The last four, wisdom teeth, erupt during adolescence Skills of Late Childhood Children develop a numbers of skills during this stage. These-skills also differ from boys to girls. • Self help skills of eating, dressing, bathing grooming become almost as adept as that of an adult, with very little concentration required. • Social skills include helping others. Cleaning and helping in daily activities at home and helping teacher at school, sharing responsibilities with age mates at play are important achievements of the child. • School skills of writing, reading, drawing, painting, clay modeling, crayoning become more proficient. • Play skills such as throwing and catching the ball, bicycling, skating and swimming re developed. Fine motor skills of painting and needlework are well developed among girls while boys achieve gross motor skills of throwing a ball, kicking football or jumping. 2.4.5.2 Speech Improvement Older children are increasingly aware of speech as a tool for being accepted by their peer group members. Therefore speech is consciously improved from immature, unacceptable ways of communication such as crying and gesturing which are avoided. Proper pronunciation and grammar are learnt. Children take interest in telling jokes or narrating events or riddles. Parents and teachers also contribute to speech improvement by encouraging them. Radio and television serve as models for speech. There is marked improvement in vocabulary names of colours, numbers, money concepts, time concepts are included. Secret codes used by the gang often become part of older child's communication pattern.

Older children learn to control emotional outbursts as these are looked down upon by peer members, as immature and inappropriate behaviour. Happy and pleasant expressions on the other hand are expressed freely as seen in laughing, giggling or jumping. While the child tends to curtail expressions of negative emotions, he/she may show moodiness or resort to sulking. In expressing emotions, sex appropriateness can be noticed. Boys tend to show anger or curiosity while girls experience fears, worries and feelings of affection. There are times during late childhood when children experience frequent and intense emotions. Because, these emotions tend to be more unpleasant than pleasant, periods of heightened emotionality becomes period of disequilibrium-times when children are out of focus and difficult to live with. It may come from physical and environmental causes or from both. Another important characteristic of emotional development of late childhood is emotional catharsis. As children learn to curb the external expressions of their emotions, they discover that they are doing so; they become nervous, tense and ready to fly of the handle in a temper outburst at the slightest provocation. They are said to be in a "baby mood" or in a "bad humor". Clearing the system of pent up emotional energy-emotional catharsis-once discovered, becomes a new way of older children to handle their emotional expressions to conform social expectations. Through strenuous play, hearty laugh or even by crying they can clear their systems.

2.4.5.4 Social Development The older child shows strong desire to be an accepted member of the peer group. Staying at home or playing with siblings is disliked by them. The gangs are not delinquent groups but play groups. Their main activity is to play games, sports or simply chatting. The gangs are also strictly segregated, that is, members of a gang often come from the same sex. Those who are accepted by the gang members gain social status and feel self confident while the opposite is true of those who are rejected. Belonging to gang helps children to become socialize. This comes primarily from conforming to patterns of behaviour, the values and the attitudes of gang members (Denzin, 1975). Group belonging is not without some unfavourable effects on children. It often results in friction with parents and a rejection of parental standards. It also invites sex antagonism among the children.

2.4.5.5 Cognitive Development As the child grows and is approximately between 7 and 11 years of age (the period of middle and late childhood) intuitive thought is replaced by logical thought. This is the stage of concrete operational thought, which is made up of operations— mental actions that allow the child to do mentally what were done physically before.

NSOU • PGSW - VI _____ 63 Concrete operations are also mental actions that are reversible. In a well known test, the child is presented with two identical balls of clay. One ball is rolled by the experimenter into a long thin strip and the other ball remains in its original shape. On being asked which has more clay, the child of 7 or 8 years, would answer that, both have the same amount of clay. This is because the child imagines the ball rolled into thin strip and then into a ball, that means he/she is able to imagine reversible mental action on concrete/real objects. He/she is likely to focus on only one aspect- length or height. Concrete operations allow the child to focus on different characteristics and not to focus on one aspect of the object. This helps the child to appreciate that there are different ways of looking at things, which also results in the decline of her/ his egocentrism. Thinking becomes more flexible, and children can think about alternatives when solving problems, or mentally retrace their steps if required. Even though the preoperational child develops the ability to see relationships between different properties of an object, he/she cannot do abstract thinking, i.e. s/he still cannot manipulate ideas in the absence of objects. For example, steps required to complete algebraic equations, or imagining line of longitude or latitude of the earth.

2.4.5.6 Play activities Play for the older child is not a mere amusement, it is the chief instrument of socializing which provides opportunities for social skills. Various games, sports or activities such as collecting items (shells, stamps and pictures) are enjoyed. While these activities may be used, acceptance and popularity are the social goals of play.

2.4.5.7 Personality Development This period ranges from 6-12 years. During this period the child develops greater attention span, needs less sleep, and gains rapidly in strength; therefore, the child can expend much more effort in acquiring skills, and needs accomplishment, regardless of ability. The crisis faced during this period is industry v/s inferiority. The child aims to develop a feeling of competence, rather than inability. The success in this endeavor leads to further industrious behaviour, failure results in development of feelings of inferiority. Hence, the caretakers should guide the child to take up appropriate tasks. As the child's social horizons broaden when they enter school, new factors begin to influence the development of their personalities. As a result, they must frequently revise their self-concepts. Since, until now they have seen themselves almost exclusively through the eyes of their parents, it is not surprising if their self-concepts are biased. Now they see themselves as their teachers, their classmates and their neighbors see them.

Late-Childhood 1. Physical Condition : Poor health or physical defects that cut children off from play with their peers make them feel inferior. 2. Body Build : Children who are overweight or very small for their ages may be unable to keep their peers and, as a result, they develop feelings of inferiority. 3. Socioeconomic Status : If children feel that they have better homes, better clothes and better play equipments than their age-mates, they will feel superior. On the other hand, they sense that their socio-economic status is inferior to that of their age-mates it is likely to lead feelings of inferiority. 4. School Environment : Competent, understanding teachers do much to bring about good adjustment in their pupils, while teachers who use this discipline that children consider unfair or that otherwise antagonize them have the opposite influence. 5. Social Acceptance : Acceptance or lack of it on the part of peers influences the child's personality through its effect on the self-concept. Very popular children and isolates are especially affected, and other less so. 6. Success and Failure : Success in the tasks the child sets out to achieve leads to a feeling of confidence and self-acceptance, while failure makes for a feeling of inadequacy. 7. Sex : Girl recognize that the sex roles they are expected to play are inferior to male roles, and this realization results in a corresponding decrease in self-evaluation. They incorporate society's evaluations of their roles as inferior and so value themselves less. 8. Intelligence: Children's personalities are adversely affected if their intelligence deviates markedly from the norm. Children who are duller than average sense their inferiority and the rejectant attitude of their group. As a result, they may become shy, introverted and apathetic-or they may become aggressive to those who reject them. Children with very high I.Q are likely to have poor self-concepts. 9. Development of Ideal Self-Concepts: As childhood draws to a close, children begin to hero-worship characters in history or in fiction, on the stage or on the screen, or in the world of sports or national affairs. They then form concepts of the ideal self, the kind of person they would likely to be. At first, ideal self-concept is patterned along the lines set by parents, teachers, and

NSOU • PGSW - VI _____ 65 others from their immediate environments. Later, as their horizons broaden, people they do not know but have heard of or read from about from the nucleus for this ideal self. 10. Search for Identity : The search for identity begins in the latter part of a childhood and reaches a crisis stage in adolescence. To achieve a sense of identity, children must have an inner assurance that they are able to function independently. Until, they get this feeling of assurance they are insecure. To cope with this problem, older children try to associate themselves emotionally with peers and try to cut parental apron strings. 2.4.5.8 Improvement of Understanding The older child is now in a stage where concepts become specific and concrete. They reflect a stage of cognitive development termed as 'concrete operations'. The school plays an important role in building, improving and clarifying concepts. The child begins to understand social dimensions in concepts – types of groups, differences, similarities etc are perceived by the child. 2.4.5.9 Moral Development Between the ages of five and twelve, children's concepts of justice change, as explained by Piaget. Their rigid and inflexible notions of right and wrong, learned from parents, become modified and they begin to take into account the specific circumstances surrounding a moral violation. This, according to Piaget, moral relativism replaces moral inflexibility. For example, to a five-year-old lying is always bad, while older child realizes that in some situations lie is justified, and therefore, not necessarily bad (Piaget, 1970). Kohlberg has elaborated on Piaget's theory and has labeled late childhood the second level of moral development, the level of conventional morality, or morality of conventional rules and conformity. In the first stage of this level, which Kohlberg has called "good boy morality", children conform to rules to win the approval to others and to maintain good relationships. In the second stage, Kohlberg contends that if the social group accepts rules as appropriate for all group members, they should conform to them to avoid social disapproval and censure (Kohlberg, 1969). 2.4.5.10 Hazards in Late Childhood The child is susceptible to many physical and psychological hazards. They include illness and accidents which are the physical hazards encountered by older children. Improved medicare takes care of several illnesses but accidents are a major cause of death among older children. Children who experience lack of peer acceptance are dissatisfied leading to personality maladjustments in later life.

66 _____ NSOU • PGSW - VI 2.4.6 Adolescence Adolescence literally means 'to grow to maturity'. It is an intermediary stage between childhood and adulthood characteristically possessing qualities of both stages, although not fully in either of them. The age range is from 12-19 years. It is the threshold to adulthood. There are rapid physical changes taking place including sexual maturity which is attained during adolescence. Consequently there are also psychological and social changes. Adolescence is a crucial stage for the person. In addition, it usually encounters problems of different kinds. Adolescents are very sensitive. The term adolescence derives from the Latin word *adolescere*, meaning "to grow into maturity". It is the transitional period in a person's life between childhood and adulthood. Adolescence is commonly defined as the stage of life that begins at the onset of puberty, when sexual maturity or the ability to reproduce is attained. It has been regarded as a period of rapid change, both biologically and psychologically. Though the physical changes that take place during this stage are universal, the social and psychological dimensions of the adolescent's experiences depend on the cultural context. For example, in cultures where the adolescent years are viewed as problematic or confusing, the adolescent will have very different experiences from someone who is in a culture, where adolescent years are viewed as beginning of adult behaviour and, therefore, undertaking responsible tasks. Although most societies have at least a brief period of adolescence, it is not universal across cultures. Characteristics of Adolescence 1. Adolescence is an important period 2. Adolescence is a period of change 3. Adolescence is a problem age 4. It is a time of search for identity 5. It is a dreaded age 6. It is a time of unrealism 7. Adolescence is the threshold of Adulthood 2.4.6.1 Physical Development Puberty or sexual maturity marks the end of childhood and signifies the beginning of adolescence, which is characterized by dramatic physical changes in both, growth rate, and sexual characteristics. However, puberty is not a sudden event, but is part of a gradual process. The hormones released during puberty result in the development of primary and secondary sexual characteristics. The primary sex

NSOU • PGSW - VI _____ 67 characteristics include those directly related to reproduction and the secondary sex characteristics include features or signs of achieving sexual maturity. Pubertal changes in boys are marked by acceleration in growth, facial hair, and changes in voice. In girls, rapid growth in height usually begins about two years before menarche, the onset of menstruation. The growth spurt generally begins at the age of 12 or 13 for boys and at the age of 10 or 11 for girls. It is normal to have variations in the pubertal sequence. For example, among two boys (or two girls) of same chronological age, one may complete pubertal sequence before the other has begun it. Both genetics and environment play a part in this. For example, identical twins reach menarche closer in time than do fraternal twins; on an average, girls from affluent families go through menarche earlier than girls from poor families; and historical trends show that the age of menarche is declining in industrialized nations reflecting better nutrition and advances in medical care. Physical development during adolescence is also accompanied by a number of psychological changes. Around puberty adolescents show an increase in interest in members of the opposite sex and in sexual matters and a new awareness of sexual feelings develops. This increased attention to sexuality is caused by factors such as individual's awareness of the biological changes taking place and the emphasis placed on sexuality by peers, parents, and society. Even then, many adolescents lack adequate knowledge or have misconceptions about sex and sexuality. The development of a sexual identity defines the sexual orientation and guides sexual behaviour. As such it becomes an important developmental task for adolescents. Adolescents are preoccupied with what they are like and develop individual images of what they look like. Another important developmental task during adolescence is accepting one's physical self maturity. Adolescents need to develop a realistic image of their physical appearance, which is acceptable to them. It is important to keep in mind that puberty also involves cognitive and social changes along with physical changes. Body changes during Adolescence External Changes Height The average girl reaches her mature height between the ages of seventeen and eighteen and the average boy, a year so later. Weight Weight changes follow a timetable similar to that for height changes, with weight now distributed over areas of the body where previously there was little or no fat.

68 _____ NSOU • PGSW - VI Body The various parts of the body gradually come Proportions into proportion. For example, the trunk broadens and lengthens, and thus the limbs no longer seem too long. Sex Organs Both male and female sex organs reach their mature size in late adolescence, but are not mature to function until several years later. Secondary The major secondary sex characteristics are at a Sex mature level of development by late adolescence. Characteristics Internal Changes Digestive The stomach becomes longer and less tubular, System the intestines grow in length and circumference, the muscles in the stomach and intestinal wall become thicker and stronger, the liver increases in weight, and the esophagus becomes longer. Circulatory The heart grows rapidly during adolescence; by System the age of seventeen or eighteen, it is twelve times as heavy as it was at birth. The length and thickness of the walls of the blood vessels increase and reach a mature level when the heart does. Respiratory The lung capacity of girl is almost at a mature System level at age seventeen; boys reach this level several years later. Endocrine The increased activity of gonads at puberty results System in a temporary imbalance of whole endocrine system in early adolescence. The sex glands develop rapidly and become functional, though they do not reach their mature size until late adolescence or early adulthood. Body The skeleton stops growing at average age of Tissues eighteen. Tissues, other than bones have reached their mature size. 2.4.6.2 Cognitive

Developmental Changes Adolescents' thought becomes more abstract, logical, and idealistic; they become NSOU • PGSW - VI _____ 69 more capable of examining their own thoughts, others' thoughts, and what others are thinking about them. Adolescents' developing ability to reason gives them a new level of cognitive and social awareness. Piaget believed that formal operational thought appears between the age of 11 and 15. During this stage adolescent thinking expands beyond actual concrete experiences and they begin to think more in abstract terms and reason about them. In addition to being abstract, adolescent thought is also idealistic. Adolescents begin to think about ideal characteristics for themselves and others and compare themselves and others with these ideal standards. For example, they may think what an ideal parent is like and compare their parents with these ideal standards. This may at times make adolescents wonder which of the new-found ideal standards they should adopt. In contrast to trial and error approach used by children in earlier stages of development, adolescent thinking becomes more systematic in solving problems—they think of possible courses of action, why something is happening the way it is, and systematically seek solutions. Piaget called this type of logical thinking—hypothetical deductive reasoning. Logical thought also influences the development of moral reasoning. Social rules are not considered as absolute standards and moral thinking shows some flexibility. The adolescent recognizes alternative moral courses, explores options, and then decides on a personal moral code. For example, individuals at this age might participate in a protest march for a cause rather than adhere/ conform to college norm. Adolescents also develop a special kind of egocentrism. According to David Elkind, imaginary audience and personal fable are two components of adolescents' egocentrism. Imaginary audience is adolescent's belief that others are as preoccupied with them as they are about themselves. They imagine that people are always noticing them and are observing their each and every behaviour. Imagine a boy who thinks that all will notice the ink spot on his shirt, or a girl with a pimple feels, all people would think how bad her skin is. It is this imaginary audience, which makes them extremely self-conscious. The personal fable is part of the adolescents' egocentrism that involves their sense of uniqueness. Adolescents' sense of uniqueness makes them think that no one understands them or their feelings. For example, an adolescent girl thinks that none can sense the hurt that she feels because of being betrayed by a friend. It is quite common to hear the adolescent say to the parents; 'you don't understand me'. To retain their sense of personal uniqueness they may weave stories filled with fantasy around them to create a world that is away from reality. Personal fables are often part of adolescent diaries.

Traditionally, adolescence has been thought of as a period of "storm and stress"- a time of heightened emotional tension resulting from the physical and glandular changes that are taking place. Most of the adolescents, experiences emotional instability from time to time, which is a logical consequence of the necessity of making adjustments to new pattern of behaviour and to new social expectations. Instead of having temper tantrums, however, adolescents express their anger by sulking, refusing to speak, or loudly criticizing those who angered them. They are also found to be envious of those with more material possessions. By the end of adolescence, boys and girls are said to be more emotionally mature. They do not "blow up" emotionally when others are present, but wait for a convenient time and place to let off emotional steam in a socially acceptable manner. Finally, emotionally mature adolescents are stable in their emotional responses and they do not swing from one emotion or mood to another.

2.4.6.4 Social Development The peer group influence increases. The adolescent begins to notice and take interest in the opposite sex. Making friends and adjusting to new social situations in school, search for career are learnt during this time. Great deal of interest is shown in personal grooming, looks and clothes. Adolescents also ponder over several philosophical issues and try to find an answer to questions such as "Who am I? What is the purpose of life?" The search for identity when it takes a meaningful turn enables the adolescent to adjust well and in contrast in identity, crisis leads to confusion and diffidence in future. Of all the changes that take place in social attitudes and behaviour, the most pronounced is in the area of heterosexual relationships. In a short period of time adolescents make the radical shift from disliking members of their opposite sex to preferring their companionship to that of members of their own sex. Not only that, they no longer select their friends on the basis of ready availability at school or in the neighbourhood, as they did during childhood, and the enjoyment of the same activities is not such an important factor for friendship selection. They want to selects those as friends whose values and interests are similar to their standards and who understand them and make them feel secure. They also expect that the leaders of their gangs with whom they wants to belong must possess certain qualities like good physique, well groomed, be attractive, belongs to higher socio-economic status etc.

adolescence, boys and girls have reached what Piaget has called the stage of formal operations in cognitive ability. They are now capable of considering all possible ways of solving a particular problem and can reason on the basis of hypotheses or propositions. They can look their problems from several pints of view and can take many factors into account when solving them (Piaget, 1969). According to Kohlberg, the third level of moral development, post-conventional morality should during adolescence. This level of self-accepted principles and it consists of two stages. In the first stage, the individual believes that there should be flexibility in moral beliefs to make it possible to modify and change moral standards if this will be advantageous to group members as a whole. In the second stage, individual conform to both social standards and to internalized ideals to avoid self- condemnation rather than to avoid social censure. In this stage, morality is based on respect for others rather than on personal desires (Kohlberg, 1969).

2.4.6.6 Personality Development This is a period of transition from childhood to adulthood which extends from 12-20 years. During this period the individual attains puberty leading to many changes. These changes have enormous implications for the individual's sexual, social, emotional and vocational life; that is why Stanley Hall has rightly described this period as a "period of storm and stress". These changes make the individual to find an identity, which means developing an understanding of self, the goals one wishes to achieve and the work/occupation role. The individual craves for encouragement and support of caretakers and peer groups. If he is successful he will develop a sense of self or identity, otherwise he will suffer from role confusion/ identity confusion. By early adolescence, both boys and girls are well aware of their good and bad traits, and they appraise these in terms of similar traits in their friends. They are also well aware of the role of personality plays in social relationships and thus are strongly motivated to improve their personalities-by reading books or articles on the subject, for example-in the hope of increasing their social acceptance. Many adolescents use group standards as the basis for their concept of an "ideal" personality against which they assess their own personalities. This is difficult, often impossible task. First, the personality pattern established during childhood, has begun to stabilize and take the form it will maintain with few modifications during the remaining years of life. Second, many of the conditions that are responsible for molding the personality pattern are not within the adolescent's control since they are a product of the environment in which the

72 _____ NSOU • PGSW - VI adolescent lives and thus will continue to affect the self-concept-the core of personality pattern-as long as environment remain stable. Conditions influencing Adolescent's Self-Concept 1. Age of Maturin : Early Matures, who are treated as near-adults, develop favorable self-concepts and thus make good adjustments. Late matures, who are treated like children, feel misunderstood and thus are predisposed to maladjusted behaviour. 2. Appearance : Being different in appearance makes the adolescence feel inferior, even if difference adds to physical attractiveness 3. Sex : Appropriateness: Sex appropriate appearance, interests, and behaviour help adolescents achieve favorable self-concepts. Sex appropriateness makes them self-conscious and this influences their behaviour unfavorably. 4. Family Relationships : An adolescent who has a very close relationship with family member will identify with this person and want to develop a similar personality pattern. 5. Peers: Peers influences the adolescent's personality pattern in two ways. First, the self-concept of adolescent's are reflections of what they believe their peers' concepts of them are and, second, they cone under peer pressures to develop personality traits approved by the group. 6. Creativity: Adolescents who have been encouraged to be creative in their play and academic work as children develop a feeling of individuality and identity that has a favorable effect on their self-concepts. On the other hand, who have been forced to conform to an approved pattern since earliest childhood suffers from lack of feeling of identity and of individuality. 7. Level of Aspiration: If adolescents have unrealistically high levels of aspiration, they will experience failure. This will lead to feelings of inadequacy and to defensive reactions in which they blame others for their failures. Adolescents who are realistic about their abilities will experience more success than failures. Consequences of attempts to improve Personality How successful adolescents will be in their attempts to improve their personalities depend on many factors. First, they must set ideals that are realistic and attainable

NSOU • PGSW - VI _____ 73 for them. Second, they must make realistic assessment of their strength and weaknesses. Third, they must have stable self-concept. Fourth, they must be reasonably more satisfied with their achievements and eager to make improvements in any area in which they feel deficient. 2.4.6.7 Hazards in Adolescence While illness rates may be low, accidents and conflicts leading to suicide are high. Psychological hazards arise out of inability to make the transition into maturity. Social disapproval is still a major source of hazard especially with the opposite sex. 2.4.7 Adulthood An adult is generally defined as someone who is responsible, mature, self- supporting, and well integrated into society. There is a variation in developing these attributes, which suggests that there is a shift in timing when an individual becomes an adult or assumes adult roles. Some people take up jobs along with their college studies or may get married and not pursue their studies. Others may continue to live with their parents even after getting married and being financially independent. The assumption of adult roles is directed by an individual's social context. The best time for some of the most important life events (i.e. marriage, job, having children) might be quite different in different cultures but within a culture there is similarity in the course of adult development. In early adulthood, two major tasks are, exploring the possibilities for adult living and developing a stable life structure. Gradually, a transition from dependence to independence should occur. This could be marked by an image of the kind of life the young person wants, especially in terms of marriage and a career. 2.4.7.1 Career and Work Earning a living, choosing an occupation, and developing a career are important themes for people in their twenties and thirties. Entering work life is a challenging event in anyone's life. There are apprehensions regarding different adjustments, proving one's competence, performance, dealing with competition, and coping with expectations both of the employers and one. It is also the beginning of new roles and responsibilities. Developing and evaluating a career becomes an important task of adulthood.

74 _____ NSOU • PGSW - VI 2.4.7.2 Marriage, Parenthood, and Family The adjustments that young adults have to make when entering a marriage relate to knowing the other person if not known earlier, coping with each other's likes, dislikes, tastes, and choices. If both the partners are working, adjustments are required regarding sharing and performing roles and responsibilities at home. In addition to getting married, becoming a parent can be a difficult and stressful transition in young adults, even though it is usually accompanied by the feeling of love for the baby. As the family grows and children are added, one must realize that it involves great responsibility. Adjustment to parenthood depends on several factors including the desire for children, number of children, time when they are born, sex of children, spacing between children, ability to support them, child rearing practices used by parents, acceptance of children. Children can contribute greatly to the emotional well being of parents if brought LIP with loving care provided with overall acceptance. The parental role must be played with commitment and creativity. Adjustment to parenthood may become elusive if children are rebellious, sick or uncaring. Those who are childless by choice, although enjoy greater freedom, forfeit the joys of child's affection and companionship. 2.4.7.3 Personality Development This stage extends from 20-30 years. As an adult, the individual takes a firmer place in society, usually holding a job, contributing to community and maintaining a family and care of offspring. These new responsibilities can create tensions and frustrations, and one solution involves is, an intimate relationship with family. This situation leads to a crisis called intimacy v/s isolation. If these problems are solved effectively by the love, affection and support of family the individual leads a normal life, otherwise he will develop a feeling of alienation and isolation which in turn affects his personality negatively. 2.4.8 Middle Age Middle age is an intermediary stage between adulthood and old age. Beginning around 45 years it ends when old age begins. It is a period of transition from adulthood to old age. It is characterized by achievements professional and otherwise. It is a time when life is evaluated by introspection. It is called empty- nest period as children leave home. Many observers view it as a time of stress, often termed as 'Middle age' crises. The developmental tasks of the middle aged adult are centered on success in

NSOU • PGSW - VI _____ 75 career adjusting well in marriage and finding satisfaction in children. At work the person attains great achievements and experiences a climax. Depending on the foundations the marriage may be shaken up or strengthened. The relationship with children assumes a new dimension as they too start early adult life. 2.4.8.1 Physical Changes With active reproductive stage behind them, men and women undergo the experience of a physical decline. Women go through menopause, the end of menstrual cycle. As a result, she cannot have children any more. With the decline in hormones leading to a menopause in women several other features appear. Weight gain around the abdomen, joint pains, changes in appearance with grey hairs and sagging muscles, problems with teeth and vision, slow down the pace of life. Men too experience reduced sexual drive and motivation; hence they may question their own virility. As the youthfulness begins to fade away refocusing the relationship between husband and wife become essential. 2.4.8.2 Emotional Changes The drastic physical changes brought in by reduced hormones, lead to emotional ups and downs. Periods of moodiness, loneliness or blues affect the middle age adult. The feelings of reduced function, unattractiveness and the like cause negative feelings and stress which if left uncared for, can escalate to full blown crisis situation. Emotional stability can be achieved in meaningful work, interests and relationships. Frequently people turn to religion and God for peace, strength and meaning. 2.4.8.3 Social Changes During middle age social activities and responsibilities assume increased significance. Children and their families are a source of satisfaction. Friends and peer-group members are very important in helping one realize he/she is not alone. Happiness comes from accepting the journey of life with its many twists and turns. Developing and experiencing career goals and achieving them, renewed family intimacy and social contributions provide added value to the person. 2.4.8.4 Personality Development This period ranges from 30-65 years. It is otherwise called middle age. During this stage of life, the crisis encountered is generativity v/s stagnation. This requires

76 _____ NSOU • PGSW - VI expanding one's interests beyond oneself to include the next generation. The positive solution to the crisis lies not only in giving birth to children, but also in working, teaching and caring for the young, in the products and ideas of the culture, and in a more general belief in the species. This response reflects a desire for wellbeing of the humanity rather than selfishness. If this goal is not achieved the individual will be disappointed and experience a feeling of stagnation. 2.4.8.5 Old Age Just when "old age" begins, is not easy to determine. Traditionally, the age of retirement was linked to old age. Now that people are living longer, age of retiring from work is changing, and the cut-off point for the definition of "old age" is moving upward. Some of the challenges, which the aged have to cope with, include retirement, widowhood, illness, or death in the family. The image of old age is changing in certain ways. Now there are people who have crossed seventy years of age or so and are quite active, energetic, and creative. They are competent and are therefore, valued by society in many walks of life. Of course, the experience of old age also depends on the socio-economic conditions, availability of health care, attitude of people, expectations of society and the available support system. The age of 60 or 65, roughly equivalent to retirement ages in most developed countries is said to be the beginning of old age. 2.4.8.5.1 Physical Marks of Old Age Bone and joint : Old bones are marked by "thinning and shrinkage." This results in a loss of height (about two inches by age 80), a stooping posture in many people, and a greater susceptibility to bone and joint diseases such as osteoarthritis and osteoporosis. Chronic diseases : Older persons have at least one chronic condition and many have multiple conditions. In 2007-2009, the most frequently occurring conditions among older persons in the United States were uncontrolled hypertension (34%), diagnosed arthritis (50%), and heart disease (32%). Dental problems : Less saliva and less ability for oral hygiene in old age increase the chance of tooth decay and infection. Digestive system : About 40% of the time, old age is marked by digestive disorders such as difficulty in swallowing, inability to eat enough and to absorb nutrition, constipation and bleeding. NSOU • PGSW - VI _____ 77 Eyesight : Diminished eyesight makes it more difficult to read in low lighting and in smaller print. Speed with which an individual reads and the ability to locate objects may also be impaired. Falls : Old age spells risk for injury from falls that might not cause injury to a younger person. Every year, about one third of 65 years olds and over half of 80 years old fall. Falls are the leading cause of injury and death for old people. Hair : usually becomes thinner and grayer. Hearing : By age 75 and older, 48% of men and 37% of women encounter impairments in hearing. Hearts are less efficient in old age with a resulting loss of stamina. Less efficient immune function (Immune system) is a mark of old age. Lungs expand less well; thus, they provide less oxygen. Pain afflicts old people at least 25% of the time, increasing with age up to 80% for those in nursing homes. Most pains are rheumatological or malignant. Sexual activity decreases significantly with age, especially after age 60, for both women and men. Sexual drive in both men and women decreases as they age. Skin loses elasticity, becomes drier, and more lined and wrinkled. Sleep trouble holds a chronic prevalence of over 50% in old age and results in daytime sleepiness. Taste buds diminish so that by age 80 taste buds are down to 50% of normal. Food becomes less appealing and nutrition can suffer. Urinary incontinence is often found in old age. Voice : In old age, vocal chords weaken and vibrate more slowly. 2.4.8.5.2 Mental marks of old age Adaptable describes most people in their old age. In spite the stressfulness of old age; they are described as "agreeable" and "accepting." However, old age dependence induces feelings of incompetence and worthlessness in a minority. Depressed mood : According to Cox, Abramson, Devine, and Hollon (2012), old age is a risk factor for depression caused by prejudice (i.e., "deprejudice"). When people are prejudiced against the elderly and then become old themselves, their anti- elderly prejudice turns inward, causing depression. "People with more negative age stereotypes will likely have higher rates of depression as they get older." Old age depression results in the over-65 population having the highest suicide rate.

78 _____ NSOU • PGSW - VI Fear of crime in old age, especially among the frail, sometimes weighs more heavily than concerns about finances or health and restricts what they do. The fear persists in spite of the fact that old people are victims of crime less often than younger people. Reduced mental and cognitive ability afflicts old age. Memory loss is common in old age due to the decrease in speed of information being encoded, stored, and received. It takes more time to learn new information. Dementia is a general term for memory loss and other intellectual abilities serious enough to interfere with daily life. Its prevalence increases in old age from about 10% at age 65 to about 50% over age 85. Alzheimer's disease accounts for 50 to 80 percent of dementia cases. Demented behavior can include wandering, physical aggression, verbal outbursts, depression, and psychosis. 2.4.8.5.3 Social, emotional and Vocational changes Retirement from active vocational life is quite significant. Some people perceive retirement as a negative change. They consider it as a separation from an important source of satisfaction and self-esteem. Others view it as a shift in life with more time to pursue their own interests. It is seen that older adults who show openness to new experiences, more striving and achievement oriented behaviour prefer to keep busy and are better adjusted. Older adults also need to adjust to changes in the family structure and new roles (grand parenting) that have to be learnt. Children usually are busy in their careers and families and may set up independent homes. Older adults may depend on their children for financial support and to overcome their loneliness (after children have moved out). This might trigger-off feelings of hopelessness and depression in some people. In old age feeling of energy, and dwindling of health and financial assets, lead to insecurity and dependency. The elderly tend to look towards others to lean on and to care for them. In fact, parents in most oriental cultures rear their children with the fond hope that they will care for them during old age. It is important to give the elderly a sense of security and belonging, a feeling that people care for them (especially in the time of crisis), and to remember that we all have to grow old one day. Although death is more likely to occur in late adulthood, death can come at any point in development. The deaths, especially of children and younger adults, are often perceived to be more tragic than those of others. In children and younger adults, death is more likely to occur because of accidents but in older adults it is more likely to occur because of chronic disease. The death of a spouse is usually seen as the most difficult loss. Those left behind after the death of their

NSOU • PGSW - VI _____ 79 partner suffer deep grief, cope with loneliness, depression, financial loss and are also at risk of many health related problems. Widows by far outnumber widowers, because studies show that women live longer than men and tend to marry men older than themselves. During such times, support from children, grandchildren, and friends can help the individual cope with the loss of spouse. People in different cultures view death differently. It is brief sketch of different spheres of human development, though there are variations but most of the individuals have to follow the above mentioned pathways during their life time. 2.5

Health and Nutrition needed to Support and Enhance Growth and Development at each level

Time Period Nutrition required at each stage of Growth and Development Infants and Pre-school Many studies have proven that maintaining a balanced diet children in the infancy life stage is paramount for long-term health and well-being. For the first six months of a baby's life, the Department of Health recommends that mother's breastfeed their babies as breast milk is full of nutrients and antibodies that infants need. Breastfeeding might not be for everyone, so bottle feeding formula milk offers a great alternative. Typically, cow's- milk-based formulas are recommended. Nutritional requirements The nutritional requirements for children aged one to for Children five progresses from their first 12 months. By then, they need all of the essential nutrients to aid a growing body. In these early years they needed help managing their meals- cutting food and helping with feeding - and by the age of five, preferably earlier, they should be able to manage mealtimes independently. Key food groups to incorporate in a pre-school child's diet include carbohydrates, fruit and vegetables, milk and dairy foods, protein and good quality fats. Ensuring the child has

80 _____ NSOU • PGSW - VI a balanced diet containing the essential food groups and nutrients - vitamin A, C, calcium, iron and zinc-can be difficult if your child is a fussy eater. Early Childhood Starting school can be very daunting - not only for children, but for parents too. This is the time where, for at least one meal, a child may be in charge of what they eat. This also starts the life stage where they might stay round a friend's house for dinner, or ask for pocket money with the aim of spending it on fizzy drinks and sweets. For parents who do not opt for their child to have school dinners, choosing what they have in their packed lunch can be a tough task. Take a look at our healthy eating for kids and lunch box ideas pages to get some inspiration on how to supply balanced meals that kids will enjoy. Nutritional tips for children belonging to the age group of early childhood : Advise against snacking on crisps, biscuits and chocolate. Offer healthy snacks such as fruit, popcorn or home-made biscuits instead. Encourage three set meal times - breakfast, lunch and dinner - with healthy snacks between meals. Late Childhood When a child enters their teenage years, they tend to start making their own choices about their own social life, nutrition and education. Although this can be seen as a positive step, physiological changes and peer pressure can affect the way a teen acts. Teenagers may refuse certain types of food. They may skip breakfast and start eating a diet of fast food that won't give them essential fiber, vitamins and minerals a growing body needs. In this instance, parents can only set a good example at home. Stock the fridge with healthy snacks and serve balanced meals when they decide to stay in. Due to the accelerated growth period a teenager goes through, they need a balanced diet packed full of nutrients

NSOU • PGSW - VI _____ 81 including calcium, iron and protein. You may want to consider a vitamin and mineral supplement designed specifically for teenagers. This will ensure they are getting these essential nutrients. It's common for teenagers, particularly girls, to have a distorted view of their body image that might lead them to think they need to lose weight. Unfortunately the most common avenues that they might explore to achieve this include unhealthy fasting, skipping meals and avoiding all sugary foods and snacks. Adulthood The majority of our body's growth and development will be over when they enter adulthood. Now we can shift our focus on nutrition and maintaining a physically active and healthy lifestyle. This will help reduce the risk of weight, age and lifestyle related diseases. Old age It is important to focus on good nutrition for the elderly as our bodies' change and face a number of limitations when one is growing older. With reduced mobility to get to the shops to buy ingredients for balanced meals, and other social aspects like a lower food budget, single elderly people may lose the motivation to cook balanced meals or even lack the cooking skills to complete such tasks. Freezing food, snacking and purchasing long life foods all can be great ways to introduce and maintain the dietary requirements and nutritional needs of an older adult or elderly person. 2.6 Conclusion This unit explained us about the concept of life span development along with the various infront aspects of development or well or the different kinds of requirements. Which are needed for proper growth & development. 2.7 Exercise Essay Type Questions : 1. Write in detail about the moral development of a child from birth to adolescence.

82 _____ NSOU • PGSW - VI 2. Discuss the stages of prenatal development. 3. Adolescence is a period of "storm and stress"- discuss. 4. Write in detail about the physiological and psychological marks of old age. Short Notes: 1. Teratogens 2. Physical development in Infancy 3. Moral Development in late childhood 4. Health and Nutrition needed in different stages of growth and development. 5. Developmental tasks in different stages of development. Objective Types: 1. Define 'Object permanence'. 2. Define "empty-nest". 3. Write the names of different stages of development. 4. Define old age. 5. Whom do we call "adolescent"? 2.8 References • Berk, L. E. Child development. New Delhi: Prentice Hall, 1996. • Cox, W.T.L., Abramson, L.Y., Devine, P.G. and Hollon, S.D. Stereotypes, Prejudice, and Depression: The Integrated Perspective. Perspectives on Psychological Science, 2012, 7(5): 427-449. • Denzin, N. K. Play, games, and interaction: The contexts of childhood socialization. Sociological Quarterly, 1975, 6, 458-478. •

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Learning Theories: Skinner and Bandura Structure 3.1 Objective 3.2 Introduction 3.3 Bandura social learning theory 3.4 Skinner's Experiment on Classical Conditioning 3.5 Conclusion 3.6 Exercise 3.7 Reference 3.1 Objective This unit will give you an idea about Behavioural & Social learning theories, especially developed by Skinner & Bandura. 3.2 Introduction Remember your first love? You needed a whole week before you decided to ask your girl friend if she would have a cup of coffee and a bite of sandwich with you at the nearest joint. You - reputed to be the smartest guy around, got tongue tied. And when finally you asked her out, and she replied 'Why not?', the sky seemed to be filled with music and you felt yourself the luckiest man that ever stepped on the earth. Your confidence soared; your bathroom mirror seemed to reflect back a more handsome face. How would you dress for the occasion? You stood in front of your wardrobe. You touched your costliest T shirt and the new pair of denims; no - she might think you are showing off. The trousers you wear everyday and an ordinary shirt? She would think you do not really care. Finally you decided but let's not bother about what you decided. Let's analyse from a psychological perspective your behaviour before your decision. Why were you hesitant to ask her out? Skinner would say it is because of the association between your earlier approach behaviours to ladies and their negative consequences. Dollard and Miller would say that you were socialised into being hesitant before you approach a lady, as there might be an approach - avoidance conflict between your secondary drives of love and the avoidance of pain that may 84

NSOU • PGSW - VI _____ 85 result from the effort. What about your thoughts in front of the open wardrobe? Skinner would say that your inner thoughts are of no relevance, and we must look into what you actually did. Dollard and Miller would go on about the power of words as secondary drive, as you imagine what she might say. Yet, do you feel that there is something missing in all these explanations? Actually, 'you' is missing - you - the person, who fears, who loves, who decides. In the latter half of the nineteenth century, a number of psychologists, including Albert Bandura brought in the 'person' into psychology - the cognitive turn. The social-cognitive approach to personality recognises the role of the person as an agent with the ability to choose the course of action within a given social environment. It is true that the pattern of choices and tendencies may have come through earlier feedback from the environment. However, once the person learns it, he/she is in a position to utilise it in his/her own fashion. He/she responds not merely by mechanically repeating habitual reactions to specific stimuli. He/she interacts with the environment in a constructive manner. During an action, a person is undoubtedly influenced by the environment, but also actively constructs and influences the environment. In this unit, you will be learning about Bandura's approach to personality. This approach is known as the social-cognitive approach as it involves an interaction of the social environment with the person's conscious cognition. In fact, Bandura initially named his approach the 'Social learning' theory. Later on it was renamed as social cognitive approach to emphasise the cognitive component involved in it. The Person as an Agent From the social-cognitive approach, a person is the conscious agent of one's own existence. You are empowered to select what you would do within the specific environment. Bandura (2001) in this context talked of the functional consciousness. It refers to an individual's purposive selection and processing of information. The person consciously selects, constructs, regulates, and evaluates the possible courses of action and decides the final behaviour. For this purpose the person can access concrete events as well as symbolic representations of activities, goals and future occurrences. Bandura coined the term 'Reciprocal determinism' to represent this person-environment dependence. Bandura (2001) analysed the core features of personal agency. These are: (i) Intentionality, (ii) Forethought,

86 _____ NSOU • PGSW - VI (iii) Self reactivity and (iv) Self reflectiveness. 1. Intentionality What do you mean by intention? Your intention is a representation of the future course of action which you would probably perform. If you are going to read through this unit this evening, this is your intention. You usually intend to do something because you mentally represent the positive consequences it would bring about. You must remember however, that intentionality and actual consequences may not match. You may read this unit with the intention to know about social-cognitive approach to personality, and probably your consequences would match your intention. But if you read it to score high marks in the examination, it may so happen that there is no question from this unit at all in the question paper! 2. Forethought Intention always involves some planning. Forethought refers to the planning dimension of agency. This is a temporal extension of the personal agency in future. In simpler terms, it means you project yourself in future, and see your position through imagination. When you are engaged in forethought, you are setting goals, anticipating the likely consequences of available courses of actions, and evaluating their feasibility. When you were trying to decide about the best dress to attend a social event, you were engaged in forethoughts. As you were judging the different consequences of your choice of dress, you were physically at the present moment, but were engaged in projections of future events. Bandura calls these projections 'anticipatory consequences'. Your forethoughts served as motivators for your action or in this particular case, not to act. You may note that you constructed the future reality yourself on the basis of your expectancies. You never knew for sure whether you have chosen a right colour on this occasion. But you expected the crowd to disapprove. Thus you acted on your anticipated consequences. 3. Self reactivity Once you have a fore thought you also have goals. However, simply having some goals does not lead to directed actions. You must have heard about the absent minded professor who wanted to lie down on the bed. However, being absent minded, he laid down his walking stick on the bed and stood by the door all night. He forgot to actualise his goal. Agentic implies the ability to actualise the goal, to give shape to appropriate courses of action and to regulate their execution. This self regulation is the sine qua non of agentic behaviour. When of all possible options, you choose to behave in a certain way, you regulate your own behaviour. You select the behaviour

NSOU • PGSW - VI _____ 87 or the course of action in terms of your personal standard. You also utilise the feed back you get from your action and prepare yourself for the next move. In this context, Bandura highlights the fact that neither do we always need to engage in trial and error behaviour, nor do we need to depend on external reinforcement. Human beings more often use self reinforcement. Self reinforcement refers to self produced consequences of an action. A person possesses an internal standard – a feedback for one's own performance. Take for example your decision to take this Psychology course. Probably nobody forced you to go for it. You wanted to have a degree in Psychology because in your own standard you consider it valuable. Thus, you were able to exercise self-regulation – an extremely important concept in Bandura's theory of personal agency. Experimental Evidence of Self Reinforcement: In 1967 Bandura and Perloff conducted an experiment with children. They wanted to compare the relative effectiveness of self monitored versus externally reinforced work. The participating children had to engage in a manual task of cranking a wheel. They earned scores depending on the number of crankings they could produce within a given time. Eight crankings earned them a score of 5, sixteen earned them 10, and so on. Production of higher number of cranking required investment of greater physical energy. The children were assigned randomly to any of the four groups as follows: I A no reinforcement group where no reward was given I An advance reward group

88 _____ NSOU • PGSW - VI where a pre fixed reward was given in advance I A self reinforced group that set their own standards for themselves I An externally reinforced group where the same reward selected by Group 3 was given by external decision. Results revealed that the self rewarded group selected quite stringent performance criteria. This group and the externally rewarded group produced almost double in comparison to the other two groups. The children in self reward group were also observed to raise their standard during the work. From this study Bandura concluded that self reward is essential for getting people motivated to work. Moral conduct as a self reinforcing issue: In Bandura's view, internal reinforcements and self regulation are far more important for human beings, and this is the specific area where animal experiments cannot be directly generalised to humans. You may think of a number of examples from moral reasoning. We do not steal because we have learnt that stealing is bad. If we steal, we would consider ourselves immoral. We also reason that if everybody steals every other person's belongings, then society will collapse. The first line of thinking is moral judgment in terms of right or wrong. The second one is moral reasoning. Bandura states that while explaining our conduct, we often emphasise moral reasoning. But the ultimate moral conduct, for example, refraining from stealing, is dependent on how well we can translate moral reasoning into action through moral judgment of wrong and right. Bandura states that moral conduct can be inhibitory or proactive. The example of not stealing is inhibitory. Altruism or helping others is proactive. Both can be explained by the self regulatory mechanism. Bandura further states that moral standards are not fixed. They vary depending on our evaluation of situations. In this respect legality and morality may not conform. Would you steal under emergency to save a few lives? Would you help an evil person who had killed innocent people? Answers may vary, but so far as the process of decision making is concerned, they all revolve around the point of self regulation. 4. Self reflectiveness Human beings are capable of meta-cognition. This means that they are able to observe their own cognitive processes. Bandura states that this ability of meta- cognition enables us to observe and critically evaluate our own behaviour. Thus, we can compare our past, present and future actions, and consider our position in relation to the situational demand. This ability brings us to one of the most pronounced concepts in Bandura's theorization – that of Self efficacy. Self efficacy: Bandura does not endorse a fixed structure called 'self', but considers the process of self description in terms of efficacy as crucial in detemrining behaviour (Bandura, 1995). You may describe your self efficacy in terms of your perceived ability to cope with a given situation. Bandura believes that every person

NSOU • PGSW - VI _____ 89 has a selfjudgment whereby she imaginably compares her ability to the demands of the situation. She is likely to choose her tasks accordingly, and her persistence as well as emotional reactions to the task would also be determined by it. Thus symbolisation and abstraction are often involved in self efficacy beliefs. Bandura assigns a pivotal role to self efficacy. The self regulation in terms of setting the standard, choosing the challenge, expecting the outcome is dependent on self efficacy. However, you may have higher self efficacy in one area under a particular situation, and lower self efficacy in another. You may set a very high standard for yourself and expect highly rewarding outcome in a tennis court, but may have a low self efficacy if you are asked to sing a song. Thus, Bandura does not talk of a total development of personality, but of situational developments. You may rightly guess that self efficacy beliefs may go completely wrong. If you have seen Satyajit Ray's famous children's film entitled 'Goopi Gyne Bagha Byne', you may recall how Gupi, a simple youth with a horrible off-tune voice, believed that he was the best musician under the sun. He retained the belief till the villagers drove him out of the village. course later on he was able to sing wonderfully, thanks to the king of the ghosts who happened to appreciate his song. His erroneous self efficacy came to be made true magically. While most of us would not encounter the king of ghosts, we too can make our now erroneous self efficacy come true by training. In the next section you would learn how self efficacy develops through observational learning. Bandura stated that while simple reinforcements are important, the role of observational learning and vicarious conditioning are crucial to learning social behaviour. Particular emphasis has been given by Bandura on observational learning, more popularly known as modelling.

2. Observational Learning

Observational learning refers to the process of change in the behaviour of one person simply by being exposed to another person's behaviour. This second person is known as the model. Modelling, according to Bandura, refers to the behaviour of the observed person and not to the behaviour of the person who follows. The child observes parents behaviour and parents are role models. The child imitates the parents' behaviour. In Bandura's version, the parents model a specific behaviour and the child imitates.

2.1 Stages and Factors of Observational Learning

The stages of observational learning includes exposure to the model, acquiring the model's behaviour (learning) and accepting it as one's own. People tell you that your way of talking 'Hello' over the phone is just like your mother's? Your mother never taught you to say 'Hello' in this way. But you had been exposed to her special way of greeting. The mannerism remained somewhere inside you, and at some point it became your own style.

90 _____ NSOU • PGSW - VI Four factors seem to influence observational learning. These are: (i) attention (ii) retention (iii) motor reproduction and (iv) motivation (Bandura, 1977). Simple exposure would not suffice to enable observational learning, unless the observer attends to the specific behaviour to be learnt. One implication of this is that if you want to make another person learn through observing your modelling behaviour, your own behaviour must be made attractive to draw her attention. You imitated your mother's 'Hello', because you naturally loved her. The objective and subjective determinants of attention would be relevant in this context. To accept the observed behaviour as one's own, the target behaviour must be processed. It involves coding in long term memory and the ability to retrieve it. All the laws of memory would be important here For example, you can facilitate observational learning of your child by repeating it, by providing cues for it, by associating it with other information and so on. Motor reproduction refers to the fact that the observer must be endowed with the physical and psychological capabilities and situational facilities to enact what has been observed. Unless it is given the scope of expression, it may become extinct. The final factor is motivation and reinforcement. Enactment of observed behaviour would require an expectancy of positive results. This may be learnt by observing that the model had been rewarded for the same behaviour. This factor of motivation as the external reward and internal self reinforcement has been emphasised repeatedly by Bandura. In sub section 4.3.2 we have discussed Bandura's experiment and et.al.

Bandura's Experiment on Performance Versus Acquisition Bandura, Ross and Ross (1963) conducted an experiment to demonstrate the conditions under which observational learning may take place and also the conditions of its expression in performance. Three groups of children observed a model performing an aggressive act toward a Bobo doll. The consequences of aggression varied for the three groups. For one group, the children found that there was no consequence of aggressive behaviour. For the second group, aggression was punished. For the third group the models performing aggressive act were rewarded. Subsequently the children were left alone in a room with many attractive toys including the Bobo doll. They were watched through a one way screen from outside. These children were subjected to two conditions. In Condition 1 (Incentive condition) they were told that if they imitated the model, they would be rewarded. In Condition 2 (No Incentive condition), no instruction had been given. Results revealed that under 'No Incentive' condition the children who observed their aggressive models rewarded engaged in maximum aggressive act, followed by the no consequence condition group. Those who saw their models punished demonstrated the least aggression. It is notable however that they did engage in some aggressive act despite seeing their models punished. These differences, however, were levelled out in Incentive condition. When the children learnt that they would be rewarded for imitating the model, they engaged in aggressive acting out with the Bobo doll irrespective of the consequences of their models. Interpretation of the experiment: The findings may be interpreted to demonstrate that observational learning occurs whenever the children watch an aggressive model. Learning occurs irrespective of condition. But whether the children would execute the learnt behaviour in real life would depend on the observed consequences of the model. However if immediate situation reinforces aggressive acting out, it would facilitate performance of learnt aggression irrespective of consequences. In other words, you learn to aggress when you see models aggressing. But you may or may not show this aggressive behaviour outwardly. Whether you would perform the aggressive act would depend on the motivation. Vicarious Conditioning How come the children were influenced by the observed consequences of the models? Bandura noted that human subjects who observed a model expressing a conditioned fear to a naturally neutral object learns to fear the same. It was observed even in monkeys. The baby monkeys learnt to be afraid of a toy snake because their mothers were taught to be afraid of. This kind of learning of emotional reactions

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NSOU • PGSW - VI through imitating other's emotions is

called 'Vicarious conditioning'. Bandura noted that a large number of emotions that we feel toward persons and objects are not born out of direct experience, but through this kind of vicarious conditioning.. We imitate not only the overt behaviour, but also the emotional reactions of the model. Applications of Social-Cognitive Approach for Changing Behaviour Modelling may be used to change one's behaviour in a desired direction. It is used extensively, knowingly or unknowingly in rearing up children at home and school. You may remember the teachers whom you adored and who left a lasting influence in your life. If you look closely to yourself, you may still find remnants of their personality in your behaviour and attitude. Modelling has been used deliberately in changing attitudes. Indeed, the 'model' of the advertisement is supposed to be copied by the general people with regard to a specific behaviour. You know that when famous actors or players are offered modelling roles for a product, they are forbidden to use any other competing product in public. You may recall that when Sachin Tendulkar agreed to be a model for a specific Cold Drink, he denied taking any other Cold Drink offered during a flight. The gesture may be explained by the principles of modelling. It is expected that with the attention value drawn by Tendulkar, mere exposure to his drinking a particular brand would motivate people to do the same by imitation. The clear cut message may get confused if he is seen drinking a competing brand. You may be reminded of some of the popular television programmes on animal life. When we look at a person comfortably handling a snake or a crocodile, we tend to think these animals less dangerous than we assumed earlier. Thus modelling helps in awareness development. Bandura's initial experimental works were conducted with modelling of violence. Therefore, a major implication of his theory pertains to televised violence. The issue revolves around whether children become more aggressive by viewing aggressive scenes on television. From a review of the available studies by Bandura and others, it may be concluded that prolonged exposure to televised violence may have four effects on children's aggression: • the children imitates the aggressive style of conduct • the inhibition against aggression is reduced • desensitized the children to violence and makes it more acceptable • it alters one's image of reality, thus thinking violence as a positive coping mode to deal with situations.

NSOU • PGSW - VI _____ 93 Modelling is also used, knowingly or unknowingly in training gender role behaviour. Some traditional modelling themes are the mother being praised for good housework and the father for meeting the financial needs of the family. When a tradition is broken, for example, women go for jobs, or fathers change the baby's nappy, the modelling patterns change and so does the attitude of the observers. This is of course not done without resistance. The earlier modelling may be difficult to break. But social change is ultimately brought through changes through individual observational learning. Helping behaviour and other moral conducts are also usually taught similarly. Among the different uses of modelling in socialisation of children, one application is in training delay of gratification. Delay of gratification refers to the ability to stall one's immediate impulse to satisfy the drive. Immediate gratification often needs to be delayed in the hope of a greater gratification later in time. For example, you are feeling sleepy and would like nothing better than to close the book and drop down onto the bed. But you are carrying on with your study, as you expect to get good marks in the examination. How did you learn to do it? Presumably you learnt it by following models who have sacrificed small physical pleasures to attain a higher goal. However, you were tremendously self rewarded by this act, as it gave you the satisfaction of completing your study. Bandura noted that delay of gratification is related closely to the standard of excellence we put for ourselves. Since delay of gratification is always self motivated, you need judgment and self regulation to employ it. During exercising delay of gratification we make a mental comparison of the immediate and the distant gratifications. If we judge the latter to be worthier, we renounce the immediate one in favour of the latter. At this juncture, you may wonder how far modelling is effective? Studies have revealed that modelling can be quite efficient even in a brief period of time, provided the attention and motivation are high. Modelling is a highly preferred mode of personality change in desired direction, because, it can be used symbolically as well. We do not necessarily need the real model every time, but a film or video would suffice. You know that modelling changes personal agency by altering the self efficacy. But Bandura (1997) goes beyond personal agency and suggests collective agency as well. Bandura believes that we have one kind of efficacy as an individual; but when we operate as a group, we have a collective agency which is more than the sum of the separate self efficacies of the members. Suppose you have a moderate level of self efficacy so far you can be successful as a cricket player. But if you are a member of your college team, the interaction and the transactional dynamics of the group change your level of expectation.

94 _____ NSOU • PGSW - VI Skinner : Concept of Operant Behaviour and Operant Conditioning B. F. Skinner's (1904 - 1990) was an American. His experiments on operant conditioning won him world wide fame. Skinner defined operant conditioning as the process of learning that elicits operant behaviour. So, what is operant behaviour? According to Skinner, there are two types of behaviours, namely respondent behaviour and operant behaviour. You blink your eye in response to a flash of light. This reflexive behaviour is elicited directly by the environment. So this is respondent behaviour - spontaneous response to stimuli. But most of our behaviours are not so simply generated by the environment. You are not forced by the environment to look at this book, to talk, to sing, and to eat. These behaviours are emitted by you, the individual. Through such behaviours, you operate upon the environment. These are called operant behaviours. You might argue that we eat because we are hungry, and so it cannot be operant behaviour. But eating as a process is not a direct response to hunger, as is gastric secretion. To eat, you have to locate the bread on the plate on your table, stretch your hand, grab it and bring the hand back to your mouth, put the bread in your mouth and chew and swallow. How did you know that you have to go through this complicated chain of behavioural units to reduce the uncomfortable sensation in your stomach? You have seen from your experiences, that if you put certain kinds of things in your mouth and chew and swallow it, your hunger pang reduces. This had been a rewarding experience for you. You have also seen that the food does not automatically jump into your mouth. You have to pick it up and put it in your mouth. Thus, a series of rewards have taught you this process of finding, picking and eating. Again, you would not grab the food by hand if it were burning hot. You had learnt that the pain of touching something hot is unpleasant. The punishment had taught you to pick it with a fork. Skinner claims that we learn most of our operant behaviours through this kind of consequences. If the consequence is favourable, we tend to repeat the behaviour. If the consequence is unpleasant we tend to refrain from doing it. 3.4 Skinner's Experiment on Classical Conditioning Skinner as a young research scholar at Harvard University conducted a series of experiments on animals to formalise his idea of operant conditioning. Some of you

NSOU • PGSW - VI _____ 95 may have heard of the 'Skinner Box', which is a sort of mini laboratory for acquiring operant behaviour. In this section you would learn how Skinner conducted his experiments with the help of this box and what its implications are for behaviour modification. The Experiment The Skinner box is a simple box used to condition operant behaviour in animals. This box usually contains a lever, or some other device which must be manipulated to get some reward. In his classic experiment Skinner placed a semi-starved rat in the box. There was a lever which, after being pressed, released a mechanism to deliver a pellet of food to the rat. Initially, the rat is engaged in a number of random behaviours like walking, sniffing and scratching. None of these helped to get the food. At some point of time, the rat accidentally hit the lever and the food was delivered. Of course, for the semi-starved rat, this was a big reward. Skinner observed that after a few accidental manipulations of the lever, the rat started spending more time near the lever, and then deliberately pressed the lever whenever it was hungry. So now pressing the lever became a new operant for the rat. Skinner further noted that if the pressing of the lever did not deliver food any longer, the operant behaviour by the rat decreased and gradually stopped altogether. This is known as experimental extinction of operant conditioning. Interpretations of the Results of the Experiment You have now learnt about Skinner's experiment, but what does it imply? In Skinnerian terms, every random behaviour that the rat demonstrated within the box was also some kind of operant behaviour. But these have been conditioned in the rat

96 _____ NSOU • PGSW - VI prior to your working upon it. The rat had been rewarded earlier for each of these behaviours. For example, earlier, it had scratched a paper packet and food had spilled from it. But now, within the Skinner box, none of them succeeded to reduce its hunger. Then accidentally another behaviour (pressing of lever), which was completely new for the rat, brought about the reward. The food served as the reinforcer to strengthen this new operant. As in successive trials, the newly acquired behaviour continued to be rewarded, the probability of its occurrence also increased. Skinner developed his thesis of environmental determination of behaviour. The first pressing of the lever by the rat was accidental. But this accidental behaviour could be 'shaped' into a relatively long lasting modification in behavioural repertoire by manipulating its consequences in a specified direction. One significant point in Skinner's view is that learning is determined by the consequences of the behaviour and not by the antecedents. Antecedents provide the context, but consequents really decide whether the behaviour would be conditioned or not. You may readily understand that this is a rather provocative statement and opens up a large number of possibilities for manipulation of human behaviour. Measuring Operant Behaviour Quantification of operant behaviour was crucial to Skinner's work. He needed to demonstrate that through appropriate use of reward and punishment you can actually increase the probability of occurrence of a conditioned operant behaviour. Therefore Skinner introduced the rate of occurrence of the target behaviour as the measure of operant conditioning. He simply counted how many times the learnt behaviour has taken place within a given time. In fact, he used the cumulative frequency of the operant behaviour as the final indicator. If you put it in a graphical form you will readily see whether the probability of the occurrence of that behaviour has actually increased over time. Take for example, the lever pressing behaviour of the rat which it learnt in three hours. Let us say we divide the total time in three equal units, one hour each. In the first hour the rat was more engaged in random behaviour. At the end of the first hour it accidentally pressed the lever and food was delivered. During this second hour, it also pressed the lever three times more. Then it started staying close to the lever, and in the third and final hour pressed the lever deliberately ten times. When the rat pressed the lever 10 times it clearly indicated that the rat has learnt that behaviour which Skinner wanted it to learn – that is, pressing the lever when hungry in order to satiate the hunger. Functional Analysis of Behaviour Skinner stated that Psychology is as yet unprepared for theory building as we do

NSOU • PGSW - VI _____ 97 not have enough data to justify our theory. Therefore he suggested that instead of proposing a readymade theory of personality we should go for Functional Analysis of Behaviour. To conduct functional analysis of behaviour you must intensively observe the behaviour of the organism and conduct repeated experiments to establish the relationship of a behaviour with its antecedents and consequents. If during this observation, you hypothesize any inner state like 'thinking' or 'feeling', Skinner would disapprove them as redundant. You are supposed to observe only what you can measure in terms of rate of occurrence. Thus, according to Skinner, the functional analysis of behaviour must be done in terms of two observable things – the operant defined as specific observable behaviour and the consequence that lies outside the organism in the environment. Skinner's main interest in functional analysis of behaviour lies in its potential to divide complex chunks of behaviours in manageable smaller units. For example, your act of reading this paragraph. You can divide it in reading of letters, words and sentences. The discrete straight and curve lines make the letters. You had learnt it through earlier reward punishment process. As you read letters, you may form words. Similarly each word joins to make a meaningful sentence. All these have been conditioned into you in your childhood through manipulating consequences. So if you report your difficulty in reading this paragraph, based on functional analysis of behaviour you would analyse which part is problematic for you, letters, words, sentences and with appropriate reinforcement condition you can correct the problem and shape it your desired way. In fact, this is exactly what you would need to do with a child with learning disorder. Shaping Have you ever seen a potter making an earthen doll? Have you seen how he takes fistfuls of wet earth, makes a clumsy elongated mass around a bamboo or wooden frame, and then with the skill and quick pressure of his fingers gradually brings out the intended shape? You may not recognise at first what he is working about, but soon you recognise the head and body, the hands and legs separately. You may observe him working on the doll's face. You would see the specific parts emerging from the mass - the nose, the forehead, the cheek, the chin, the lips, even the parting of the hair. You recognize the eyes too. Soon it is a face - waiting to be coloured. The potter, through his skill, slowly but surely approximates the final shape by changing small aspects of the original shapeless lump. According to Skinner, animals and human beings behaviour are also shaped by the environment. Shaping is an extremely important concept in operant conditioning as it refers to

98 _____ NSOU • PGSW - VI the application of its principles of behaviour modification. Shaping means modification of the organism's behaviour to the experimenter's desired end. Shaping does not occur all in one go, Skinner says. It takes place only through 'successive approximations'. Suppose you are trying to modify a child's behaviour by selectively rewarding the response desired by you. Before the ultimate desired behaviour is enacted, the child's usually engaged in numerous other behaviours which may be considered as steps to the final behaviour. They are close to the target, but not the target per se. If these approximate target behaviours are rewarded, shaping is facilitated. Skinner discovered this principle of successive approximation rather accidentally. He was conditioning a pigeon to swipe a ball with its beak movement which in turn would release a food magazine. The pigeon was not lucky enough. After waiting for the accidental success to happen for a long time Skinner was bored. So, just casually, he decided to reward any behaviour that might lead toward the target behaviour, even if it is as simple as glancing at the ball. As these approximate behaviours were successively rewarded, to Skinner's surprise, the total process was quickened. Very soon 'the ball was caroming off the walls of the box as if the pigeon had been a champion squash player' (Skinner, 1938, p. 38). Rewarding of the simpler step has automatically led to the next higher step and so on. (This is successive approximation) How would you know which behaviours are approximating the target? Skinner proposed that you need to do the functional analysis of behaviour for understanding and controlling shaping. This analysis will help you to identify the elements of the final behaviour as well as the possible successive steps to it. For each small step you must identify the antecedents and consequents. The antecedent will lead to the next step and the consequent will reinforce it. This kind of breaking down of behaviour into antecedent - behaviour - consequent chain is famously known as ABC technique. As each step is rewarded (or punished), the learner automatically proceeds to the next step. Thus through successive approximation to the target she finally reaches the desired behaviour. This is, according to Skinner, the fundamental principle of shaping. Furthermore, for shaping, you need to deliver reinforcements and punishments in an intelligently pre-determined manner. In the following subsections you would learn about different types of reinforcements and punishments. In classical conditioning, reinforcement is identical with unconditioned stimulus. For Pavlov's dog, food was the UCS as well as positive reinforcer, and electric shock was the UCS and the negative reinforcer. But in operant conditioning, the concept of CS and UCS are not applicable, as we are concerned with shaping of target behaviour. So here reinforcement comes separately as a consequence of desirable behaviour. It simply serves to strengthen the response. The food pellet emerges only NSOU • PGSW - VI _____ 99 if the lever is pressed, and not otherwise. So it is contingent upon operant behaviour and strengthens the same. Positive and negative reinforcement: As in classical conditioning, reinforcements can be positive and negative in operant conditioning also. Positive reinforcers are those pleasurable consequences of behaviour that make the behaviour more probable. Example is praise from the teacher after being able to tell the square root of 169. Negative reinforcers are those unpleasurable consequences of not producing the target behaviour that makes the behaviour more probable. For example, the teacher asks you the square root of 169 and looks with fiery eyes at you. He will continue to do it till you give the correct answer. By producing the desired response, you terminate the look - the negative reinforcer. Primary and secondary reinforcement: Reinforcements may be primary - that is concerned with our basic needs. Or it can be secondary or conditioned, acquiring its reinforcement value only through association with the primary reinforcer. Food is a primary reinforcer. But if you make me work for money or for sweet words, you are using the secondary or conditioned reinforcer. We can neither eat nor drink nor sleep money; yet we are all reinforced by money because of its symbolic value through association. The famous tale of King Midas actually highlights the significance of primary reinforcer (food and water) over the secondary one (gold). Schedules of reinforcement:

100 _____ NSOU • PGSW - VI You may wonder whether in operant conditioning we always reinforce the 'correct' behaviour? Does it work properly? What would happen if we decide to stop it? Indeed, you might think of your son whom you reinforce with a toffee for 'being a good boy', and after a few days, he just loses interest in the candy. He would neither be a good boy, nor would he care for your bribe. Can't the same happen with rats and pigeons? The Skinnerians also attended to this problem and suggested that proper conditioning depends on intelligent scheduling of reinforcement. You can schedule reinforcement for your operant conditioning experiment in various ways. Basically, it can be Continuous or Intermittent. In continuous reinforcement, the target behaviour is reinforced every time it occurs. Just as you always gave a candy to your son if he behaved. Intermittent or partial reinforcement means you reinforce the target behaviour at times, and not always. What will be the basis of intermittent reinforcement? It may be based on interval of time or ratio of responses. Each of these again may be subdivided in fixed or variable scheduling. Let us now consider the nature and example of each subtype of schedule of intermittent reinforcement. Interval schedule: Interval scheduling means that reinforcement would be given after a certain time interval following the target behaviour. In fixed interval schedule of reinforcement, for example, you may decide to reinforce the rat's first lever pressing response after every fifteen minutes. It is possible that within the fifteen minutes the rat had pressed the lever twice. But you wait for the fifteen minutes to pass and give the food pellet only after the first response after fifteen minutes. Again you wait for fifteen minutes irrespective of the rat's behaviour. But you reward again the first desired response that occurs after the fifteen minutes had elapsed. In variable interval schedule of reinforcement, the deliverance of the food pellet is varied randomly around an average time interval. For example, you may decide to reinforce the target behaviour of your subject around an average of 12 minutes interval. You can reinforce at a random schedule of 5, 12, 7, 20 and 16 minutes, the average of these being 12. So you reward the first target response, then wait for 5 minutes and reinforce the immediate next target response. Then you wait for 12 minutes and again reinforce the next immediate target response that takes place and so on. You can go for a completely different set of random variations if you wish. Ratio Schedule: Ratio schedule refers to reinforcing the target behaviour after a specified number of behaviours. In fixed ratio schedule, you reinforce the target response after, say every five correct response, irrespective of the time elapsed. In variable ratio schedule, as in variable interval schedule, you reinforce the target behaviour after an unpredictable number of responses, but around an average number of responses.

NSOU • PGSW - VI _____ 101 Rate of learning in different schedules: The rate of learning differs in these different schedules. In fixed interval schedules, greater target behaviour is observed near the end of the schedule, but the rate falls down immediately after the delivery of the reward. The variable interval schedule produces a slow steady rate of response. In general, ratio scheduling produces better response than interval scheduling. Fixed ratio schedule results in a steady and high rate of response. The variable ratio scheduling has been found to be the best as it maintains a high level of expectation and thus produces a very high and steady rate of response. Examples of different schedules of reinforcement from real life: Let us consider some examples from our school days to understand the application of various schedules of reinforcements in human life. Everyday and every time you greet a teacher by saying 'Good morning, teacher', you get a reply 'Good morning'. This is continuous reinforcement. You know this pleasant interaction is always there for you if you behave. Now let us try a few examples of intermittent or partial reinforcement. Remember the happiness you felt during the last ten minutes of the class? The bell for the end of class would sound after every one hour, and you would be released for a break. This is an example of fixed interval reinforcement. Suppose you love Madam B's classes, but she takes your class only when some regular teacher is absent. However, every week, usually two regular teachers are absent, and you get about 2 to 3 weekly classes of Madam B on an average. This is variable interval reinforcement. Now for ratio scheduling. Consider your examination time. You have some questions which do not allow part marking. You have to answer all three components of the question and you get either 1 or 0 depending on whether you have done them all correct or not. So every three correct responses you earn a reward of one mark. This is a fixed ratio reinforcement. For variable ratio reinforcement, consider the most knowledgeable but moody teacher you had. On some occasions, he/she would simply grunt if you give the correct answer. But sometimes, when you happen to satisfy he/ her by a brilliant stroke of idea, he/she would beam all over and heap praises on you. Getting a word of appreciation from her makes you feel special that day. Since he/her praise means a lot to you and you never know which answer would satisfy her most, you always try to give your best to her. Outside the school premise and in the adult world, gambling is one example of variable ratio reinforcement. So are adventures in unpredictable conditions. Have you seen Charlie Chaplin in 'Gold rush' or Omar Sharif in 'Mackenna's Gold'? Did you ever wonder why people went at all for such indefinite prospects? An answer lies in the effectiveness of variable ratio scheduling of reinforcements. You know that out of thousands, some excavations would be rewarded with heaps of gold. And since there is no fixed rule, who knows, you might be the chosen one.

All of us have been punished sometime or other in school for being inattentive or disobedient. How far those punishments have been successful in controlling the unruly behaviour? In the parlance of operant conditioning, punishment is that event or condition which, if consistently delivered following a response, will reduce the likelihood of the occurrence of that response. Each time you talk with your friend during the class you would be required to remain standing for five minutes. The teacher expects that this will reduce the probability of your chatting with your friend while the class is going on. So punishment is an aversive consequent of undesired behaviour. Like reinforcement, punishment can be positive or negative. Positive punishment is the situation when an unpleasant thing, presented as a consequence of a behaviour, decreases the probability of that behaviour. If you scold your child for her misbehaviour it is positive punishment. Negative punishment occurs when the withdrawal or removal of a pleasant thing as a consequence of a specific behaviour decreases the probability of that behaviour. If you do not greet your child your usual smiling way because of her misbehaviour, it is negative punishment. You have already learnt about negative reinforcement which also uses aversive stimuli. Are negative reinforcement and punishment synonymous? Negative reinforcement is used to elicit a desired behaviour. Pavlov wanted the dog to learn withdrawal of paw. The shock as an unpleasant stimulus was given and the dog learnt to withdraw the paw. So in this case the shock was a negative reinforcer as it increased the probability of paw withdrawal. Punishment, on the other hand, is used to stop undesirable behaviour. If we suppose that walking of the dog in the laboratory is an undesirable behaviour and deliver the shock every time the dog starts walking, expectedly the dog's probability of walking would be reduced. In this instance, shock will be punishment. In other words, when negative reinforcer is given, you act in a desired way to stop the unpleasant condition. When punishment is given you associate it with whatever undesirable thing you did before, and refrain from repeating it. Controversy remains as to how effective punishment is. Traditional child rearing practices are often punishment based. 'Spare the rod and spoil the child', they say. But don't we often see that the abused child becomes seasoned to beatings and continues with the disruptive behaviour? Skinner himself was not too much in favour of punishment. He considered positive reinforcement as the best technique for training, and considered punishment to have too much side effects. Some recent researchers however have reported that punishment delivered without hostility and to a measured amount in a consistent manner may bring about desired result without much harm.

Operant Conditioning As in case of classical conditioning, you can have your subject's behaviour generalised to situations similar to the conditioned one. You learnt to wash your hands before taking food at home, and you generalised it at school. In fact, if it were not so, we had to condition each and every operant conditioning separately for every context. Discrimination is the opposite of generalisation. Through manipulation of consequences, we learn to respond to one stimulus which is rewarded / punished and not to a similar stimulus which is not rewarded / not punished. For example, you talk and laugh when Mr. M. is taking classes, but you think twice before moving your neck when Mr. N. is in charge Operant Conditioning and Human Behaviour In the above following sections you would learn about application of principles of operant conditioning in real life. Skinner's View of Human Nature Skinner considers the world as a large version of the Skinner box within which 'technology of behaviour' plays its role. You learn everything here through reinforcements and punishments. Skinner, in his book 'Beyond freedom and dignity' (1971) presents his view of human existence as a series of learning processes. You may wonder what 'personality' is from Skinner's point of view? Skinner does not use the word 'personality'. But he speaks on human nature in general. According to Skinner, human being is completely determined by his conditioning history. There is nothing called free will. One does what one is reinforced to do. There is also no point in debating whether man is rational or irrational. Both are inner states, and hence outside the domain of scientific analysis of behaviour. Skinner opines that human behaviour is changeable, and this change constitutes what we think as 'personality growth'. It does not occur from within, but from manipulation of reinforcements from outside. There is no mystery in human existence. It is completely objective and knowable through scientific investigation. We know a person so far we know his/her environmental contingencies. Skinner also comments in his book that usually we think that those who manipulate human behaviour are evil persons. Those who manipulate for evil purpose may be condemned. But manipulation of human behaviour is something which cannot be avoided. Indeed, we have no other alternative than to be controlled and manipulated. Psychopathology from Operant Conditioning Perspective From Skinnerian perspective, psychopathology is the resultant of faulty conditioning with improper reinforcement. No individual is sick; only he/she

104 _____ NSOU • PGSW - VI has not learnt to elicit the right behaviour at the right moment. Take the case of compulsion. Suppose the client needs to wash his/her hands with soap thirty times a day, otherwise he/she does not feel clean. Skinner would assume that cleaning is a correct response in some situations. But for this particular client, cleaning has been conditioned erroneously to situations where it is actually not required and has been overgeneralised. Depression from Skinner's perspective is absence of reinforcement from the environment. The quick fatigueability of depression has been explained by Skinner as low rate of response as there had been too much withdrawal of positive reinforcers. Some of you may have seen children and adolescents with conduct disorder. Imagine a boy who demands a costly video game. When his/her parents object to the unreasonable demand, he/she threatens to destroy his/her school books. After some efforts to pacify him/her, the parents buy the game. Similar extortions continue. At one point she/he demands a costly mobile with many features. Unless she/he gets it, she/he would burn the wardrobe, she/he threatens. The distraught parents yield again. Now, she/he is a big boy, and she/he wants a car for his/her own use. If she/ he is not given a car he/she would create problems for her/his mother. From she/he a Skinnerian perspective such cases may be explained by reinforcement of the wrong behaviour. Every time, from his/her childhood days, aggressive outburst and threat of violence had won him his desired object. Her antisocial trend has been positively reinforced. Operant Conditioning of Social Attitudes Do you wear a particular ring whenever you go to face an interview? "My little luck" – you say indulgently. It may sober you up to learn that Skinner observed development of 'superstition' in pigeons. He found that if reinforcements are completely unpredictable and any random behaviour is accidentally reinforced, the pigeon may develop an association between the behaviour and the reward. Suppose a pigeon was flapping its wings when the food pellet was given. If it accidentally occurs a few times, the pigeon would start flapping its wings whenever it is hungry. Do you believe in the ideals of a specific political party? You think you have enough justification? Skinner would say that it is not your much advocated rational self, but a mere series of conditioning that made you declare your affiliation to those 'ideals'. If you are repeatedly rewarded for chanting a particular slogan, you will soon start 'believing' in that slogan and chant it frequently. Applications of Skinnerian Principles to Psychotherapy You have already learnt how psychopathology has been conceptualised by Skinner as faulty learning. From this premise, you may readily conclude that psychotherapy would consist of unlearning of the faulty conditioning and relearning off correct operants through appropriate reinforcement. In fact, the major bulk of

NSOU • PGSW - VI _____ 105 behaviour therapy depends on Skinnerian principles. You may observe the applications of Skinner's principles in behaviour therapy at two stages. One is in setting and defining the targets of modification, and the second is in executing the change process itself. The basic requisite of behaviour therapy is to identify the short term and long term targets by analysing the maladaptive behaviour. Essentially, you need to conduct the functional analysis of behaviour for this purpose. If a child is brought to you for aggressive outbursts, you need to make a thorough record of her behaviour from herself and from his/her informants. You need to identify the contexts of his/her un socialised aggressive behaviour – and identify the feedback he/she gets from her social environment. Once these are identified you break down the total behaviour in successive stages from easy to difficult. You approach the small and easy targets first, reinforce the adaptive responses and through the principles of shaping reach the final goal of changing her behaviour. What kind of reinforcements should be given? While the reinforcements can be of different kinds – verbal and non-verbal, one particular mode of reinforcement has been closely linked with Skinnerian principle. This is known as 'token economy'. This is most applicable for children and in-patients under strict hospital supervision, in other words for those whose reinforcements can be maintained within a structured environment. In this method, plastic or paper tokens are given to the person for desirable behaviour. Tokens are charged from the person for undesirable behaviour. For example, during lunch time you get 2 tokens for standing in line, 1 token for taking the plate and napkin in the correct order, 3 tokens for eating cleanly and so on. If you grab food out of turn 3 tokens are taken back. With the tokens you can buy candy, pictures, an hour out with a friend and other things you enjoy. An extensive application of token economy was conducted by Atthowe and Krasner (1968) in a hospital set up and considerable behaviour gains were reported. Token economy is still found useful in training hyperactive children, children with mental retardation and developmental disorders. Critical Analysis of Skinner's Approach to Personality Even within behavioural paradigm, Skinner's approach has been criticized for excessive emphasis on consequence and less on the stimulus. However, Skinner has been critiqued mainly from the cognitive perspective. Noam Chomsky (1959) severely criticized Skinner's thesis by saying that his experiments were inapplicable to human beings, and the approach was 'scientistic', but not scientific. Chomsky also accused Skinner of supporting a totalitarian political face. That cognitive learning does exist was also proved through Edward Tolman's (1932) famous experiment on latent learning that demonstrates that learning is possible even without any reinforcer.

106 _____ NSOU • PGSW - VI The biological critics have observed that certain species are predisposed to learn certain types of things. Everything cannot be taught to every species. These criticisms limit the generalisability of Skinner's approach, but do not downgrade its impact in applied psychology. Indeed, if we use the Skinnerian principles judiciously, behavioural gains may be obtained in many areas of educational and clinical psychology. 3. 5 Conclusion In this unit we have learnt about the concept of operant behaviour and its conditioning. We now know about the basic experiment of Skinner where rats were conditioned to press a lever to obtain food, and this was done by manipulation of reinforcement. We have also learnt Skinnerian principles of functional analysis of behaviour and shaping through successive approximation. The nature of reinforcements and their schedules have been discussed in detail. We have learnt about punishment and the distinction between punishment and negative reinforcement. We have discussed Skinner's view of human nature as completely determined by reinforcements from the environment. We have also discussed the nature of psychopathology and social attitude formation from Skinner's point of view. We have learnt how Skinnerian principles can be used in Behaviour therapy, particularly in the context of token economy and time out procedures. Finally we engaged in a critical evaluation of Skinner's point of view. 3.6 Exercise 1) What was Social cognitive theory called earlier? 2) What are the characteristic features of personal agency? 3. Describe with the help of Skinner's classic experiment the nature and principles of operant conditioning. 4. Discuss the role of Functional Analysis of Behaviour in operant conditioning. 5. Define shaping. Illustrate in this context the principle of successive approximation. 6. Discuss with suitable examples the different schedules of reinforcement. 7. Distinguish between negative reinforcement and punishment with examples from everyday life. 8. Discuss the Skinnerian view of human nature. 9. Discuss from Skinnerian perspective the genesis of psychopathology and its treatment.

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Structure 4.1 Objective 4.2 Introduction 4.3 Group Dynamics: Definition 4.4 Meaning, Concept and Importance of Group Dynamics 4.5 Role of Communication in Group Dynamics 4.6 Interpersonal Attraction and Cohesion in Group Dynamics 4.7 Group Dynamics and Social Integration 4.8 Culture and Group 4.9 Measurement of Group Dynamics 4.10 Group Development

Social Identity, Crowding and Crowd Behaviour 4.11 Social identity theory 4.12 Definition of crowd 4.13 Crowd psychology 4.14 Crowd behaviour 4.15 Theories of crowd behaviour 4.16 Collective behaviour 4.17 Conclusion 4.18 Exercise 4.19 References 108

NSOU • PGSW - VI _____ 109 4.1 Objective As a learner of social work programmes, we must be will aware of the concept of Grup. This unit will help use to know the meaning & concept of Group Dynamics. We will also gain idea of Social Behaviour in a crowd 4.2

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Introduction Group dynamics is the scientific approach to the understanding of the dynamics of group. It implies an interactive psychological relationship in which members of a group develop a common perception based on feelings and emotions. Group dynamics refer to the changes that take place within the group. It also refers to forces operating within the groups. Group dynamics is related to the field theory of Lewin which assumes man's behaviour to be a function of the field existing at the time of the occurrence of behaviour. We can further say that it is the study of group processes, their objective analysis and measurement and the effect of group membership on individual members. Our behaviour is not static. It means that the change of behaviour is through interaction in the group. According to Segal, group dynamics is a process by which one considers other individuals and a problem in a group at the same time. It not only tends to increase understanding of the problem, but also creates a solution which the individual practices in bringing about emotional balance. We can also say that group dynamics is influenced by sympathy, suggestion and imitation. Sympathy enables the members of a group to perceive the psychological state of the other members. Suggestion plays a big role in influencing group behaviour. The suggestions put forward by leader of a group are implemented by the members of the group. 4.3

Group Dynamics : Definition A group includes only persons who share some norms and values about something. We can say that group contains people with interrelated social roles. An aggregate of people may form themselves into a group as a result of interaction. Thus, we can say that groups are the products of interaction. Group interaction is a two way process whereby each individual or group stimulates the other and also in varying degrees that modify the behaviour of the participants. The behaviour and personality characteristics of individual members of a group affect the behaviour of others and make a significant impact over the functioning of a group as a whole. In this context we can consider two types of groups, viz., formal and informal groups. Formal groups are formed on the basis of specific norms, values etc. School is an example of formal group. 110 _____

On the other hand, play group, peer group and social clubs are examples of formal groups. In informal groups, rules are usually flexible. An individual may belong to many groups. The behaviour of an individual is different from the group behaviour. In the group a person has to act according to the norms of the group and generally, a few individuals may guide the behaviour of the group. In this context, we can say that group interaction is a two-way process whereby each individual or group stimulates the behaviour of the participants. We can further say that the behaviour and personality characteristics of individual members of a group affect the behaviour of others and ultimately it makes a significant impact over the functioning of a group as a whole. As for example, we can say that the school is a social institution set up by the society to serve its ends. School is primarily a social institution. Group activities should be encouraged to provide opportunities to the students to participate in the affairs of the group. One of the important functions of the school is social interaction. Not only are the teachers and pupils continually interacting in the class-room system, but the pupils are also interacting among themselves through special pre determined code or signs or looks, and there are many common stereotypes and values that they share with each other. Like any other social system, the class-room group shows a variety of interactions continuously. Formal structure is not only factor in group functioning. Within this formal structure, there is informal relationship. Communication within the group may flow more through informal channels than through formal ones. The informal sub-groups are typically more homogenous than the classroom group. Not only this, peer group pressures exert a powerful impact in many cases. NSOU • PGSW - VI

111 4.4 Meaning, Concept and Importance of Group

Dynamics In 1944, Kurt Lewin, set up the Research Centre for Group Dynamics to meet the need of a scientific approach to the understanding of the dynamics of group. Group dynamics can be defined as a field of enquiry dedicated to the advancing knowledge about the nature of groups, the laws of their development and their interrelations with individuals, other groups and larger institutions. Actually, it implies that the interactive psychological relationship in which members of a group develop a common perception based on feelings and emotions. It is not easy to define the important area of group dynamics. We can say that it represents a field of enquiry, a series of inter-related problems, a set of techniques and interaction process. Group dynamics consists of two words – (i) group and (ii) dynamics. A group is a unit of two or more individuals who share a set of beliefs and values. The members of the group share a common purpose, task or goals. The relations among the members are interdependent. Not only this, there is a feeling of belongingness or we feeling among the members of the group. The members of the group generally prescribe a set of norms of behaviour for themselves. The members want to attain the goal effectively. The structure is hierarchical where the functions and powers are distributed. On the other hand, the word dynamics means force. Group dynamics refers to forces operating with in the groups. Group dynamics is related to field theory of Lewin, which assumes man's behaviour to be a function of the field existing at the time of the occurrence of behaviour. We can also say that the group dynamics is the study of group processes, their objective analysis and measurement and the effect of group membership on individual members. When a group of people is formed with a common goal, a kind of social force is created. Our behaviour is not static. Thus, group dynamics means the change of behaviour through interaction in the group. Concept of Group Dynamics The social psychologists seek to explain group behaviour on the basis of social interaction and cultural transmission through social interaction. The interactive psychological relationship is termed as "group dynamics". The important two variables we can say in this context are "group cohesiveness" and "group locomotion". Cohesiveness plays a vital role in determining the influence of the group on the members. On the other hand, locomotion indicates the movement towards the desired 112

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of the individual and character of the social situation both takes an important role for group dynamics. All the psychological effects take place within the individual members who compose the group. According to Cartwright and Zander (1968), the basic assumptions are: i) the groups are inevitable (even the hermits / Sanyasis and the Hippies), ii) that groups mobilise powerful forces that produce effects of utmost importance to individuals, iii) that groups can produce constructive as well as destructive consequences and iv) that it is the correct understanding of group dynamics based on empirical studies that helps in enhancing the constructive aspects of group life and group achievements. It can also be said that group cohesiveness indicates the degree to which the members stick together so that there is unity in the group. Actually the basis of attraction to the group may lie in the interaction itself because of the mutual satisfaction of needs. The group may be teen-age group or a political group or Group Dynamics a religious group. Three important things one can consider for group cohesiveness, i.e., task direction, personal attraction and group prestige. The strength of the cohesiveness may vary on the basis of the situation. Thus, when we study the group as a whole we are aware of studying changes which occur in the behaviour of the individuals and how these changes are transmitted to all the individuals to the total field, so that the behaviour of the group is altered. On the other hand, when the group itself shows a readiness to change by active participation then actual social change becomes possible. The change will occur when the group actually takes the decision to change. Thus the concept of group dynamics is helpful in understanding social changes which involve not only the introduction of an innovation, but also in overcoming of resistance. Group dynamics is also influenced by sympathy, suggestion and imitation. Sympathy enables the members of a group to perceive the psychological state of the other members. Actually the members begin to feel as others feel. On the other hand, suggestion plays a big role in influencing the group behaviour. The suggestions put forward by the leader of the group are readily accepted. The behaviour of the leader of the group is initiated by the members of the group. Besides this, some specific group techniques which could be utilised for improvement of the group process, viz., buzz sessions, role

playing, brain storming and recreational experiences. In buzz sessions, in which five or six members participate and is organised for purposes of stimulating discussion. In role playing, problems are handling in such a manner so

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that it comes for the benefit of the group. Brain storming in which group is organised for stimulating discussion. Recreational experiences where opportunities are provided to the group members to participate in group discussion.

Importance of Group Dynamics The importance's

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of group dynamics are given below: i) It is essential for effective practice with any type of task. ii) It promotes out the unproductive meetings. iii) Individual members or group as a whole benefit in a number of ways. iv) Underlying group dynamic is the multicultural diversification of the society. v) The future functioning of the group is influence by group dynamic. vi) Facilitates the participation of the members. vii) Helps to achieve the goals of the group in connection with the participation and satisfaction of the group. viii) It increases the interpersonal attraction. ix) It increases the communication processes and interaction patterns. x) It increases the power and control of the group. xi) It creates impact on racial, ethnic and cultural background. 4.5 Role of Communication in Group Dynamics Communication involves the transmission of a message from a sender to a receiver. According to Toseland and Rivas (2001) communication includes: i) encoding of perception, thoughts and feelings into language and other symbols by a sender; ii) transmission of language and symbols verbally, non-verbally or virtually; and iii) decoding of the message by the receiver. Face-to-face group members experience both verbal and non-verbal communication, whereas members of telephone groups experience only verbal communication and members of computer groups experience only virtual communication. Interaction patterns are also fundamental to group dynamics. According to David (1980) some of the significant points in this regard include: i) Leader is the central figure, and communication occurs from member to leader and leader to member 114

_____NSOU • PGSW - VI ii) Group members take turns talking. iii) Indication of extension between leader and the member. iv) All members freely communicate. v) Interaction pattern focuses on the degree of centralisation of communication. vi) Group-centred interaction pattern is more valued than leader-centered interaction pattern. vii) Indication of full participation among the members. viii) The status and power relationship within the group affect the interaction pattern. Group Dynamics ix) Interpersonal attraction and the emotional bonds that form between members influence the interaction pattern. x) Size of the group affects the interaction pattern. In general, there is more chance to communicate if the group size is small. xi) Selective attention, clues and reinforcement may take important role to change the interaction patterns. xii) If members do not interact with equal valence, there seems to be indication of sub-group formation. xiii) Interpersonal attraction, emotional bonds and interest may create impact on the group members. xiv) Physical arrangement in some situation may affect interaction patterns. Thus, we can say the communication processes and interaction patterns are important factors for group dynamics. 4.6 Interpersonal Attraction and Cohesion in Group Dynamics We can say that sub-group formation depends on interpersonal attraction among the group members and the level of cohesion depends on this. There are some important features that can be mentioned here: i) Proximity increases interaction among people and ultimately it increases attraction. ii) Similarity tend to make people attract toward each other. iii) The important contributing factors are acceptance and approval. iv) Members are attracted to those who engage in group interactions that meet their expectations. NSOU • PGSW - VI _____ 115 v) Interpersonal attraction is just one of the building blocks of group cohesion. vi) Compatibility tends to promote interpersonal attraction. vii) Group cohesion is the sum of all the forces that are exerted on members to remain in a group. viii) Cohesion means satisfaction of group members' need for affiliation, recognition and security. ix) Participation of the group members increases the prestige and resources. x) Cohesion reveals the positive relationship among the group members. xi) Cohesion can lead to a level of conformity that detracts from the work of the group According to Toseland and Rivas (2001) high levels of cohesion have been associated with beneficial group member behaviours. These include the following: i) greater perseverance towards group goals; ii) willingness to take responsibilities for group functioning; iii) willingness to express feelings; iv) willingness to listen; and v) ability to use feedback and evaluations. High levels of group cohesion are generally associated with positive outcomes such as. • Great satisfaction with the group experience, • Higher levels of goal attainment by group members and group members and group as a whole, • Great commitment by group members, • Increased feelings of self-confidence, self-esteem and personal adjustment, amongst members of the group. Sometimes it happens that high levels of cohesion may lead to dependence on the group. Some members remain silent. In this context we can say that there is a relationship between group dynamics and interpersonal attraction as well as cohesion. 4.7

Group Dynamics and Social Integration Social integration means how group members fit together and are accepted in the group. In each and every group there are norms, roles and status. These are the group dynamics that promote social integration by influencing how members behave. The norm, status and roles help the groups to avoid conflict and unpredictability which 116 _____ NSOU • PGSW - VI may create chaos. It is true that group can not function effectively without a fairly high level of social integration among group members. Social integration helps to build unanimity about the purposes and goals of the group. Deutsch and Gerard (1955) postulated two forms of social influence: normative influence and informational influence. Normative influence is the desire to meet other people's expectations and to be accepted by others. Informational influence is accepting and being persuaded by information provided by others. It is undoubtedly true that certain amount of predictability, conformity and compliance is necessary for the group members to work together to achieve the goals of the group. Actually norms develop slowly in the group, as members experience what is valued and what is preferred behaviour through group interaction. On the other hand, roles are shared expectations about the functioning of individual members of the group. Members may take different roles. Besides this, status refers to the ranking of importance of members of the group relative to each other. Status is determined by the prestige, power, position and expertise. Because a group member's status is measured in relationship to other members, it may change when other members join or leave the group. Status is also determined by the situation. Status hierarchies have a good deal of influence on social integration within groups. Thus, norms, roles and status are important components of the social influence that groups have on members. 4.8 Culture and Group Culture as is well known is a combination of values, beliefs and traditions of the society. Every individual born in that culture and it influence his overall personality. Values, beliefs, customs, traditions etc. are important factors for culture and these are shared by group members. When group members meet, they explore their value system and interpersonal styles, searching for a common ground on which to relate to each other. The culture of a group is determined by the communality and also the larger society. The system depends on the nature and extent of their interaction with the group. Multicultural differences are salient interpersonal factors that have significance for the group culture. Group processes have reflected the European and American values of individualism, independence, competitiveness and achievement. Besides this, cultural experiences of group survival, social hierarchy, inclusiveness and also ethnic identification influence the way members interact with one another in the group. Member's expectations and goals in a multicultural group vary widely. They significantly influence the dynamics of the group (Hopps and Pinderhughes, NSOU • PGSW - VI _____ 117 1991; Matsukawa, 2001). According to Davis et al (1995), the group leader should be sensitive to racial /ethnic and socioeconomic differences, should understand the effect of these differences on group dynamics and should translate this knowledge into culturally sensitive modes of program development and service delivery. Many factors affect group development. Structural characteristic is one of the important impacts on development. 4.9 Measurement of Group Dynamics Measurement of group dynamics is essential to understand the behaviour of a group as a whole as well an individuals who make up the group. There are many scales to measure group dynamics, viz., Group Climate Questionnaire (Mackenzie, 1983), Group Cohesiveness Scale (Budman, 1993), Group Work Engagement Measure (Macgowan, 2000) and Group Member Interpersonal Process Scale (Soldz, 1993). Task groups, such as committees, teams, board of directors are not merely collections of individuals. The synergy that is created when people come together to work in these groups transcends the collection of individual efforts. We have to pay attention to group dynamics because group dynamics facilitate member participation and satisfaction to achieve the group goal. 4.10 Group Development As groups develop over time, group dynamic processes evolve. In this context, we can mention a well-known model by Tuckman (1963), which is known as stage model (as mentioned in unit 1). The stages are: i) Forming, ii) Storming, iii) Norming iv) Performing and v) Adjourning There is also the widely used model by Garland, Jones and Kolody (1976) Here the five significant stages are: i) Pre-affiliation: Should be affected to the group. ii) Power and control: Should be able to have some influences over the other members. iii) Intimacy: There must be certain closeness and intimacy. 118 _____

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iv) Differentiation: The group members should be able to differentiate their personal goals from group goals

v)

Separation: This refers to each influence having a separate identity despite being part of the group. Beginning stages of group development are characterised by the formation of group dynamics. Members interact tentatively, establishing norms, roles and status hierarchies and ultimately a group culture slowly emerges through interaction. At first, interaction is tentative and cautious and there exists little conflict. After that members become more comfortable resistance can develop. After that members want to become a part of the group but at the same time group members maintain their own identity and independence. Many factors affect group development. Structural characteristics have an important impact on group development.

Social Identity, Crowding and Crowd Behaviour Individuals are not self-contained units of psychological analysis. Social identity theory states that people think, feel and act as members of groups, institutions and cultures. The social identity approach reinforces the idea of the individuals' social cognitions which are socially constructed depending on their group or collective frames of reference. Social identity is mainly composed of four elements, viz., categorisation, identification, comparison and psychological distinctiveness. Actually social identity refers to the membership or associations of an individual with a NSOU • PGSW - VI _____ 119 primary group ranging from nuclear to extended based on factors as the individual's capacities, experiences, mobility and location. Ethnicity is a powerful social identity with many components, viz., common biological origins, customs, habits, norms etc. Personal identification with a specific group and the development of an in group mentality is involved in social identity theory. 4.11 Social identity theory We, the human being spend a lot of time thinking about ourselves. We can also say that self is the centre of each person's social universe. Our self-concept is mainly acquired through the interaction with the immediate family and also with the other people with whom we meet throughout our life. Actually self-concept is one's self- identity which consists of an organised collection of beliefs and feelings about oneself. We can further say that we develop our social identity which includes how we conceptualise ourselves, including how we evaluate ourselves. Self- concept also includes all of the information and feelings relevant to our past, present and future selves. We use the term self-concept which influences how we process information about the social world around us along with information about ourselves – such as our motives, emotional status, abilities, self-evaluation etc. All these important things influence how we process social and personal information that is relevant to our own identities. People want to know about others' beliefs, affiliations and intentions in order to interpret their words and actions and to predict their future behaviour. Social identity theory explains how people develop a sense of membership and belonging in particular group. There are many interconnected mechanisms in this theory. People generally seek out group membership as an affirmation of self-esteem, but that membership as an affirmation of self-esteem, but that membership in a group alone is not enough to build an affirm self-esteem. To feel more self-esteem, people have to believe that they are in the right group, which creates the need for a positive distinction from other groups. People want to know about others' beliefs, affiliations and intentions in order to interpret their future behaviour. These qualities we are unable to observe directly. We do not build up our impression of another trait by trait. Interpretation of identity is subjective. Social identity Theory was developed by Tajfel and Turner in 1979. In this theory, it was highlighted that a person has not one "personal Self" but rather several selves that corresponds to widening circles of group membership. An individual has multiple

120 _____ NSOU • PGSW - VI "social identities". It is the individual's self-concept derived from perceived membership of social groups (Hogg and Vaughan, 2002). Tajfel and Turner (1979) identified three variables which has contribution to the in-group favouritism is particularly important. • the extent to which individuals identify with an in-group to internalise that group membership as an aspect of their self-concept; • the extent to which the prevailing context provides ground for comparison between groups; • the perceived relevance of the comparison group, which itself will be shaped by the relative and absolute status of the in-group. Social identity theory has a considerable impact on social psychology. It is tested in a wide range of fields and settings and includes prejudice, stereotyping, negotiation and language use. The social identity theory has implication on the way people deal with social and organisational change. Besides this, we can also say that social identity is mainly composed of i) categorisation, ii) identification, iii) comparison, and iv) psychological distinctiveness. Generally social identities are associated with normative rights, obligations and sanctions which within specific collectivities form roles. Social identity refers to the membership or association of an individual with "primary" and other human beings. The significant factors which we can mention here are mainly individual's capacity, experiences mobility and location. 4.12 Definition of crowd Crowd is a physically compact organisation of human beings brought into direct, temporary and unorganised contact with one another. If some people stand together for a short time at any place, then it may be called crowd. The crowd is the most transitory and unstable of all the social groups. Actually crowd exhibits no patterns, no characteristic expressions. The collection of human beings in the market or in the open space is also designated as crowd. Maclver defines crowd as "A physically compact aggregation of human beings brought into direct, temporary and unorganised

NSOU • PGSW - VI _____ 121 contact with one another". According to Kimball Young, "A crowd is a gathering of a considerable number of persons around a centre or point of common attraction". According to Majumder, "A crowd is an aggregation of individuals drawn together by an interest without premeditation on the part of any of them and without even tentative provision of what to expect". Crowd behaviour involves three aspects: i) psychological continuity ii) polarisation of interest and attention and iii) transition and temporary character. A crowd collects because of some curiosity, interest and other temporary causes and dissolves as many as its cause vanishes. If two people start fighting on the road, a crowd will collect and when they stop their struggle, it will break up. Active Crowd Crowd can be divided into two classes: (a) Active and (b) Inactive. Active crowd can be further classified into four classes: a) Aggressive crowd: It is a crowd of people in an aggressive and destructive frame of mind, capable of any and every act of destruction and irrationality, brutality and inhumanity. This kind of crowd exhibits a tremendous excitement. b) Panicky crowd: Panicky crowd is the panicky or fear-stricken crowd whose constituent members are almost crazed with fear to a point where they can no longer think and find reason. They are almost frightened out of their units, so that thinking is for the time being a task beyond their power. They are concerned with the prime quest of saving their lives. c) Acquisitive crowd: The aim and objective of each of its members is to obtain or acquire something. Acquisitive crowd is composed almost entirely of individuals whose objectives is to gain or obtain something, be it a cinema ticket, kerosene oil etc. d) Expressive crowd: In this kind of crowd some people gathered to give expression or to manifest their demands or sentiments. Desire of violence is relatively less pronounced and dominant in the members of an expressive crowd.

122 _____ NSOU • PGSW - VI Inactive Crowd No crowd is completely inactive. The difference between an active and inactive crowd is only relative. The inactive crowd even resembles an audience. You may join in a crowd, where you can find some special characteristics: • Crowd has no predetermined aim • There is no definite time and place for crowd. • It is a congregate group of individuals who have temporarily identified themselves with common interest. It seems that members are motivated by emotions and soon become uncontrollable. • The behaviour of crowd is not certain. • People within the crowd stimulate each other. • Members of the crowd are generally uncontrolled, unorganised and disordered. Members are motivated by emotions and soon become uncontrollable. • The curiosity, values and emotions are temporarily identical and which arises because of common interest. • Immersed in the crowd, the individual loses self-control and may engage in different types of activities. Crowd behaviour arises as a result of the three mechanisms of anonymity, contagion and suggestibility (Le Bon, 1895). • Dollard (1939) used the frustration-aggression hypothesis to explain the violent behaviour of crowds. • Turner (1964) explained crowd behaviour in terms of "emergent norms". The contagion, the spread of the feelings and actions is facilitated by the process of mixing, the close proximity, the jostling like the sheep in the herd. • Generally in crowd people of varying interests and abilities converge because they share some common quality like hostility, aggressiveness etc. 4.13 Crowd psychology Crowd psychology mainly refers to the studies and theories regarding the behaviour of the crowd and also the psychological causes and effects of crowd participation. In a study entitled, "The Crowd: A Study of the Popular Mind (1895)", Le Bon suggested that when people become part of a crowd they lose almost all of their individuality, autonomy and personal judgment and morality. According to Carl

NSOU • PGSW - VI _____ 123 Jung, it is called "collective unconscious". Convergence theory emerged during the twentieth century, thinking that acts of the crowd is in unified way, not because of the collective 'mind' of the crowd but because they tend to be composed of like-minded people who are attracted into the crowd situation because of a shared interest or objective. 4.14 Crowd behaviour Neither the socio-psychological processes that take place within the crowd nor the techniques employed by the crowd, lead to understanding of crowd behaviour. However the leader provides an adequate understanding of the peculiarities of crowd behaviour. Some of them are as given below • In the crowd, with the loss of individuality, a form of group consciousness develops a fusion of mind with mind, a sympathetic participation on emotional level which is common to all the participants. Appeals, slogans are the common features. • Crowd behaviour is the release of repressed drives. The suggestibility, the exaltation, the lack of self-consciousness, the egoistic expansion and spontaneity, exhibited by the members of the crowd are phenomena susceptible to this kind of explanation. • We may think of the crowd as a temporary collective within which thwarted impulses are afforded an outlet. The close connection between the underlying characteristics of the cultural conditions and the types of crowd those are apt to mark the community life. • The manifestations of crowd feeling deserve study not only because they reveal the significance of this transitory form of aggregation, but also because they throw light on other social phenomena. 4.15 Theories of crowd behaviour Classical Theory The minds of the group would merge to form a way of thinking. Le Bon's idea is that crowd fosters anonymity and sometimes generate emotion. Different individuals in a group do not think individually but they think experience and act through the group mind. When individuals collect in a crowd, their individual mind becomes a part of the collective mind. The collective mind thinks in its own way and formulates

individual minds do not formulate in their individual capacities. Emphasis was given on unconscious motives. According to him, in a crowd these unconscious motives get more active. The individual is influenced by these unconscious motives and his own conscious motivation sinks into the background. The person become uninhibited and shows even the lowliest behaviour in the crowd. Convergence Theory Crowd behaviour is not a product of the crowd itself, but is carried into the crowd by particular individuals. According to the convergence theory people who wish to act in a certain way come together to form crowds. There is no homogenous activity within a repetitive practice. This theory states that crowd itself does not generate racial hatred or violence. Actually, crowd arises from convergence of people who oppose the presence of particular group of neighbours. Generally people in crowd express existing beliefs and values so that mob reaction is the rational product of widespread popular feeling. Group Mind Theory The Group mind theory has been advocated by Lebon, Espinas, Trotter, Durkheim, Mc. Dougall and Allport. According to this theory, the individual in the crowd loses his individuality and becomes a part of the crowd which comes to develop its own crowd consciousness. The mentality of the individual member becomes de- individualised and the person begins to act on an emotional level which is common to all the participants. Its working is based on emotions, slogans, appeals and suggestions. Its actions are less rational and more emotional. It becomes easily excited and acts in a hypnotic way. Lebon was the first writer to put forward the theory of group mind in 1892. According to him, the sentiments and ideas of all the persons in the gathering take one and the same direction and their conscious personality vanishes. Different individuals in a group do not think individually but think, experience and act through the group mind. When individuals collect in a crowd, their individual minds become a part of the collective mind. Lebon has laid great emphasis on the unconscious motives. The individual is influenced by the unconscious motives and his own conscious motivation sinks into the background. Espinas calls group mind as social consciousness. According to him, there is a sort of self-consciousness in every group. Collective consciousness is formed out of the collection of many individuals consciousness taken together. According to Trotter, everyman is possessed of the instinct of

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125 gregariousness. Man's gregariousness

activates his mental system as a result of which he accepts the command of the group without any argument and acts according to the command given. Durkheim has sought to explain group behaviour in terms of collective consciousness. According to him, when people collect in a group, a collective consciousness is created by the mutual exchange of ideas and notions. Actually mind is another name for the flow of consciousness. Social consciousness is a compound of several individual consciousness but its qualities are different from the qualities of the consciousness of the individual. According to Mc.Dougall, every group has a mind of its own. The group mind is not a mere collection of the minds of all the individual members of group. The group-mind has the power of influencing the mind of the individuals. It is because of this power of the group mind that the thinking of the individual changes when he becomes a member of the group. According to Allport, the behaviour of the individual in the crowd is influenced by two processes of social facilitation and inter-stimulation. Members of the group motivate each other. Social facilitation and inter-stimulation curb the reasoning capacity of the individuals and increase their suggestibility. Sometimes crowd behaviour may be the expression of impulses repressed or thwarted by the conditions and social controls of everyday life, but it may not be true of all the crowds. In a crowd all the differences of high and low, rich and poor are submerged and all act as one man. We can say that crowd behaviour is learned. In a crowd the individual responsibility is blotted out. De-individualisation of the individuals in the group leads to reduction of inner restraint and to move expressive behaviour. Public and Crowd: The public and the crowd while have some factors common, they differ a great deal. While both crowd and public are collectivities of people and are generally organised, one of the important differences is that there is physical contact among the members of a crowd, where as public is scattered at several places. Secondly, public is much bigger group than the crowd and thirdly, the stimulus in the crowd is simultaneous whereas stimulus in the public is diffused. The crowd is more suggestible than the public. Thus, we can say that the crowd and public differ in many ways. 4.16 Collective behaviour All social interactions fall under the category of collective behaviour. When two or more persons behave in the same way, it may be termed as 'collective behaviour'. Any religious congregation may be called collective behaviour. Collective behaviour

126 _____ NSOU • PGSW - VI brings people into contact with others in situations where conventional guidelines and formal authority fail to afford direction and supply channels for action. Social unrest may be both the cause and effect of collective behaviour. It may sometimes lead to the emergence of new norms and generally accepted policies. The agitated crowds can develop into disciplined association. Collective behaviour may act as an agent of flexibility and as a forerunner of social change. Some special features of collective behaviour are the following • It takes place in occasional episodes rather than regularly or routinely. • It is not regulated by any particular set of rules or procedures. • It is generally guided by unreasoning beliefs, hopes, fears or hatreds. • It is unpredictable. Generally we can say that social life is a system of well-structured and stable relationships. It is characterised by change rather than stability, uncertainty rather than predictability, disorganisation rather than equilibrium. Collective behaviour entails a crisis or a break in regular routines. Collective behaviour may be an agent of flexibility and social movements and revolutions fall under the category of collective behaviour. A crowd may be said to be more stable than a mob. Under conditions of stress or danger, a crowd may quickly turn into a mob. Crowd may include mob behaviour as well as audience behaviour. Casual crowd is short in time, loosely organised collectivity that may be motivated by the attraction of the movement. A group of people may collect together when there is an accident on the road. On the other hand, there is conventional crowd which are directed by conventional rules like collection of people in religious festivals. Mass Society Mass society is characterised by rationality, impersonal relations, extreme specialisation of roles and loneliness for the individual in spite of concentration of sheer numbers and loss of sense of intimacy and security. In such society's suggestion, persuasion, propoganda and other aspects of crowd behaviour are common (Young, 1948). The modern cities are changing rapidly. It consists of millions of human beings. Personal contacts among the people are reducing day by day. The loss of personal relationship creates a sense of insecurity, loneliness and incompleteness. To overcome these problems, they engage in voluntary organisation, associations and clubs etc. and also affiliate themselves with one or the other of the ashrams. Another significant feature of mass society, with its desire for crowd contacts, is irrationality,

NSOU • PGSW - VI _____ 127 susceptibility to propoganda and advertisement. Technological progress and impersonality are based on rational grounds. The sense of insecurity and sense of loneliness makes the individual irrational. In the mass society there is a mixture of rational and irrational thing. Audience Audience is a polarised crowd which assembles in one place. It is an index of mental unity. There may be two types of audience i) casual audience and ii) scheduled audience- A number of people may congregate and become polarised by seeing a street quarrel and it is called casual audience. On the other hand, the crowd which assembles in a lecture hall or cinema hall may be called scheduled audience. In the audience situation several psychological processes are involved in the interaction of people. This interaction may be of two types, viz., i) between audience and speaker or actor and ii) among the member of the audience themselves. The aim of audience is of many types. One is to get facts and interpretations. We can also observe some emotional appeals among audience. Sometimes it may be conversational. As for example we can say that the dramatic troupe or the musician will have to build up rapport with the audience so that the audience appreciates and enjoys the music or the program. If it is unfavourable, then it becomes aggressive one. Group singing breaks down the individual isolation, removes differences in social status and helps to build up common emotions and feelings. MOB Generally, the members of a mob tend to show a similarity in feelings, thoughts and actions irrespective of the variation in education, occupation and intelligence. The members of the mob are attending to and reacting to some common object in a common way. Sometimes heightened emotionality is a characteristic feature of mob behaviour. The significant features are anger, fear, joy etc. Sometimes they become unreasonable, intolerant and fickle-minded. Most common characteristic of mob behaviour is the diminished sense of responsibility. They are generally irresponsible.

128 _____ NSOU • PGSW - VI An aggressive mob may indulge in some unfortunate behaviour like destroying music, puperty attacking the. Not only their sense of autonomy may also be reduced and may become part of mob behaviour. Suggestion, imitation and sympathy – are the three mechanisms of interaction which we can observe in the mob behaviour. It can further be said that mob behaviour is due to the operation of a number of factors, some of which depend upon the predisposition of the individuals and some upon the characteristics of the situation in which the collectivity finds itself. Mob behaviour is conditioned by so many factors – past as well as present, social as well as individual. Fashion Fashion is an important example of collective action and it is common with crowd behaviour. Fashion is a variation that is permissible within limits of custom. Fashion as well as fads and crases are based on the desire for change, the desire for something new. There is a psychological reaction and it is outgrowth of emotional and irrational tendencies. It can further be said that fashion sometimes furnishes the desire of conformity, security and social solidarity. Social movements are collective efforts to change the society. Some movements are local, some are national and others are international. The term 'collective behaviour' is now used as 'audience behaviour', 'mob behaviour', 'social movement' etc. Self Assessment Questions 1) All _____ called under the category of collected behaviour. 2) Write features of collective behaviour.

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..... 3)Two types of audience are (i)
(ii)..... 4) Mob behaviour is conditioned by three factors i).....
ii)..... iii).....

NSOU • PGSW - VI _____ 129 4.17 Conclusion Generally people want to know about others' beliefs, affiliations and intentions in order to interpret their words and actions and to predict their future behaviour. The premise of the social identity concept is that individuals partially derive their self- concepts from membership in social groups. Social identity concept provides a robust framework for psychologists to understand issues of labeling, self-esteem, discrimination, conformity and in-group or out-group perspectives. Individuals are not self-contained units of psychological analysis. Social identity theory states that people think, feel and act as members of collective groups, institutions and cultures. This approach reinforces the idea that individual's social cognitions are socially construed depending on their group or collective frames of reference. This theory incorporates three main points: i) people are motivated to maintain a positive self-concept; ii) the self-concept derives largely from group identification ;and iii) people establish positive social identities by favorably comparing their in- group against an out- group. It is true that group often exerts powerful effects upon their members. In this context three important aspects are role, status and norms. Different persons perform different tasks and they expected to accomplish different things for the group. They fulfill different roles. Generally roles are assigned in a formal manner. Groups may choose a person as leader and others as follower. Roles are acquired and people internalise them. They link their roles to key aspects to their self-concept and self- perception. A role may exert profound effects on a person's behaviour. Besides role, another important factor in functioning of group is status. It is social standing or rank within a group. Different roles or position in a group is linked with wide range of desirable outcomes. Groups often confer or withhold status, as a means of influencing the behaviour of their members. Another powerful factor which has significant impact on group is the 'norm'. The rules may be implicit or explicit, established by groups to regulate the behaviour of their members. In many situations, norms tell group members how to behave or how not to behave. Generally group insists upon adherence to their norms as a basic requirement for membership. Groups influence their members through roles, i.e., members' assigned functions in the group; status, i.e., their relative standing in the group and norms, i.e., rules concerning appropriate behaviour for

130 _____ NSOU • PGSW - VI members, and lastly, cohesiveness, i.e., all the factors that cause members to remain in the group. In this context another important term we can use, i.e., "crowd". A crowd is a gathering of a considerable number of persons around a centre or point of common attraction. Crowd is a temporary, direct and unorganised group of individuals whose curiosity, values and emotions are temporarily identical and which arise because of common interest or common stimuli. According to the "group-mind theory", the individual in the crowd loses his individuality and becomes a part of the crowd which comes to develop its own crowd consciousness. Like-minded people, who are attracted into the crowd situation, have a shared interest or object, which is based on convergence theory. The other type of groups we can mention here are mob, audience, mass society etc 4.18 Exercise 1) Write five importance's of group dynamics. 2) Write two features of group dynamics. 3) Self- concept also includes all of the andrelevant to our past, present and future. 4) What does social identity explain? 5) Social identity composed of four elements i.e i)..... ii)..... iii)..... iv)..... 6) Define what is crowd? 7) What are the two classes of crowd? 8) Explain crowd behaviour 9) What is classical theory? 10) Explain convergence theory? 11) All..... called under the category of collected behaviour 12) Write features of collective behaviour? 13) Two types of audience are (i) (ii) (iii) 14) Mob behaviour is conditioned by three factors i) ii) iii)

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https://www.researchgate.net/publication/247720343_The_Intergroup_Dynamics_of_Collective_Empowerment_Substantiating_the_Social_Identity_Model_of_Crowd_Behavior <https://academic.oup.com/policing/article/14/4/931/4939262>
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132 _____ NSOU I PGSW-VI Unit- 5 ??????????Theories in Psychology
 Structure 5.1 Objective 5.2 Introduction 5.3 Psychodynamic theories of personality 5.4 Freudian Psychoanalytical Theory 5.5 Adler's Individual Psychology 5.6 Conclusion 5.7 Exercise 5.8 Reference 5.1 Objective Learner would understand about the major theories of Psychology. Like Psychodynamies theories of personality Freudian Psychoanalytical Theory Adler's Individual Psychology. 5.2

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Introduction Psychodynamic Theory is one in which patients treated are viewed within a model of illness that attempts to identify something that is not obvious but is present, but may be at the unconscious level. Such a material once brought out of the unconscious would be able to help the patient be relieved of the symptoms and get the person on the road to recovery. Thus each individual is perceived to have had certain experiences and events that have been pushed into the unconscious as these materials are very painful and shameful to the individual. These materials remain in the unconscious and keep trying to enter the conscious only to be repressed back. These are basically materials that are wishes and desires and needs which are represented by the Id, and which are catered to by the ego so as to fulfill the needs of the Id. At the same time the do's and don'ts, the moral values, the rights and wrongs that are imparted by the parents are represented by the superego which tries to curb the id impulses from arising so that the person may not do anything wrong which may cause the society harm. Thus the dynamic interaction amongst the Id, Ego and the superego as well as the society or the outer environment make the individual behave in a certain way. All these dynamics start quite at an early age of the individual and remain so and continue even in adulthood. In the process of catering to the Id and the superego the ego uses many defenses which help in maintaining a balance in the personality. However if balance is not restored the individual may

132 NSOU I PGSW- VI _____ 133 develop certain abnormalities called as mental disorders which need to be treated and one method of treatment is the psychoanalysis. Freud developed a technique that he called psychoanalysis and used it to treat mental disorders. The conscious contains all the information that a person is paying attention to at any given time. The preconscious contains all the information outside of a person's attention but readily available if needed. The unconscious contains thoughts, feelings, desires, and memories of which people have no awareness but which keep influencing every aspect of individual's day to day life. Freud believed that personality gets clearly established during childhood, largely before the age of five years. He proposed five stages of psychosexual development, viz., the oral stage, the anal stage, the phallic stage, the latency stage, and the genital stage. Thus personality development for Freud took place before five years of age and continued on into the adulthood with very little change. Freud had many followers and some of them parted company with him on many of the issues related to personality development, as for instance the issue of psychosexual development etc. Erikson was one such person who was a follower of Freud but separated away to propound his own theory. Erikson's theory of ego psychology holds certain tenets that differentiate his theory from Freud's. Erikson's stages provide a framework in which one can bring in the culture concept and compare the present day to that of the earlier days. It also offers insights regarding the eight stages being divided into two parts, with one ending with childhood and the other adult development. In this unit we will be dealing with the theories of personality development as put forward by Freud and Erikson. 5.3

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Psychodynamic Theories of Personality Psychodynamic Theory is one in which patients treated for mental disorders are viewed within a model of illness that attempts to identify something that may be not in the realm of awareness of the individual concerned. Each individual is perceived to be made up from a dynamic that begins in early childhood and continually progresses throughout life. This way of thinking, however, is generally considered a watered down version of the more conservative and rigid psychoanalytic school of thought. Psychoanalysis emphasises the belief that all adult problems are directly related to events in one's childhood. Therapists who practice this theory have a tendency to look at individuals as the composite of their parental upbringing. Their focus is on the means for settling conflicts between themselves and their parents as well as within themselves. Psychodynamic therapists tend to believe in the theoretical constructs of the ego (which acts as a force 134 _____)

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similar to a referee) and the superego (known as the conscience) as well as an id that exists inside all of us that tends to act as the devil's advocate working against the thought process of the conscience. All of these constructs work together to make up the personality and the role of the unconscious is emphasised meaning that contrary to what else one may think, what one does not know can indeed hurt the person and more often than not, it does just that. The development of an adult's personality is viewed in terms of whether an individual has been able to successfully maneuver through the psychosexual stages of childhood development. Because of this belief, adults are unlikely to know how they are screwed up and as a result may not even recognise the signs of mental distress or mental disorder. 5.4 Psychoanalytic Theory by Sigmund Freud In the late 1800s and early 1900s, Freud developed a technique that he called psychoanalysis and used it to treat mental disorders. He formed his theory of psychoanalysis by observing his patients. According to psychoanalytic theory, personality development takes place as a result of the attempts to resolve conflicts between unconscious sexual and aggressive impulses and societal demands to restrain these impulses. Freud's theory of development has two primary ideas: 1) Everything you become is determined by your first few years – indeed, the adult is exclusively determined by the child's experiences, because whatever actions occur in adulthood are based on a blueprint laid down in the earliest years of life (childhood solutions to problems are perpetuated) 2) The story of development is the story of how to handle anti-social impulses in socially acceptable ways. The Conscious, The Preconscious, and The Unconscious Freud believed that most mental processes are unconscious. He proposed that people have three levels of awareness: The Preconscious, the conscious and the unconscious The conscious contains all the information that a person is paying attention to at any given time. Example: The words Dan is reading, the objects in his field of vision, the sounds he can hear, and any thirst, hunger, or pain he is experiencing at the moment are all in his conscious. The preconscious contains all

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the information outside of a person's attention but readily available if needed. Example: A close friend's telephone number, the make of one's car, and many of the past experiences are in the preconscious. The unconscious contains thoughts, feelings, desires, and memories of which people have no awareness but that which influence every aspect of the individual's day to-day lives.

Image: The three levels of awareness given by Freud.

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Example : Rakesh's unconscious might contain angry feelings toward his mother or a traumatic incident he experienced at age four, about none of which he is aware. Freud believed that information in the unconscious tries to come into the conscious and very often it is seen in slips of the tongue, jokes, dreams, illness symptoms, and the association'

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people make between ideas. The Freudian Slip Manju calls up her mother on Mother’s Day and says, “You’re the beast, Mom,” when she consciously intended to say, “You’re the best, Mom.” According to psychoanalytic theory, this slip of the tongue, known as a Freudian slip, reveals her unconscious anger toward her mother. 136

----- NSOU I PGSW-VI The ID, The EGO, and The Superego Freud proposed that personality has three components: the id, the ego, and the superego. Id: Id is conceived as a reservoir of instinctual energy that contains biological urges such as impulses toward survival, sex, and aggression. The id is unconscious and operates according to the pleasure principle, the drive to achieve pleasure and avoid pain. The id is characterised by primary process thinking, which is illogical, irrational, and motivated by a desire for the immediate gratification of impulses. Ego: Ego is considered as the component that manages the conflict between the id and the constraints of the real world. Some parts of the ego are unconscious, while others are preconscious or conscious. The ego operates according to the reality principle, the awareness that gratification of impulses has to be delayed in order to accommodate the demands of the real world. The ego is characterised by secondary process thinking, which is logical and rational. The ego’s role is to prevent the id from gratifying its impulses in socially inappropriate ways. Superego: This is considered to be the moral component of personality. It contains all the moral standards learned from parents and society. The superego forces the ego to conform not only to reality but also to its ideals of morality. Hence, the superego causes people to feel guilty when they go against society’s rules. Like the ego, the superego operates at all three levels of awareness. Conflict: Freud believed that the id, the ego, and the superego are in constant conflict. He focused mainly on conflicts concerning sexual and aggressive urges because these urges are most likely to violate societal rules. Anxiety: Internal conflicts can make a person feel anxious. In Freud’s view, anxiety arises when the ego cannot adequately balance the demands of the id and the superego. The id demands gratification of its impulses, and the superego demands maintenance of its moral standards.

Stages of Psychosexual Development Sigmund Freud (1856-1939) is probably the most well known theorist when it comes to the development of personality. Freud’s Stages of Psychosexual Development are, like other stage theories, completed in a predetermined sequence and can result in either successful completion or a healthy personality or can result in failure, leading to an unhealthy personality. This theory is probably the best known as well as the most controversial; as Freud believed that we develop through stages based upon a particular erogenous zone.

NSOU I PGSW-VI----- 137 Image: Stages of Psychosexual Development During each stage, an unsuccessful completion means that a child becomes fixated on that particular erogenous zone and either over- or under-indulges once he or she becomes an adult. a) Oral Stage (Birth to 18 months): During the oral stage, the child is focused on oral pleasures (sucking). Too much or too little gratification can result in an Oral Fixation or Oral Personality which is evidenced by a preoccupation with oral activities. This type of personality may have a stronger tendency to smoke, drink alcohol, over eat, or bite his or her nails. Personality wise, these individuals may become overly dependent upon others, gullible, and perpetual followers. On the other hand, they may also fight these urges and develop pessimism and aggression toward others. b) Anal Stage (18 months to three years): The child’s focus of pleasure in this stage is on eliminating and retaining faeces. Through society’s pressure, mainly via parents, the child has to learn to control anal stimulation. In terms 138 ----- NSOU I PGSW-VI of personality, after effects of an anal fixation during this stage can result in an obsession with cleanliness, perfection, and control (anal retentive). On the opposite end of the spectrum, they may become messy and disorganised (anal expulsive). c) Phallic Stage (ages three to six): The pleasure zone switches to the genitals. Freud believed that during this stage boys develop unconscious sexual desires for their mother. Because of this, he becomes rivals with his father and sees him as competition for the mother’s affection. During this time, boys also develop a fear that their father will punish them for these feelings, such as by castrating them. This group of feelings is known as Oedipus complex (after the Greek Mythology figure, who accidentally killed his father and married his mother). d) Later it was added that girls go through a similar situation, developing unconscious sexual attraction to their father. Although Freud Strongly disagreed with this, it has been termed the Electra complex by more recent psychoanalysts. e) According to Freud, out of fear of castration and due to the strong competition of their father, boys eventually decide to identify with him rather than fight him. By identifying with his father,

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the boy develops masculine characteristics and identifies himself as a male, and represses his sexual feelings toward his mother.

A fixation at this stage could result in sexual deviancies (both overindulging and avoidance) and weak or confused sexual identity according to psychoanalysts. f) Latency Stage (age six to puberty) : It's during this stage that sexual urges remain repressed and children interact and play mostly with same sex peers. g) Genital Stage (puberty on): The final stage of psychosexual development begins at the start of puberty when sexual urges are once again awakened. Through the lessons learned during the previous stages, adolescents direct their sexual urges onto opposite sex peers; with the primary focus of pleasure are the genitals.

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Defense Mechanisms To manage these internal conflicts, people use defense mechanisms. Defense mechanisms are behaviours that protect people from anxiety. There are different defense mechanisms, many of which are automatic and unconscious. Some of these defense mechanisms commonly used by individuals are presented below. It may be mentioned here that the individual is generally not aware that he or she is using defense mechanisms at the conscious level. a. Repression: keeping unpleasant thoughts, memories, and feelings shut up in the unconscious. Example: Ram witnessed his mother being beaten by agoonda on a motor cycle who was trying to snatch away her gold chain.

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This happened around when he was seven years of age. He does not remember this incident as of today as an adult. This is so because he has repressed that traumatic incident into the unconscious.

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Reaction formation: This refers to behaving in a way that is opposite to behaviour, feelings, or thoughts that are considered unacceptable. Example: Nisha feels attracted to her boss but does not admit this to herself. Instead, she constantly makes very disparaging comments about the boss, exactly opposite of her feelings of attraction. c. Projection: attributing one's own unacceptable thoughts or feelings to someone else. Example: Karan gets attracted to women other than his wife and feels bad about it. However he is

not unable to state anything about it nor does he want

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to accept such feelings within him. He therefore unconsciously projects these feelings on to his wife saying that she is unfaithful and that she goes with other men and gets attracted to other men etc.

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Rationalization: using incorrect but self serving explanations to justify unacceptable behaviour, thoughts, or feelings. Example: Ronak jumps a red light while driving. He justifies this by telling to himself that he was already in the intersection when the light changed to red. e. Displacement: transferring feelings about a person or event onto someone or something else. Example: Seth is angry at his professor for giving him a bad grade. He leaves class and shouts angrily at a passerby who accidentally bumps into him.

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Denial: refusing to acknowledge something that is obvious to others. Example: Rashmi has started drinking alcohol which has started to affect her academic performance, her job, and her relationships. However, she insists that she drinks only to relieve stress and that she does not have an alcohol problem.

g.

Regression: reverting to a more immature state of psychological development. Example: When six-year-old Jameel gets less attention from his parents because of a new baby brother, he suddenly starts to wet his bed at night. h. Sublimation: channeling unacceptable thoughts and feelings into socially acceptable behaviour. Example: Priya deals with her angry feelings toward her family by writing science fiction stories about battles between civilizations which contains a lot of aggression. 140

NSOU I PGSW-VI Limitation : Some of the limitations typically raised in response to Freudian theory are: Freud's hypotheses are neither verifiable nor falsifiable. It is not clear what would count as evidence sufficient to confirm or refute theoretical claims. The theory is based on an inadequate conceptualization of the experience of women. The theory overemphasizes the role of sexuality in human psychological development and experience.

5.5 Adler's Individual Psychology Alfred Adler, a medical graduate is best known as the founder of Individual Psychology. In addition he is credited, along with Carl Jung and Sigmund Freud, as one of the greatest founding influences of modern psychology. Adler developed the school of individual psychology which consisted of the concepts of human drives, feelings, emotions, and memory in the context of the individual's overall life plan. Among Adler's chief contributions, the following may be mentioned: i) the importance of birth order in the formation of personality, ii) the impact of neglect or pampering on child development, iii) the notion of a "self perfecting" drive within human beings, and iv) the idea that one must study and treat the patient as a "whole person." Adler with the creation of individual psychology, developed a new direction in psychotherapy, and created the first significant schism in the psychoanalytic movement. Adler considered psychic development to be the formation of an unconscious life plan, or even a lifestyle. The concepts used by Adler are the following: i) Individual Psychology ii) Striving for perfection iii) Aggressive drive iv) Compensation v) Masculine protest

NSOU I PGSW-VI _____ 141 i) Individual psychology deals as much as possible with what can be observed and as little as possible with what must be taken on faith. Alfred Adler postulates a single "drive" or motivating force behind all our behaviour and experience and he called this motivating force as striving for perfection. This actually refers to the desire that all humans have to fulfill their potentials, to come closer and closer to their ideal self actualization. ii) Striving for perfection refers to the single motivating force underlying personality. Adler's earliest phrase in regard to this was the aggression drive, referring to the reaction one has when other drives, such as our need to eat, to be sexually satisfied, to get things done, or be loved, etc., are all frustrated. It might better be called as the assertiveness drive, as aggression term has a negative connotation. iii) Compensation: Another word Adler used to refer to basic motivation was compensation, or striving to overcome. Since people have problems, shortcomings, inferiorities of one sort or another, Adler felt, earlier in his writing, that individual personalities could be accounted for by the ways in which they compensate or overcome those problems. iv) Masculine Protest: One of Adler's earliest phrases was masculine protest. He noted something pretty obvious in his culture that boys were held in higher esteem than girls, and boys wanted, often desperately, to be thought of as strong, aggressive, in control that is, "masculine" and not weak, passive, or dependent that is, "feminine." Goal-striving Adler saw man imbued with a unitary dynamic force, a striving from below to above. Since this striving is an "intrinsic necessity of life itself, like physical growth," there is no need to infer a further source of energy for it. Adler described it as directed toward superiority, overcoming, perfection, success, significance – always as these are variously envisioned by each individual. Self-determination Adler found that an individual might respond to a perceived inferiority with greater or lesser inferiority feelings and with discouragement, compensation, or overcompensation. Thus the individual is not completely determined by objective factors. Adler called this degree of self-determination man's creative power. It includes not only the ability to choose between several ways of regarding or reacting but also, more importantly, man's potential for spontaneity. Through it the individual arrives at his style of life. Life Style Life style refers to how a person lives his/her life, how he/she handle problems and interpersonal relations. Social Ties Adler specified three main tasks of life: occupation, association with others, and love and marriage. He also referred to them as social ties, for they all require

NSOU I PGSW-VI cooperation for their solution. Man's very uniqueness is influenced by his relations to others: "The style of the child's life cannot be understood without reference to the persons who look after him." Social Interest Adler also assumed an innate potentiality for coping with society, termed social interest. Unlike an instinct, it must be evoked and developed. Its subjective development is based in man's native empathy; the objective "development of the innate potentiality for cooperation occurs first in the relationship of the child and the mother." Social interest represents a transcendence of the self, an absence of self centeredness. It is a trait, like intelligence, and as such influences the direction of the striving, but it is the most important trait in the life style. Psychological types Adler mentioned three distinguished types based on the different levels of energy involved: 1) Ruling type: They are, from childhood on, characterized by a tendency to be rather aggressive and dominant over others. Their energy — the strength of their striving after personal power — is so great that they tend to push over anything or anybody who gets in their way. The most energetic of them are bullies and sadists; somewhat less energetic ones hurt others by hurting themselves, and include alcoholics, drug addicts, and suicides. 2) Leaning type: They are sensitive people who have developed a shell around themselves which protects them, but they must rely on others to carry them through life's difficulties. They have low energy levels and so become dependent. When overwhelmed, they develop what we typically think of as neurotic symptoms: phobias, obsessions and compulsions, general anxiety, hysteria, amnesias, and so on, depending on individual details of their lifestyle. 3) Avoiding type: These have the lowest levels of energy and only survive by essentially avoiding life — especially other people. When pushed to the limits, they tend to become psychotic, retreating finally into their own personal worlds. 4) Socially useful type: This is the healthy person, one who has both social interest and energy. Note that without energy, you can't really have social interest, since you wouldn't be able to actually do anything for anyone! Adler noted that his four types looked very much like the four types proposed by the ancient Greeks. They, too, noticed that some people are always sad, others always angry, and so on. But they attributed these temperaments (from the same root as temperature) to the relative presence of four bodily fluids called humors. Choleric (hot and dry) and angry all the time. The choleric is, roughly, the ruling type. Phlegmatic (cold and wet) and

NSOU I PGSW-VI 143 be sluggish. This is roughly the leaning type. Melancholic (cold and dry) and tend to be sad constantly. This is roughly the avoiding type. Sanguine (warm and moist). This naturally cheerful and friendly person represents the socially useful type. Adler believed very strongly that each person is a unique individual with his or her own unique lifestyle. The idea of types is, for him, only a heuristic device, meaning a useful fiction, not an absolute reality. Childhood Adler, like Freud, saw personality or lifestyle as something established quite early in life. In fact, the prototype of the individual's lifestyle tends to be fixed by about five years old. Adler felt that there were three basic childhood situations that most contribute to a faulty lifestyle. 1. First, organ inferiority as well as early childhood diseases: They are what he called "overburdened," He felt that someone has to draw their attention to others, in order that they give up focusing on their own self and look at others. 2. The second is pampering. Many children are taught, by the actions of others that they can take without giving. Their wishes are everyone else's commands. 3. The third is neglect. A child who is neglected or abused learns what the pampered child learns, but learns it in a far more direct manner. They learn inferiority because they are told and shown every day that they are of no value. They learn selfishness because they are taught to trust no one. If you have not known love, you do not develop a capacity for it later. Birth Order Adler must be credited as the first theorist to include not only a child's mother and father and other adults as early influence on the child, but the child's brothers and sisters as well. His consideration of the effects of siblings and the order in which they were born is probably what Adler is best-known for. The only child is more likely than others to be pampered, with all the ill results one has discussed. After all, the parents of the only child have put all their eggs in one basket, so to speak, and are more likely to take special care, sometimes anxiety filled care of their pride and joy. If the parents are abusive, on the other hand, the only child will have to bear that abuse alone. The first child begins life as an only child, with all the attention to him or herself. Sadly, just as things are getting comfortable, the second child arrives and "dethrones" the first. At first, the child may battle for his or her lost position. He or she might try acting like the baby. After all, it seems to work for the baby! But the elder child gets only rebuffed and told to grow up. Some become disobedient and rebellious, others sullen and withdrawn. Adler believed that the first born children

144 _____ NSOU I PGSW-VI are often precocious. They tend to be relatively solitary and more conservative than the other children in the family. The second child is in a very different situation: He or she has the first child as a sort of "pace-setter," and tends to become quite competitive, constantly trying to surpass the older child. They often succeed, but many feel as if the race is never over, and they tend to dream of constant running without getting anywhere. Other "middle" children will tend to be similar to the second child, although each may focus on a different "competitor." The youngest child is likely to be the most pampered in a family with more than one child. After all, he or she is the only one who is never dethroned! And so the youngest children are the second most likely source of problem children, just behind the first borns. On the other hand, the youngest may also feel incredible inferiority, with everyone older and "therefore" superior. But, with all those "pace-setters" ahead, the youngest can also be driven to exceed all of them. Who is a first, second, or youngest child is not as obvious as it might seem. If there is a long stretch between children, they may not see themselves and each other in the same way as if they were closer together. And if some of the children are boys and some girls, it makes a difference as well. A second child who is a girl might not take her older brother as someone to compete with. A boy in a family of girls may feel more like the only child and so on. As with everything in Adler's system, birth order is to be understood in the context of the individual's own special circumstances. Therapist and Patient The therapist's function, according to Adler, is not to treat "mental disease" but to divine the error in the patient's way of life and lead him to greater maturity. Adler wished the patient to appreciate his (patient's) own power of self-determination and have the courage to exercise it. To encourage the patient, the therapist must express a disinterested concern that evokes and fosters feelings of trust and fellowship, which in turn fulfils a function at which the mother had failed.

NSOU I PGSW-VI _____ 145 5. 6 Conclusion In this Unit our learner got an in-depth idea about the theories on psychodynamics, Psychoanalytical Theory and Adler's Individual Psychology. Dear learners, now you would be able to understand the social behaviour of the client in a much meaningful manner. 5. 7 Exercise 1)

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Discuss and state the psychosexual stages of development by Freud. 2) Discuss the result if there is a disturbance in these stages. 3)

Evaluate Freud's theory of personality development. 4) What do you understand by social psychological theories? 5) Define Individual Psychology. 6) What was the core concept of Alfred Adler's theory. 7) Discuss the various concepts put forward by Adler in explaining personality. 5. 8 Reference <https://www.verywellmind.com/alfred-adler-2795502#:~:text=Founder%20of%20Individual%20Psychology&text=Alder%20was%20initially%20a%20colleague,his%20approach%20as%20individual%20psychology>. <http://www.ignou.ac.in/upload/Unit%2022.pdf> https://www.researchgate.net/publication/331811007_Theoretical_Analysis_of_Adlerian_Freud <http://egyankosh.ac.in/bitstream/123456789/23513/1/Unit-2.pdf> <https://study.sagepub.com/sites/default/files/Alfred%20Adler.pdf>

146 _____ NSOU I PGSW-VI 146 Unit-6 ????? Humanistic Approach- Carl Rogers, Maslow-

Motivation of Human Behaviour : Concept, Theories and Types, Biological and Social Motives

Structure 6.1 Objectives 6.2 Introduction 6.3 Carl Rogers's Theory of Personality 6.4 Maslow Theory of Personality 6.5 Conclusion 6.6 Exercise 6.7 Reference 6.1 Objectives In this unit the learners would learn about the theories of Personality given by Carl Roger and Abraham Maslow. These theories are mostly framed based on the real life experiences. 6.2 Introduction

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Humanistic and Self Theories of (Malsow and Rogers) Personality The Humanistic Approach began in response to concerns by therapists against perceived limitations of Psychodynamic theories, especially psychoanalysis. Psychologists and psychoanalysts such as Carl Rogers and Abraham Maslow felt that the existing (psychodynamic) theories failed to adequately address issues such as the meaning of behaviour, and the nature of healthy growth. However, the result was not simply new variations on psychodynamic theory, but rather a fundamentally new approach. There are several factors which distinguish the Humanistic Approach from other approaches, that is, the difference can be seen in the emphasis on subjective meaning, a rejection of determinism, and a concern for positive growth rather than pathology. While one might argue that some psychodynamic theories provide a vision of healthy growth (including Jung's concept of individuation), the other characteristics distinguish the Humanistic Approach from every other approach within psychology (and sometimes lead theorists from other approaches to say the Humanistic Approach is not a science at all). Most psychologists believe that

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behaviour can only be understood objectively (by an impartial observer), but the humanists argue that this results in concluding that an individual is incapable of understanding their own behaviour—a view which they see as both paradoxical and dangerous to well-being. Instead, humanists like Rogers argue that the meaning of behaviour is essentially personal and subjective; they further argue that accepting this idea is not unscientific, because ultimately all individuals are subjective: what makes science reliable is not that scientists are purely objective, but that the nature of observed events can be agreed upon by different observers (a process Rogers calls

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verification). The main aim of humanistic approach is to provide concepts and methods for stimulating learning, growth and development both in individual persons as well as in society, thus enhancing well-being and the overall quality of life. Maslow coined the term “the Third Force” to describe the Humanistic Approach, to emphasise how it differed from the Psychodynamic and Behaviourist Approaches, which dominated psychology in the 1950’s. This “third force”, in contrast with clinical psychology, influenced by Freudian psycho-analysis, which studies mental illness, i.e. the negative side of human behaviour, and traditional academic, experimental psychology, influenced by behaviourism, which tends to reduce human behaviour to statistical correlations between different kinds of stimuli, responses and personality traits. Instead of merely modeling normal behaviour or of curing clear dysfunctions, a humanistic psychologist tries to help people to develop in a better way, thus making them more competent, more aware, happier, in the hope of reaching some state of “optimal” mental health. The central theme in humanistic theories is the drive towards self-actualisation, to realise one’s full potential. Other themes include personal growth, openness to experience, living in the present, personal responsibility, and inherent goodness of people. For the humanists, the unit of analysis is the perceived reality. Probably the best known proponent of this approach is Abraham Maslow. What distinguishes his work from that of other “humanists”, such as Carl Rogers or Erich Fromm is that he proposes a model of how a happy, healthy, well-functioning person behaves, which is based on concrete observations of real people, rather than on formulating ideal requirements. Also Maslow proposes a simple and intuitively appealing theory of motivation, which explains where such a “self-actualising” personality comes from. In parallel with systems theory, Maslow reacts against too much reductionism in psychological modeling, and proposes an alternative holistic approach of personality research. In recent years, a number of initiatives have appeared which, while influenced significantly by humanistic ideas and theories, have new directions. Perhaps the most significant is positive psychology, a term coined by Dr. Martin Seligman when he was President of the American Psychological Association in 2000. Positive psychology, like the humanistic approach, focuses on enhancing human potential, but embraces research 148 _____

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methods (e.g., surveys, group data) which humanists have traditionally avoided. Another area influenced by the humanistic approach has been coaching psychology. While the term originated in "personal coaching" in sports, it more generally refers to a focus on enhancing individual potential, and the field has gradually become a specific area within many psychology associations. Abraham Maslow : Humanistic Approach to Personality Abraham Maslow, widely regarded as one of the founders of the Humanistic Approach, was born on April 1, 1908 in Brooklyn, New York. He received his BA in 1930, his MA in 1931, and his PhD in 1934, all in psychology, all from the University of Wisconsin. A year after graduation, he returned to New York to work with E. L. Thorndike at Columbia, where Maslow became interested in research on human sexuality. He began teaching full time at Brooklyn College. During this period of his life, he came into contact with the many European intellectuals who were migrating to the US, and Brooklyn in particular, at that time. Persons like Adler, Fromm, Horney, as well as several Gestalt and Freudian psychologists also migrated to Brooklyn initially. Maslow served as the chair of the psychology department at Brandeis from 1951 to 1969. While working here he met Kurt Goldstein, who had put forward the idea of self- actualisation in his famous book, *The Organism* (1934). It was also here that he began his crusade for a humanistic psychology, something ultimately much more important to him than his own theorising. He spent his final years in semi retirement in California, until, on June 8 1970, he died of a heart attack after years of ill health. Maslow developed a theory of personality that has influenced a number of different fields. This wide influence is due in part to the high level of practicality of Maslow's theory. His theory accurately describes many realities of personal experiences. Humanists do not believe that human beings are pushed and pulled by mechanical forces, either of stimuli and reinforcements (behaviourism) or of unconscious instinctual impulses (psychoanalysis). Humanists focus upon potentials. They believe that humans strive for an upper level of capabilities. Humans seek the frontiers of creativity, the highest reaches of consciousness and wisdom. This has been labeled "fully functioning person", "healthy personality", or as Maslow calls this level, "self-actualising person." Maslow's theory of personality can be explained

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the following headings: 1) Hierarchy of needs, 2) Deficit needs, 3) Growth needs, 4) Self-actualisers Hierarchy of Needs Maslow proposed a theory of human motivation based on hierarchy of needs. The lower a need in the hierarchy the more dominating that need is. In other words, when several needs are active, the lowest need will be most compelling. The higher order needs emerge only when the lower level needs are satisfied. The first four levels are considered deficiency or deprivation needs ("D-needs") in that their lack of satisfaction causes a deficiency that motivates people to meet these needs. For instance the Physiological needs which are at the lowest level on the hierarchy, include necessities such as air, food, and water. These tend to be satisfied for most people, but they become predominant when unmet. During emergencies, safety needs such as health and security rise to the forefront. Once these two levels are met, belongingness needs, such as obtaining love and intimate relationships or close friendships, become important. The next level, esteem needs, include the need for recognition from others, confidence, achievement, and self-esteem. The highest level is self-actualisation, or the self-fulfilment. Behaviour in this case is not driven or motivated by deficiencies but rather one's desire for personal growth and the need to become all the things that a person is capable of becoming (Maslow, 1970). Now we will discuss each level of needs one by one : The lowest level in the Maslow's hierarchy is the physiological needs. These include the most basic needs that are vital to survival, such as the need for water, air, food and sleep. Maslow believed that these needs are the most basic and instinctive needs in the hierarchy because all needs become secondary until these physiological needs are met. These needs are such that if they are not satisfied the organism dies. If the threat of dying because of perturbation of the physiological equilibrium has vanished, the organism can direct its attention to more indirect threats, such as the danger of being caught by a predator, and try to avoid them. The next needs in the hierarchy are safety needs. These include needs for safety and security. Security needs are important for survival, but they are not as demanding 150 _____ NSOU I PGSW-VI as the physiological needs. Examples of security needs include a desire for steady employment, health insurance, safe neighbourhoods and shelter from the environment. At the third level of the hierarchy are belongingness needs. These include needs for belonging, love and affection. Maslow considered these needs to be less basic than physiological and security needs. Relationships such as friendships, romantic attachments and families help fulfill this need for companionship and acceptance, as does involvement in social, community or religious groups. At the fourth level of hierarchy are self-esteem needs After the first three needs have been satisfied, esteem needs becomes increasingly important. Maslow noted two versions of esteem needs, a lower one and a higher one. The lower one is the need for the respect of others, the need for status, recognition, fame, prestige, and attention. The higher one is the need for self-respect, the need for strength, competence, mastery, self-confidence, independence and freedom. These needs rank higher because it rests more on inner competence won through experience. Deprivation of these needs can lead to an inferiority complex, weakness and helplessness. Satisfaction of the self-esteem need leads to feelings of self-confidence, worth, strength, capability and adequacy of being useful and necessary in the world. These feelings in turn give rise to either basic discouragement or else compensatory or neurotic trends. An appreciation of the necessity of basic self-confidence and an understanding of how helpless people are without it, can be easily gained from a study of severe traumatic neurosis The highest level need is self-actualisation. "What a man can be, he must be". This forms the basis of the perceived need for self-actualisation. This level of need pertains to what a person's full potential is and realising that potential. Maslow describes this desire as the desire to become more and more what one is, to become everything that one is capable of becoming. This is a broad definition of the need for self-actualisation, but when applied to individuals the need is specific. For example one individual may have the strong desire to become an ideal parent, while for another it may be expressed athletically, and in the third it may be expressed in painting, pictures, or inventions. As mentioned earlier, in order to reach a clear understanding of this level of need one must first not only achieve the previous needs, physiological, safety, love, and esteem, but master these needs. Below are Maslow's descriptions of the consequences that what will happen if these needs are not satisfied.

NSOU I PGSW-VI _____ 151 Image : Maslow's Hierarchy of Needs

Deficiency Needs It has been stated in the earlier discussion that the first four levels of needs are called deficit needs, or D-needs. If you don't have enough of something, then it is said that you have a deficit that is you feel the need. But if you get all you need, you feel nothing at all! In other words, they cease to be motivating. He also talks about these levels in terms of homeostasis. Homeostasis is the principle by which the bodily system (thermostat) operates. In other words, when it gets too cold, the thermostat switches the heat on and when it gets too hot, it switches the heat off. In the same way, human body, when it lacks a certain substance, develops a hunger for it; when it gets enough of it, then the hunger stops. Maslow simply extends this homeostatic principle to needs, such as safety, belongingness, and esteem about which we do not ordinarily think of in these terms. In terms of overall development, we move through these levels a bit like stages. As newborns, our focus (if not our entire set of needs) is on the satisfaction of the physiological needs. Soon, we begin to recognise that we need to be safe. Soon after that, we crave attention and affection. A bit later, we look for self-esteem. Mind you, this is in the first couple of years! Under stressful conditions, or when survival is 152 _____

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threatened, we can “regress” to a lower need level. When you find that your great career falls flat, you might seek out a little attention. When your family decides to leave you, it seems that love is again all you ever wanted. If you have significant problems along your development, that is a period of extreme insecurity such as hunger as a child, or the loss of a family member through death or divorce, or significant neglect or abuse, it is possible that one may “fixate” on that set of needs for the rest of one’s life. Growth Needs Maslow has used a variety of terms to refer to the last level of needs. He has called it growth motivation (in contrast to deficit motivation). They are called the being needs (or B-needs, in contrast to D-needs), and self-actualisation. These are needs that do not involve balance or homeostasis. They involve the continuous desire to fulfill potentials, to “be all that you can be”. If you want to be truly self-actualising, you need to have your lower needs taken care of, at least to a considerable extent. This makes sense, which is if you are hungry, you are scrambling to get food; if you are unsafe, you have to be continuously on guard; if you are isolated and unloved, you have to satisfy that need; if you have a low sense of self-esteem, you have to be defensive or compensate. When lower needs are unmet, you cannot fully devote yourself to fulfilling your potentials. The question becomes, of course, what exactly Maslow means by self-actualisation. To answer that, we need to look at the kind of people he called self-actualised persons. Fortunately, he did this for us, using a qualitative method called biographical analysis. He began by picking out a group of people, some historical figures, some people he knew, whom he felt clearly met the standard of self-actualisation. Included in this august group were Abraham Lincoln, Thomas Jefferson, Albert Einstein, Eleanor Roosevelt, Jane Adams, William James, Albert Schweitzer, Benedict Spinoza, and Aldous Huxley, plus 12 unnamed people who were alive at the time Maslow did his research. He then looked at their biographies, writings, the acts and words of those he knew personally, and so on. From these sources, he developed a list of qualities that seemed characteristic of these people, as opposed to the great mass of us. Characteristics of Self-Actualisers According to Maslow, people who are self-actualised, were: 1) Reality-centred, which means they could differentiate what is fake and dishonest from what is real and genuine?

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Problem-centred, meaning they treated life’s difficulties as problems demanding solutions, not as personal troubles to be railed at or surrendered to. 3) Had a different perception of means and ends. They felt that the ends do not necessarily justify the means, that the means could be ends themselves, and that the means, that is the journey was often more important than the ends. 4) Had different ways of relating to others. First, they enjoyed solitude, and were comfortable being alone. And they enjoyed deeper personal relations with a few close friends and family members, rather than more shallow relationships with many people. 5) Enjoyed autonomy, a relative independence from physical and social needs. 6) Resisted enculturation, that is, they were not susceptible to social pressure to be “well adjusted” or to “fit in”. They were, in fact, nonconformists in the best sense. 7) Had an unhostile sense of humor. They preferred to joke at their own expense, or at the human condition, and never directing their humor at others. 8) Had a quality of acceptance of self and others, by which he meant that these people would be more likely to take you as you are than try to change you into what they thought you should be. This same acceptance applied to their attitudes towards themselves: If some quality of theirs wasn’t harmful, they let it be, even enjoying it as a personal quirk. 9) They were often strongly motivated to change negative qualities in themselves that could be changed. 10) They possessed qualities such as spontaneity and simplicity. 11) They preferred being themselves rather than being pretentious or artificial. 12) They had a sense of humility and respect towards others — something Maslow also called democratic value. 13) They had a quality Maslow called human kinship, that is social interest, compassion, and humanity. 14) were strong in their ethical behaviours. 15) They were spiritual but never conventionally religious in nature. 16) They had a certain freshness of appreciation, an ability to see things, even ordinary things, with wonder. 17) They had the ability to be creative, inventive, and original. 18) They tended to have more peak experiences than the average person. A peak 154

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experience is one that takes you out of yourself, that makes you feel very tiny, or very large, to some extent one with life or nature or God. It gives you a feeling of being a part of the infinite and the eternal. These experiences tend to leave their mark on a person, change them for the better, and many people actively seek them out. They are also called mystical experiences, and are an important part of many religious and philosophical traditions. Maslow did not however think that self actualised persons were perfect. There were several flaws or imperfections he discovered along the way as well. These were as given below: 1) They often suffered considerable anxiety and guilt. These anxiety and guilt were realistic ones rather than misplaced or neurotic versions. 2) Some of them were absent minded and overly kind. 3) Also some of them had unexpected moments of ruthlessness, surgical coldness, and loss of humor. 4) Maslow also stated that when a self actualised person does not get their needs fulfilled, they respond with metapathologies. That is they respond with a list of problems. 5) When forced to live without these values, the self-actualiser develops depression, despair, disgust, alienation, and a degree of cynicism. Evaluation Maslow has been a very inspirational figure in personality theories. In the 1960's in particular, people were tired of the reductionist, mechanistic messages of the behaviourists and physiological psychologists. They were looking for meaning and purpose in their lives, even a higher, more mystical meaning. Maslow was one of the pioneers in that movement to bring the human being back into psychology and the person back into personality. Moreover, Maslow's unique contribution lies in his preoccupation with healthy people rather than sick ones and his feeling that studies of two groups generate different types of theory. Maslow chose the more direct course of studying healthy people whose wholeness and unity of personality are readily apparent. But in spite of this unique contribution Maslow's theory has been criticized on many grounds. The most common criticism concerns his methodology: Picking a small number of people that he himself declared self-actualising, then reading about them or talking with them, and coming to conclusions about what self-actualisation is in the first place does not sound like good science to many people. Another criticism is that Maslow placed certain constraints on self-actualisation.

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Kurt Goldstein and Carl Rogers used the phrase to refer to what every a living creature does, that is to try to grow, and to fulfill its biological destiny. Maslow limits self actualisation to be achieved only by about two percent of the human species, while most do not achieve this. While Rogers felt that babies were the best examples of human self-actualisation, Maslow saw it as something achieved only rarely by the young. Another criticism is that we take much take care of our lower needs before self actualisation comes to the forefront. And yet we can find many examples of people who exhibit least aspects of self-actualisation and were far from having their lower needs taken care of. Many of our best artists and authors, for example, suffered from poverty, bad upbringing, neuroses,

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and depression. 6.3 Carl Rogers's Theory of Personality Carl Rogers was born on January 8, 1902, in Oak Park, Illinois. Raised on a farm from the age of twelve, Rogers entered the Agricultural College of the University of Wisconsin in 1919, where he graduated with a degree in history. While in college he felt a religious calling and eventually began training to become a Protestant minister, and after graduating in 1924 he enrolled at the Union Theological Seminary in New York City. From there he transferred to Teachers College at Columbia University in order to pursue counseling rather than the strictly religious aspect of his ministerial profession. He subsequently focused on clinical and educational psychology, writing his doctoral dissertation on personality adjustment in children. Throughout the 1930s, Rogers worked in the field of child psychology, and in 1940 he accepted a position as a professor of psychology at Ohio State University. It was at this time that he began to develop the theories and methodology for which he would later become renowned. The incipient concepts of Rogers's therapeutic approach appeared in his 1942 book Counseling and Psychotherapy, and within the next few years he developed his concept of the self as the organising element in human personality and the principles of the "nondirective," or client-centered, style of therapy. In 1945 he took a position as professor of psychology and head of the counseling center at the University of Chicago, where, over the next twelve years, he further refined and articulated his 156

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ideas, publishing Client-Centered Therapy (1951) during this time. A charismatic figure, Rogers's influence over students, colleagues, and various collaborators, as well as his publication of best-selling books such as *On Becoming a Person* (1961) and *Person to Person* (1967) made him the central figure in American humanistic psychology throughout his lifetime. Carl Rogers was not only one of the founders of the Humanistic Approach, but also arguably the most influential therapist in the 20th century. Rogers's theory is basically phenomenological, in that it placed a strong emphasis on the experience of the person, their feelings, their values, and all that is summed up by the expression "inner life". His theory is also known as self-theory. The other name of his theory is person-centered theory. His theory grew out of his own experience in working with individual in the therapeutic relationship. In terms of his theory, there are two fundamental ideas which are particularly worth noting. First, Rogers talked about healthy development in terms of how individuals perceived their own being. Healthy individuals will tend to see congruence between their sense of who they are (self) and who they feel they should be (ideal self). While no one tends to experience perfect congruence at all times, the relative degree of congruence is an indicator of health. The second fundamental idea is Rogers's concept of the conditions for healthy growth, and the role of a therapist in fostering healthy growth. Through a process Rogers called person-centered therapy; the therapist seeks to provide empathy, openness, and unconditional positive regard. Rogers called his technique nondirective therapy, based on the concept that the therapist is simply a "mirror" who reflects the individual's thoughts and feelings. Rogers's theory can be explained under the following three headings: 1) Enduring aspects of personality 2) Self-actualisation 3) Development of self

6.4 Maslow Theory of Personality

Enduring Aspects of Personality Rogers' theory of personality evolved out of his work as a clinical psychologist and developed as an offshoot of his theory of client-centered (later called person-centered) therapy. Since the main aim of his theory is to explain the growth and development within the individual, so his theory does not appear to lay much emphasis on personality development, rather prefer to devote his attention to such constructs that are of fundamental importance to his theory. These are: (i) the organism and (ii) the self.

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The Organism Rogers approach to the study of persons is phenomenological and idiographic. His view of human behaviour is that it is "exquisitely rational". Furthermore, in his opinion: "the core of man's nature is essentially positive" and he is a "trustworthy organism". According to Rogers the organism is the locus of all experience, including everything potentially available to awareness, at any given moment. The totality of experience constitutes the phenomenal field. The phenomenal field is the individual's frame of reference that can only be known to the person. It can never be known to another, except through empathetic experience and at that level too, can never be known perfectly. Rogers emphasised that the individual's way of behaving depends upon the phenomenal field (subjective reality) and not upon the stimulating conditions (external reality). The phenomenal field at any given moment is made up of conscious and unconscious experiences. The person tends to check his or her experiences against the reality. This testing of reality provides with dependable knowledge of the world so that one is able to behave realistically. In most of the cases the person accepts his or her experiences as true representation of reality, while in reality they may not be the true representation. As a result the person may develop misconceptions about himself/herself and about the external world.

The Self (Real and Ideal) Rogers developed one of the most systematic models of self, in relation to the personality-functioning. The self or self-concept, is one of the central concepts in his theory, and the theory is often referred to as the self-theory of personality. Rogers defined self as the organised, consistent, conceptual gestalt composed of perceptions of the characteristics of the "I" or "me", and the perception of the relationship "I" or "me" to various aspects of life, together the values attached to those perceptions. In short, it is one's picture of him or hers. Rogers further distinguishes two aspects or subsystems of self: The real self and the ideal self. The real self is the "you" that, if all goes well, you will become, while the ideal self is what the person would like to be. By ideal, Rogers is suggesting something not real, something that is always out of our reach, the standard we can not meet. Thus, Rogers's personality theory distinguishes between two personalities. The real self, which is created and developed through the actualising tendency, it is the self that one can become. The demands of society, however, do not always support the actualising tendency and we are forced to live under conditions that are out of step with our tendencies. The ideal self is the

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ideal created through the demands of society. Rogers does not see it as something to strive for (that is the real self) but an ideal imposed on us we can never fully reach. Rogers' view of 'hidden' personality relates to the person one could be given the right circumstances within society and for an individual to be truly happy (and for self-actualisation to be realised) their public and private selves must be as similar as possible. For an individual to be truly happy and for self-actualisation to be realised, the public and hidden selves must be as similar as possible. Rogers believed that when all aspects of a person's life, surroundings and thoughts are in harmony then the ideal state of congruence is reached (Pervin & Oliver 1997). Congruity and Incongruity

The importance of the concept of organism and self, in Rogers theory becomes clear when we examine the idea of congruence and incongruence between this self as perceived, and the self as actually experienced by the organism. When the symbolised experiences that constitute the self, faithfully mirror the experiences of the organism, the self and organism are said to be congruent, that is the individual is believed to be adjusted, mature and fully functioning. Otherwise, there would be incongruence. According to Rogers, most of the ways of behaving that are adopted by the organism are those that are consistent with the concept of self. In some instances, behaviour may be brought about by organic experiences and needs which have not been symbolised. Such behaviour may be inconsistent with the structure of the self but in such instances the behaviour is not "owned" by the individual. Rogers suggests that the incongruent individual who is always on the defensive and cannot be open to all experiences is not functioning ideally and may even be malfunctioning. They work hard at maintaining/protecting their self concept. Because their lives are not authentic this is a difficult task and they are under constant threat. They deploy defense mechanisms to achieve this. He describes two mechanisms: distortion and denial. Distortion occurs when the individual perceives a threat to their self concept. They distort the perception until it fits their self concept. This defensive behaviour reduces the consciousness of the threat but not the threat itself. And so, as the threats mount, the work of protecting the self concept becomes more difficult and the individual becomes more defensive and rigid in their self structure. If the incongruence is immoderate this process may lead the individual to a state that would typically be described as neurotic. Their functioning becomes precarious and psychologically vulnerable. If the situation worsens it is possible that the defenses cease to function altogether and the individual becomes aware of the incongruence of their situation. Their personality becomes disorganised and bizarre; irrational behaviour, associated with earlier denied aspects of self, may erupt uncontrollably. Thus, it may be concluded that psychological adjustment exists when the concept of the self is such that all the sensory and visceral experiences of the organism are,

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or may be, assimilated on a symbolic level into a consistent relationship with the concept of self. Psychological maladjustment exists when the organism denies awareness of significant sensory and visceral experiences, which consequently are not symbolised and organised into the gestalt of the self structure. When this situation exists, there is a basic or potential psychological tension. Any experience which is inconsistent with the organisation of the structure of the self may be perceived as a threat, and the more of these perceptions there are, the more rigidly the self structure is organised to maintain itself. Self-Actualisation According to Rogers, only the single motive is there that impels human beings to action, and that motive can be described as the actualising tendency. Rogers (1959) maintains that the human "organism" has an underlying "actualising tendency", which aims to develop all capacities in ways that maintain or enhance the organism and move it toward autonomy. This tendency is directional, constructive and present in all living things. The actualising tendency can be suppressed but can never be destroyed without the destruction of the organism (Rogers, 1977). The concept of the actualising tendency is the only motive force in the theory. It encompasses all motivations; tension, need, or drive reductions; and creative as well as pleasure-seeking tendencies (Rogers, 1959). Only the organism as a whole has this tendency, parts of it (such as the self) do not. Maddi (1996) describes it as a "biological pressure to fulfill the genetic blueprint". Each person thus has a fundamental mandate to fulfill one's potential. This tendency is selective, and pays attention only to those aspects of the environment which promises to move the person constructively, in the direction of fulfillment and wholeness. Therefore, as already stated, the single motivating force is 'the self-actualisation drive' and single goal of life is 'to become selfactualised'. The Development of Self Rogers, unlike Freud, Sullivan, and Erikson, did not try to propose a stage theory of personality development. In other words, Rogers did not explain the personality development in steps or stages; rather he emphasised the importance of congruence between the self of the person and his experiences in the development of personality. Adjustment and psychological health have also been explained in terms of realistic self-concept that is congruent with self. Rogers maintained that unless we are taught inappropriately by those whose love we need, our self-concept is based on our own perceptions, and fits well with our experiences. If we are taught 160 _____

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to have a self-concept that does not match what we actually experience, we are going to have difficulty. For example, you might learn that nice people never get angry and then find yourself in a situation in which you are insulted; your self-concept does not allow you to perceive your feeling of anger accurately. The greater the discrepancy between our self and our experiences, the greater the maladjustment and anxiety, and the harder we must reconcile what we believe ourselves and what we encounter in the world around us. Rogers also suggests that if there is a large self-experience discrepancy, and if there is no way to avoid all of the relevant experiences, the defensive system may be unable to handle anxiety; it may breakdown and result in a disorganisation of personality. Early in our lives, we each have direct experience with pleasure and pain; for example, we obviously learn that it is good to eat and bad to be hungry, good to be in mother's arm and bad to touch a hot stove and so on. Beyond these simple physical reactions, there is a need for positive regard. That is, we want to be loved and respected as individuals. Our parents tend to be the primary source of love and affection, and it is desperately important to maintain their good will. We want them to praise us, say that we are good, and express positive feelings toward us. When we do something they dislike and they let us know it, the experience is painful one. We strive to alter our behaviour to get back in their good graces. The crucial problem occurs when the beliefs, values, and perceptions of parents do not fit the child's experiences and feelings. Let us look at an example of the process. A three year old boy is upset when his mother gives birth to a second baby. He must share love and attention with the new addition, be quiet when the baby is sleeping and so on. From the brother's perspective, the situation involves rejection and loss of status: most likely he feels not only depressed but hostile. The obvious target of his hostility is the new sister. One day his mother finds him deliberately pinching the sister's arm to make her cry. What does the mother do? Her decision at this point is described by Rogers as a critical one in the development of the boy's self-concept. The usual response of the mother will be to punish the child and reject him because of his hostility and force him to love his sister. The conflict for the boy is clear. Since the need for mother's love is vitally important, so he may alter his self-concept to conform to what the mother wanted. In this case, the mother's reaction might serve to help give this child a self-concept, inconsistent with his experiences. Rogers recognised the three crucial points for the parents to keep in mind. 1) First, the child's feeling must be recognised and accepted. 2) Second, the mother should avoid threatening the child with the most threatening punishment of all – loss of love. 3) Third, the hostile behaviour must be clearly and unmistakably rejected and prevented.

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Evaluation The person-centered approach, being the unique approach to understanding personality and human relationships, found wide application in various domains such as psychotherapy and counseling, organisations, and other group settings. Rogers's greatest contribution may lie in his encouraging a humane and ethical treatment of persons, approaching psychology as a human science rather than a natural science. Rogers's person-centered approach has been criticised on many grounds. The most important being the charge that many psychologists tend to impose their views based upon naïve phenomenology. For instance, Rogers accepted client's statement to be always true and reliable, when self-reports normally lack credibility. Rogers has also been criticised for ignoring unconscious determinants of behaviour, attested by psycho-analytic investigators over a long period. It is also criticised on the ground that the theory deals only with surface issues and does not explore deeper areas. 6.5

Conclusion

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The central theme in humanistic and self theories is the drive towards self actualisation, to realise one's full potential. Other themes include personal growth, openness to experience, living in the present, personal responsibility, and inherent goodness of people. For the humanists, the unit of analysis is "perceived reality". Probably the best known proponent of this approach is Abraham Maslow. Maslow proposes a model of how a happy, healthy, well-functioning person behaves, which is based on concrete observations of real people, rather than on formulating ideal requirements. Moreover Maslow proposes a simple and intuitively appealing theory of motivation, which explains where such a "self-actualising" personality comes from. Maslow's theory can be explained in terms of Hierarchy of needs, deficiency needs, growth needs and characteristics of self-actualising persons. Maslow proposed a theory of human motivation based on hierarchy of needs. The lower a need in the hierarchy the more prepotent or dominating that need is. In other words, when several needs are active, the lowest need will be most compelling. The higher order need emerge only when the lower level needs are satisfied. The first four levels are considered deficiency or deprivation needs ("D-needs") in that their lack of satisfaction causes a deficiency that motivates people to meet these needs. Physiological needs, the lowest level on the hierarchy, include necessities such as air, food, and water. These tend to be satisfied for most people, but they become 162 _____ NSOU I PGSW-VI predominant when unmet. During emergencies, safety needs such as health and security rise to the forefront. Once these two levels are met, belongingness needs, such as obtaining love and intimate relationships or close friendships, become important. The next level, esteem needs, include the need for recognition from others, confidence, achievement, and self-esteem. The highest level is self-actualisation, or the self-fulfillment. Behaviour in this case is not driven or motivated by deficiencies but rather one's desire for personal growth and the need to become all the things that a person is capable of becoming. In order to study the characteristics self-actualisers of Maslow studied a group of people, whom he felt clearly met the standard of self- actualisation. Using a qualitative method called biographical analysis; he developed a list of qualities that seemed characteristic of the self-actualisers, as opposed to the great mass of us. Rogers's theory, also known as self-theory, is basically phenomenological, in that it placed a strong emphasis on the experience of the person, their feelings, their values, and all that is summed up by the expression "inner life". His theory grew out of his own experience in working with individual in the therapeutic relationship

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Exercise 1)

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Discuss the importance of humanistic approach in the study of personality. 2) Describe the salient features of Maslow's theory of personality. 3) Critically evaluate Maslow's need hierarchy theory. 4) Distinguish between deficiency needs and growth needs. 5) Explain the characteristics of self-actualising person. 6)

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Discuss the salient features of Rogers's theory of personality. 7) Explain the importance of self-concept in Rogers's theory of personality. 8) What do you mean by congruence and incongruence of self? What role does it play in the development of personality? 9) Discuss the development of personality from Rogers's phenomenological point of view. 164

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India's rank in the Human Development Index Report 2018 (130 out of 189 countries) issued by the UNDP depicts the level of ignorance of the health sector in a country like India. 165 166 _____

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India is one of the fastest growing economies of the world. The very essential components of primary health care— promotion of food supply, proper nutrition, safe water and basic sanitation and provision for quality health information concerning the prevailing health problems – is largely ignored. Access to healthcare services, provision of essential medicines and scarcity of doctors are other bottlenecks in the primary health care scenario Thus in

this unit we will try to know in detail about health and hygienic practices. 7.3 Concept of Health The concept of health envisages everything related to treatment, healing or coping up with disease. World Health Organization (WHO) in 1948, stated: "Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity". This definition promoted for the first time that, in addition to physical and mental health, social welfare is an integral component of the overall health, because health is closely linked to the social environment and living and working conditions. Thus this definition emphasizes the importance of both mental and social wellbeing. However, although comprehensive, the WHO definition of health did invite some criticism, due to the inclusion of the term "Complete", which made it difficult to measure. Questions were raised over whether it is even possible for a person to be without any physical, mental or social challenges. Smith argues that this prerequisite for completeness would mean many would be unhealthy most of the time. In 1982, Stokes, Noren and Shindell defined health as: "A state characterized by anatomic, physiologic, and psychological integrity; an ability to perform personally valued family, work, and community roles; an ability to deal with physical, biologic, psychological, and social stress." Thus, for one to be healthy, one needs to be in perfect physical, psychological and social state. Interestingly, this definition introduces the concept of resilience, whereby health is not an absolute state of well-being as previously described, but also a means of coping with stressors experienced by an individual. It therefore follows, that health is determined by a person's physical, psychological, social, religious and economic environment.

NSOU ? PGSW-VI _____ 167 Public Health The art and science of preventing disease, prolonging life, and promoting physical and mental health, sanitation, personal hygiene, control of infectious diseases, and organization of health services can be termed as Public Health. The various activities within the community which are important in the promotion of health and the prevention and treatment of disease, may be included in the domain of public health. Everything which includes right from ensuring clean and safe drinking water, nutritious food to eat, pollution free air to breathe, and easy access to a wide range of services to promote human health, from immunization and other crucial health care service to the public is what is known as Public Health. The sociology of health encompasses social epidemiology, disease, mental health, disability, and medicalization. The principle insight of sociology is that health and illness cannot be simply regarded as biological or medical phenomena. They are perceived, organized, and acted on in a political, economic, cultural, and institutional context. Moreover, the way that we relate to them is in constant evolution. As we learn to control existing diseases, new diseases develop. As our society evolves to be more global, the way that diseases spread evolves with it. Sociologists may also understand these issues more fully by considering them through one of the main theoretical perspectives of the discipline. The functionalist perspective is a macroanalytical perspective that looks at the big picture, focusing on the way that all aspects of society are integral to the continued health and viability of the whole. For those working within the functionalist perspective, the focus is on how healthy individuals have the most to contribute to the stability of society. Functionalists might study the most efficient way to restore "sick" individuals to a healthy state. Sociologists may also understand these issues more fully by considering them through one of the main theoretical perspectives of the discipline. The functionalist perspective is a macroanalytical perspective that looks at the big picture, focusing on the way that all aspects of society are integral to the continued health and viability of the whole. For those working within the functionalist perspective, the focus is on how healthy individuals have the most to contribute to the stability of society. Functionalists might study the most efficient way to restore "sick" individuals to a healthy state. If sociology is the systematic study of human behaviour in society, medical sociology is the systematic study of how humans manage issues of health and illness, disease and disorders, and health care for both the sick and the healthy. Medical sociologists study the physical, mental, and social components of health and illness. Major topics for medical sociologists include the doctor-patient

168 _____ NSOU ? PGSW-VI relationship, the structure and socioeconomics of health care, and how culture impacts attitudes toward disease and wellness. The social construction of health is a major research topic within medical sociology. At first glance, the concept of a social construction of health does not seem to make sense. After all, if disease is a measurable, physiological problem, then there can be no question of socially constructing disease, right? Well, it's not that simple. The idea of the social construction of health emphasizes the socio-cultural aspects of the discipline's approach to physical, objectively definable phenomena. Sociologists Conrad and Barker (2010) offer a comprehensive framework for understanding the major findings of the last 50 years of development in this concept. Their summary categorizes the findings in the field under three subheadings: the cultural meaning of illness, the social construction of the illness experience, and the social construction of medical knowledge.

7.4 Hygiene: personal and environmental According to Jennie Naidoo and Jane Wills (1994) physical health concerns the body whereas mental health concerns the ability to think and make judgements and spiritual health is the recognition and ability to put into practice moral or religious principles or beliefs. Good physical health means a state of well-being without any disease or illness To achieve better physical health and maintain it once it is achieved, human beings must feed their body with nutritious foods and drinks, attend regular exercise sessions, avoid harmful behaviors and substances like taking drugs or consuming tobacco, and protect him or her from accidents. Mental health refers to emotional , intellectual and mental states which refer ability to think and learn from experience of life, being flexible and open to new ideas, and the ability of one to question and evaluate information and thoughts and feelings Good mental health- helps in getting awareness of and in accepting a wide range of feelings in him/her and others, expressing emotions, functioning independently and coping with the challenges of daily stressors, An individual with good mental health generally be able to make right decisions, set realistic and challenging goals in life, and be able to handle a problem wisely. The essential component of spiritual health is a belief that a higher power in the universe gives greater significance to individual life. People with good spiritual health identify their own basic purpose in life : learn how to experience love, joy, peace and fulfilment: and help themselves and others achieve their full potential.

NSOU ? PGSW-VI _____ 169 They concern themselves with, "giving, forgiving and attending to others' needs before one's own needs." Roger Smith, Michigan State University ([http://www.msjc.edu/hs/www/health overview, html](http://www.msjc.edu/hs/www/health%20overview.html) 7.4.1 Concept of Hygiene Hygiene is a science of the establishment and maintenance of health and conditions of practices (as of cleanliness) conducive to health (Merri am-Webster Online Dictionary). Hygiene is the science of preventive medicine and the preservation of health. The word hygiene came from the name of Hygeia, the daughter of Asklepios, the Greek god of medicine (whose staff with entwined snake is the symbol of medicine). Asklepios (known to the Romans as Aesculapius) had a number of children including not only Hygeia but also Panaceaia, the patroness of clinical medicine. Hygeia also followed her farther into medicine. As the patroness of health, hygeia was charged with providing a healthy environment to prevent illness In Greek, "hygieia" means health (<http://www.medtenns.com/script/main/art.asp?articlekey=7324>). Wikipedia gave following points about hygiene- ? Hygiene is the maintenance of healthy practices. In modern terminology, this is usually regarded as a particular reference to cleanliness. ? Outward signs of good hygiene include the absence of visible dirt (including dust and stains on clothing) or of bad smells. Since the development of the germ theory of disease, hygiene has come to mean any practice leading to the absence of harmful levels of bacteria. ? Good hygiene is an aid to health, beauty, comfort, and social interactions It directly aids in disease prevention and/or disease isolation. (That is, good hygiene will help keep you healthy and thus avoid illness. If you are sick, good hygiene can reduce your contagiousness to others) 7.4.2 Personal Hygiene It is a fact that good health has direct link with the personal hygiene, environmental cleanliness, life style and health practices. Guy Howard et al (2002) stated that personal hygiene is essential for improving health. For example, if injuries and minor cuts are not kept clean, they may become infected and lead to further health problems. And even though water supplies and sanitation facilities may be constructed in a community, unless people use these facilities properly and wash

170 _____ NSOU ? PGSW-VI their hands after defecation, store water safely, bathe, and clean clothes and utensils properly, diseases caused by poor water and sanitation still exist. Regular hand-washing is necessary to prevent the spread of infectious diseases. There are five ways diseases are transmitted by contaminated hands. ? Hand to food ? Infected hands to other hands ? Food to hands to ready-to-eat food ? Nose, mouth, or eyes to hands ? Food to hands to person Hence human beings should trimmed their nails regularly and washed their hands with soap and water after defecating, after cleaning a child who has defecated and before eating or handling food. Regular bathing and laundering is necessary to prevent hygiene -related diseases like scabies, ringworm, trachoma (an illness that can cause blindness and other eyesight problems), conjunctivitis, etc. Due to poor hygiene of teeth and mouth cavity in the tooth occurs. Foul breath is sometimes the end result of the same. Brushing the teeth twice daily is needed to keep the teeth clean and gums healthy. 7.4.3 Environmental Hygiene Environmental hygiene includes water source protection, proper disposal of solid waste and excreta, wastewater drainage, controlling animal rearing and market hygiene. Every individual in a given community can play an important role in environmental hygiene and have a responsibility to keep the environment clean. UNDP and WHO (1994) prepared golden rules for safe water, Some of them are as follow- ? No one should defecate or urinate near or in a source of drinking or bathing water; ? Keep animals away from water collection areas; ? Water for drinking must always be boiled or chlorinated, covered against flies and dust. Germs causing diarrhoea will be killed or inactivated when water begins boiling rapidly, or when it is chlorinated If the water is very cloudy it should be filtered before chlorination. ? Keep drinking water in as clean container Be sure hands do not touch the

NSOU ? PGSW-VI _____ 171 water inside. Cover the container to keep water free from insects and dust. Clean the container and change the water regularly. Storage of household garbage, dirt materials, dusts etc. in and around the household may be the breeding ground of flies and mosquitoes. Open drains, puddles of water in the streets, collection of cow dung, and kitchen waste are also regarded as dangerous for environmental hygiene. 7.4.4 Sexual Hygiene Sexual hygiene is a presentation of the laws of sexual right-living. It is a branch of hygiene concerned with sexual behavior as they relate to individual and community well-being (Random House Unabridged Dictionary). Good sexual hygiene includes : ? Always wiping from front to back after a defecating or urinating. ? Keep the skin around and between the rectum and vagina clean by washing with soap and water at least once daily. However, too much soap may irritate the sensitive skin, ? Women who wash both before and after sexual intercourse may lower their risk, of developing a urinary tract infection. ? Change the undergarments regularly. ? Keep the pubic hair short. ? After urinating one should cleaned the fore skin by pulling it. ? In the time of menstruation only a clean, washed and sun-dried cloth should be used if disposable sanitary napkins are not available, 7.4.5 Home Sanitation According to Brian Appleton and Dr. Cliristine van Wijk health benefits form home sanitation facilities are as follows. ? 36% reduction in incidence of diarrhoea from improved excreta disposal; ? 30% reduction in incidence of diarrhoea in children (3-36 months) in households with flush toilets ; ? 15% in incidence of diarrhoea in children (3-36 months) in households with pit latrines, ? 40% reduction of children with stunted growth in households with flush toilets.

172 _____ NSOU ? PGSW-VI ? 26% reduction of children with stunted growth in households with pit latrines; ? Among illiterate mothers, a 7-fold larger reduction in child mortality than with a better water supply. Jan Davis et al. remarked that where there is no improved from the sanitation, many people practice what has been called; open-field defecation. Custom may dictate location and the areas which men and women use. Children may defecate in or near the household yard. Some of these traditional sanitation practices are uncontrolled and can pose serious health risks. Improved sanitation aims to contain and safely dispose of human excreta. Defecating in open places spreads harmful germs which intern causes diseases. Open defecation is the major cause of hookworm and round worms in the children. as the larvae of these worms get mingle with the soil and enter through the sole of the foot wliile walking bare-footed. Hence every household should have a sanitary latrine. Government of India is porviding support to the households in need to build sanitary units in their respective households with low cost through Total Sanitation Campaign. Local Panchayat Samity and Sanitary Mart should be contacted for construction of latrine. Privacy is another important reason to promote home sanitation. Generally women in the villages are waiting for the darkness to defecate in order not to be seen by others causes health problems. In the time of pregnancy and menstruation they also face difficulty to go out in the fields to defecate. Having a home sanitary facility is convenient to all the family members in general and women children and older persons in particular. 7.4.6 First Aid First aid is the immediate and temporary aid provided to a sick or injurned person until medical treatment can be provided. It generally consists of series of simple, life saving medical techniques that a non-doctor or lay person can be trained to perform with minimal equipment (Wikipedia). The following details will help the students to provide basic first aid in the time of emergency (on the basis of <http://www.wholesale-direct-fir5t-aid.conV Scripts/ page-asp/ idpage=20>).

NSOU ? PGSW-VI _____ 173 (A) Bleeding ? Keep victim lying down. ? Apply direct pressure using a clean cloth or sterile dressing directly on the wound ? Once bleeding is controlled, keep victim warm by covering with a blanket, continuing to monitor for shock, ? Wash your hands and cleanse the injured area with clean soap and water, then blot dry ? Apply antibiotic ointment to minor wound and cover with a sterile gauze dressing or bandage that is slightly larger than the acutal wound. (B) Eye Injuries ? Cover both eyes with sterile dressings or eye cups to immobilize. ? Covering both eyes will minimize the movement of the injured eye ? DO NOT rub or apply pressure, ice, or raw meat to the injured eye. ? If the injury is a black eye, you may apply ice to check and area around eye, but not on the eyeball itself. (C) Burns First Degree Burn : Skin will appear red and may be swollen or painful. Generally does not require medical attention. Second Degree Burn : Skin will appear red, blistered and swollen. May require medical attention. Third Degree Burn : Skin will be visibly charred and may be white. Usually very painful. Requires Medical Attention. Submerge burn area immediately in cool water until pain stops If affected area is large, cover with cool wet cloths. Do not break blisters if they are present. If pain persists but no medical assistance is needed, apply medicated first aid cream or gel and cover with sterile dressing If medical attention is needed, do not apply any cream Just cover with a dry, sterile dressing and seek medical help immediately. (D) Drowning ? Just squeeze the chest and abdomen of the person who are lying face down, in a periodic manner.

174 _____ NSOU ? PGSW-VI ? Perform mouth to mouth breathing keeping an eye on the chest movement of the person. ? Use the right hand on the top of the left (for left handed person just opposite) to massage the heart-it is slightly to the left of the mid-line Give heart message 40-60 times in a minute but not more than that. (E) References 1. Health Promotion : Foundation for Practice-by Jennie Naidoo and Jane Wills. 2. Health and Inequality : Geographical Perspective-by Sarah Curtis. 3. Rethinking the WHO definition of Health-by Sissela Bok 4. Developing and Managing Community Water Supplies-by Jan Davis and Gerry Garvey and Michael Wood. 5. Healthy Villages : A Guide for Communities and Community Health Workers- by Guy Howard with Claus Bogh, Greg Goldstein, Joy Morgan, Annette Pruss, Rod Shaw, Joanna Teuton 6. Food, Water and Family Health: A Manual for Community Educators-by UNDP and WHO 7. Hygiene Promotion : Thematic Overview Paper-by Brian Appleton and Dr Christine van Wijk (IRC) 8. Sanitation Promotion : WSSCC Working Group on Promotion of Sanitation -Ed. By Mayling Simpson-Hebert and Sara Wood. Web-Pages- <http://www.wholesale-direct-first-aid.com/Scripts/page.asp?idpage=20> <http://www.msjc.edu/hsAvwww/health/healthoverview.htm> <http://wwwv/medterms.com/script/main/art.asp?articlekey=7324> (F) Review Questions 1. What do we mean by health? Give definition of health. 2. What do we mean by hygiene? Discuss about personal, environmental and sexual hygiene. 3. What are the importances of home sanitation in a village life? 4. Write a brief note on first aid services could be provided in the time of emergency.

NSOU ? PGSW-VI _____ 175 7.5 Concept of Nutrition Food is needed for human survival. Good nutrition promotes and maintains a nutritional status capacitates the people to grow well and enjoy good health. Health is the state of wellbeing of body and mind. The secret to good health is balanced nutrition Nutrition is obtained from food and helps in formation, maintenance and protection of health. The body organs receive nutrition from food and water and maintain their normal functioning and develop immunity against diseases. Optimal balance of nutrition enables optimal performance of the body. Earlier nutrition was considered as one of the element of health aspect recently, nutrition status of human being has been interpreted from the sociological point of view. Nutritional status determines the preventive health, mother and child health, family health, but socioeconomic factors like poverty, illiteracy, lack of awareness, unhealthy physical environment, and sanitation system have great impact on health Nutrition is required : 1. In maintenance of adequate energy level 2. In formation of body structure and in maintenance of normal functioning of muscles, bones and other organs and in building immunity and 3. In repair, protection and development of the system of organisms. 7.5.1 Elements of Nutrition There are six basic categories of nutrients: they are as follows ? Carbohydrates ? Protein ? Vitamin ? Fat ? Minerals and ? Water 7.5.2 Carbohydrates The body receives sufficient energy from the food enriched with carbohydrates. Carbohydrates provide energy for all the cells of human body. A 1 gram carbohydrate gives 4 calories. It is also helping the body for effective utilization of fats. In deficiency of carbohydrates, the body receives necessary energy from protein and fat. There are two types of carbohydrates found in foods. Simple carbohydrates, which

176 _____ NSOU ? PGSW-VI include the sugars that are found in milk, fruit and sweets, like cookies, rasogollas, candy, provide quick energy. Human body digests simple carbohydrates quickly and easily. Complex carbohydrates include fiber and starchy foods. This type of carbohydrate takes time to digest and gives slowly and gradually. A good source of complex carbohydrates is found in vegetables, potatoes, rice, flour, cereals and bread. 7.5.3 Fat Fat nutrients influence body function in various ways- ? In production and storage of energy and in balancing body temperature ? In absorbing shock and in protecting organs from decay ? In maintaining normal functioning of glands ? In transporting lipoprotein (a combination of fat, protein and other fat related substances) vitamin in natural occurrences of cholesterol in tissues. ? In maintenance of normal functioning of heart, intestine etc. 1 gram fat gives human body 9 calories. Human body receives fat from ghee, butter, milk, cheese, egg, meat, fish, groundnut, mustard, coconut, vegetable oils, etc. 7.5.4 Proteins Proteins are the important component of human diet. Proteins are made up of 20 different amino acids. These acids can combine in many different ways to produce different proteins. Essential amino acids are obtained from foods and non-essential amino acids are naturally produced in organisms. The utilities of proteins are the following- ? Protein nutrients help in formation, growth and repair of tissues and build up new tissues. Protein transport blood in cells through enzymes, hormones and hemoglobin ? In protection and maintenance of tissues, proteins are used ? Protein is used in generating energy in organism during deficiency of calories, ? Proteins are also necessary for synthesis of some substances like antibodies, hemoglobin, enzymes and hormones. ? Protein strengthens the immunity power of human body. Protein constitutes about 20% of the human body weight. Proteins are available from milk, egg, meat, fish, pulses, beans, peas, soya-beans, nuts, oilseeds and cereals.

NSOU ? PGSW-VI _____ 177 7.5.5 Vitamins Vitamin nutrients help in normal functioning of eye, heart and urinary tract, it is used to maintain normal functioning of glands, It is used in formation of bone structure and in development of immunity against diseases. Two types of vitamin nutrients are available from food- 1. Vitamin-A, D, E and K (fat soluble-they can be stored in th human body) 2. Vitamin-C, Bs, (water soluble-have to consume everyday as they cannot be stored in the human body) Vitamin A Bs C D E K What it Does promotes healthy teeth, bones & skin ; helps you see well helps body form energy, helps form red blood cells; promotes healthy nerves, skin & blood helps heal wounds and resist infection; promotes healthy bones and teeth, promotes healthy bones and teeth by helping the body to absorb and use calcium and phosphorous. helps form and protect body tissues helps blood clot Source fortified milk, eggs, carrots spinach, cantaloupe eggs, milk, whole grain breads & cereals, broccoli, beans strawberries, oranges, tomatoes, potatoes, fortified milk, eggs, tuna & salmon. vegetable oils, lettuce spinach broccoli, spinach Source: <http://Avwww.veggJe-mon.org/sUidents^VMnutritior^nutritionA^itamins.htm> 7.5.6 Mineral Mineral nutrients is the inorganic substances needed in formation of teeth, bones and in coagulation of blood, muscles contraction and maintenance of normal and haemoglobin. However, minerals are not in a position to control bodily functions as they are in small quantity in the human body But more than 50 mineral are found in the human body.

178 _____ NSOU ? PGSW-VI Source: <http://www.veggfle-mon.org/students/VMniitrition/nutrition/minerals.htm> 7.5.7 Water Water is one of the most important parts of human diet. Water is a useful ingredient required by human body for maintenance of normal functioning. All the metabolic reactions, working of cell take place in water substances in the organisms. Water helps in keeping the body temperature constant. Water is transporting things like nutrients, carbon dioxide, oxygen and hormones and keep human alive. Water aids in digestion and even keeps your eyes from drying out. Water is obtained through drinking water and food Here one must remember that drinking water is the source of germs like typhoid, cholera, worm, jaundice, diarrhoea, etc 7.5.8 Balance Diet A balanced diet means a diet with the following components- ? Energy yielding foods (carbohydrates, fats) ? Body-building foods (protein, minerals) and ? Protective foods (vitamins) in correct proportions. Balanced diet is an assurance to the individual that he or she is obtaining the minimum requirements of all the nutrients. The components of a balanced diet will differ according to age, sex, physical activity, economic status, occupation and the physiological state like pregnancy, lactation etc. Mineral Calcium Iron Magnesium Phosphorous Zinc What it Does promotes strong bones & teeth; helps muscles work helps blood carry oxygen helps muscles contract, aids nervous system promotes strong teeth & bones; takes part in cell activities (energy metabolism) helps wounds heal; needed for growth Source milk, yogurt, leafy green vegetables red meat, whole grain breads, beans, raisins, & spinach milk, vegetable, yogurt nuts red meat, milk, eggs, nuts, oysters, meat, whole grains, nuts & seeds

NSOU ? PGSW-VI _____ 179 Healthy Diet for a Day Food Group No of Serving Size/Serving Cereals 10-11 1 roti (25 g wheat flour) 1 bread 1 katori rice, 25 g raw dalia/cornflakes/suji Pulses 2 12g raw dal Milk 2 250 ml milk Fruit and 5 vegetables 5 100 gm fruit 100-125 gms raw vegetables Fat and oil 3-4 1 tea spoon Source: Ministry of Health and Family Welfare, Government of India. 7.5.9 Nutrition Requirements among Infants Small amount of ? Well boiled vegetables ? Fruit juice ? Rice ? Pulses ? Fish ? Meat and ? Milk products should be given to the infants along with breast milk as a supplementary diet. Fried and spicy food should be avoided. WHO (2005) recently published a guideline for feeding non-breastfed children 6-24 months of age suggested the following; ? Meat, poultry, fish or eggs should be eaten daily, or as often as possible, because they are rich sources of many key nutrients such as iron and zinc. Milk products are rich sources of calcium and several other nutrients. Diets that do not contain animal-source foods (meat, poultry, fish or eggs, plus milk products) cannot meet all nutrient needs at this age unless fortified products or nutrient supplements are used.

180 _____ NSOU ? PGSW-VI ? If adequate amounts of other animal-source foods are consumed regularly, the amount of milk needed is -200-400 mL/d ; otherwise, the amount of milk needed is - 300-50 mL/d. Acceptable milk sources include full-cream animal milk (cow, goat, buffalo, sheep, camel), Ultra High Temperature (UHT) milk, reconstituted evaporated (but not condensed) milk, fermented milk or yogurt, and expressed breast milk (heat-treated if the mother is HIV-positive) ? If milk and other animal-source foods are not eaten in adequate amounts, both grains and legumes should be consumed daily, if possible within the same meal, to ensure adequate protein quality. ? Dairy products are the richest sources of calcium. If dairy products are not consumed in adequate amounts, other foods that contain relatively large amounts of calcium, such as small fish that include the bones (dried or fresh, with the bones crushed or otherwise processed so that they are safe to eat) and lime-treated maize tortillas, can fill the gap. Other foods such as soybeans, cabbage, carrots, squash, papaya, dark green leafy vegetables, guava and pumpkin are useful additional sources of calcium. ? The daily diet should include Vitamin A-rich foods (e.g dark coloured fruits and vegetables , red palm oil, vitamin A-fortified oil or foods) ; vitamin C-rich foods (e.g., many fruits, vegetables and potatoes) consumed with meals to enhance iron absorption ; and foods rich in the B vitamins including riboflavin (e.g. liver, egg, dairy products, green leafy vegetables, soybeans) vitamin B6 (e.g. meal, poultry, fish, banana, green leafy vegetables, potato and other tubers, peanuts) and folate (e.g.. legumes green leafy vegetables, orange juice), ? Provide diets with adequate fat content. If animal source foods are not consumed regularly, 10-20 g of added fats or oils are needed unless a fat-rich food is given (such as foods or pastes made from groundnuts, other nuts and seeds) If animal source foods are consumed, up to 5 g of additional fats of oils may be needed. ? Avoid giving drinks with low nutrient value, such as tea, coffee and sugary soft drinks. Limit the amount of juice offered, to avoid displacing more nutrient-rich foods. 7.5.10 Nutrition Requirements among Pre-school Children During this period, appropriate food and nutrition is to be given to the child for proper physical growth and development. The child get acquainted to various kinds

NSOU ? PGSW-VI _____ 181 of food. Proper care should be given to ensure weight increase of the child, and to see the child maintains his /her normal activities and restlessness. In this period, the child should be encouraged to eat fruits, vegetables, fish, meat, egg, nuts, dry fruit, cereals and various milk products which are good for building bones, teeth, muscles, etc, the child should be given a balanced meal of protein, fat, carbohydrate, calcium and iron. Parents should help child adjust to the family food habits and to take food properly. 7.5.11 Nutrition Requirements among Nursing Mothers Ministry of Health and Family Welfare, Government of India and WHO proposed following in relation to the nutritional requirements among nursing mothers. ? Nursing women should eat more quantity than the normal food intake. She needs one extra helping family food. ? Since she has to breastfeed the child and therefore needs to consume lots of fluids ? She needs to eat vitamin rich food, like milk with cream, butter, ghee, all the dark yellow and orange fruits and vegetables, which are rich in carotene. ? She needs to eat green leafy vegetables. 7.5.12 References 1. Health Promotion : Foundation for Practice-by Jennie Naidoo and Jane Wills. 2. Health and Inequality : Geographical Perspective-by Sarah Curtis. 3. Rethinking the WHO definition of Health-by Sissela Bok 4. Developing and Managing Community Water Supplies-by Jan Davis and Gerry Garvey and Michael Wood. 5. Healthy Villages : A Guide for Communities and Community Health Workers- by Guy Howard with Claus Bogh, Greg Goldstein, Joy Morgan, Annette Pruss, Rod Shaw, Joanna Teuton 6. Food, Water and Family Health: A Manual for Community Educators-by UNDP and WHO 7. Hygiene Promotion : Thematic Overview Paper-by Brian Appleton and Dr Christine van Wijk (IRC) 8. Sanitation Promotion : WSSCC Working Group on Promotion of Sanitation -Ed. By Mayling Simpson-Hebert and Sara Wood.

182 _____ NSOU ? PGSW-VI 7.6 Indigenous system of medicine (ISM)
An indigenous system is a natural form of medicine outside the stream of Western or allopathic medicine practised by majority of doctors all over the world today. Indigenous systems have existed since time immemorial, but few of them have been developed into fully-fledged working systems. Thus, indigenous systems are a diverse lot, but they all have one basic feature in common. They all attempt in some way or the other, to stimulate the self-healing capacity of the body.

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The Indian Systems of Medicine (ISM) is one of the famous medical systems in the world which include Ayurveda, Siddha, Unani, Homeopathy and other indigenous practices. Ayurveda is the oldest known medical system in India has alone documented 2000 medicinal plants followed by Siddha and Unani.

Ayurveda is believed to be the predecessor of the Atharvaveda, which is more than 3000 years old. It is the oldest indigenous system of medicine in India existing since 1000 BC and the vast knowledge of this medicine is documented in different types of manuscripts viz. birch, palm leaf, handmade paper, cloth etc.

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The ISM is based mainly on medicinal herbs found in the wild and forest sources which contribute 90% of raw materials for the production of herbal medicines.

On 13 April 2021, the new Ministry of AYUSH (Ayurveda, Yoga & Naturopathy, Unani, Siddha and Homoeopathy), headed by Sarbananda Sonowal, came up with the objective to promote all seven traditional systems of healthcare. 7.7 Conclusion We must always be careful about health & surrounding and promote good health practice. Effort must be also be made to popularise Indigenous system of medicine so that we may cater to a larger population. 7.8 Exercise 1. What do you mean by Health. Explain it in your own words. 2. Discuss about Hygiene, with special emphasis on Personal and environmental hygiene. 3. Explain "Balance diet". Give details of the nutritional requirements during infancy and early childhood. 4. What do you understand by Indigenous system of medicine.

NSOU ? PGSW-VI _____ 183 5. What do you mean by first Aid. Explain some basic first Aid techniques at the time of emergency. 7.9 Reference Obinna Ositadimma Oleribe et al. Health: redefined. Pan African Medical Journal. 2018;30:292. [doi: 10.11604/pamj.2018.30.292.15436]
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Kumar s. R. Herbal Gardens for Health and Wealth. Curr Agri Res 2020; 8(3).. doi : <http://dx.doi.org/10.12944/CARJ.8.3.01>

184 _____ NSOU ? PGSW-VI Unit-8 ????? Mental health – concept, dimensions and determinants Structure 8.1 Objectives 8.2 Introduction 8.3 Concept of Mental Health 8.4 Dimensions 8.5 Determinants 8.6 Causes, Symptoms and Treatment of Mental Disorder 8.7 Conclusion 8.8 Exercise 8.9 Reference 8.1 Objectives Through this chapter the learners would get to know the concept about Mental Health, particularly the changes that has been taking place in this field. We will also try to understand the various dimensions a determinants of Mental Health. 8.2 Introduction Mental health can be defined as the absence of mental disease or it can be defined as a state of being that also includes the biological, psychological or social factors which contribute to an individual's mental state and ability to function within the environment. WHO includes realising one's potential, the ability to cope with normal life stresses and community contributions as core components of mental health. Other definitions may include intellectual, emotional and spiritual development, positive self-perception, feelings of self-worth and physical health, and intrapersonal harmony. Prevention strategies may aim to decrease the rates of mental illness but promotion strategies aim at improving mental health. The possible scope of promotion initiatives depends on the definition of mental health. There are three general theories of the etiology of mental illness: Supernatural Somatogenic, Psychogenic. 184

NSOU ? PGSW-VI _____ 185 Supernatural theories explains mental illness as possession by evil or demonic spirits, displeasure of gods, eclipses, planetary gravitation, curses, and sin. While somatogenic theories identify disturbances in physical functioning resulting from either illness, genetic inheritance, or brain damage or imbalance. Psychogenic theories focus on traumatic or stressful experiences, maladaptive learned associations and cognitions, or distorted perceptions. 8.3 Concept of Mental Health Since ages there has been so many changes within the mental health concepts. Lets go through them- ? Examination of prehistoric skulls and cave art from as early as 6500 BC has identified surgical drilling of holes in skulls to treat head injuries and epilepsy as well as to allow evil spirits trapped within the skull to be released (Restak, 2000). ? Mesopotamian and Egyptian papyri from 1900 BC describe women suffering from mental illness resulting from a wandering uterus, the uterus could become dislodged and attached to parts of the body like the liver or chest cavity, preventing their proper functioning or producing varied and sometimes painful symptoms ? Hebrews saw madness as punishment from God, so treatment consisted of confessing sins and repenting. ? Greek physicians rejected supernatural explanations of mental disorders. It was around 400 BC that Hippocrates (460–370 BC) attempted to separate superstition and religion from medicine by systematizing the belief that a deficiency in or especially an excess of one of the four essential bodily fluids (i.e., humors)—blood, yellow bile, black bile, and phlegm—was responsible for physical and mental illness. ? While Greek physician Galen (AD 130–201) for the first time he opened the door for psychogenic explanations for mental illness, however, by allowing for the experience of psychological stress as a potential cause of abnormality. ? Between the 11th and 15th centuries, supernatural theories of mental disorders again dominated Europe, fueled by natural disasters like plagues and famines that lay people interpreted as brought about by the devil. Superstition, astrology, and alchemy took hold, and common treatments included prayer rites, relic touching, confessions, and atonement.

186 _____ NSOU ? PGSW-VI ? Beginning in the 13th century the mentally ill, especially women, began to be persecuted as witches who were possessed. ? Johann Weyer and Reginald Scot tried to convince people in the mid- to late- 16th century that accused witches were actually women with mental illnesses and that mental illness was not due to demonic possession but to faulty metabolism and disease. ? Modern treatments of mental illness are most associated with the establishment of hospitals and asylums beginning in the 16th century. Such institutions' mission was to house and confine the mentally ill, the poor, the homeless, the unemployed, and the criminal. ? By the 18th century, protests rose over the conditions under which the mentally ill lived, and the 18th and 19th centuries saw the growth of a more humanitarian view of mental illness. In 1785 Italian physician Vincenzo Chiarughi (1759–1820) removed the chains of patients at his St. Boniface hospital in Florence, Italy, and encouraged good hygiene and recreational and occupational training. ? In England, humanitarian reforms rose from religious concerns. William Tuke (1732–1822) urged the Yorkshire Society of (Quaker) Friends to establish the York Retreat in 1796, where patients were guests, not prisoners, and where the standard of care depended on dignity and courtesy as well as the therapeutic and moral value of physical work . ? In the second half of the 19th century, a retired school teacher proposed for establishment of state hospital for mental health treatment. ? By the late 19th century, moral treatment had given way to the mental hygiene movement, founded by former patient Clifford Beers with the publication of his 1908 memoir A Mind That Found Itself. ? European psychiatry in the late 18th century and throughout the 19th century, however, struggled between somatogenic and psychogenic explanations of mental illness, particularly hysteria, which caused physical symptoms such as blindness or paralysis with no apparent physiological explanation. ? Josef Breuer (1842–1925) and Sigmund Freud (1856–1939) resolved this dispute in favor of a psychogenic explanation for mental illness by treating hysteria through hypnosis, which eventually led to the cathartic method that became the precursor for psychoanalysis during the first half of the 20th century.

NSOU ? PGSW-VI _____ 187 ? Psychoanalysis was the dominant psychogenic treatment for mental illness during the first half of the 20th century, providing the launching pad for the more than 400 different schools of psychotherapy found today (Magnavita, 2006). Most of these schools cluster around broader behavioral, cognitive, cognitive-behavioral, psychodynamic, and client-centered approaches to psychotherapy applied in individual, marital, family, or group formats. Mental illness entails the occurrence of disorders of cognition, affect, and behavior, typically International Classification of Diseases. These include highly prevalent conditions such as depression, anxiety, dementia, and substance use disorders, as well as less common but often severe illnesses such as schizophrenia, autism, and bipolar disorder. Psychological well-being comprises multiple affective and cognitive components, including happiness—both hedonic (enjoyment and pleasure) and eudaimonic (purpose, meaning, and fulfillment)—self-actualization (accomplishments, optimism, and wisdom), resilience (capacity to cope, adaptive emotion regulation, and lack of maladaptive problem-solving), and healthy relationships. For the purpose of this framework, we also include aspects of cognitive functioning (e.g., attention and working memory) and a lack of mental distress (e.g., stress and loneliness). While we try to know the key to Mental wellbeing , we must try to understand the concept of "Quality of life".This concept is closely related to our lived experience, subjective experience, psychosocial issues, health needs, and strategies for living.

98%

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There has been a paradigm shift in mental health service delivery, from a focus on reducing symptoms to a more holistic approach, which considers Quality of Life and overall functioning. More mental health services are adopting the recovery paradigm, focusing on rehabilitation , and

Quality of life

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is an increasingly critical outcome of mental healthcare. Lower Quality of Life had been associated with major mental disorders, such as depression and schizophrenia. Both mental disorders are of concern to clinicians working in mental health services: Schizophrenia is the most common diagnosis among hospitalized psychiatric patients, and it is a chronic mental disorder with a debilitating course. Functional impairment is high, leading to lost wages and work impairment, with related personal, societal, and economic burdens. Depression is prevalent, a leading cause of disability worldwide and highlighted as a growing public health concern in both Western and Asian studies, with depressed patients reporting lower

Quality of life

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compared to other mental disorders, including schizophrenia. Domestic life, work, and interpersonal activities were the most 188 _____

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affected functional domains in depression, with adverse outcomes in low education, marital disruption, unstable employment, risk of secondary disorders, and early mortality due to suicide ; while interpersonal and affective problems were found consistently across countries, cross-national variations are noted in other domains.

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is a culturally sensitive construct, and it should not be assumed that conclusions from Western studies could be generalized across to Asian populations. A recent study examined the Quality of

life

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of Taiwanese patients with chronic mental disorders, namely schizophrenia and affective disorders. Besides disease factors, a range of psychosocial factors was found to contribute

Quality of life.

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Many of these factors were culturally sensitive; recent research done in Singapore cautioned against the generalization of research done in other countries to the Asian population in Singapore, without due consideration of the local sociocultural context. Studies related to mental disorders and

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in Asia and Singapore focused mainly on patients with one mental disorder, namely schizophrenia and depression. A study done in Taiwan examined patients with schizophrenia and affective disorders, but generalizability of the results to Singapore remained unexplored. The question if there might be differences in configuration of factors contributing to

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across the major mental disorders named above, specifically schizophrenia and depression, remains largely unexplored in Singapore. This research question is relevant and useful to clinicians working with the recovery paradigm in mental health service delivery, to facilitate the management of major mental disorders .

Mental health is moving into the political agenda as well. promotion of mental health is generally we know is a neglected issue by the policymakers but nowadays it has gained enough prominence.

89%

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mental illness has a great impact on the economy and is associated with significant

cost. mental health together with physical or somatic health is a central point of discussion in the human development context these days.

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Mental health is multidimensional construct made up of peoples intellectual well being their capacity to think perceive and interpret adequately their psychological well being they believe in their own self worth and abilities their emotional well being their affective state or mood and social well being their ability to interact effectively in social relationships with other.

Mental health is often linked with behavioural and psychological health also and it is referred to as behaviour that influence on peoples healthy functioning within the

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social milieu. Prevention of mental disorders and promotion of mental health is a key part of NSOU ? PGSW-VI
----- 189 the mental and social health professionals. this work has been ignored because training is focused on diagnosing and managing or treating mental disorders and because of insufficient resources. prevention has the potential to significantly reduce the onset and subsequent related to mental disorders as well as associated personal social and economic costs The distinction between prevention and promotion is very important to bear in mind when comparing mental disorder and mental health which are not simply opposite ends of a spectrum. instead mental disorder and mental health are distinct although related dimensions so that absence of either mental health or mental disorder does not imply the presence of other.

Mental health will be

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makes up an integral part of an individual's capacity to lead a fulfilling life including the ability to form and maintain relationships to study

to work or pursue any kind of interests and to make decisions in our daily life about various issues like education employment another such choices. still burns

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to an individual's mental well-being can adversely affect their capacities and choices which may lead to diminishing function at the individual level

and also may lead to

80%

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broader welfare losses at the household and societal level. mental health is a state of emotional and psychological well-being in which an individual is able to use his or her cognitive and emotional capacities UN function in

our society and also meet the other demands of the everyday life.

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Mental health is a state of successful performance of mental function resulting in productive activities fulfilling relationships with

the other

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people and an ability to adapt to change and to cope with

undesirable conditions.

72%

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mental health is a state of mind characterised by relative freedom from anxiety and disabling symptoms and or capacity to establish constructive relationships and cope with the ordinary demands and stresses of life. 8.4

Dimensions Dimensions of Mental Health Understanding about the Eight Dimensions of Wellness can help us to make our decision and choose our way of life and plan how to make mental wellness a part of our everyday life. Mental wellness strategies are practical ways to start developing healthy habits that can have a positive impact on our physical and mental health. While individuals may be born with a genetic predisposition for a certain psychological

190 _____ NSOU ? PGSW-VI disorder, certain psychological stressors need to be present for them to develop the disorder. Sociocultural factors such as sociopolitical or economic unrest, poor living conditions, or problematic interpersonal relationships are also viewed as contributing factors. Thus considering these factors eight dimensions may be developed for determining mental wellness- 1. Emotional—Coping effectively with life and expressing emotions in an appropriate manner.

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MATCHING BLOCK 89/127

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An emotionally well person successfully expresses and manages an entire range of feelings, including anger, doubt, hope, joy, desire, fear, and many others. People who are emotionally well maintain a high level of self-esteem. They have a positive body-image and the ability to regulate their feelings. They know where to seek support and help regarding their mental health, including but not limited to, seeking professional counseling services. 2.

Environmental—Occupying pleasant, healthy, and safe environments that support well-being; positively impacting the quality of our surroundings (including protecting and preserving nature),

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An environmentally well person appreciates the external cues and stimuli that an environment can provide. People who have achieved environmental wellness recognize the limits to controlling an environment and seek to understand the role an individual plays in the environment. 3.

Financial—Achieving satisfaction with current and future financial situations; handling finances wisely.

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Those who are financially well are fully aware of their current financial state. They set long- and short-term goals regarding finances that will allow them to reach their personal goals and achieve self- defined financial success. 4.

Intellectual—Recognizing creative abilities and finding ways to expand knowledge and skills; being open-minded.

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Those who enjoy intellectual wellness engage in lifelong learning. They seek knowledge and activities that further develop their critical thinking and heighten global awareness. They engage in activities associated with the arts, philosophy, and reasoning. 5.

Occupational—Personal fulfillment and enrichment from one's work and/or responsibilities.

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An occupationally well person enjoys the pursuit of a career which is fulfilling on a variety of levels. This person finds satisfaction and enrichment in work, while always in pursuit of opportunities to reach the next level of professional success 6.

Physical—Recognizing the need for physical activity, healthy foods, and
NSOU ? PGSW-VI _____ 191 adequate sleep; avoiding unhealthy habits.

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People who are physically well actively make healthy decisions on a daily basis. They eat a nutritionally balanced diet; they try to get an adequate amount of sleep, and they visit the doctor routinely. They make a habit of exercising three to five times per week; they have the ability to identify their personal needs and are aware of their body's limitations. They maintain positive interpersonal relationships and make healthy sexual decisions that are consistent with their personal values and beliefs. 7.
Cultural Wellness-

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Culturally well people are aware of their own cultural background, as well as the diversity and richness present in other cultural backgrounds. Cultural wellness implies understanding, awareness and intrinsic respect for aspects of diversity. A culturally well person acknowledges and accepts the impact of these aspects of diversity on sexual orientation, religion, gender, racial and ethnic backgrounds, age groups, and disabilities 8

Social wellness—Developing a sense of connection, belonging, and sustained support system; having positive relationships.

96%

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A socially well person builds healthy relationships based on interdependence, trust, and respect. Those who are socially well have a keen awareness of the feelings of others. They develop a network of friends and co-workers who share a common purpose, and who provide support and validation. 9 Spiritual wellness—

Having a sense of purpose and meaning in life; establishing peace, harmony, and balance in our lives.

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People who can be described as spiritually well have identified a core set of beliefs that guide their decision making, and other faith-based endeavors. While firm in their spiritual beliefs, they understand others may have a distinctly different set of guiding principles. They recognize the relationship between spirituality and identity in all individuals.

Thus all the elements of wellness are interlinked and is required for our mental wellbeing. Absence of anyone of these elements may lead to situations which may cause mental disturbances. 8.5 Determinants

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Determinants of mental health and well being A commonly used definition of mental health we know is a state of whelming in which the individual realises his or her own abilities

and can cope up with the

192 _____ NSOU ? PGSW-VI

93%

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normal stresses of life can work productively and fruitfully and is able to make a contribution to his or her own community

taking this into consideration we can propose three important determinants of mental health Individual attributes and behaviour This is related

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to a person's innate as well as learning ability to deal with thoughts and feelings and to manage him or herself in the daily life, as well as the capacity to deal with the social world around by partaking in social activities taking responsibilities or respecting the views of others. An individual's mental health state can also be influenced by genetic and biological factors that is determinants that

the person are born or indoor with including chromosome abnormalities for example Down syndrome an

100%

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intellectual disability caused by prenatal exposure to alcohol or oxygen deprivation at

the time of

90%

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birth. Social and economic circumstances The capacity of an individual to develop and flourish is deeply influenced by their immediate social surroundings

that is

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their opportunities to engage positively with family members friends or colleagues and earn a living for themselves and it families and by the social economic circumstances in which they find themselves. Restricted opportunities to gain an education and income are pertinent

examples for social economic factors. Environmental factors The wider social cultural

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and geopolitical environment in which people live can also affect an individuals households or communities mental health status including

NSOU ? PGSW-VI _____ 193 levels of access to basic commodities and services like water in other essential healthcare services,

87%

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exposure to predominating cultural beliefs attitudes or practises as well as by social and economic policies formed at the national level for example the ongoing global financial crisis

in our communities is expected to have a great effect on the mental health consequences in fact the coded pandemic also can be an example for this factor. These factors may lead to increased rate of suicide and harmful alcoholic uses. 8.6 Causes, Symptoms and Treatment of Mental Disorder ? Statistical Infrequency: One aspect of abnormality is that it is infrequent. An assertion that majority of individuals tends to display behavioral or emotional characteristics that is normal. However, though, having certain rare characteristics may be easily detectable, but possessing those may not always deem an individual as abnormal e.g. great athletic ability. ? Deviation: Each society establishes explicit and implicit rules for proper conduct, Behaviour, thoughts and emotions are deemed abnormal when they violate a society's ideas about proper functioning. A society's norms grow out of its culture, its history etc, So judgements of abnormality, based on socio-cultural norms are relative and may vary from society to society. A society's values may also change over time causing its views of what is psychologically deviating to change as well. Also, just the violation of societal norm does not necessarily qualify the individual as psychologically abnormal. Criminals and prostitutes violate social norms. But they are rarely studied within the domain of abnormal psychology. ? Distress: According to many clinical theorists, any behaviour, thought or emotion has to cause significant personal distress., before it can be labeled abnormal. However, there is an exception to this theory. Some people, by virtue of their abnormal psychological functioning experience an inappropriate sense of subjective well-being. ? Dysfunction: Abnormal behaviour tends to interfere with daily functioning; people cannot take care of themselves, participate in ordinary social interactions or work productively. Once again, there are exceptions to this theory. Revolutionaries and social leaders like Jatin Das, Bhagat Singh, and Gandhi etc. had deprived themselves of things they need and temporarily acted in a dysfunctional manner to protest against social injustice. But instead of labelling them as abnormal people have always admired them.

194 _____ NSOU ? PGSW-VI ? Unexpectedness: Perhaps an important point in conceptualization of abnormality is unexpected responses to stressors /stimuli. Distress or disability are thus considered as normal or abnormal depending upon whether the individual's response is an expected or unexpected response pattern to the stressor/ stimulus that provoked it. For example anxiety disorders are diagnosed when anxiety is unexpected and out of proportion to the situation. Thus, a person who has been exposed to harsh and traumatic experiences, the "expected" response will be of "distress" and "dysfunction" and it will be technically incorrect and unethical to label the person as "abnormal" Thus, a perfect conceptualization should synthesize all these aspects to arrive at a true picture of deviating human psychological functioning. Classification of Functional Psychiatric Illnesses ANXIETY DISORDERS GENERALIZED ANXIETY DISORDER PHOBIA OBSESSIVE COMPULSIVE DISORDER PANIC DISORDER AXIS I AXIS II PERSONALITY DISORDERS CLUSTER A ? SCHIZOID ? SCHIZOTYPAL ? PARANOID CLUSTER B ? ANTISOCIAL ? BORDERLINE ? HISTRIONIC ? NARCISSISTIC CLAUTER C ? DEPENDENT ? AVOIDANT ? OBSESSIVE COMPULSIVE MOOD DISORDERS MENTAL RETARDATION SCHIZOPHRENIA SUBSTANCE DEPENDENCE DISORDERS DEPRESSION MANIA BIPOLAR AFFECTIVE DISORDER MILD MODERATE SEVERE PROFOUND

NSOU ? PGSW-VI _____ 195 DSM-IV has distinguished between Axis I and Axis II disorders. Axis I disorders are those which often begin as a noticeable change in a person's usual behaviour and are in most cases, of limited duration. The axis II disorders begin well before adulthood and may continue into adulthood and these pattern are not marked by changes in intensity or periods of clear improvements. DSM-IV and ICD-10 are internationally accepted and accredited classificatory systems for diagnosing and conducting research on mental illnesses. The American Psychiatric Association publishes the DSM-IV and the World Health Organization published the ICD-10 Anxiety Disorders. In anxiety disorders the most striking features are mental and physical features of anxiety occurring in the absence of any organic brain disease. Generalized Anxiety Disorder • Symptoms 1. Chronic uncontrollable, diffuse anxiety called "free floating anxiety" 2. At least for 6 months 3. Somatic complaints like sweating, pounding heart, dry mouth, frequent urination, shortness of breath i.e., hyperactivity of autonomic nervous system (A.N.S.) 4. Irritability, insomnia, distractibility, anger outbursts • Aetiology 1. Biological Perspective: The low activity of the inhibitory neurotransmitter gamma amino butyric acid (GABA) has been linked to generalized anxiety disorder. Neurotransmitters are chemicals that carry messages from one neuron to another in the brain. GABA carries inhibitory messages i.e. when GABA is received at a receptor ; it causes the neuron to stop firing. In normal fear reactions, key neurons throughout the brain fire more rapidly, causing a general state of excitability in the brain and body. If this state of arousability continues for a period of time, a feedback system is called into action, which inhibits the excitation. In case of anxiety, GABA plays this role, 2. Psychoanalytic Perspective: The psychoanalytic perspective regards the source of generalized anxiety disorder as an unconscious conflict between ego and id impulses, which are sexual and aggressive in nature. The ego does not want to allow the expression of the id impulses for the fear of punishment. Since the source of anxiety is unconscious, the person experiences fear and apprehension without knowing it.

196 _____ NSOU ? PGSW-VI 3. Cognitive-Behavioural Perspective: According to the cognitive-behavioural perspective, anxiety is either classically conditioned to a vast range of external stimuli or else, there is a perception of not being in control. Phobia ??? Symptoms 1. Persistent, unrealistic, fear that is out of proportion to the danger posed by a particular object or situation and is recognized by the sufferer as groundless. 2. There is intense distress and socio-occupational impairment because of the anxiety ? Specific Phobia - Unwarranted fears are caused by the presence or anticipation of a specific object. ? Social Phobia - Unwarranted fears are generally linked to the presence of other people or apprehension on negative evaluation by other people. • Aetiology 1. Biological Perspective: The biological perspective in the genesis of phobia holds that the autonomic nervous system, which is involved in the processing of fear, is more easily arousable in people with phobia. Lacey, (1967) identified a dimension of autonomic activity called stability -liability and proposed that phobic behaviour is characterized by autonomic liability. 2. Psychoanalytic Perspective: According to the psychoanalytic view, phobias represent defence against repressed id impulses, This anxiety is displaced from the feared id impulse and moved to an object or situation that has a symbolic connection to it. By avoiding them, the person is able to avoid dealing with repressed conflicts. 3. Behavioural Perspective-Behavioural theories hold that all phobias are learned reactions They are acquired either through- i. Classical conditioning -the pairing of an innocuous object or situation with an innately painful event ii Operant Conditioning-Whereby a person is rewarded for avoidance iii Modelling-imitating the fear and avoidance of others 4. Cognitive Perspective -By making catastrophic misinterpretations of events that could be construed in a less negative fashion. Obsessive Compulsive Disorder ????? Symptoms

NSOU ? PGSW-VI _____ 197 1. Obsessions are recurrent intrusive thoughts, which are resisted by the individual and recognized by the individual as his own e.g. obsessional doubts, ruminations, fears, images, and impulse. 2. The content of obsessions can be grouped under the following theme: dirt and contaminations, aggression, orderliness, illness, sex, religion. 3. Compulsions are voluntary and repetitive overt or covert actions that an individual resorts to in order to neutralize the anxiety or distress provoked by the obsessions. 4. Compulsions may take various forms \ko~cleining compulsions, checking compulsions, compulsions for order & symmetry, counting, compulsions, compulsive rituals etc. ? Aetiology 1. Biological Perspective: Research on neurochemical factors has related OCD to low activity of the neurotransmitter serotonin OCD has also been associated with malfunctioning of the orbito-frontal cortex , reflecting an over concern of the individual with his own thoughts ; and a set of subcortical structures like caudate nucleus and the basal ganglia; the result of the over activity of this circuit could manifest itself clinically as intrusive persistent thoughts, a visceral feeling of dread and sensations that "something is wrong" ; this send an intensely bothersome "false alarm" to the patient. 2. Psychoanalytic Perspective: In psychoanalytic theory, obsessions and compulsions are viewed to have similar roots i.e in instinctual forces, which are sexual or aggressive in nature. These instinctual or id impulses are not under control because of overly harsh toilet training. The person is thus fixated at the anal stage of psychosexual development. The symptoms represent the defense mechanisms employed by the individual as he / she struggles to control the id impulses, In case of OCD, the individual more commonly uses the defense of "Reaction Formation". 3. Behavioural Perspective : A prominent behavioural model of the acquisition and maintenance of obsessive-compulsive symptoms derives from the two- stage learning theory of Mowrer (1939). In Stage I-, anxiety is classically conditioned to a specific environmental event The person then engages in compulsive rituals (escape/avoidance responses). If the person is successful in reducing the anxiety, the compulsive behaviour is more likely to occur in future (Stage II-Operant Conditioning), Higher Order Conditioning occurs when other neutral stimulus such as words, images or thoughts are associated with the initial stimulus and the anxiety becomes diffused.

NSOU ? PGSW-VI 4. Cognitive Perspective : Trie cognitive factors mediating obsessions maintain that the difference lies in the interpretation of the meaning of the presence of intrusive thoughts i.e. there is a pivotal role of responsibility appraisal in OCD, leading to a conclusion that catastrophic events are impending. Panic Disorder ? Symptoms 1. A sudden and often inexplicable attack of a host of jarring symptoms- laboured breathing, heart palpitations, nausea, chest pain, feelings of choking, dizziness, sweating, trembling, an intense apprehension, feeling of impending doom. 2. Panic attacks can occur in seemingly benign states, such as relaxation, in sleep, and in unexpected situations. 3. Panic attacks can occur in the presence or absence of "agoraphobia" : is a cluster of fears centering on public places and from where escape is difficult or seemingly impossible. 4. Agoraphobia is linked with a fear of having a panic attack, which further incapacitates the individual. • Aetiology 1. Biological Perspective: The biological theory suggests that panic is caused by the over activity in the noradrenergic system (neurons that use norepinephrine as a neurotransmitter), particularly in a nucleus in the pons called the locus ceruleus. 2. Cognitive Perspective: The principal cognitive perspective of panic disorder is that patients misinterpret physiological sensations in a catastrophic way. In this over concern, they may amplify slight physical sensations into signs of impending disaster. The psychological explanation of agoraphobia suggests the "fear of fear" hypothesis i.e. a fear of having a panic attack in public produces the agoraphobia Mood Disorders The mood disorders are so called because one of their main features is abnormality of mood. Depression • Symptoms 1. Low Mood 2. Decreased interest in pleasurable 3. Increased fatigability 4. Low self esteem 5. Pessimistic views about future 6. Feelings of guilt

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199 7. Difficulty in attention and concentration 8. Difficulty in taking decisions 9. Disturbances in sleep, appetite & libido 10. The first 3 symptoms must be present along with two or more of the other symptoms for a period of at least 2 weeks, for a diagnosis of depression. ????? Psychotic Symptoms: May be present or absent in the form of delusions or hallucinations. ????? Aetiology 1. Biological Perspective : Low activity of the neurotransmitter serotonin and norepinephrine has been associated with depression. Over activity of the hypothalamic-pituitary-adrenal axis is also found among depressed patients, indicating that the endocrine system may also influence mood disorders. 2. Psychoanalytical Perspectives: Psychoanalytic formulations stress fixation in the oral stage (leading to a high level of dependency) and unconscious identification with a lost loved one whose desertion of the individual has led to anger turned inwards (introjection). 3. Cognitive Perspective: According to Beck (1967), people with depression have certain characteristic ways of cognition. Beck proposed the "cognitive triad of depression" that consists of-negative views of self, negative views of world and negative views of future. These negative cognitive cognitions are sustained by illogical ways of thinking called "cognitive distortions". 4. Behavioural Perspective: Helplessness-Hopelessness Theory-According to helplessness-hopelessness theory, early experiences in inescapable, hurtful situation instill a sense of hopelessness that can evolve into depression individuals are likely to attribute failures to their own general and persistent inadequacies and faults 5. Interpersonal Perspective: According to this viewpoint, depressed individuals tend to have sparse social networks and to regard them as providing less social support. Reduced social support may lessen an individual's ability to handle negative life events and make him or her vulnerable to depression. Behaviour of depressed people tends to elicit rejection from others. Mania ? Symptoms 1. Elevated mood 2. Inappropriate sense of subjective well-being 3. Increased psychomotor activity 4. Disturbances in sleep, appetite & libido 5. Disturbances in cognitive function

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NSOU ? PGSW-VI 6. Inflated self esteem 7. The first 3 symptoms must be present along with one or more of the other symptoms, at least for a period of 7days/week ? Aetiology 1. Biological Perspective: The biological perspective to mania has associated the disorder to high levels of the neurotransmitter norepinephrine and increased activities of G-proteins, which carry information across neurons and amplify neural signal. 2. Psychological Perspective: The psychological perspective of mania considers it as a defence against a debilitating psychological state, such as low self-esteem Bipolar Affective Disorder ? Symptoms 1. Is defined as including episodes alternating between mania and depression or consecutive episodes of mania 2. Shows typical symptoms of retarded depression There are some other phenomenological between unipolar and bipolar affective disorders i. The age onset is earlier compared to unipolar depression ii. First degree relatives of people with bipolar affective disorder are at higher risk for developing either of unipolar depression. iii. First degree relative of people with unipolar depression are at higher risk of developing unipolar depression ? Psychotic Symptoms-May be present or absent in the form of delusion or hallucinations. Schizophrenia The concept of schizophrenia was initially formulated by two European psychiatrists Emil Kraepelin and Eugen Bleuler. Kraepelin provided some of the earliest and detailed descriptions of the "preocious" mental decline. He first presented his idea of Dementia Praecox, the early term for schizophrenia, in 1898. The term reflected his belief that the core symptoms of his disorder are-an early onset (praecox) and progressive intellectual deterioration (dementia). Eugen Bleuler (1950), the second major pioneer of schizophrenia broke away from Kraepelin on the grounds that the term "dementia" was inaccurate and felt that schizophrenia did not represent a true intellectual deterioration or dementia. Instead, the illness involved a subordination of the intellect to the "fundamental" symptoms and to their devastating effect on mental life, The "fundamental" symptoms described by Bleuler were-

NSOU ? PGSW-VI _____ 201 i) Disturbances of association ii) Disturbance of affect iii) Detachment from reality or autism iv) Ambivalence Despite shifts in emphasis within and between legacies of Bleuler and Kraepelin the same kinds of behaviour are included in contemporary accounts and analyses of schizophrenic symptoms. The only changes have been attempts to subcategorize and differentiate some aspects of the illness from others. Thus, "positive" symptoms have been distinguished from "negative" symptoms. Positive symptoms seem to be abnormal additions to mental life e.g. delusions, hallucinations, disorganized speech, Negative symptoms are deficits or losses like reduced motivation, impoverished speech or emotional withdrawal. ? Symptoms of schizophrenia The symptoms of schizophrenia involves disturbances in several major areas-thought, perception, affect or emotion, attention, motor behaviour, and life functioning i. Hallucination: sensory experiences in the absence of any stimulation from the environment. They occur most often in the auditory modality and less often in the visual modality. Some auditory hallucinations are regarded as pathognomic of schizophrenia such as "hearing own thoughts spoken aloud by another voice" and 'hearing voices arguing, comment- ing of commanding upon the action". ii. Delusion: are firmly held implausible beliefs in spite of evidences to the contrary. Delusions may comprise delusions of influence (patient may believe that thought that are not his own have been placed in his mind by an external source) passivity (patient is the unwilling recipient of bodily sensations imposed by an external agency, and control (pa- tient may believe that his feelings and behaviour are being controlled by an external agency) persecution, reference, infidelity etc. iii. Formal thought Disorder: refers to the problems in the organization of ideas and in speaking so that a listener can understand. iv. Catatonic symptoms: characterized by several motor abnormalities Catatonic Immobility / stupor is characterized by patients adopting unusual postures and maintaining them for long periods of time. There may be accompanying muscular rigidity,. Waxy flexibility is a condition in which another person can move the patients's limbs into whatsoever positions, without his resistance which he will maintain for long peri-

202 _____ NSOU ? PGSW-VI ods of time. Some patients may manifest an unusual increase a their overall level of activity, including excitement, flailing of limbs and great expenditure of energy. v. Avolition: or apathy refers to a lack or absence of energy and seeming of absence of interest in what are usually routine activities (personal hygiene,, work, household chores). vi. Alogia: is a negative thought disorder that can take several forms. In poverty of speech, the amount of speech is greatly reduced. In poverty of content of speech, the amount of discourse is adequate but it conveys little information and it tends to be vague and repetitive. vii. Anhedonia: refers to an inability to experience pleasure and is mani- fested as a lack of interest in recreational activities, failure to develop close relationships etc. viii. Asociaity: impairments in social relations manifested as little interest in being with other people and poor social skills. ix. Flat or blunted affect/inappropriate affect: in patients with flat effect virtually no stimulus can elicit an emotional response. In case of blunted affect, emotional responseis attenuated, that is the emotional response is less intense. In case of inappropriate affect, the emotional responses are out of context e.g. a patient may laugh on hearing that his mother just died. That is thought processes become disconnected from feelings, making it liaphazard, inconsistent and unpredictable. ? Aetiology 1. Biological Perspective: The biological holds that schizoplrenia results form excessive activity of the neurotransmitter dopamine. Brain imagine techniques have detected abnormal brain structures like enlarged brain ventricles, excess tlickended corpus callosum and abnormal cerebral blood flow and glucose metabolism in the frontal lobes. 2. Psychological Perspectives: i. Schizophrenogenic Mother-A concept proposed by Fromm- Reichmmann (1948) and now mostly refuted, suggested that mothers who are cold, domineering and rejecting make their children vulnerable to develop schizopernia. ii. Schismatic Family/Skewed Family-A child in dysfunctional family is mor vulnerable to develop schizophrenia as he/she is confused and caught between the conflicts of the parent where an atmtpt to please one parent is viewed by the other as rejection and the parents are con-

NSOU ? PGSW-VI _____ 203 tinuously trying to competing with each other for winning the loyalty of the child.This concept was proposed by Lidz(1963) bitf has also been invalidated as an explanation for schizophrenia. ? Subtypes of Schizophrenia- 1. Simple -It is an uncommon form of schizophrenia. It has an insidious or gradual onset. The individual shows inability to meet the demands of the society and oddities of conduct. It shows usually the "negative symptoms" characteristics of residual schizophrenia But, these symptoms" characteristics of residual schizophrenia. But, these symptoms develop without being preceded by any overt or obvious positive psychotic symptoms. 2. Paranoid-It is the most common type of schizophrenia. A type of schizophrenia in which a person has an organized and relatively stable system of delusions and hallucinations. Disturbances of affect, speech, volition and catatonic symptoms are not usually present. 3. Catatonic-An uncommon type if schizophrenia characterized by prominent psychomotor disturbances and may alternate between extremes such as hyperkinesis and stupor. 4. Residual- A chronic stage in the development of a schizophrenic disorder in wliich there has been a clear progression from an earlier stage comprising of one or more episodes, to a later stage, with negative symptoms. 5. Undifferentiated-A type of schizophrenia in which no single set of psychotic symptoms dominates. 6. Disorganized-A type of scliizophrenia characterized by confusion, incoherent speech and flat or inappropriate affect. Management of Psychiatric Illnesses ? Pharmacological Researchers have discovered since 1950's several effective psychotropic medications; medicines that can modify emotions and thought processes Anxiety Disorders- 1. Antianxiety-For example, Lorazepam, Diazepam, Alprazolam etc. Mood Discorders 1. Antidepressant- i. Moioamine Oxidase Inhibitors. ii. Selective Serotonin Re uptake Inhibitors iii. Tricycle 2. Mood Stabilizers -Lithium, Carbamezapine, Sodium Valproate.

204 _____ NSOU ? PGSW-VI Schizophrenia 1. Antipsychotic- i. Typical-These antipsychotics e.g. haloperidol, chlorpromazine, thioridazine etc produce more extra-pyramidal side effects (E. P. S.). These stem from the dysfunction of the nerve tracts that descend from brain to spinal motor neurons. E.P.S. resembles symptoms of neurologi- cal diseases. Some E. P.S. are-4ystonia (a state of muscular rigidity), akathisia (an inability to remain still) ii. Atypical-These antipsychotics produce less E.P.S. e.g. clozapine. olanzapine etc. ? Psychosocial Management The psychosocial management of the psychiatric illness may be based on various schools of thought, but all approaches essentially focus on the following aspects- 1. Correcting distorted cognitions 2. Developing an insight to the illness and self awareness 3. Developing autonomy 4. Trying to integrate social networks 5. Trying to develop health promoting life styles 6. Enlightening on the necessity of compliance to treatment 7. Developing the functional efficacy of the individual, Promotion of

85%

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mental health Mental health promotion often refers to positive mental health considering mental health. as a resource as a value on its own and as a basic human rights essential to social and economic development

for all in the community.

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mental health promotion aims to impact on determinants of mental health to increase positive mental health to reduce inequalities to build social capital to create health gain and to narrow the gap in health expectancy between countries and groups. mental health promotion interventions vary in scope and include strategies to promote the mental wellbeing of those who are not at risk those who are at increased risk and those who are suffering or recovering from mental health problems.

Mental health promotion may be defined as activities which is implied to create

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social and environmental condition that may enable optimal psychological and psycho physiological development. such initiatives

involves individual

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in the process of achieving positive mental health enhancing quality of life and narrowing down the gap in health expectancy between groups. Its an enabling process done by with and for the people of

adopt a very democratic approach. Prevention of mental disorders can be

NSOU ? PGSW-VI _____ 205 considered as one of the main aim and outcomes of a broader

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mental health promotion strategies. 8.7 Conclusion Good social physical and mental health is a basis of all healthy personality.. Positive mental health results in health social and economic benefits, which are not simply due to absence of mental disorders. Mental health is associated with, improved educational achievement and greater productivity increased social interaction and participation reduced risk of mental illness or suicide reducing risk behaviour such as smoking an increasing resilience to adversity. this

encourages us as social workers were working in this mental health feet to work with more positivity undo practise

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and work on the prevention of mental disorders and mental health programmes together with integrated plans for normal personality life span. Thus prevention of mental disorder is a very psych significant way for promoting mental health.

we need well designed programmes to tackle such problems and promote mental wellbeing. 8.7 Exercise 1. Define Mental Health. Discuss the changing concept of Mental Health. 2. How can we link mental health with Quality of life. 3. Discuss the dimensions and determinants of mental health. 4. Prescribe a strategy to promote mental health in our community. 8.8 Reference Manwell LA, Barbic SP, Roberts K, et al What is mental health? Evidence towards a new definition from a mixed methods multidisciplinary international survey BMJ Open 2015.

<https://www.frontiersin.org/articles/10.3389/fpsy.2018.00727/full> <https://advances.sciencemag.org/content/5/7/eaax0903/tab-pdf> <https://juniperpublishers.com/pbsij/PBSIJ.MS.ID.555708.php> <https://courses.lumenlearning.com/ccbcmd-health/chapter/healthy-behaviors-and-wellness/>

206 _____ NSOU ? PGSW-VI Unit-9 ????? Health Care Models of India
Structure 9.1 Objectives 9.2 Introduction 9.3 Levels of Health Prevention 9.4 Integrative model and development model 9.5 Holistic approach to health 9.6 Alternative system of health - yoga naturopathy 9.7 Conclusion 9.8 Exercise 9.9 References 9.10 Objectives Through this chapter the learners would understand the various of prevention of diseases and the health care models . A deeper understanding on these issues will help the learners to plan strategies in health care management while working in the fields. 9.2 Introduction One of the notable role of Health Care system is the focus on prevention of diseases and promotion of wellness. This occurs through addressing individual-level competencies within a community and also through working to change systems and contexts. The core belief is that taking early action can prevent more serious problems from developing in the future. The concept of prevention comes from the field of public health. This is very different from the medical model, which refers to the framework of treating social problems in the same manner that we treat illness. Two key aspects of a public health approach to problems include measuring the incidence and prevalence of disease. Public health approach focuses on measuring the incidence or prevalence of a social issue. For example, Incidence refers to the number of new cases during a specified period of time (e.g., the annual rate of new 206

NSOU ? PGSW-VI _____ 207 cases of depression among women, the annual rate of new individuals who experience homelessness). Prevalence is the total number of cases in a population (e.g., the total number of women in the population with depression, the total number of people in the population who are homeless in a particular country). 9.3 Levels of Health Prevention Three broad categories of determinants of human behavior will be discussed in this study session and you will have an opportunity to learn about the influence of these factors in determining human behavior. Prevention, as it relates to health, is really about avoiding disease before it starts. It has been defined as the plans for, and the measures taken, to prevent the onset of a disease or other health problem before the occurrence of the undesirable health event. There are three distinct levels of prevention. Primary prevention—those preventive measures that prevent the onset of illness or injury before the disease process begins. ? Examples include immunization and taking regular exercise. Secondary prevention—those preventive measures that lead to early diagnosis and prompt treatment of a disease, illness or injury to prevent more severe problems developing. Here health educators such as Health Extension Practitioners can help individuals acquire the skills of detecting diseases in their early stages. ?Examples include screening for high blood pressure and breast self-examination. Tertiary prevention—those preventive measures aimed at rehabilitation following significant illness. At this level health services workers can work to retrain, re- educate and rehabilitate people who have already developed an impairment or disability. Read the list of the three levels of prevention again. Think about your experience of health education, whether as an educator or recipient of health education. ? How do you think health education can help with the prevention of disease? ? Do you think it will operate at all these levels? ? Note an example of possible health education interventions at each level where you think health education can be applied. Health Education can be applied at all three levels of disease prevention and can be of great help in maximizing the gains from preventive behavior.

208 _____ NSOU ? PGSW-VI ? For example at the primary prevention level — you could educate people to practice some of the preventive behaviors, such as having a balanced diet so that they can protect themselves from developing diseases in the future. ? At the secondary level, you could educate people to visit their local health center when they experience symptoms of illness, such as fever, so they can get early treatment for their health problems. ?At the tertiary level, you could educate people to take their medication appropriately and find ways of working towards rehabilitation from significant illness or disability. HEALTH MODELS The Institute of Medicine developed a model for problem assessment, intervention, and dissemination strategies. For example, this research cycle includes assessing the prevalence of risk and protective factors of a problem area, developing prevention innovations, researching the effectiveness of those innovations, and disseminating innovations into the community. Figure below outlines each aspect of the preventive intervention research cycle "The Preventive Intervention Research Cycle" by Valerie Anderson, Samanta Boddapati, and Symone Pate

NSOU ? PGSW-VI _____ 209 There are a number of challenges to conducting prevention research and using these models since they identify what needs to be done but provide very little detail on how these things will happen. Most models, such as the Institute of Medicine framework, focus on the functions that are part of the innovation, implementation, and dissemination process, but not on the systems that support these functions. To address this gap, Wandersman and colleagues (2008) proposed a framework that describes relevant systems to help bridge the gap. The Interactive Systems Framework works to connect step four (conducting trials of the program) and step five (implementing the program in the community) of the Institute of Medicine model. Halgunseth and colleagues (2012) used the Interactive Systems Framework to understand the relationship between program capacity and implementation in after- school settings. They examined eight after-school sites . Aligned with the Prevention Support System element of the Interactive Systems Framework, the after-school staff was trained and received weekly on-site support in implementing the intervention. It was found that after-school settings that were more organized and maintained strong links to individuals or community-based organizations scored higher in program fidelity and quality. Funders can utilize the Interactive Systems Framework to identify what kinds of support they should provide for the Prevention Synthesis and Translation System element; similarly, practitioners can gather information from that same component for what they need as well as from the Prevention Support System element. Additionally, practitioners can see what they need to do to build capacity from the perspective of the Prevention Delivery System component.

210 _____ NSOU ? PGSW-VI Critical Components of the Interactive Systems Framework by Valerie Anderson, Samanta Boddapati, and Symone Pate. Medical health prevention and promotion model 9.4 Integrative Model and Development Model

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Although there might be national differences in defining Integrated Healthcare (IHC), one can simply describe it as efforts needed to provide all healthcare services that make humans healthy . Consequently, such provision necessitates valid and functional delivery systems at all times. The World Health Organization (WHO) defines an integrated delivery system as, “the organization and management of health services so that people get the care they need, when they need it, in ways that are user-friendly, achieve the desired results, and provide value for money” . These definitions work well in peacetime and with intact resources and capabilities. However, the last decades’ economic strain on healthcare systems and an increasing number of public health emergencies highlight the insufficiency of delivering integrated healthcare, particularly to vulnerable groups of a society . IHC is one of the important concepts related to the management and organization of healthcare systems. At present, efforts to integrate the process of providing healthcare, in addition to the integration of other areas of socio-economic life with the healthcare system, are a major concern for many international entities like WHO . Attention to this concern is seen through a variety of projects that either directly or indirectly orient towards coordinating the provision of healthcare. By implementing these projects, healthcare systems aim to obtain the interrelated goals of improving the effectiveness of treatment, attribution of costs, and leveling inequalities in the access to and utilization of medical care. In

practice, efforts to improve efficiency aim to maximize the outcomes of service activities at specific input levels or by obtaining desired outcomes with minimal expenditure . Social efficiency is associated with progress towards the implementation of social tasks, which benefit the healthcare system as seen in improving the combined health of societal groups or improving the quality and availability of healthcare at differing levels for a certain population 9.5

Holistic approach to health Several holistic and interdisciplinary approaches that work with the human– animal–environment interface exist in order to safeguard health. Three of the most influential concepts at this moment, are One Health, Eco Health, and Planetary

NSOU ? PGSW-VI _____ 211 Health. Of these three concepts, Planetary Health is a more recent and therefore possibly less developed concept, and it may hence appear somewhat arbitrary to choose this concept and compare it to the two more well-established ones. However, based on the fact that Planetary Health has rapidly become an approach mentioned in very well-renowned and high-ranked global publications and furthermore seems to attract attention among politically influential groups we still find it highly relevant to include this concept in the discussion on an equal basis. One Health is the collaborative effort of multiple health science professions, together with their related disciplines, and institutions—working locally, nationally, and globally—to attain optimal health for people, domestic animals, wildlife, plants, and our environment. EcoHealth has been described as involving the health of humans, animals, and ecosystems, including also environmental sustainability and socioeconomic stability in the framework. In some cases, the EcoHealth approach seems to have more of a biodiversity focus, with an emphasis on all living creatures, implying that parasites, unicellular organisms, and possibly also viruses have a value and should be protected. Waltner-Toews suggests that EcoHealth aims for “sustainable human and animal health and well-being, through healthier ecosystems” Planetary Health has in recent years been put forward as an alternative to One Health and EcoHealth. The concept has been developed by The Rockefeller Foundation-Lancet Commission on planetary health. However, the concept seems to be less interdisciplinary than One Health and EcoHealth and primarily focus on human health, although the environment is acknowledged. Planetary Health is focused on mitigating and responding to threats to human health and well-being, and on the sustainability of the entire human civilization. Planetary health is the achievement of the highest attainable standard of health, well-being, and equity worldwide through judicious attention to the human systems—political, economic, and social—that shape the future of humanity and the Earth’s natural systems that define the safe environmental limits within which humanity can flourish. 9.6 Alternative system of health - Yoga Naturopathy ”

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Medicine is a science and practice of intervention, manipulation, and control concerned with curing sick people, caring for sick people, preventing maladies, and promoting health” .Throughout human history, different cultures in all parts of the world have had their own type of medicine. In Western countries and cultures, 212

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conventional, biomedical-based medicine has been developed, rooted in the natural sciences that had developed since the Middle Ages.

Traditional

and complementary medicine (T&CM) or (traditional and) Complementary and Alternative medicine (TCAM/CAM), and conventional medicine are found in almost all countries

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in the world. According to the “Traditional Medicine Strategy: 2014–2023” of the World Health Organization (WHO), “the public and consumers of health care worldwide continue to include T&CM in their health choices.

As the uptake of T&CM increases, there is a need for its closer integration into health systems. Policy makers and consumers should consider how T&CM may improve patient experience

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and population health”.T he integration can therefore contribute to current issues in public health and healthcare such as developing strategies of healthy ageing, promoting self-management, and controlling healthcare expenditures [6, 7]. Positive examples demonstrating and supporting the WHO strategy of integrating the best of both of worlds from T&CM and conventional medicine are the integration of the AYUSH (Ayurveda, Yoga, Naturopathy, Unani, Siddha, and Homeopathy (AYUSH)) system in the conventional system in India [8], the increasing use of mindfulness techniques in the treatment of depressive disorders [9], and the use of traditional medicinal systems in reducing the prescription of antibiotics in Thailand as one of the strategies to fight the global antimicrobial resistance problem.

Naturopathy is a form of healthcare that combines modern treatment with traditional methods. It includes alternative, natural therapies to modern medicine. Naturopathy focuses on- ? The body's capacity to heal itself ? Preventing health problems ? A personal responsibility to optimize health Naturopathic treatment plans focus on education and prevention. They often emphasize diet, exercise, and stress management. Naturopathy uses a series of principles and beliefs to create individual treatment plans. The principles and beliefs of Naturopathy are: ? Self-healing: Identifying and removing obstacles to recovery, allows for natural healing. ? Underlying symptoms: Rather than stopping symptoms, a naturopathic doctor can resolve underlying physical or mental issues by treating the body, mind, and spirit.

NSOU ? PGSW-VI _____ 213 ? Harmless treatment: Treatment plans should not have harmful side effects or control symptoms negatively. ? Holistic treatment: A naturopathic doctor must recognize individuality to treat all aspects of a person's health effectively. ? Education in treatment: Naturopathic doctors teach self-care to help empower people against ill health. ? Prevention: It is good to remove toxic substances from a lifestyle to prevent problems from arising. 9.7 Conclusion The learner understood various Health Models available for Intervention into any challenging issue. These models makes over planning eassier & very effective. 9.8 Exercise 1. What do you mean by Health Care System? Analyse the levels of health prevention : 2. Write about the alternative system of health. 3. What is the Logistic approach to health? Describe it? 9.9 Reference <https://www.mdpi.com/2071-1050/13/8/4517/htm> <https://www.hindawi.com/journals/ecam/2017/4904930/#copyright> Contemporary Health Issues. Authored by: Judy Baker, Ph.D., Dean of Foothill Global Access at Foothill College. Provided by: bakerjudy@foothill.edu. Located at: <http://hlth21fall2012.wikispaces.com/>. License: CC BY-SA: Attribution-ShareAlike.

214 _____ NSOU ? PGSW-VI Unit-10 ????? Preventive Medicine Structure 10.1 Objectives 10.2 Introduction 10.3 Understanding the concepts of-Social medicine, community medicine, preventive medicines 10.4 Primary Health Care: organization and functions. 10.5 Education, Provisions for medical education in India 10.6 Common diseases in India – Communicable, non-communicable and lifestyle •HIV/AIDS epidemics in India 10.7 Programmes for controlling diseases in India. 10.8 Social Work Intervention in health 10.9 Conclusion 10.10 Eercise 10.11 Reference 10.1 Objectives The objective of the present unit is to give an idea to the learners about the concept of preventive medicine, common diseases in India, primary health care, disease control programmes and social work intervention in health. 10.2 Introduction Health systems and polices have a critical role in determining the manner in which health services are delivered, utilized and affect health outcomes. The Bhore Committee Report, 1946, put forward a three-tiered health-care system to provide preventive and curative health care in rural and urban areas and made the Government responsible in order to ensure that there is an easy access to primary care which would be independent of individual socioeconomic conditions. Due to the India's federalized system of government, the areas of governance and operations of health system in India have been divided between the union and the state governments. The Union Ministry of Health & Family Welfare is responsible for implementation of 214

NSOU ? PGSW-VI _____ 215 various programs on a national scale (National AIDS Control Program, Revised National Tuberculosis Program, to name a few) in the areas of health and family welfare, prevention and control of major communicable diseases, and promotion of traditional and indigenous systems of medicines and setting standards and guidelines, which state governments can adapt. In addition, the Ministry assists states in preventing and controlling the spread of seasonal disease outbreaks and epidemics through technical assistance. 5 On the other hand, the areas of public health, hospitals, sanitation and so on come under the purview of the state, making health a state subject. However, areas having wider ramification at the national level, such as family welfare and population control, medical education, prevention of food adulteration, quality control in manufacture of drugs, are governed jointly by the union and the state government Public health-care infrastructure in India The public health-care infrastructure in rural areas has been developed as a three- tier system based on the population norms and described below- Sub-centers A sub-center (SC) is established in a plain area with a population of 5000 people and in hilly/difficult to reach/tribal areas with a population of 3000, and it is the most peripheral and first contact point between the primary health-care system and the community. Each SC is required to be staffed by at least one auxiliary nurse midwife (ANM)/female health worker and one male health worker (for details see recommended staffing structure under the Indian Public Health Standards (IPHS)). Under National Rural Health Mission (NRHM), there is a provision for one additional ANM on a contract basis. SCs are assigned tasks relating to interpersonal communication in order to bring about behavioral change and provide services in relation to maternal and child health, family welfare, nutrition, immunization, diarrhea control and control of communicable diseases programs. The Ministry of Health & Family Welfare is providing 100% central assistance to all the SCs in the country since April 2002 in the form of salaries, rent and contingencies in addition to drugs and equipment. Primary health centers A primary health center (PHC) is established in a plain area with a population of 30 000 people and in hilly/difficult to reach/tribal areas with a population of

216 _____ NSOU ? PGSW-VI 20000, and is the first contact point between the village community and the medical officer. PHCs were envisaged to provide integrated curative and preventive health care to the rural population with emphasis on the preventive and promotive aspects of health care. The PHCs are established and maintained by the State Governments under the Minimum Needs Program (MNP)/Basic Minimum Services (BMS) Program. As per minimum requirement, a PHC is to be staffed by a medical officer supported by 14 paramedical and other staff. Under NRHM, there is a provision for two additional staff nurses at PHCs on a contract basis. It acts as a referral unit for 5-6 SCs and has 4-6 beds for in-patients. The activities of PHCs involve health-care promotion and curative services. Community health centers Community health centers (CHCs) which are maintained by the State Government under the MNP/BMS program in an area with a population of 120000 people and in hilly/difficult to reach/tribal areas with a population of 80000. As per minimum norms, a CHC is required to be staffed by four medical specialists, that is, surgeon, physician, gynecologist/obstetrician and pediatrician supported by paramedical and other staff. It has 30 beds with an operating theater, X-ray, labor room and laboratory facilities. It serves as a referral center for PHCs within the block and also provides facilities for obstetric care and specialist consultations. First referral units An existing facility (district hospital, sub-divisional hospital, CHC) can be declared a fully operational first referral unit (FRU) only if it is equipped to provide round-the-clock services for emergency obstetric and newborn care, in addition to all emergencies that any hospital is required to provide. It should be noted that there are three critical determinants of a facility being declared as a FRU: (i) emergency obstetric care including surgical interventions such as caesarean sections; (ii) care for small and sick newborns; and (iii) blood storage facility on a 24-hour basis. National Rural Health Mission, launched in 2005, was a watershed for the health sector in India. With its core focus to reduce maternal and child mortality, it aimed at increased public expenditure on health care, decreased inequity, decentralization and community participation in operationalization of health-care facilities based on IPHS norms. It was also an articulation of the commitment of the government to raise public spending on health from 0.9% to 2-3% of GDP. 8

NSOU ? PGSW-VI _____ 217 Seeking to improve access of rural people, especially poor women and children, to equitable, affordable, accountable and effective primary health care, NRHM (2005-2012) aimed to provide effective health care to the rural population throughout the country with special focus on 18 states having weak public health indicators and/ or weak infrastructure. Within the mission there are high-focused and low-focused states and districts based on the status of infant and maternal mortality rates, and these states are provided additional support, both financially and technically. Gradually it has emerged as a major financing and health sector reform strategy to strengthen the state health systems. Major initiatives have been undertaken under NRHM for architectural correction of the rural health system—in terms of availability of human resources, program management, physical infrastructure, community participation, financing health care and use of information technology. Global rhetoric on health has recently showed a renewed interest in the values and practices of comprehensive Primary Health Care (PHC). The adoption of the Sustainable Development Goal of 'healthy lives' and 'well-being for all' marks a change towards more holistic considerations of health; in line with the sociopolitical ideas of PHC heralded 40 years ago at the Alma-Ata conference. Some of these ideas have been reaffirmed recently in global forums. However, there is an urgent need for these ideas on PHC to take roots within country contexts—for past experience has shown that implementation of PHC is not straightforward. At a macro level, a whole range of factors in a country's health system context—competing ideologies to the PHC approach (global and country-specific), fiscal priorities and development aid mechanisms that favour vertical programs—along with broader sociopolitical and epidemiological factors—influence the uptake of PHC interventions. Further, these macro issues interact with the 'everyday politics' of the health system—more specifically, front-line actors' values, past experiences and expectations. All this together influences what happens to PHC on the ground. We elucidate some challenges posed by contexts to the implementation of PHC using the example of primary health centres in India, a rural peripheral health unit within the public health system. These centres were originally visualised in the 1940s as a 'social model' of health service delivery—frontline services close to the homes of people, that consider people's needs, integrate preventive and curative care and link to specialty care as needed. The Alma-Ata declaration gave impetus to the expansion of these centres within the country However, today's primary health centres are a far cry from what was envisaged originally. These centres are fraught with several infrastructural weaknesses, no longer serve as 'first access institutes' for the community—who rely mainly on local private practitioners and deliver barely 15% of primary-level services.

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The services are usually provided at three levels.- 1. House hold &Community Level: services like empowering families to provide services like breast feeding, nutrition, homebased newborn care, diarrhea management (ORS Depot, Drug distribution centers, Fever treatment depots) Physical exercise etc. The service providers like ASHA & AWWs and Community Based Organizations and Non- Governmental Organization volunteers empower the mothers and family and community members through awareness creation and skill building support. 2. Outreach Services: These are services that are delivered at community level on periodical basis. These include monthly Routine immunization, Antenatal care, contraceptive distribution, prophylaxis against nutritional anemia with daily/weekly supplementation of Iron and folic acid tablets to all pregnant mothers and all school going age children and half yearly supplementation of Vit. A and Anti-helminthic in endemic communities. 3. Individual Care: This is the most critical of the three modes of services, delivered at the above two levels by paramedical workers and at the facilities starting from PHC to the tertiary level care institutes. Though many studies suggest that the private sector meets two thirds (78%) of OPD care and nearly half (60%) of inpatient care but It is a fact that if one desegregates the

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proportions by socio-economic status and communicable diseases (TB, Leprosy, Malaria, Dengue, H1N1 and Chikungunya) majority of the population seek care in Public sector. The field observations during the implementation of Integrated Diseases Surveillance Project (IDSP-2004-2010) supported by The World Bank has brought this fact out in 2005-06 for the first time. The outbreaks studied over last decade have confirmed this trend of reach and coverage by public health system services over the last decade (Box 2)

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The Principles of Enhancement of Health 1. Transforming some of the present Health sub-Centers and Primary Health Centers to Health into Health and Wellness Centers to ensure universal access to Comprehensive Primary Health Care. 2. Adopt a people-centric, holistic, equity-based response to people’s health needs through a process of family’s empanelment, regularly interacting at homes and community to promote community system strengthening and people’s participation. 3. Build capacity to deliver high-quality care covering health risks and disease conditions through expansion in availability of medicines & diagnostics, use of standard treatment and referral protocols and advanced technologies including IT systems to maintain health records 4. A team-based approach to deliver quality health care including preventive, promotive, curative, rehabilitative and palliative care will be promoted. 5. A two-way referral system and follow up support will be ensured for continuity of care 6. Emphasize health promotion (including through school education & individual centric awareness and public health action) through active engagement & capacity building of individual volunteers and community-based organizations (CBOs) 7. Implement mechanisms of flexible financing, like performance-based incentives and responsive resource allocations. 8. Deliver Yoga and AYUSH services through existing health facilities to meet peoples needs 9. Use appropriate technology for improving access to health care advice, treatment initiation, reporting and recording, progressing to electronic records for individuals and families. 10. Social accountability through participation of civil society will be Institutionalized. 220

NSOU ? PGSW-VI 11.

100%

MATCHING BLOCK 119/127

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Govt. will partner with not for profit agencies & private sector for gap filling of PHC functions. 12. Govt. will systematically share information for feedback, improvements & innovations scale up. 13. To build up accountability for improved performance on measures that matter to people Govt. will develop strong measurement systems and information sharing with all stakeholders 10.6

Common diseases in India – Communicable, non-communicable and lifestyle • HIV/AIDS epidemics in India Include 9.1 to 9.8 of unit 9 of existing paper 5 A communicable disease is one that is spread from one person to another through a variety of ways that include: contact with blood and bodily fluids; breathing in an airborne virus; or by being bitten by an insect. Eg-Covid 19, Flu, Hepatitis, Measles A noncommunicable disease is a non-infectious health condition that cannot be spread from person to person. It also lasts for a long period of time. This is also known as a chronic disease. A combination of genetic, physiological, lifestyle, and environmental factors can cause these diseases. In the Indian as well as global context, the major cause for mortality is, Non-communicable diseases. Some of the NCDs are Cancer, Diabetes, esCardiovascular disease (CVD), Chronic and developmental challenges. The rising burden of NCDs has generated an overall concern globally to formulate and implement effective strategies for their prevention and control. 10.7 Programmes for controlling diseases in India In India, a national programme on cancer control was taken up for more than 30 years. Later this programme was integrated with the NCD control programme and the National Programme for Prevention and Control of Cancer, Diabetes, Cardiovascular diseases and Stroke (NPCDCS) was thus launched in October 2010. The objectives of this programme included prevention and control of NCDs through behaviour and lifestyle changes through providing early diagnosis and management of common NCDs Efforts were taken to build capacity at various levels of health care; training human resources adequately and establishing palliative and rehabilitative care and to develop sufficient community resources for effective prevention, detection, referral and treatment through linkage services along with the ongoing interventions of the National Health Mission (NHM) including programmes such as the National NSOU ? PGSW-VI _____ 221 Tobacco Control Programme (NTCP), National Mental Health Programme (NMHP), National Programme for Health Care of the Elderly (NPHCE) for NCDs, programmes that deal with communicable diseases like TB, as well as programmes like the RCH/ Adolescent/School Health etc. The Ministry of Health and Family Welfare has two departments: (i) the Department of Health and Family Welfare, and (ii) the Department of Health Research. The Department of Health and Family Welfare is responsible for functions including: (i) implementing health schemes, and (ii) regulating medical education and training. The Department of Health Research is broadly responsible for conducting medical research. This note analyses the financial allocation trends and key issues concerning the health sector. Overview of finances Overall, India's public health expenditure (sum of central and state spending) has remained between 1.2% to 1.6% of GDP between 2008-09 and 2019-20. [1], [2], [3] This expenditure is relatively low as compared to other countries such as China (3.2%), USA (8.5%), and Germany (9.4%). In 2020-21, the Ministry received an allocation of Rs 67,112 crore. This is an increase of 3.9% over the revised estimates of 2019-20 (Rs 64,609 crore). [4] Under the Ministry, the Department of Health and Family Welfare accounts for 97% of the Ministry's allocation, at Rs 65,012 crore. Whereas, the Department of Health Research is allocated Rs 2,100 crore (3% of the allocation). Following table shows the number of health professionals in India. Number of public health professionals in India (2014-18)

Profession	2014	2018	% increase
Allopathic Doctors	7,47,109	9,23,749	24%
AYUSH Doctors**	7,36,538	7,99,879	9%
Nurses and Pharmacists	32,86,157	40,91,597	25%

Notes: **includes Ayurveda Unani Siddha Naturopathy Homeopathy. Source: Economic Survey 2019-20; PRS. Pradhan Mantri Jan Arogya Yojana (PMJAY) Launched in September 2018 under the Ayushman Bharat programme, PMJAY aims to provide a cover of Rs five lakh per family per year to 10.7 crore families (no 222 _____ NSOU ? PGSW-VI cap on family size and age) belonging to poor and vulnerable population. [13] The scheme subsumed two centrally sponsored schemes, namely, Rashtriya Swasthya Bima Yojana (RSBY) and the Senior Citizen Health Insurance Scheme. Benefits: The scheme provides insurance coverage for secondary and tertiary healthcare. At present, 1,393 procedures across different specialties such as general medicine, oncology, cardiology, and orthopaedics are covered. In addition, the scheme provides for pre and post hospitalisation expenses. Pradhan Mantri Swasthya Suraksha Yojana Pradhan Mantri Swasthya Suraksha Yojana (PMSSY) has been implemented since 2003

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with objective of: (i) correcting regional imbalances in the availability of affordable and reliable tertiary healthcare services, and (ii) augmenting facilities for quality medical education in the country.

This includes establishing AIIMS like institutions and upgrading certain state government hospitals. Over the years, the scheme has been expanded to cover 20 new AIIMS and 71 state government hospitals. The National Medical Commission Act, 2019 A legislation regarding the medical regulatory authority was passed by Parliament to oversee medical education and practice. The National Medical Commission Act, 2019 replaced the current Medical Council of India (MCI). The MCI was established under the 1956 Act to establish uniform standards of medical education and regulate its practice. The Act provides for a medical education system which ensures: (i) availability of adequate and high quality medical professionals, (ii) adoption of the latest medical research by medical professionals, (iii) periodic assessment of medical institutions, and (iv) an effective grievance redressal mechanism.

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Reproductive, Maternal, Newborn, Child and Adolescent Health (RMNCH+A) programme essentially looks to address the major causes of mortality among women and children as well as the delays in accessing and utilizing health care and services. It also introduces new initiatives like the use of Score Card to track health performance, National Iron + Initiative to address the issue of anemia across all age groups and the Comprehensive Screening and Early interventions for defects at birth, diseases, and deficiencies among children and adolescents. Rashtriya Bal Swasthya Karyakram (RBSK) is an important initiative aiming at early identification and early intervention for children from birth to 18 years to NSOU ? PGSW-VI

_____ 223 cover 4 'D's viz. Defects at birth, Deficiencies, Diseases, Development delays including disability. Early detection and management diseases including deficiencies bring added value in preventing these conditions to progress to its more severe and debilitating form The Rashtriya Kishor Swasthya Karyakram The key principle of this programme is adolescent participation and leadership, Equity and inclusion, Gender Equity and strategic partnerships with other sectors and stakeholders. The programme enables all adolescents in India to realize their full potential by making informed and responsible decisions related to their health and well-being and by accessing the services and support they need to do so. The government of India has launched Janani Shishu Suraksha Karyakaram to motivate those who still choose to deliver at their homes to opt for institutional deliveries. It is an initiative with a hope that states would come forward and ensure that benefits under JSSK would reach every needy pregnant woman coming to government institutional facility. ? Since the rate of deaths in the country because of communicable and non- communicable diseases is increasing at an alarming rate, the government has introduced various programmes to aid people against these diseases. In India, approximately about 5.8 million people die because of Diabetes, heart attack, cancer etc each year. In other words, out of every 4 Indians, 1 has a risk of dying because of a Non- Communicable disease before the age of 70. According to the World Health Organisation, 1.7 million Indian deaths are caused by heart diseases. National AIDS Control Organisation was set up so that every person living with HIV has access to quality care and is treated with dignity. By fostering close collaboration with NGOs, women's self-help groups, faith-based organizations, positive people's networks, and communities, NACO hopes to improve access and accountability of the services. It stands committed to building an enabling environment wherein those infected and affected by HIV play a central role in all responses to the epidemic – at state, district and grassroots level. Revised National TB Control Programme is a state-run tuberculosis control initiative of Government of India with a vision of achieving a TB free India. The program provides, various free of cost, quality tuberculosis diagnosis and treatment services across the country through the government health system. 224 _____ NSOU ? PGSW-VI ? National Leprosy Eradication Programme was initiated by the government for Early detection through active surveillance by the trained health workers and to provide Appropriate medical rehabilitation and leprosy ulcer care services. The Government of India has launched Mission Indradhanush with the aim of improving coverage of immunization in the country. It aims to achieve at least 90 percent immunization coverage by December 2018 which will cover unvaccinated and partially vaccinated children in rural and urban areas of India. 9. In order to address the huge burden of mental disorders and the shortage of qualified professionals in the field of mental health, Government of India has implemented National Mental Health Program to ensure the availability and accessibility of minimum mental healthcare for all in the foreseeable future. Pulse Polio is an immunization campaign established by the government of India to eliminate polio in India by vaccinating all children under the age of five years against the polio virus. The Pradhan Mantri Swasthya Suraksha Yojana (PMSSY) was announced with objectives of correcting regional imbalances in the availability of affordable/ reliable tertiary healthcare services and also to augment facilities for quality medical education in the country by setting up of various institutions like AIIMS and upgrading government medical college institutions. ?

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The most important programme launched by the government is Rashtriya Arogya Nidhi which provides financial assistance to the patients that are below poverty line and are suffering from life-threatening diseases, to receive medical treatment at any government run super specialty hospital/ institution. ? National Tobacco Control Programme was launched with the objective to bring about greater awareness about the harmful effects of tobacco use and about the Tobacco Control Laws and to facilitate the effective implementation of the Tobacco Control Laws. 14. Integrated Child Development Service was launched to improve the nutrition and health status of children in the age group of 0-6 years, lay the foundation for proper psychological, physical and social development of the child, effective coordination and implementation of policy among the various departments and to enhance the capability of the mother to look after the normal health and nutrition needs through proper nutrition and health education. NSOU ? PGSW-VI _____ 225 Rashtriya Swasthya Bima Yojana is a government-run health insurance programme for the Indian poor. It aims to provide health insurance coverage to the unrecognized sector workers belonging to the below poverty line and their family members shall be beneficiaries under this scheme. 10.8

Role of Social Workers in School Health Services Changes in contemporary society, the provision of health care, education, and the structure of the family have increased the necessity and demand for school health services. To address the diverse and complex health problems of students of today new kind of school health services are need of the hour In addition to health issues, schools are trying hard to cope with problems caused by socio -economic, family and marriage related problems, poverty, substance abuse, and violence. A social worker has a central management role in the implementation of the school health services for all children and youth studying in the school. Generally, the social worker collaborates with primary care providers, specialists/consultant physicians, and local health authorities, Local Government and NGOs to ensure a effective and quality health services to the children, adolescents and youths According to American Academy of Pediatrics (AAP) goals of the school health programmes are- ? Ensure access to primary health care ? Provide a system for dealing with crisis medical situations; ? Provide mandated screening and immunization monitoring; and ? Provide a process for identification and resolution of students' health care needs that affect educational achievement These goals are focusing on the prevention and early intervention to help the students to live a happy and prosperous life in future. The social workers could play a critical role to implement and manage the school health promotion activity, Apart from that social workers can provide health education and health counselling and advocate for students with disabilities Social workers will also be instrumental in making partnerships with local doctors, community organization, youth clubs and NGOs, Municipalities and Panchayats and Insurance Agencies (for group insurance of children) to make the school health services a participatory, holistic and successful one. From the successful school health programmes it can be stated there are 3 major roles to be played by the social workers in school health services-

226 _____ NSOU ? PGSW-VI 1. Providing health education to the students. Focus will be on how to improve health and prevent illness. 2. Providing limited health care services to treat common illness early, before they become serious, First Aid and referral services in case of severe ailments. 3. Helping the student community to change their knowledge, values, beliefs attitudes and practices and to rectify myths and misconceptions so that they can lead a healthier lives. 10.8.1 Role of Social Workers in Promotion of Personal Hygiene in School Social workers will encourage the students- ? To keep injuries and minor cuts clean ? To make regular bath with soap ? To wash their hands after defecation ? To wear clean clothes ? To trim their nails regularly ? To brush the teeth twice daily ? To wash private parts from front to back after defecating or urinating ? To change the undergarments regularly ? To keep the pubic hair short ? To use sanitary napkin or a clean, washed and sun-dried cloth during the time of menstruation. 10.8.2 Role of Social Workers in Providing Classroom facilities Social workers should use direct observation method to analyze the classroom facilities in a school He/She may also organize discussion with the students, teachers, and members of the governing body, Panchayats and any other concerned person to ascertain the number of children vis-a-vis number of classrooms, seating arrangements, blackboards available furniture, books, learning materials, audio-visual facilities, games materials etc. Social workers will try to convince the local authorities, Panchayats, Municipalities, Local MLAs and MPs and NGOs, Donors and common people of the area to provide required classroom facilities to the students. 10.8.3 Role of Social Workers in Promotion of healthy physical school environment The physical school environment encompasses the school building and all its

NSOU ? PGSW-VI _____ 227 contents including physical structures., infrastructure, furniture, and the use and presence of chemicals and biological agents, the site on which a school is located; and the surrounding environment including the air, water, and material with which children may come into contact, as well as nearby land uses, roadways and other hazards (WHO information Series on School Health). To promote healthy physical environment in schools social workers must promote the following components as proposed by WHO- ? Provision of basic necessities.. ? Shelter ? Warmth ? Water ? Food ? Light ? Ventilation ? Sanitary facilities ? Emergency medical care ? Protection from biological threats ? Molds ? Unsafe of insufficient water ? Unsafe food ? Vector-borne diseases ied cloth during the time of menstruation. ? Venomous animals ? Rodents and hazardous insects ? Other animal (e.g. dogs) ? Protection from physical threats. ? Traffic and transport ? Violence and crime ? Injuries ? Extreme heat and cold ? Radiation

228 _____ NSOU ? PGSW-VI ? Protection from chemical threats ? Air pollution ? Water pollution ? Pesticides ? Hazardous waste ? Hazardous materials and finishes ? Asbestos, pa'mt ? Clening agents

10.8.4 Role of Social Worker in Promotion of School Sanitation According to UNESCO access to clean water and adequate sanitation facilities is a fundamental right that safeguards health and human dignity. Schools offer a unique setting for the development and implementation of programmes to help need that right. UNESCO justified the statement by stating the following reasons- ? Children spend long hours in schools, so the school environment has a significant impact on their health and well being. An unsanitary or unsafe school environment can be the cause of sickness, injury or emotional distress. ? It is generally recognized that childhood is the best time for children to learn hygiene behaviours. Compared to adults, children tend to be more receptive to new ideas and new ways of doing things. They can more easily change their behaviour or adopt new behaviours as the result of increased knowledge and opportunities to practict new skills. ? Children and youth have important roles in the household, taking care ofyoung brothers and sisters and helping with daily chores, They are eager to learn and t help If they feel that health and environmental issues are improtant, and that the have a role to play, they can contribute in significant ways to efforts to protect the own and other health. Depending on the culture, they may become agents of chani within the family and the community by questioning harmful practices and mode of change within the family and the community by questioning harmful practices and modelling new behaviours. ? Children are future parents an what they learn is likely to be applied during the rest of their lives. Being tomorrow's parents, they have the potential to ensure the sustainability of a programme's impact.

NSOU ? PGSW-VI _____ 229 ? Schools are not only important places of learning for children; they are part of the fabric of community life. Through their links to other community institutions, and through their students, especially, they are usually in touch with a large proportion of the households in a community. If appropriate water and sanitation facilities are available in schools, they can serve as a model for such facilities in homes and other places in the community. Schools can also influence their communities, and especially families, through outreach activities. ? Teachers, as professionals and influential individuals are important role models for their students and for other adults. By demonstrating positive attitudes and the appropriate use of facilities, they can help to ensure that investments in sanitation "hardware" are supported by changes in individuals' hygiene behaviour. ? While the problems associated with poor sanitation and hygiene are disastrous for infants and young children, they also affect the health and school attendance of older children and adolescents. Keeping young people in school for a sufficient number of years is essential to the goals of universal basic education. These statements of UNESCO will be helpful for the social workers to advocate school sanitation in a more appropriate way UNICEF and IRC after recognizing the importance of the school sanitation admitted that three factors have to be addressed if lasting changes in hygiene behaviour are to occur. These are: -Predisposing factors-knowledge, attitude and belief; -Enabling factors-availability of resources like latrine facilities and safe water supply, enabling students to transform newly acquired knowledge, attitudes and beliefs into desirable behaviours; -Reinforcing factors-factors affecting the students' ability to sustain certain behaviour, like support and cooperation received from parents, guardians and peer groups. Keeping these in mind social workers must take initiatives to promote sanitation at schools. For installation of separate sanitary units for boys and girls they can contact with the local Panchayats and Sanitary Marts, Social workers should also have a dialogue with the parents, guardians and out of school peers to aware them

230 _____ NSOU ? PGSW-VI about the benefits of the sanitation and encourage them to install sanitary units in their dwelling if they have none. Lastly social workers should teach the pupils to use the sanitary facilities and wash their hands after defecation. 10.8.5 Role of Social Workers in Promotion of Child to Child Practice The child to child approach to health education was first introduced in 1978 by a team of health and education professional at the University of London to help school-aged children to learn about the disseminate basic health information to their peers and brothers and sisters The basic premise of this approach is that if given the required opportunity, our children can make valuable contributions to the improvement of health and well-being of themselves and others living in the same house or neighbourhoods. According to Sara Gibbs, Gillian Mann and Nicola Mathers (2002) some of the intended result of the child to child approach are : ? Children feel more able to tackle community problems ? Children feel better about themselves. ? Children work better in groups, ? Children know more about their chosen issue ? Children and adults communicate more openly with one another ? Children being more likely to speak out about issues of concern of them ? Children know more about resources and services that exist in their community ? The community being more open to listening and involving children ? Family and community respecting children's ideas and capabilities Again from the writhing of them we are here giving details of the roles of the social workers as facilitators in promotion of child to child approach. ? Listen carefully to children ? Take children's opinions and experiences seriously ? Be flexible ? Be open and approachable ? Give time to the process ? Guide and encourage ? Consider children's needs ? Keep a sense of humour

NSOU ? PGSW-VI _____ 231 ? Be patient ? Be creative ? Be democratic ? Listen to criticism ? Provide concrete opportunities ? Give regular feedback ? Share power ? Learn from mistakes Child-to-Child Trust proposed following six steps to promote health through child to child approach-Identifying a local health issue and understanding it well- Children and/or their teacher/ facilitator identify a priority health issue. The issue chosen may relate to a stated objective of the school curriculum or syllabus, or to a health campaign taking place in the community. Once an issue is identified, the children carry out activities designed to increase their understanding of it Finding out more the health issue- This step involves children in further information gathering activities. Some of these activities may take place inside the school, while others might take place in the community or at home. Ideally, these activities help children to learn how to gather and document information and develop important communication skills. Discussing what's been found out and planning action- Here the children organize their findings and use them as a basis for planning action in relation to specific health problems they have identified during step 2. The teacher/facilitator can take part in the planning process, and help children to distinguish between correct and incorrect information they might have gathered. Taking action -The children undertake the activities planned at step 3. These might take place in school, community or home, depending on the nature of the health issue chosen The type of activities undertaken may also depend on local customs and the nature of the relationships in the community, including between the school and community Evaluation : discussing results-The children and their teacher/facilitator evaluate the effectiveness or otherwise of their activities. If unexpected problems have been encountered, it is important for these to be discussed. Discussing how we can be more effective next time and sustain action Step 6 invites children to improve upon the activities they implemented at step 4 and, if appropriate, to repeat or continue their action.

232 _____ NSOU ? PGSW-VI 10.9 Conclusion

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The country has realized that accountability is the need of the time.

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Approaches to health care will take comprehensive view and pay attention to broader determinants of health such as sanitation, safe water, air & noise pollution, roads and transport

100% **MATCHING BLOCK 125/127** **W**

It will be enforced through clear chain of command and by inculcating the discipline seen in medical tourism for its high quality, low cost advanced care, in public sector. India has emerged as the global pharmacy for inexpensive drugs and vaccines and is determined to make them available in every village and urban community in the next decade. Last but most important is India will make all out efforts to involve people in deciding health priorities, own interventions and monitor progress to lower inequities. 10.10

Exercise 1. What do understand by Social and Preventive Medicine? 2. Differentiate between Communicable and Non Communicable Diseases. Give examples 3. What should be the role of the School Social Worker in promoting a healthy School environment for the child? 4. Discuss about- Pradhan Mantri Jan Arogya Yojana 10.11 Reference

100% **MATCHING BLOCK 126/127** **W**

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[https://www.oxfamindia.org/blog/15-healthcare-schemes-india-you-must-know-about?](https://www.oxfamindia.org/blog/15-healthcare-schemes-india-you-must-know-about?gclid=EAlaIqobChMI1JC8kNP8glIVkgVyCh3SBwHtEAMYAiAAEgKMqPD_BwE)
 gclid=EAlaIqobChMI1JC8kNP8glIVkgVyCh3SBwHtEAMYAiAAEgKMqPD_BwE Chokshi, M., Patil, B., Khanna, R., Neogi, S. B., Sharma, J., Paul, V. K., & Zodpey, S. (2016). Health systems in India. Journal of perinatology : official journal of the California Perinatal Association, 36(s3), S9–S12. <https://doi.org/10.1038/jp.2016.184>

Hit and source - focused comparison, Side by Side

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Matching text As the text appears in the source.

1/127	SUBMITTED TEXT	14 WORDS	71% MATCHING TEXT	14 WORDS
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2/127	SUBMITTED TEXT	13 WORDS	71% MATCHING TEXT	13 WORDS
	changes in an individual’s interactions with other people, changes in emotions, and in		changes in an individual's relationship with other people in emotions, in personality and in	
	W https://oer.galileo.usg.edu/cgi/viewcontent.cgi?article=1000&context=education-textbooks			

3/127	SUBMITTED TEXT	19 WORDS	66% MATCHING TEXT	19 WORDS
	and Crow (1965) development is concerned with growth as well as those changes in behavior which results from environmental			
	SA Final - TNOU - MSW - Psychology for Social Work.docx (D133211487)			

4/127	SUBMITTED TEXT	26 WORDS	87% MATCHING TEXT	26 WORDS
<p>increase in the size of body parts or of the organism as a whole. It can be measured or quantified, for example, growth in height, weight, etc.</p> <p>SA Final - TNOU - MSW - Psychology for Social Work.docx (D133211487)</p>				
5/127	SUBMITTED TEXT	16 WORDS	96% MATCHING TEXT	16 WORDS
<p>Development is a process by which an individual grows and changes throughout the life cycle. The</p> <p>SA Final - TNOU - MSW - Psychology for Social Work.docx (D133211487)</p>				
6/127	SUBMITTED TEXT	10 WORDS	100% MATCHING TEXT	10 WORDS
<p>from the moment of conception to the time of death.</p> <p>SA Final - TNOU - MSW - Psychology for Social Work.docx (D133211487)</p>				
7/127	SUBMITTED TEXT	14 WORDS	76% MATCHING TEXT	14 WORDS
<p>through the process of socialization that an individual becomes a social person and attains personality.</p> <p>SA Final - TNOU - MSW - Psychology for Social Work.docx (D133211487)</p>				
8/127	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
<p>Maslow, A.H. Motivation and Personality. New York: Harper and Row, 1954 •</p> <p>SA RMOHANTY Unit III Psychological Perspectives Final.docx (D43307814)</p>				
9/127	SUBMITTED TEXT	51 WORDS	83% MATCHING TEXT	51 WORDS
<p>Learning to take solid foods • Learning to walk • Learning to talk • Learning to control the elimination of body wastes • Learning sex differences and sexual modesty • Getting ready to read • Learning to distinguish right and wrong and beginning to develop a conscience Late Childhood • Learning physical skills necessary for ordinary games • Building wholesome attitude</p> <p>SA Final - TNOU - MSW - Psychology for Social Work.docx (D133211487)</p>				

10/127	SUBMITTED TEXT	22 WORDS	100% MATCHING TEXT	22 WORDS
<p>oneself as a growing organism • Learning to get along with age-mates • Beginning to develop appropriate masculine or feminine social roles • Developing fundamental skills</p> <p>SA Final - TNOU - MSW - Psychology for Social Work.docx (D133211487)</p>				
11/127	SUBMITTED TEXT	16 WORDS	100% MATCHING TEXT	16 WORDS
<p>feminine social role • Accepting one's physique and using one's body effectively • Desiring, accepting, and achieving socially responsible</p> <p>SA Final - TNOU - MSW - Psychology for Social Work.docx (D133211487)</p>				
12/127	SUBMITTED TEXT	11 WORDS	90% MATCHING TEXT	11 WORDS
<p>Achieving emotional independence from parents and other adults • Preparing economic career •</p> <p>SA Final - TNOU - MSW - Psychology for Social Work.docx (D133211487)</p>				
13/127	SUBMITTED TEXT	16 WORDS	68% MATCHING TEXT	16 WORDS
<p>to decreasing physical strength and health • Adjusting to retirement and reduced income • Adjusting to death of</p> <p>to deteriorating physical strength and health, to retirement and reduced income, to the death of</p> <p>W http://www.ignou.ac.in/upload/Unit%2022.pdf</p>				
14/127	SUBMITTED TEXT	111 WORDS	95% MATCHING TEXT	111 WORDS
<p>The prenatal period is also considered an important part of the developmental process. Prenatal development is a time of remarkable change that helps set the stage for future psychological development. The brain develops over the course of the prenatal period, but it will continue to go through more changes during the early years of childhood. The first two weeks after conception are known as the germinal stage, the third through the eighth week is known as the embryonic period, and the time from the ninth week until birth is known as the fetal period. 2.4.1.1 Germinal Stage The germinal stage begins at conception when the sperm and egg cell unite in one of the two fallopian tubes. The fertilized egg,</p> <p>SA Final - TNOU - MSW - Psychology for Social Work.docx (D133211487)</p>				

15/127	SUBMITTED TEXT	19 WORDS	100% MATCHING TEXT	19 WORDS
<p>just a few hours after conception, the single-celled zygote begins making a journey down the fallopian tube to the uterus</p> <p>SA Final - TNOU - MSW - Psychology for Social Work.docx (D133211487)</p>				
16/127	SUBMITTED TEXT	52 WORDS	100% MATCHING TEXT	52 WORDS
<p>Embryonic Stage At this point, the mass of cells is now known as an embryo. The beginning of the third week after conception marks the start of the embryonic period, a time when the mass of cells becomes distinct as a human. The embryonic stage plays an important role in the development of the brain.</p> <p>SA Final - TNOU - MSW - Psychology for Social Work.docx (D133211487)</p>				
17/127	SUBMITTED TEXT	43 WORDS	100% MATCHING TEXT	43 WORDS
<p>Fetal Stage Once cell differentiation is mostly complete, the embryo enters the next stage and becomes known as a fetus. The fetal period of prenatal develop marks more important changes in the brain. This period of development begins during the ninth week and lasts until birth.</p> <p>SA Final - TNOU - MSW - Psychology for Social Work.docx (D133211487)</p>				
18/127	SUBMITTED TEXT	13 WORDS	82% MATCHING TEXT	13 WORDS
<p>Cognitive Development Jean Piaget stressed that children actively construct their understanding of the world.</p> <p>cognitive development, Jean Piaget proposed that children actively construct and modify their understanding of the world</p> <p>W https://quizlet.com/252323559/all-of-the-notes-i-have-for-the-psych-final-unit-one-missing-flash- ...</p>				
19/127	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
<p>Erikson, E.H. Identity: Youth and Crisis. New York: Norton. 1968. ●</p> <p>Erikson, E. H. (1968). Identity: Youth and crisis. New York: Norton.</p> <p>W https://dokumen.pub/theories-of-personality-9nbsped-0495506257-9780495506256.html</p>				
20/127	SUBMITTED TEXT	15 WORDS	100% MATCHING TEXT	15 WORDS
<p>Kuppuswamy B. A Text book of Child Behaviour & Development, Konark Publishers. 1974, New Delhi. ●</p> <p>SA Final - TNOU - MSW - Psychology for Social Work.docx (D133211487)</p>				

21/127	SUBMITTED TEXT	40 WORDS	91% MATCHING TEXT	40 WORDS
<p>Structure 4.1 Objective 4.2 Introduction 4.3 Group Dynamics: Definition 4.4 Meaning, Concept and Importance of Group Dynamics 4.5 Role of Communication in Group Dynamics 4.6 Interpersonal Attraction and Cohesion in Group Dynamics 4.7 Group Dynamics and Social Integration 4.8 Culture and Group 4.9 Measurement of Group Dynamics 4.10 Group Development</p>		<p>Structure 2.0 Introduction 2.1 Objectives 2.2 Groups Dynamics: Definition 2.2.1 Meaning, Concept and Importance of Group Dynamics 2.2.2 Role of Communication in Group Dynamics 2.2.3 Interpersonal Attraction and Cohesion in Group Dynamics 2.2.4 Group Dynamics and Social Integration 2.3 Culture and Group 2.4 Measurement of Group Dynamics 2.5 Group Development 2.6</p>		
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<p>Introduction Group dynamics is the scientific approach to the understanding of the dynamics of group. It implies an interactive psychological relationship in which members of a group develop a common perception based on feelings and emotions. Group dynamics refer to the changes that take place within the group. It also refers to forces operating within the groups. Group dynamics is related to the field theory of Lewin which assumes man's behaviour to be a function of the field existing at the time of the occurrence of behaviour. We can further say that it is the study of group processes, their objective analysis and measurement and the effect of group membership on individual members. Our behaviour is not static. It means that the change of behaviour is through interaction in the group. According to Segal, group dynamics is a process by which one considers other individuals and a problem in a group at the same time. It not only tends to increase understanding of the problem, but also creates a solution which the individual practices in bringing about emotional balance. We can also say that group dynamics is influenced by sympathy, suggestion and imitation. Sympathy enables the members of a group to perceive the psychological state of the other members. Suggestion plays a big role in influencing group behaviour. The suggestions put forward by leader of a group are implemented by the members of the group. 4.3</p>		<p>INTRODUCTION Group dynamics is the scientific approach to the understanding of the dynamics of group. It implies an interactive psychological relationship in which members of a group develop a common perception based on feelings and emotions. Group dynamics refer to the changes that take place within the group. It also refers to forces operating within the groups. Group dynamics is related to the field theory of Lewin which assumes man's behaviour to be a function of the field existing at the time of the occurrence of behaviour. We can further say that it is the study of group processes, their objective analysis and measurement and the effect of group membership on individual members. Our behaviour is not static. It means that the change of behaviour is through interaction in the group. According to Segal, group dynamics is a process by which one considers other individuals and a problem in a group at the same time. It not only tends to increase understanding of the problem, but also creates a solution which the individual practices in bringing about emotional balance. We can also say that group dynamics is influenced by sympathy, suggestion and imitation. Sympathy enables the members of a group to perceive the psychological state of the other members. Suggestion plays a big role in influencing group behaviour. The suggestions put forward by leader of a group are implemented by the members of the group. 2.1</p>		
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On the other hand, play group, peer group and social clubs are examples of formal groups. In informal groups, rules are usually flexible. An individual may belong to many groups. The behaviour of an individual is different from the group behaviour. In the group a person has to act according to the norms of the group and generally, a few individuals may guide the behaviour of the group. In this context, we can say that group interaction is a two-way process whereby each individual or group stimulates the behaviour of the participants. We can further say that the behaviour and personality characteristics of individual members of a group affect the behaviour of others and ultimately it makes a significant impact over the functioning of a group as a whole. As for example, we can say that the school is a social institution set up by the society to serve its ends. School is primarily a social institution. Group activities should be encouraged to provide opportunities to the students to participate in the affairs of the group. One of the important functions of the school is social interaction. Not only are the teachers and pupils continually interacting in the class-room system, but the pupils are also interacting among themselves through special pre determined code or signs or looks, and there are many common stereotypes and values that they share with each other. Like any other social system, the class-room group shows a variety of interactions continuously. Formal structure is not only factor in group functioning. Within this formal structure, there is informal relationship. Communication within the group may flow more through informal channels than through formal ones. The informal sub-groups are typically more homogenous than the classroom group. Not only this, peer group pressures exert a powerful impact in many cases. NSOU • PGSW - VI

--- 111 4.4 Meaning, Concept and Importance of Group Dynamics In 1944, Kurt Lewin, set up the Research Centre for Group Dynamics to meet the need of a scientific approach to the understanding of the dynamics of group. Group dynamics can be defined as a field of enquiry dedicated to the advancing knowledge about the nature of groups, the laws of their development and their interrelations with individuals, other groups and larger institutions. Actually, it implies that the interactive psychological relationship in which members of a group develop a common perception based on feelings and emotions. It is not easy to define the important area of group dynamics. We can say that it represents a field of enquiry, a series of inter-related problems, a set of techniques and interaction process. Group dynamics consists of two words – (i) group and (ii) dynamics. A group is a unit of two or more individuals who share a set of beliefs and values. The members of the group share a common purpose, task or goals. The relations among the members are interdependent. Not only this, there is a feeling of belongingness or we feeling among the members of the group. The members of the group generally prescribe a set of norms of behaviour for themselves. The members want to attain the goal effectively. The structure is hierarchical where the functions and powers are distributed. On the other hand, the word dynamics means

On the other hand, play group, peer group and social clubs are examples of formal groups. In informal groups, rules are usually flexible. An individual may belong to many groups. The behaviour of an individual is different from the group behaviour. In the group a person has to act according to the norms of the group and generally, a few individuals may guide the behaviour of the group. In this context, we can say that group interaction is a two-way process whereby each individual or group stimulates the behaviour of the participants. We can further say that the behaviour and personality characteristics of individual members of a group affect the behaviour of others and ultimately it makes a significant impact over the functioning of a group as a whole. As for example, we can say that the school is a social institution set up by the society to serve its ends. School is primarily a social institution. Group activities should be encouraged to provide opportunities to the students to participate in the affairs of the group. One of the important functions of the school is social interaction. Not only are the teachers and pupils continually interacting in the class-room system, but the pupils are also interacting among themselves through special pre determined code or signs or looks, and there are many common stereotypes and values that they share with each other. Like any other social system, the class-room group shows a variety of interactions continuously. Formal structure is not only factor in group functioning. Within this formal structure, there is informal relationship. Communication within the group may flow more through informal channels than through formal ones. The informal sub-groups are typically more homogenous than the classroom group. Not only this, peer group pressures exert a powerful impact in many cases. 2.2.1 Meaning, Concept and Importance of Group Dynamics In 1944, Kurt Lewin, set up the Research Centre for Group Dynamics to meet the need of a scientific approach to the understanding of the dynamics of group. 24 Group Dynamics Group dynamics can be defined as a field of enquiry dedicated to the advancing knowledge about the nature of groups, the laws of their development and their interrelations with individuals, other groups and larger institutions. Actually, it implies that the interactive psychological relationship in which members of a group develop a common perception based on feelings and emotions. It is not easy to define the important area of group dynamics. We can say that it represents a field of enquiry, a series of inter-related problems, a set of techniques and interaction process. Group dynamics consists of two words – (i) group and (ii) dynamics. A group is a unit of two or more individuals who share a set of beliefs and values. The members of the group share a common purpose, task or goals. The relations among the members are interdependent. Not only this, there is a feeling of belongingness or we feeling among the members of the group. The members of the group generally prescribe a set of norms of behaviour for themselves. The members want to attain the goal effectively. The structure is hierarchical where the functions and powers are distributed. On the other hand, the word dynamics means force. Group dynamics refers to forces operating with in the

force. Group dynamics refers to forces operating within the groups. Group dynamics is related to field theory of Lewin, which assumes man's behaviour to be a function of the field existing at the time of the occurrence of behaviour. We can also say that the group dynamics is the study of group processes, their objective analysis and measurement and the effect of group membership on individual members. When a group of people is formed with a common goal, a kind of social force is created. Our behaviour is not static. Thus, group dynamics means the change of behaviour through interaction in the group. Concept of Group Dynamics The social psychologists seek to explain group behaviour on the basis of social interaction and cultural transmission through social interaction. The interactive psychological relationship is termed as "group dynamics". The important two variables we can say in this context are "group cohesiveness" and "group locomotion". Cohesiveness plays a vital role in determining the influence of the group on the members. On the other hand, locomotion indicates the movement towards the desired 112

___NSOU • PGSW - VI goal. Personality of the individual and character of the social situation both takes an important role for group dynamics. All the psychological effects take place within the individual members who compose the group. According to Cartwright and Zander (1968), the basic assumptions are: i) the groups are inevitable (even the hermits / Sanyasis and the Hippies), ii) that groups mobilise powerful forces that produce effects of utmost importance to individuals, iii) that groups can produce constructive as well as destructive consequences and iv) that it is the correct understanding of group dynamics based on empirical studies that helps in enhancing the constructive aspects of group life and group achievements. It can also be said that group cohesiveness indicates the degree to which the members stick together so that there is unity in the group. Actually the basis of attraction to the group may lie in the interaction itself because of the mutual satisfaction of needs. The group may be teen-age group or a political group or Group Dynamics a religious group. Three important things one can consider for group cohesiveness, i.e., task direction, personal attraction and group prestige. The strength of the cohesiveness may vary on the basis of the situation. Thus, when we study the group as a whole we are aware of studying changes which occur in the behaviour of the individuals and how these changes are transmitted to all the individuals to the total field, so that the behaviour of the group is altered. On the other hand, when the group itself shows a readiness to change by active participation then actual social change becomes possible. The change will occur when the group actually takes the decision to change. Thus the concept of group dynamics is helpful in understanding social changes which involve not only the introduction of an innovation, but also in overcoming of resistance. Group dynamics is also influenced by sympathy, suggestion and imitation. Sympathy enables the members of a group to perceive the psychological state of the other members. Actually the members begin to feel as others feel. On the other hand, suggestion plays a big role in influencing the group behaviour. The suggestions put forward by the leader of the group are readily accepted. The

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behaviour of the leader of the group is initiated by the members of the group. Besides this, some specific group techniques which could be utilised for improvement of the group process, viz., buzz sessions, role playing, brain storming and recreational experiences. In buzz sessions, in which five or six members participate and is organised for purposes of stimulating discussion. In role playing, problems are handling in such a manner so

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that it comes for the benefit of the group. Brain storming in which group is organised for stimulating discussion. Recreational experiences where opportunities are provided to the group members to participate in group discussion.

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of group dynamics are given below: i) It is essential for effective practice with any type of task. ii) It promotes out the unproductive meetings. iii) Individual members or group as a whole benefit in a number of ways. iv) Underlying group dynamic is the multicultural diversification of the society. v) The future functioning of the group is influence by group dynamic. vi) Facilitates the participation of the members. vii) Helps to achieve the goals of the group in connection with the participation and satisfaction of the group. viii) It increases the interpersonal attraction. ix) It increases the communication processes and interaction patterns. x) It increases the power and control of the group. xi) It creates impact on racial, ethnic and cultural background. 4.5 Role of Communication in Group Dynamics Communication involves the transmission of a message from a sender to a receiver. According to Toseland and Rivas (2001) communication includes: i) encoding of perception, thoughts and feelings into language and other symbols by a sender; ii) transmission of language and symbols verbally, non-verbally or virtually; and iii) decoding of the message by the receiver. Face-to-face group members experience both verbal and non-verbal communication, whereas members of telephone groups experience only verbal communication and members of computer groups experience only virtual communication. Interaction patterns are also fundamental to group dynamics. According to David (1980) some of the significant points in this regard include: i) Leader is the central figure, and communication occurs from member to leader and leader to member 114

 ___NSOU • PGSW - VI ii) Group members take turns talking. iii) Indication of extension between leader and the member. iv) All members freely communicate. v) Interaction pattern focuses on the degree of centralisation of communication. vi) Group-centred interaction pattern is more valued than leader-centered interaction pattern. vii) Indication of full participation among the members. viii) The status and power relationship within the group affect the interaction pattern. Group Dynamics ix) Interpersonal attraction and the emotional bonds that form between members influence the interaction pattern. x) Size of the group affects the interaction pattern. In general, there is more chance to communicate if the group size is small. xi) Selective attention, clues and reinforcement may take important role to change the interaction patterns. xii) If members do not interact with equal valence, there seems to be indication of sub-group formation. xiii) Interpersonal attraction, emotional bonds and interest may create impact on the group members. xiv) Physical arrangement in some situation may affect interaction patterns. Thus, we can say the communication processes and interaction patterns are important factors for group dynamics. 4.6 Interpersonal Attraction and Cohesion in Group Dynamics We can say that sub-group formation depends on interpersonal attraction among the group members and the level of cohesion depends on this. There are some important features that can be mentioned here: i) Proximity increases interaction among people and ultimately

of group dynamics are given below: 26 Group Dynamics i) It is essential for effective practice with any type of task. ii) It promotes out the unproductive meetings. iii) Individual members or group as a whole benefit in a number of ways. iv) Underlying group dynamic is the multicultural diversification of the society. v) The future functioning of the group is influence by group dynamic. vi) Facilitates the participation of the members. vii) Helps to achieve the goals of the group in connection with the participation and satisfaction of the group. viii) It increases the interpersonal attraction. ix) It increases the communication processes and interaction patterns. x) It increases the power and control of the group. xi) It creates impact on racial, ethnic and cultural background. 2.2.2 Role of Communication in Group Dynamics Communication involves the transmission of a message from a sender to a receiver. According to Toseland and Rivas (2001) communication includes: i) encoding of perception, thoughts and feelings into language and other symbols by a sender; ii) transmission of language and symbols verbally, non-verbally or virtually; and iii) decoding of the message by the receiver. Face-to-face group members experience both verbal and non-verbal communication, whereas members of telephone groups experience only verbal communication and members of computer groups experience only virtual communication. Interaction patterns are also fundamental to group dynamics. According to David (1980) some of the significant points in this regard include: i) Leader is the central figure, and communication occurs from member to leader and leader to member. ii) Group members take turns talking. iii) Indication of extension between leader and the member. iv) All members freely communicate. v) Interaction pattern focuses on the degree of centralisation of communication. vi) Group-centered interaction pattern is more valued than leader-centered interaction pattern. vii) Indication of full participation among the members. 27 Group Dynamics viii) The status and power relationship within the group affect the interaction pattern. ix) Interpersonal attraction and the emotional bonds that form between members influence the interaction pattern. x) Size of the group affect the interaction pattern. In general, there is more chance to communicate if the group size is small. xi) Selective attention, clues and reinforcement may take important role to change the interaction patterns. xii) If members do not interact with equal valence, there seems to be indication of sub-group formation. xiii) Interpersonal attraction, emotional bonds and interest may create impact on the group members. ix) Physical arrangement in some situation may affect interaction patterns. Thus, we can say the communication processes and interaction patterns are important factors for group dynamics. 2.2.3 Interpersonal Attraction and Cohesion in Group Dynamics We can say that sub-group formation depends on interpersonal attraction among the group members and the level of cohesion depends on this. There are some important features that can be mentioned here: i) Proximity increases interaction among people and ultimately it increases attraction. ii) Similarity tend to make people attract toward each other. iii) The important contributing

it increases attraction. ii) Similarity tend to make people attract toward each other. iii) The important contributing factors are acceptance and approval. iv) Members are attracted to those who engage in group interactions that meet their expectations. NSOU • PGSW - VI

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Group Dynamics and Social Integration Social integration means how group members fit together and are accepted in the group. In each and every group there are norms, roles and status. These are the group dynamics that promote social integration by influencing how members behave. The norm, status and roles help the groups to avoid conflict and unpredictability which 116

____NSOU • PGSW - VI may create chaos. It is true that group can not function effectively without a fairly high level of social integration among group members. Social integration helps to build unanimity about the purposes and goals of the group. Deutsch and Gerard (1955) postulated two forms of social influence: normative influence and informational influence. Normative influence is the desire to meet other people's expectations and to be accepted by others. Informational influence is accepting and being persuaded by information provided by others. It is undoubtedly true that certain amount of predictability, conformity and compliance is necessary for the group members to work together to achieve the goals of the group. Actually norms develop slowly in the group, as members experience what is valued and what is preferred behaviour through group interaction. On the other hand, roles are shared expectations about the functioning of individual members of the group. Members may take different roles. Besides this, status refers to the ranking of importance of members of the group relative to each other. Status is determined by the prestige, power, position and expertise. Because a group member's status is measured in relationship to other members, it may change when other members join or leave the group. Status is also determined by the situation. Status hierarchies have a good deal of influence on social integration within groups. Thus, norms, roles and status are important components of the social influence that groups have on members. 4.8 Culture and Group Culture as is well known is a combination of values, beliefs and traditions of the society. Every individual born in that culture and it influence his overall personality. Values, beliefs, customs, traditions etc. are important factors for culture and these are shared by group members. When group members meet, they explore their value system and interpersonal styles, searching for a common ground on which to relate to each other. The culture of a group is determined by the communality and also the larger society. The system depends on the nature and extent of their interaction with the group. Multicultural differences are salient interpersonal factors that have significance for the group culture. Group processes have reflected the European and American values of individualism, independence, competitiveness and achievement. Besides this, cultural experiences of group survival, social hierarchy, inclusiveness and also ethnic identification influence the way members interact with one another in the group. Member's expectations and goals in a multicultural group vary widely. They significantly influence the dynamics of the group (Hopps and Pinderhughes, NSOU • PGSW - VI

Group Dynamics and Social Integration Social integration means how group members fit together and are accepted in the group. In each and every group there are norms, roles and status. These are the group dynamics that promote social integration by influencing how members behave. The norm, status and roles help the groups to avoid conflict and unpredictability 29 Group Dynamics which may create chaos. It is true that group can not function effectively without a fairly high level of social integration among group members. Social integration helps to build unanimity about the purposes and goals of the group. Deutsch and Gerard (1955) postulated two forms of social influence: normative influence and informational influence. Normative influence is the desire to meet other people's expectations and to be accepted by others. Informational influence is accepting and being persuaded by information provided by others. It is undoubtedly true that certain amount of predictability, conformity and compliance is necessary for the group members to work together to achieve the goals of the group. Actually norms develop slowly in the group, as members experience what is valued and what is preferred behaviour through group interaction. On the other hand, roles are shared expectations about the functioning of individual members of the group. Members may take different roles. Besides this, status refers to the ranking of importance of members of the group relative to each other. Status is determined by the prestige, power, position and expertise. Because a group member's status is measured in relationship to other members, it may change when other members join or leave the group. Status is also determined by the situation. Status hierarchies have a good deal of influence on social integration within groups. Thus, norms, roles and status are important components of the social influence that groups have on members. 2.3 CULTURE AND GROUP Culture as is well known is a combination of values, beliefs and traditions of the society. Every individual born in that culture and it influence his overall personality. Values, beliefs, customs, traditions etc. are important factors for culture and these are shared by group members. When group members meet, they explore their value system and interpersonal styles, searching for a common ground on which to relate to each other. The culture of a group is determined by the communality and also the larger society. The system depends on the nature and extent of their interaction with the group. Multicultural differences are salient interpersonal factors that have significance for the group culture. Group processes have reflected the European and American values of individualism, independence, competitiveness and achievement. Besides this, cultural experiences of group survival, social hierarchy, inclusiveness and also ethnic identification influence the way members interact with one another in the group. Member's expectations and goals in a multicultural group vary widely. They significantly influence the dynamics of the group (Hopps and Pinderhughes, 1991; Matsukawa, 2001). According to Davis et al (1995), the group leader should be sensitive to racial /ethnic and socio- economic differences, should understand the effect of these differences on group

___ 117 1991; Matsukawa, 2001). According to Davis et al (1995), the group leader should be sensitive to racial /ethnic and socioeconomic differences, should understand the effect of these differences on group dynamics and should translate this knowledge into culturally sensitive modes of program development and service delivery. Many factors affect group development. Structural characteristic is one of the important impacts on development. 4.9 Measurement of Group Dynamics Measurement of group dynamics is essential to understand the behaviour of a group as a whole as well an individuals who make up the group. There are many scales to measure group dynamics, viz., Group Climate Questionnaire (Mackenzie, 1983), Group Cohesiveness Scale (Budman, 1993), Group Work Engagement Measure (Macgowan, 2000) and Group Member Interpersonal Process Scale (Soldz, 1993). Task groups, such as committees, teams, board of directors are not merely collections of individuals. The synergy that is created when people come together to work in these groups transcends the collection of individual efforts. We have to pay attention to group dynamics because group dynamics facilitate member participation and satisfaction to achieve the group goal. 4.10 Group Development As groups develop over time, group dynamic processes evolve. In this context, we can mention a well-known model by Tuckman (1963), which is known as stage model (as mentioned in unit 1). The stages are: i) Forming, ii) Storming, iii) Norming iv) Performing and v) Adjourning There is also the widely used model by Garland, Jones and Kolody (1976) Here the five significant stages are: i) Pre-affiliation: Should be affected to the group. ii) Power and control: Should be able to have some influences over the other members. iii) Intimacy: There must be certain closeness and intimacy. 118

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iv) Differentiation: The group members should be able to differentiate their personal goals from group goals

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Separation: This refers to each influence having a separate identity despite being part of the group. Beginning stages of group development are characterised by the formation of group dynamics. Members interact tentatively, establishing norms, roles and status hierarchies and ultimately a group culture slowly emerges through interaction. At first, interaction is tentative and cautious and there exists little conflict. After that members become more comfortable resistance can develop. After that members want to become a part of the group but at the same time group members maintain their own identity and independence. Many factors affect group development. Structural characteristics have an important impact on group development.

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Group Dynamics : Definition A group includes only persons who share some norms and values about something. We can say that group contains people with interrelated social roles. An aggregate of people may form themselves into a group as a result of interaction. Thus, we can say that groups are the products of interaction. Group interaction is a two way process whereby each individual or group stimulates the other and also in varying degrees that modify the behaviour of the participants. The behaviour and personality characteristics of individual members of a group affect the behaviour of others and make a significant impact over the functioning of a group as a whole. In this context we can consider two types of groups, viz., formal and informal groups. Formal groups are formed on the basis of specific norms, values etc. School is an example of formal group. 110

GROUP DYNAMIC: DEFINITION A group includes only persons who share some norms and values about something. We can say that group contains people with interrelated social roles. An aggregate of people may form themselves into a group as a result of interaction. Thus, we can say that groups are the products of interaction. Group interaction is a two way process whereby each individual or group stimulates the other and also in varying degrees that modify the behaviour of the participants. The behaviour and personality characteristics of individual members of a group affect the behaviour of others and make a significant impact over the functioning of a group as a whole. In this context we can consider two types of groups, viz., formal and informal groups. Formal groups are formed on the basis of specific norms, values etc. School is an example of formal group.

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Introduction Psychodynamic Theory is one in which patients treated are viewed within a model of illness that attempts to identify something that is not obvious but is present, but may be at the unconscious level. Such a material once brought out of the unconscious would be able to help the patient be relieved of the symptoms and get the person on the road to recovery. Thus each individual is perceived to have had certain experiences and events that have been pushed into the unconscious as these materials are very painful and shameful to the individual. These materials remain in the unconscious and keep trying to enter the conscious only to be repressed back. These are basically materials that are wishes and desires and needs which are represented by the Id, and which are catered to by the ego so as to fulfill the needs of the Id. At the same time the do's and don'ts, the moral values, the rights and wrongs that are imparted by the parents are represented by the superego which tries to curb the id impulses from arising so that the person may not do anything wrong which may cause the society harm. Thus the dynamic interaction amongst the Id, Ego and the superego as well as the society or the outer environment make the individual behave in a certain way. All these dynamics start quite at an early age of the individual and remain so and continue even in adulthood. In the process of catering to the Id and the superego the ego uses many defenses which help in maintaining a balance in the personality. However if balance is not restored the individual may develop certain abnormalities called as mental disorders which need to be treated and one method of treatment is the psychoanalysis. Freud developed a technique that he called psychoanalysis and used it to treat mental disorders. The conscious contains all the information that a person is paying attention to at any given time. The preconscious contains all the information outside of a person's attention but readily available if needed. The unconscious contains thoughts, feelings, desires, and memories of which people have no awareness but which keep influencing every aspect of individual's day to day life. Freud believed that personality gets clearly established during childhood, largely before the age of five years. He proposed five stages of psychosexual development, viz., the oral stage, the anal stage, the phallic stage, the latency stage, and the genital stage. Thus personality development for Freud took place before five years of age and continued on into the adulthood with very little change. Freud had many followers and some of them parted company with him on many of the issues related to personality development, as for instance the issue of psychosexual development etc. Erikson was one such person who was a follower of Freud but separated away to propound his own theory. Erikson's theory of ego psychology holds certain tenets that differentiate his theory from Freud's. Erikson's stages provide a framework in which one can bring in the culture concept and compare the present day to that of the earlier days. It also offers insights regarding the eight stages being divided into two parts, with one ending with childhood and the other adult development.

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In this unit we will be dealing with the theories of personality development as put forward by Freud and Erikson. 5.3

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Psychodynamic Theories of Personality Psychodynamic Theory is one in which patients treated for mental disorders are viewed within a model of illness that attempts to identify something that may be not in the realm of awareness of the individual concerned. Each individual is perceived to be made up from a dynamic that begins in early childhood and continually progresses throughout life. This way of thinking, however, is generally considered a watered down version of the more conservative and rigid psychoanalytic school of thought. Psychoanalysis emphasises the belief that all adult problems are directly related to events in one's childhood. Therapists who practice this theory have a tendency to look at individuals as the composite of their parental upbringing. Their focus is on the means for settling conflicts between themselves and their parents as well as within themselves. Psychodynamic therapists tend to believe in the theoretical constructs of the ego (which acts as a force

PSYCHODYNAMIC THEORIES OF PERSONALITY Psychodynamic Theory is one in which patients treated for mental disorders are viewed within a model of illness that attempts to identify something that may be not in the realm of awareness of the individual concerned. Each individual is perceived to be made up from a dynamic that begins in early childhood and continually progresses throughout life. This way of thinking, however, is generally considered a watered down version of the more conservative and rigid psychoanalytic school of thought. Psychoanalysis emphasises the belief that all adult problems are directly related to events in one's childhood. 2 1 Psychodynamic Theories of Personality (Freud and Erickson) Therapists who practice this theory have a tendency to look at individuals as the composite of their parental upbringing. Their focus is on the means for settling conflicts between themselves and their parents as well as within themselves. Psychodynamic therapists tend to believe in the theoretical constructs of the ego (which acts as a force

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Example : Rakesh's unconscious might contain angry feelings toward his mother or a traumatic incident he experienced at age four, about none of which he is aware. Freud believed that information in the unconscious tries to come into the conscious and very often it is seen in slips of the tongue, jokes, dreams, illness symptoms, and the association'

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people make between ideas. The Freudian Slip Manju calls up her mother on Mother's Day and says, "You're the beast, Mom," when she consciously intended to say, "You're the best, Mom." According to psychoanalytic theory, this slip of the tongue, known as a Freudian slip, reveals her unconscious anger toward her mother. 136

___ NSOU I PGSW-VI The ID, The EGO, and The Superego
 Freud proposed that personality has three components: the id, the ego, and the superego. Id: Id is conceived as a reservoir of instinctual energy that contains biological urges such as impulses toward survival, sex, and aggression. The id is unconscious and operates according to the pleasure principle, the drive to achieve pleasure and avoid pain. The id is characterised by primary process thinking, which is illogical, irrational, and motivated by a desire for the immediate gratification of impulses. Ego: Ego is considered as the component that manages the conflict between the id and the constraints of the real world. Some parts of the ego are unconscious, while others are preconscious or conscious. The ego operates according to the reality principle, the awareness that gratification of impulses has to be delayed in order to accommodate the demands of the real world. The ego is characterised by secondary process thinking, which is logical and rational. The ego's role is to prevent the id from gratifying its impulses in socially inappropriate ways. Superego: This is considered to be the moral component of personality. It contains all the moral standards learned from parents and society. The superego forces the ego to conform not only to reality but also to its ideals of morality. Hence, the superego causes people to feel guilty when they go against society's rules. Like the ego, the superego operates at all three levels of awareness. Conflict: Freud believed that the id, the ego, and the superego are in constant conflict. He focused mainly on conflicts concerning sexual and aggressive urges because these urges are most likely to violate societal rules. Anxiety: Internal conflicts can make a person feel anxious. In Freud's view, anxiety arises when the ego cannot adequately balance the demands of the id and the superego. The id demands gratification of its impulses, and the superego demands maintenance of its moral standards.

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similar to a referee) and the superego (known as the conscience) as well as an id that exists inside all of us that tends to act as the devil's advocate working against the thought process of the conscience. All of these constructs work together to make up the personality and the role of the unconscious is emphasised meaning that contrary to what else one may think, what one does not know can indeed hurt the person and more often than not, it does just that. The development of an adult's personality is viewed in terms of whether an individual has been able to successfully maneuver through the psychosexual stages of childhood development. Because of this belief, adults are unlikely to know how they are screwed up and as a result may not even recognise the signs of mental distress or mental disorder.

5.4 Psychoanalytic Theory by Sigmund Freud

In the late 1800s and early 1900s, Freud developed a technique that he called psychoanalysis and used it to treat mental disorders. He formed his theory of psychoanalysis by observing his patients. According to psychoanalytic theory, personality development takes place as a result of the attempts to resolve conflicts between unconscious sexual and aggressive impulses and societal demands to restrain these impulses. Freud's theory of development has two primary ideas: 1) Everything you become is determined by your first few years – indeed, the adult is exclusively determined by the child's experiences, because whatever actions occur in adulthood are based on a blueprint laid down in the earliest years of life (childhood solutions to problems are perpetuated) 2) The story of development is the story of how to handle anti-social impulses in socially acceptable ways. The Conscious, The Preconscious, and The Unconscious

Freud believed that most mental processes are unconscious. He proposed that people have three levels of awareness: The Preconscious, the conscious and the unconscious. The conscious contains all the information that a person is paying attention to at any given time. Example: The words Dan is reading, the objects in his field of vision, the sounds he can hear, and any thirst, hunger, or pain he is experiencing at the moment are all in his conscious. The preconscious contains all

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36/127	SUBMITTED TEXT	95 WORDS	95% MATCHING TEXT	95 WORDS
<p>Defense Mechanisms To manage these internal conflicts, people use defense mechanisms. Defense mechanisms are behaviours that protect people from anxiety. There are different defense mechanisms, many of which are automatic and unconscious. Some of these defense mechanisms commonly used by individuals are presented below. It may be mentioned here that the individual is generally not aware that he or she is using defense mechanisms at the conscious level. a. Repression: keeping unpleasant thoughts, memories, and feelings shut up in the unconscious. Example: Ram witnessed his mother being beaten by agoonda on a motor cycle who was trying to snatch away her gold chain.</p>		<p>Defense Mechanisms To manage these internal conflicts, people use defense mechanisms. Defense mechanisms are behaviours that protect people from anxiety. There are different defense mechanisms, many of which are automatic and unconscious. Some of these defense mechanisms commonly used by individuals are presented below. It may be mentioned here that the individual is generally not aware that he or she is using defense mechanisms at the conscious level. 2 3 Psychodynamic Theories of Personality (Freud and Erickson) Repression: keeping unpleasant thoughts, memories, and feelings shut up in the unconscious. Example: Ram witnessed his mother being beaten by agoonda on a motor cycle who was trying to snatch away her gold chain.</p>		
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37/127	SUBMITTED TEXT	33 WORDS	100% MATCHING TEXT	33 WORDS
<p>This happened around when he was seven years of age. He does not remember this incident as of today as an adult. This is so because he has repressed that traumatic incident into the unconscious.</p>		<p>This happened around when he was seven years of age. He does not remember this incident as of today as an adult. This is so because he has repressed that traumatic incident into the unconscious.</p>		
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38/127	SUBMITTED TEXT	76 WORDS	96% MATCHING TEXT	76 WORDS
<p>Reaction formation: This refers to behaving in a way that is opposite to behaviour, feelings, or thoughts that are considered unacceptable. Example: Nisha feels attracted to her boss but does not admit this to herself. Instead, she constantly makes very disparaging comments about the boss, exactly opposite of her feelings of attraction. c. Projection: attributing one's own unacceptable thoughts or feelings to someone else. Example: Karan gets attracted to women other than his wife and feels bad about it. However he is</p>		<p>Reaction formation: This refers to behaving in a way that is opposite to behaviour, feelings, or thoughts that are considered unacceptable. Example: Nisha feels attracted to her boss but does not admit this to herself. Instead, she constantly makes very disparaging comments about the boss, exactly opposite of her gfeelings of attraction. Projection: attributing one's own unacceptable thoughts or feelings to someone else. Example: Karan gets attracted to women other than his wife and feels bad about it. However he is</p>		
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39/127	SUBMITTED TEXT	32 WORDS	100% MATCHING TEXT	32 WORDS
<p>to accept such feelings within him. He therefore unconsciously projects these feelings on to his wife saying that she is unfaithful and that she goes with other men and gets attracted to other men etc.</p>		<p>to accept such feelings within him. He therefore unconsciously projects these feelings on to his wife saying that she is unfaithful and that she goes with other men and gets attracted to other men etc.</p>		
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40/127	SUBMITTED TEXT	76 WORDS	98% MATCHING TEXT	76 WORDS
<p>Rationalization: using incorrect but self serving explanations to justify unacceptable behaviour, thoughts, or feelings. Example: Ronak jumps a red light while driving. He justifies this by telling to himself that he was already in the intersection when the light changed to red. e. Displacement: transferring feelings about a person or event onto someone or something else. Example: Seth is angry at his professor for giving him a bad grade. He leaves class and shouts angrily at a passerby who accidentally bumps into him.</p>		<p>Rationalization: using incorrect but self serving explanations to justify unacceptable behaviour, thoughts, or feelings. Example: Ronak jumps a red light while driving. He justifies this by telling to himself that he was already in the intersection when the light changed to red. Displacement: transferring feelings about a person or event onto someone or something else. Example: Seth is angry at his professor for giving him a bad grade. He leaves class and shouts angrily at a passerby who accidentally bumps into him.</p>		
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41/127	SUBMITTED TEXT	44 WORDS	100% MATCHING TEXT	44 WORDS
<p>Denial: refusing to acknowledge something that is obvious to others. Example: Rashmi has started drinking alcohol which has started to affect her academic performance, her job, and her relationships. However, she insists that she drinks only to relieve stress and that she does not have an alcohol problem.</p>		<p>Denial: refusing to acknowledge something that is obvious to others. Example: Rashmi has started drinking alcohol which has started to affect her academic performance, her job, and her relationships. However, she insists that she drinks only to relieve stress and that she does not have an alcohol problem.</p>		
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42/127	SUBMITTED TEXT	70 WORDS	97% MATCHING TEXT	70 WORDS
<p>Regression: reverting to a more immature state of psychological development. Example: When six-year-old Jameel gets less attention from his parents because of a new baby brother, he suddenly starts to wet his bed at night. h. Sublimation: channeling unacceptable thoughts and feelings into socially acceptable behaviour. Example: Priya deals with her angry feelings toward her family by writing science fiction stories about battles between civilizations which contains a lot of aggression. 140</p> <p>-----</p> <p>---</p>		<p>Regression: reverting to a more immature state of psychological development. Example: When six-year-old Jameel gets less attention from his parents because of a new baby brother, he suddenly starts to wet his bed at night. Sublimation: channeling unacceptable thoughts and feelings into socially acceptable behaviour. Example: Priya deals with her angry feelings toward her family by writing science fiction stories about battles between civilizations which contains a lot of aggression. 2 4</p>		
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43/127	SUBMITTED TEXT	22 WORDS	100% MATCHING TEXT	22 WORDS
<p>Discuss and state the psychosexual stages of development by Freud. 2) Discuss the result if there is a disturbance in these stages. 3)</p>		<p>Discuss and state the psychosexual stages of development by Freud. 2) Discuss the result if there is a disturbance in these stages. 3)</p>		
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the boy develops masculine characteristics and identifies himself as a male, and represses his sexual feelings toward his mother.

The boy starts to develop masculine characteristics and to recognises himself as a male and represses the feelings for his mother.

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Humanistic and Self Theories of (Malsow and Rogers) Personality The Humanistic Approach began in response to concerns by therapists against perceived limitations of Psychodynamic theories, especially psychoanalysis. Psychologists and psychoanalysts such as Carl Rogers and Abraham Maslow felt that the existing (psychodynamic) theories failed to adequately address issues such as the meaning of behaviour, and the nature of healthy growth. However, the result was not simply new variations on psychodynamic theory, but rather a fundamentally new approach. There are several factors which distinguish the Humanistic Approach from other approaches, that is, the difference can be seen in the emphasis on subjective meaning, a rejection of determinism, and a concern for positive growth rather than pathology. While one might argue that some psychodynamic theories provide a vision of healthy growth (including Jung's concept of individuation), the other characteristics distinguish the Humanistic Approach from every other approach within psychology (and sometimes lead theorists from other approaches to say the Humanistic Approach is not a science at all). Most psychologists believe that

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behaviour can only be understood objectively (by an impartial observer), but the humanists argue that this results in concluding that an individual is incapable of understanding their own behaviour—a view which they see as both paradoxical and dangerous to well-being. Instead, humanists like Rogers argue that the meaning of behaviour is essentially personal and subjective; they further argue that accepting this idea is not unscientific, because ultimately all individuals are subjective: what makes science reliable is not that scientists are purely objective, but that the nature of observed events can be agreed upon by different observers (a process Rogers calls

behaviour can only be understood objectively (by an impartial observer), but the humanists argue that this results in concluding that an individual is incapable of understanding their own behaviour—a view which they see as both paradoxical and dangerous to well-being. Instead, humanists like Rogers argue that the meaning of behaviour is essentially personal and subjective; they further argue that accepting this idea is not unscientific, because ultimately all individuals are subjective: what makes science reliable is not that scientists are purely objective, but that the nature of observed events can be agreed upon by different observers (a process Rogers calls

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methods (e.g., surveys, group data) which humanists have traditionally avoided. Another area influenced by the humanistic approach has been coaching psychology. While the term originated in "personal coaching" in sports, it more generally refers to a focus on enhancing individual potential, and the field has gradually become a specific area within many psychology associations. Abraham Maslow :

Humanistic Approach to Personality Abraham Maslow, widely regarded as one of the founders of the Humanistic Approach, was born on April 1, 1908 in Brooklyn, New York. He received his BA in 1930, his MA in 1931, and his PhD in 1934, all in psychology, all from the University of Wisconsin. A year after graduation, he returned to New York to work with E. L. Thorndike at Columbia, where Maslow became interested in research on human sexuality. He began teaching full time at Brooklyn College. During this period of his life, he came into contact with the many European intellectuals who were migrating to the US, and Brooklyn in particular, at that time. Persons like Adler, Fromm, Horney, as well as several Gestalt and Freudian psychologists also migrated to Brooklyn initially. Maslow served as the chair of the psychology department at Brandeis from 1951 to 1969. While working here he met Kurt Goldstein, who had put forward the idea of self- actualisation in his famous book, *The Organism* (1934). It was also here that he began his crusade for a humanistic psychology, something ultimately much more important to him than his own theorising. He spent his final years in semi retirement in California, until, on June 8 1970, he died of a heart attack after years of ill health. Maslow developed a theory of personality that has influenced a number of different fields. This wide influence is due in part to the high level of practicality of Maslow's theory. His theory accurately describes many realities of personal experiences. Humanists do not believe that human beings are pushed and pulled by mechanical forces, either of stimuli and reinforcements (behaviourism) or of unconscious instinctual impulses (psychoanalysis). Humanists focus upon potentials. They believe that humans strive for an upper level of capabilities. Humans seek the frontiers of creativity, the highest reaches of consciousness and wisdom. This has been labeled "fully functioning person", "healthy personality", or as Maslow calls this level, "self-actualising person." Maslow's theory of personality can be explained

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the following headings: 1) Hierarchy of needs, 2) Deficit needs, 3) Growth needs, 4) Self-actualisers Hierarchy of Needs Maslow proposed a theory of human motivation based on hierarchy of needs. The lower a need in the hierarchy the more dominating that need is. In other words, when several needs are active, the lowest need will be most compelling. The higher order needs emerge only when the lower level needs are satisfied. The first four levels are considered deficiency or deprivation needs ("D-needs") in that their lack of satisfaction causes a deficiency that motivates people to meet these needs. For instance the Physiological needs which are at the lowest level on the hierarchy, include necessities such as air, food, and water. These tend to be satisfied for most people, but they become predominant when unmet. During emergencies, safety needs such as health and security rise to the forefront. Once these two levels are met, belongingness needs, such as obtaining love and intimate relationships or close friendships, become important. The next level, esteem needs, include the need for recognition from others, confidence, achievement, and self-esteem. The highest level is self-actualisation, or the self-fulfillment. Behaviour in this case is not driven or motivated by deficiencies but rather one's desire for personal growth and the need to become all the things that a person is capable of becoming (Maslow, 1970). Now we will discuss each level of needs one by one : The lowest level in the Maslow's hierarchy is the physiological needs. These include the most basic needs that are vital to survival, such as the need for water, air, food and sleep. Maslow believed that these needs are the most basic and instinctive needs in the hierarchy because all needs become secondary until these physiological needs are met. These needs are such that if they are not satisfied the organism dies. If the threat of dying because of perturbation of the physiological equilibrium has vanished, the organism can direct its attention to more indirect threats, such as the danger of being caught by a predator, and try to avoid them. The next needs in the hierarchy are safety needs. These include needs for safety and security. Security needs are important for survival, but they are not as demanding 150

____ NSOU I PGSW-VI as the physiological needs. Examples of security needs include a desire for steady employment, health insurance, safe neighbourhoods and shelter from the environment. At the third level of the hierarchy are belongingness needs. These include needs for belonging, love and affection. Maslow considered these needs to be less basic than physiological and security needs. Relationships such as friendships, romantic attachments and families help fulfill this need for companionship and acceptance, as does involvement in social, community or religious groups. At the fourth level of hierarchy are self-esteem needs After the first three needs have been satisfied, esteem needs becomes increasingly important. Maslow noted two versions of esteem needs, a lower one and a higher one. The lower one is the need for the respect of others, the need for status, recognition, fame, prestige, and attention. The higher one is the need for self-respect, the need for strength, competence,

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mastery, self-confidence, independence and freedom. These needs rank higher because it rests more on inner competence won through experience. Deprivation of these needs can lead to an inferiority complex, weakness and helplessness. Satisfaction of the self-esteem need leads to feelings of self-confidence, worth, strength, capability and adequacy of being useful and necessary in the world. These feelings in turn give rise to either basic discouragement or else compensatory or neurotic trends. An appreciation of the necessity of basic self-confidence and an understanding of how helpless people are without it, can be easily gained from a study of severe traumatic neurosis. The highest level need is self-actualisation. "What a man can be, he must be". This forms the basis of the perceived need for self-actualisation. This level of need pertains to what a person's full potential is and realising that potential. Maslow describes this desire as the desire to become more and more what one is, to become everything that one is capable of becoming. This is a broad definition of the need for self-actualisation, but when applied to individuals the need is specific. For example one individual may have the strong desire to become an ideal parent, while for another it may be expressed athletically, and in the third it may be expressed in painting, pictures, or inventions. As mentioned earlier, in order to reach a clear understanding of this level of need one must first not only achieve the previous needs, physiological, safety, love, and esteem, but master these needs. Below are Maslow's descriptions of the consequences that what will happen if these needs are not satisfied.

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Deficiency Needs It has been stated in the earlier discussion that the first four levels of needs are called deficit needs, or D-needs. If you don't have enough of something, then it is said that you have a deficit that is you feel the need. But if you get all you need, you feel nothing at all! In other words, they cease to be motivating. He also talks about these levels in terms of homeostasis. Homeostasis is the principle by which the bodily system (thermostat) operates. In other words, when it gets too cold, the thermostat switches the heat on and when it gets too hot, it switches the heat off. In the same way, human body, when it lacks a certain substance, develops a hunger for it; when it gets enough of it, then the hunger stops. Maslow simply extends this homeostatic principle to needs, such as safety, belongingness, and esteem about which we do not ordinarily think of in these terms. In terms of overall development, we move through these levels a bit like stages. As newborns, our focus (if not our entire set of needs) is on the satisfaction of the physiological needs. Soon, we begin to recognise that we need to be safe. Soon after that, we crave attention and affection. A bit later, we look for self-esteem. Mind you, this is in the first couple of years! Under stressful conditions, or when survival is

Deficiency Needs It has been stated in the earlier discussion that the first four levels of needs are called deficit needs, or D-needs. If you don't have enough of something, then it is said that you have a deficit that is you feel the need. 63 Humanistic and Self Theory (Malsow and Rogers) But if you get all you need, you feel nothing at all! In other words, they cease to be motivating. He also talks about these levels in terms of homeostasis. Homeostasis is the principle by which the bodily system (thermostat) operates. In other words, when it gets too cold, the thermostat switches the heat on and when it gets too hot, it switches the heat off. In the same way, human body, when it lacks a certain substance, develops a hunger for it; when it gets enough of it, then the hunger stops. Maslow simply extends this homeostatic principle to needs, such as safety, belongingness, and esteem about which we do not ordinarily think of in these terms. In terms of overall development, we move through these levels a bit like stages. As newborns, our focus (if not our entire set of needs) is on the satisfaction of the physiological needs. Soon, we begin to recognise that we need to be safe. Soon after that, we crave attention and affection. A bit later, we look for self-esteem. Mind you, this is in the first couple of years! Under stressful conditions, or when survival is

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threatened, we can "regress" to a lower need level. When you find that your great career falls flat, you might seek out a little attention. When your family decides to leave you, it seems that love is again all you ever wanted. If you have significant problems along your development, that is a period of extreme insecurity such as hunger as a child, or the loss of a family member through death or divorce, or significant neglect or abuse, it is possible that one may "fixate" on that set of needs for the rest of one's life. Growth Needs Maslow has used a variety of terms to refer to the last level of needs. He has called it growth motivation (in contrast to deficit motivation). They are called the being needs (or B-needs, in contrast to D-needs), and self-actualisation. These are needs that do not involve balance or homeostasis. They involve the continuous desire to fulfill potentials, to "be all that you can be". If you want to be truly self-actualising, you need to have your lower needs taken care of, at least to a considerable extent. This makes sense, which is if you are hungry, you are scrambling to get food; if you are unsafe, you have to be continuously on guard; if you are isolated and unloved, you have to satisfy that need; if you have a low sense of self-esteem, you have to be defensive or compensate. When lower needs are unmet, you cannot fully devote yourself to fulfilling your potentials. The question becomes, of course, what exactly Maslow means by self-actualisation. To answer that, we need to look at the kind of people he called self-actualised persons. Fortunately, he did this for us, using a qualitative method called biographical analysis. He began by picking out a group of people, some historical figures, some people he knew, whom he felt clearly met the standard of self-actualisation. Included in this august group were Abraham Lincoln, Thomas Jefferson, Albert Einstein, Eleanor Roosevelt, Jane Adams, William James, Albert Schweitzer, Benedict Spinoza, and Alduous Huxley, plus 12 unnamed people who were alive at the time Maslow did his research. He then looked at their biographies, writings, the acts and words of those he knew personally, and so on. From these sources, he developed a list of qualities that seemed characteristic of these people, as opposed to the great mass of us. Characteristics of Self-Actualisers According to Maslow, people who are self-actualised, were: 1) Reality-centred, which means they could differentiate what is fake and dishonest from what is real and genuine?

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Problem-centred, meaning they treated life's difficulties as problems demanding solutions, not as personal troubles to be railed at or surrendered to. 3) Had a different perception of means and ends. They felt that the ends do not necessarily justify the means, that the means could be ends themselves, and that the means, that is the journey was often more important than the ends. 4) Had different ways of relating to others. First, they enjoyed solitude, and were comfortable being alone. And they enjoyed deeper personal relations with a few close friends and family members, rather than more shallow relationships with many people. 5) Enjoyed autonomy, a relative independence from physical and social needs. 6) Resisted enculturation, that is, they were not susceptible to social pressure to be "well adjusted" or to "fit in" . They were, in fact, nonconformists in the best sense. 7) Had an unhostile sense of humor. They preferred to joke at their own expense, or at the human condition, and never directing their humor at others. 8) Had a quality of acceptance of self and others, by which he meant that these people would be more likely to take you as you are than try to change you into what they thought you should be. This same acceptance applied to their attitudes towards themselves: If some quality of theirs wasn't harmful, they let it be, even enjoying it as a personal quirk. 9) They were often strongly motivated to change negative qualities in themselves that could be changed. 10) They possessed qualities such as spontaneity and simplicity. 11) They preferred being themselves rather than being pretentious or artificial. 12) They had a sense of humility and respect towards others — something Maslow also called democratic value. 13) They had a quality Maslow called human kinship, that is social interest, compassion, and humanity. 14) were strong in their ethical behaviours. 15) They were spiritual but never conventionally religious in nature. 16) They had a certain freshness of appreciation, an ability to see things, even ordinary things, with wonder. 17) They had the ability to be creative, inventive, and original. 18) They tended to have more peak experiences than the average person. A peak 154

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experience is one that takes you out of yourself, that makes you feel very tiny, or very large, to some extent one with life or nature or God. It gives you a feeling of being a part of the infinite and the eternal. These experiences tend to leave their mark on a person, change them for the better, and many people actively seek them out. They are also called mystical experiences, and are an important part of many religious and philosophical traditions. Maslow did not however think that self actualised persons were perfect. There were several flaws or imperfections he discovered along the way as well. These were as given below: 1) They often suffered considerable anxiety and guilt. These anxiety and guilt were realistic ones rather than misplaced or neurotic versions. 2) Some of them were absent minded and overly kind. 3) Also some of them had unexpected moments of ruthlessness, surgical coldness, and loss of humor. 4) Maslow also stated that when a self actualised person does not get their needs fulfilled, they respond with metapathologies. That is they respond with a list of problems. 5) When forced to live without these values, the self-actualiser develops depression, despair, disgust, alienation, and a degree of cynicism. Evaluation Maslow has been a very inspirational figure in personality theories. In the 1960's in particular, people were tired of the reductionist, mechanistic messages of the behaviourists and physiological psychologists. They were looking for meaning and purpose in their lives, even a higher, more mystical meaning. Maslow was one of the pioneers in that movement to bring the human being back into psychology and the person back into personality. Moreover, Maslow's unique contribution lies in his preoccupation with healthy people rather than sick ones and his feeling that studies of two groups generate different types of theory. Maslow chose the more direct course of studying healthy people whose wholeness and unity of personality are readily apparent. But in spite of this unique contribution Maslow's theory has been criticized on many grounds. The most common criticism concerns his methodology: Picking a small number of people that he himself declared self-actualising, then reading about them or talking with them, and coming to conclusions about what self-actualisation is in the first place does not sound like good science to many people. Another criticism is that Maslow placed certain constraints on self-actualisation.

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and depression. 6.3 Carl Rogers's Theory of Personality Carl Rogers was born on January 8, 1902, in Oak Park, Illinois. Raised on a farm from the age of twelve, Rogers entered the Agricultural College of the University of Wisconsin in 1919, where he graduated with a degree in history. While in college he felt a religious calling and eventually began training to become a Protestant minister, and after graduating in 1924 he enrolled at the Union Theological Seminary in New York City. From there he transferred to Teachers College at Columbia University in order to pursue counseling rather than the strictly religious aspect of his ministerial profession. He subsequently focused on clinical and educational psychology, writing his doctoral dissertation on personality adjustment in children. Throughout the 1930s, Rogers worked in the field of child psychology, and in 1940 he accepted a position as a professor of psychology at Ohio State University. It was at this time that he began to develop the theories and methodology for which he would later become renowned. The incipient concepts of Rogers's therapeutic approach appeared in his 1942 book *Counseling and Psychotherapy*, and within the next few years he developed his concept of the self as the organising element in human personality and the principles of the "nondirective," or client-centered, style of therapy. In 1945 he took a position as professor of psychology and head of the counseling center at the University of Chicago, where, over the next twelve years, he further refined and articulated his

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ideas, publishing Client-Centered Therapy (1951) during this time. A charismatic figure, Rogers's influence over students, colleagues, and various collaborators, as well as his publication of best-selling books such as *On Becoming a Person* (1961) and *Person to Person* (1967) made him the central figure in American humanistic psychology throughout his lifetime. Carl Rogers was not only one of the founders of the Humanistic Approach, but also arguably the most influential therapist in the 20th century. Rogers's theory is basically phenomenological, in that it placed a strong emphasis on the experience of the person, their feelings, their values, and all that is summed up by the expression "inner life". His theory is also known as self-theory. The other name of his theory is person-centered theory. His theory grew out of his own experience in working with individual in the therapeutic relationship. In terms of his theory, there are two fundamental ideas which are particularly worth noting. First, Rogers talked about healthy development in terms of how individuals perceived their own being. Healthy individuals will tend to see congruence between their sense of who they are (self) and who they feel they should be (ideal self). While no one tends to experience perfect congruence at all times, the relative degree of congruence is an indicator of health. The second fundamental idea is Rogers's concept of the conditions for healthy growth, and the role of a therapist in fostering healthy growth. Through a process Rogers called person-centered therapy; the therapist seeks to provide empathy, openness, and unconditional positive regard. Rogers called his technique nondirective therapy, based on the concept that the therapist is simply a "mirror" who reflects the individual's thoughts and feelings. Rogers's theory can be explained under the following three headings: 1) Enduring aspects of personality 2) Self-actualisation 3) Development of self 6.4 Maslow Theory of Personality Enduring Aspects of Personality Rogers' theory of personality evolved out of his work as a clinical psychologist and developed as an offshoot of his theory of client-centered (later called person-centered) therapy. Since the main aim of his theory is to explain the growth and development within the individual, so his theory does not appear to lay much emphasis on personality development, rather prefer to devote his attention to such constructs that are of fundamental importance to his theory. These are: (i) the organism and (ii) the self.

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The Organism Rogers approach to the study of persons is phenomenological and idiographic. His view of human behaviour is that it is "exquisitely rational". Furthermore, in his opinion: "the core of man's nature is essentially positive" and he is a "trustworthy organism". According to Rogers the organism is the locus of all experience, including everything potentially available to awareness, at any given moment. The totality of experience constitutes the phenomenal field. The phenomenal field is the individual's frame of reference that can only be known to the person. It can never be known to another, except through empathetic experience and at that level too, can never be known perfectly. Rogers emphasised that the individual's way of behaving depends upon the phenomenal field (subjective reality) and not upon the stimulating conditions (external reality). The phenomenal field at any given moment is made up of conscious and unconscious experiences. The person tends to check his or her experiences against the reality. This testing of reality provides with dependable knowledge of the world so that one is able to behave realistically. In most of the cases the person accepts his or her experiences as true representation of reality, while in reality they may not be the true representation. As a result the person may develop misconceptions about himself/herself and about the external world. The Self (Real and Ideal) Rogers developed one of the most systematic models of self, in relation to the personality-functioning. The self or self-concept, is one of the central concepts in his theory, and the theory is often referred to as the self-theory of personality. Rogers defined self as the organised, consistent, conceptual gestalt composed of perceptions of the characteristics of the "I" or "me", and the perception of the relationship "I" or "me" to various aspects of life, together the values attached to those perceptions. In short, it is one's picture of him or hers. Rogers further distinguishes two aspects or subsystems of self: The real self and the ideal self. The real self is the "you" that, if all goes well, you will become, while the ideal self is what the person would like to be. By ideal, Rogers is suggesting something not real, something that is always out of our reach, the standard we can not meet. Thus, Rogers's personality theory distinguishes between two personalities. The real self, which is created and developed through the actualising tendency, it is the self that one can become. The demands of society, however, do not always support the actualising tendency and we are forced to live under conditions that are out of step with our tendencies. The ideal self is the 158

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ideal created through the demands of society. Rogers does not see it as something to strive for (that is the real self) but an ideal imposed on us we can never fully reach. Rogers' view of 'hidden' personality relates to the person one could be given the right circumstances within society and for an individual to be truly happy (and for self-actualisation to be realised) their public and private selves must be as similar as possible. For an individual to be truly happy and for self-actualisation to be realised, the public and hidden selves must be as similar as possible. Rogers believed that when all aspects of a person's life, surroundings and thoughts are in harmony then the ideal state of congruence is reached (Pervin & Oliver 1997). Congruity and Incongruity The importance of the concept of organism and self, in Rogers theory becomes clear when we examine the idea of congruence and incongruence between this self as perceived, and the self as actually experienced by the organism. When the symbolised experiences that constitute the self, faithfully mirror the experiences of the organism, the self and organism are said to be congruent, that is the individual is believed to be adjusted, mature and fully functioning. Otherwise, there would be incongruence. According to Rogers, most of the ways of behaving that are adopted by the organism are those that are consistent with the concept of self. In some instances, behaviour may be brought about by organic experiences and needs which have not been symbolised. Such behaviour may be inconsistent with the structure of the self but in such instances the behaviour is not "owned" by the individual. Rogers suggests that the incongruent individual who is always on the defensive and cannot be open to all experiences is not functioning ideally and may even be malfunctioning. They work hard at maintaining/protecting their self concept. Because their lives are not authentic this is a difficult task and they are under constant threat. They deploy defense mechanisms to achieve this. He describes two mechanisms: distortion and denial. Distortion occurs when the individual perceives a threat to their self concept. They distort the perception until it fits their self concept. This defensive behaviour reduces the consciousness of the threat but not the threat itself. And so, as the threats mount, the work of protecting the self concept becomes more difficult and the individual becomes more defensive and rigid in their self structure. If the incongruence is immoderate this process may lead the individual to a state that would typically be described as neurotic. Their functioning becomes precarious and psychologically vulnerable. If the situation worsens it is possible that the defenses cease to function altogether and the individual becomes aware of the incongruence of their situation. Their personality becomes disorganised and bizarre; irrational behaviour, associated with earlier denied aspects of self, may erupt uncontrollably. Thus, it may be concluded that psychological adjustment exists when the concept of the self is such that all the sensory and visceral experiences of the organism are,

ideal created through the demands of society. Rogers does not see it as something to strive for (that is the real self) but an ideal imposed on us we can never fully reach. Rogers' view of 'hidden' personality relates to the person one could be given the right circumstances within society and for an individual to be truly happy (and for self-actualisation to be realised) their public and private selves must be as similar as possible. For an individual to be truly happy and for self-actualisation to be realised, the public and hidden selves must be as similar as possible. Rogers believed that when all aspects of a person's life, surroundings and thoughts are in harmony then the ideal state of congruence is reached (Pervin & Oliver 1997). 4.4.1.3 Congruity and Incongruity The importance of the concept of organism and self, in Rogers theory becomes clear when we examine the idea of congruence and incongruence between this self as perceived, and the self as actually experienced by the organism. When the symbolised experiences that constitute the self, faithfully mirror the experiences of the organism, the self and organism are said to be congruent, that is the individual is believed to be adjusted, mature and fully functioning. Otherwise, there would be incongruence. According to Rogers, most of the ways of behaving that are adopted by the organism are those that are consistent with the concept of self. In some instances, behaviour may be brought about by organic experiences and needs which have not been symbolised. Such behaviour may be inconsistent with the structure of the self but in such instances the behaviour is not "owned" by the individual. Rogers suggests that the incongruent individual who is always on the defensive and cannot be open to all experiences is not functioning ideally and may even be malfunctioning. They work hard at maintaining/protecting their self concept. Because their lives are not authentic this is a difficult task and they are under constant threat. They deploy defense mechanisms to achieve this. He describes two mechanisms: distortion and denial. Distortion occurs when the individual perceives a threat to their self concept. They distort the perception until it fits their self concept. This defensive behaviour reduces the consciousness of the threat but not the threat itself. And so, as the threats mount, the work of protecting the self concept becomes more difficult and the individual becomes more defensive and rigid in their self structure. If the incongruence is immoderate this process may lead the individual to a state that would typically be described as neurotic. Their functioning becomes precarious and psychologically vulnerable. If the situation worsens it is possible that the defenses cease to function altogether and the individual becomes aware of the incongruence of their situation. Their personality becomes disorganised and bizarre; irrational behaviour, associated with earlier denied aspects of self, may erupt uncontrollably. Thus, it may be concluded that psychological adjustment exists when the concept of the self is such that all the sensory and visceral experiences of the organism are,

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or may be, assimilated on a symbolic level into a consistent relationship with the concept of self. Psychological maladjustment exists when the organism denies awareness of significant sensory and visceral experiences, which consequently are not symbolised and organised into the gestalt of the self structure. When this situation exists, there is a basic or potential psychological tension. Any experience which is inconsistent with the organisation of the structure of the self may be perceived as a threat, and the more of these perceptions there are, the more rigidly the self structure is organised to maintain itself. Self-Actualisation According to Rogers, only the single motive is there that impels human beings to action, and that motive can be described as the actualising tendency. Rogers (1959) maintains that the human "organism" has an underlying "actualising tendency", which aims to develop all capacities in ways that maintain or enhance the organism and move it toward autonomy. This tendency is directional, constructive and present in all living things. The actualising tendency can be suppressed but can never be destroyed without the destruction of the organism (Rogers, 1977). The concept of the actualising tendency is the only motive force in the theory. It encompasses all motivations; tension, need, or drive reductions; and creative as well as pleasure-seeking tendencies (Rogers, 1959). Only the organism as a whole has this tendency, parts of it (such as the self) do not. Maddi (1996) describes it as a "biological pressure to fulfill the genetic blueprint". Each person thus has a fundamental mandate to fulfill one's potential. This tendency is selective, and pays attention only to those aspects of the environment which promises to move the person constructively, in the direction of fulfillment and wholeness. Therefore, as already stated, the single motivating force is 'the self-actualisation drive' and single goal of life is 'to become selfactualised'. The Development of Self Rogers, unlike Freud, Sullivan, and Erikson, did not try to propose a stage theory of personality development. In other words, Rogers did not explain the personality development in steps or stages; rather he emphasised the importance of congruence between the self of the person and his experiences in the development of personality. Adjustment and psychological health have also been explained in terms of realistic self-concept that is congruent with self. Rogers maintained that unless we are taught inappropriately by those whose love we need, our self-concept in based on our own perceptions, and fits well with our experiences. If we are taught

or may be, assimilated on a symbolic level into a consistent relationship with the concept of self. Psychological maladjustment exists when the organism denies awareness of significant sensory and visceral experiences, which consequently are not symbolised and organised into the gestalt of the self structure. When this situation exists, there is a basic or potential psychological tension. Any experience which is inconsistent with the organisation of the structure of the self may be perceived as a threat, and the more of these perceptions there are, the more rigidly the self structure is organised to maintain itself. 4.4.2 Self-Actualisation According to Rogers, only the single motive is there that impels human beings to action, and that motive can be described as the actualising tendency. Rogers (1959) maintains that the human "organism" has an underlying "actualising tendency", which aims to develop all capacities in ways that maintain or enhance the organism and move it toward autonomy. This tendency is directional, constructive and present in all living things. The actualising tendency can be suppressed but can never be destroyed without the destruction of the organism (Rogers, 1977). The concept of the actualising tendency is the only motive force in the theory. It encompasses all motivations; tension, need, or drive reductions; and creative as well as pleasure-seeking tendencies (Rogers, 1959). Only the organism as a whole has this tendency, parts of it (such as the self) do not. Maddi (1996) describes it as a "biological pressure to fulfill the genetic blueprint". Each person thus has a fundamental mandate to fulfill one's potential. This tendency is selective, and pays attention only to those aspects of the environment which promises to move the person constructively, in the direction of fulfillment and wholeness. Therefore, as already stated, the single motivating force is 'the self-actualisation drive' and single goal of life is 'to become self- actualised' 4.4.3 The Development of Self Rogers, unlike Freud, Sullivan, and Erikson, did not try to propose a stage theory of personality development. In other words, Rogers did not explain the personality development in steps or stages; rather he emphasised the importance of congruence between the self of the person and his experiences in the development of personality. Adjustment and psychological health have also been explained in terms of realistic self-concept that is congruent with self. Rogers maintained that unless we are taught inappropriately by those whose love we need, our self-concept in based on our own perceptions, and fits well with our experiences. If we are taught

to have a self-concept that does not match what we actually experience, we are going to have difficulty. For example, you might learn that nice people never get angry and then find yourself in a situation in which you are insulted; your self-concept does not allow you to perceive your feeling of anger accurately. The greater the discrepancy between our self and our experiences, the greater the maladjustment and anxiety, and the harder we must reconcile what we believe ourselves and what we encounter in the world around us. Rogers also suggests that if there is a large self-experience discrepancy, and if there is no way to avoid all of the relevant experiences, the defensive system may be unable to handle anxiety; it may breakdown and result in a disorganisation of personality. Early in our lives, we each have direct experience with pleasure and pain; for example, we obviously learn that it is good to eat and bad to be hungry, good to be in mother's arm and bad to touch a hot stove and so on. Beyond these simple physical reactions, there is a need for positive regard. That is, we want to be loved and respected as individuals. Our parents tend to be the primary source of love and affection, and it is desperately important to maintain their good will. We want them to praise us, say that we are good, and express positive feelings toward us. When we do something they dislike and they let us know it, the experience is painful one. We strive to alter our behaviour to get back in their good graces. The crucial problem occurs when the beliefs, values, and perceptions of parents do not fit the child's experiences and feelings. Let us look at an example of the process. A three year old boy is upset when his mother gives birth to a second baby. He must share love and attention with the new addition, be quiet when the baby is sleeping and so on. From the brother's perspective, the situation involves rejection and loss of status: most likely he feels not only depressed but hostile. The obvious target of his hostility is the new sister. One day his mother finds him deliberately pinching the sister's arm to make her cry. What does the mother do? Her decision at this point is described by Rogers as a critical one in the development of the boy's self-concept. The usual response of the mother will be to punish the child and reject him because of his hostility and force him to love his sister. The conflict for the boy is clear. Since the need for mother's love is vitally important, so he may alter his self-concept to conform to what the mother wanted. In this case, the mother's reaction might serve to help give this child a self-concept, inconsistent with his experiences. Rogers recognised the three crucial points for the parents to keep in mind. 1) First, the child's feeling must be recognised and accepted. 2) Second, the mother should avoid threatening the child with the most threatening punishment of all – loss of love. 3) Third, the hostile behaviour must be clearly and unmistakably rejected and prevented.

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Evaluation The person-centered approach, being the unique approach to understanding personality and human relationships, found wide application in various domains such as psychotherapy and counseling, organisations, and other group settings. Rogers's greatest contribution may lie in his encouraging a humane and ethical treatment of persons, approaching psychology as a human science rather than a natural science. Rogers's person-centered approach has been criticised on many grounds. The most important being the charge that many psychologists tend to impose their views based upon naïve phenomenology. For instance, Rogers accepted client's statement to be always true and reliable, when self-reports normally lack credibility. Rogers has also been criticised for ignoring unconscious determinants of behaviour, attested by psycho-analytic investigators over a long period. It is also criticised on the ground that the theory deals only with surface issues and does not explore deeper areas. 6.5

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The central theme in humanistic and self theories is the drive towards self actualisation, to realise one's full potential. Other themes include personal growth, openness to experience, living in the present, personal responsibility, and inherent goodness of people. For the humanists, the unit of analysis is "perceived reality". Probably the best known proponent of this approach is Abraham Maslow. Maslow proposes a model of how a happy, healthy, well-functioning person behaves, which is based on concrete observations of real people, rather than on formulating ideal requirements. Moreover Maslow proposes a simple and intuitively appealing theory of motivation, which explains where such a "self-actualising" personality comes from. Maslow's theory can be explained in terms of Hierarchy of needs, deficiency needs, growth needs and characteristics of self-actualising persons. Maslow proposed a theory of human motivation based on hierarchy of needs. The lower a need in the hierarchy the more prepotent or dominating that need is. In other words, when several needs are active, the lowest need will be most compelling. The higher order need emerge only when the lower level needs are satisfied. The first four levels are considered deficiency or deprivation needs ("D-needs") in that their lack of satisfaction causes a deficiency that motivates people to meet these needs. Physiological needs, the lowest level on the hierarchy, include necessities such as air, food, and water. These tend to be satisfied for most people, but they become 162

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The central theme in humanistic and self theories is the drive towards self- actualisation, to realise one's full potential. Other themes include personal growth, openness to experience, living in the present, personal responsibility, and inherent goodness of people. For the humanists, the unit of analysis is "perceived reality". Probably the best known proponent of this approach is Abraham Maslow. Maslow proposes a model of how a happy, healthy, well-functioning person behaves, which is based on concrete observations of real people, rather than on formulating ideal requirements. Moreover Maslow proposes a simple and intuitively appealing theory of motivation, which explains where such a "self-actualising" personality comes from. Maslow's theory can be explained in terms of Hierarchy of needs, deficiency needs, growth needs and characteristics of self-actualising persons. Maslow proposed a theory of human motivation based on hierarchy of needs. The lower a need in the hierarchy the more prepotent or dominating that need is. In other words, when several needs are active, the lowest need will be most compelling. The higher order need emerge only when the lower level needs are satisfied. The first four levels are considered deficiency or deprivation needs ("D-needs") in that their lack of satisfaction causes a deficiency that motivates people to meet these needs. Physiological needs, the lowest level on the hierarchy, include necessities such as air, food, and water. These tend to be satisfied for most people, but they become predominant when unmet. During emergencies, safety needs such as health and security rise to the forefront. Once these two levels are met, belongingness needs, such as obtaining love and intimate relationships or close friendships, become important. The next level, esteem needs, include the need for recognition from others, confidence, achievement, and self-esteem. The highest level is self-actualisation, or the self-fulfillment. Behaviour in this case is not driven or motivated by deficiencies but rather one's desire for personal growth and the need to become all the things that a person is capable of becoming. In order to study the characteristics self-actualisers of Maslow studied a group of people, whom he felt clearly met the standard of self-actualisation. Using a qualitative method called biographical analysis; he developed a list of qualities that seemed characteristic of the self-actualisers, as opposed to the great mass of us. Rogers's theory, also known as self-theory, is basically phenomenological, in that it placed a strong emphasis on the experience of the person, their feelings, their values, and all that is summed up by the expression "inner life". His theory grew out of his own experience in working with individual in the therapeutic relationship 74

verification). The main aim of humanistic approach is to provide concepts and methods for stimulating learning, growth and development both in individual persons as well as in society, thus enhancing well-being and the overall quality of life. Maslow coined the term "the Third Force" to describe the Humanistic Approach, to emphasise how it differed from the Psychodynamic and Behaviourist Approaches, which dominated psychology in the 1950's. This "third force", in contrast with clinical psychology, influenced by Freudian psycho-analysis, which studies mental illness, i.e. the negative side of human behaviour, and traditional academic, experimental psychology, influenced by behaviourism, which tends to reduce human behaviour to statistical correlations between different kinds of stimuli, responses and personality traits. Instead of merely modeling normal behaviour or of curing clear dysfunctions, a humanistic psychologist tries to help people to develop in a better way, thus making them more competent, more aware, happier, in the hope of reaching some state of "optimal" mental health. The central theme in humanistic theories is the drive towards self-actualisation, to realise one's full potential. Other themes include personal growth, openness to experience, living in the present, personal responsibility, and inherent goodness of people. For the humanists, the unit of analysis is the perceived reality. Probably the best known proponent of this approach is Abraham Maslow. What distinguishes his work from that of other "humanists", such as Carl Rogers or Erich Fromm is that he proposes a model of how a happy, healthy, well-functioning person behaves, which is based on concrete observations of real people, rather than on formulating ideal requirements. Also Maslow proposes a simple and intuitively appealing theory of motivation, which explains where such a "self-actualising" personality comes from. In parallel with systems theory, Maslow reacts against too much reductionism in psychological modeling, and proposes an alternative holistic approach of personality research. In recent years, a number of initiatives have appeared which, while influenced significantly by humanistic ideas and theories, have new directions. Perhaps the most significant is positive psychology, a term coined by Dr. Martin Seligman when he was President of the American Psychological Association in 2000. Positive psychology, like the humanistic approach, focuses on enhancing human potential, but embraces research 148

verification). The main aim of humanistic approach is to provide concepts and methods for stimulating learning, growth and development both in individual persons as well as in society, thus enhancing well-being and the overall quality of life. Maslow coined the term "the Third Force" to describe the Humanistic Approach, to emphasise how it differed from the Psychodynamic and Behaviourist Approaches, which dominated psychology in the 1950's. This "third force", in contrast with clinical psychology, influenced by Freudian psycho-analysis, which studies mental illness, i.e. the negative side of human behaviour, and traditional academic, experimental psychology, influenced by behaviourism, which tends to reduce human behaviour to statistical correlations between different kinds of stimuli, responses and personality traits. Instead of merely modeling normal behaviour or of curing clear dysfunctions, a humanistic psychologist tries to help people to develop in a better way, thus making them more competent, more aware, happier, in the hope of reaching some state of "optimal" mental health. 60 Theories of Personality-I The central theme in humanistic theories is the drive towards self-actualisation, to realise one's full potential. Other themes include personal growth, openness to experience, living in the present, personal responsibility, and inherent goodness of people. For the humanists, the unit of analysis is the perceived reality. Probably the best known proponent of this approach is Abraham Maslow. What distinguishes his work from that of other "humanists", such as Carl Rogers or Erich Fromm is that he proposes a model of how a happy, healthy, well-functioning person behaves, which is based on concrete observations of real people, rather than on formulating ideal requirements. Also Maslow proposes a simple and intuitively appealing theory of motivation, which explains where such a "self-actualising" personality comes from. In parallel with systems theory, Maslow reacts against too much reductionism in psychological modeling, and proposes an alternative holistic approach of personality research. In recent years, a number of initiatives have appeared which, while influenced significantly by humanistic ideas and theories, have new directions. Perhaps the most significant is positive psychology, a term coined by Dr. Martin Seligman when he was President of the American Psychological Association in 2000. Positive psychology, like the humanistic approach, focuses on enhancing human potential, but embraces research

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The central theme in humanistic and self theories is the drive towards selfactualisation, to realise one's full potential. Other themes include personal growth, openness to experience, living in the present, personal responsibility, and inherent goodness of people. For the humanists, the unit of analysis is "perceived reality". Probably the best known proponent of this approach is Abraham Maslow. Maslow proposes a model of how a happy, healthy, well-functioning person behaves, which is based on concrete observations of real people, rather than on formulating ideal requirements. Moreover Maslow proposes a simple and intuitively appealing theory of motivation, which explains where such a "self-actualising" personality comes from. Maslow's theory can be explained in terms of Hierarchy of needs, deficiency needs, growth needs and characteristics of self-actualising persons. Maslow proposed a theory of human motivation based on hierarchy of needs. The lower a need in the hierarchy the more prepotent or dominating that need is. In other words, when several needs are active, the lowest need will be most compelling. The higher order need emerge only when the lower level needs are satisfied. The first four levels are considered deficiency or deprivation needs ("D-needs") in that their lack of satisfaction causes a deficiency that motivates people to meet these needs. Physiological needs,

The central theme in humanistic and self theories is the drive towards self- actualisation, to realise one's full potential. Other themes include personal growth, openness to experience, living in the present, personal responsibility, and inherent goodness of people. For the humanists, the unit of analysis is "perceived reality". Probably the best known proponent of this approach is Abraham Maslow. Maslow proposes a model of how a happy, healthy, well-functioning person behaves, which is based on concrete observations of real people, rather than on formulating ideal requirements. Moreover Maslow proposes a simple and intuitively appealing theory of motivation, which explains where such a "self-actualising" personality comes from. Maslow's theory can be explained in terms of Hierarchy of needs, deficiency needs, growth needs and characteristics of self-actualising persons. Maslow proposed a theory of human motivation based on hierarchy of needs. The lower a need in the hierarchy the more prepotent or dominating that need is. In other words, when several needs are active, the lowest need will be most compelling. The higher order need emerge only when the lower level needs are satisfied. The first four levels are considered deficiency or deprivation needs ("D-needs") in that their lack of satisfaction causes a deficiency that motivates people to meet these needs. Physiological needs,

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the lowest level on the hierarchy, include necessities such as air, food, and water. These tend to be satisfied for most people, but they become predominant when unmet. During emergencies, safety needs such as health and security rise to the forefront. Once these two levels are met, belongingness needs, such as obtaining love and intimate relationships or close friendships, become important. The next level, esteem needs, include the need for recognition from others, confidence, achievement, and self-esteem. The highest level is self-actualisation, or the self-fulfillment. Behaviour in this case is not driven or motivated by deficiencies but rather one's desire for personal growth and the need to become all the things that a person is capable of becoming. In order to study the characteristics self-actualisers of Maslow studied a group of people, whom he felt clearly met the standard of self-actualisation. Using a qualitative method called biographical analysis; he developed a list of qualities that seemed characteristic of the self-actualisers, as opposed to the great mass of us. Rogers's theory, also known as self-theory, is basically phenomenological, in that it placed a strong emphasis on the experience of the person, their feelings, their values, and all that is summed up by the expression "inner life". His theory grew out of his own experience in working with individual in the therapeutic relationship 6. 6

the lowest level on the hierarchy, include necessities such as air, food, and water. These tend to be satisfied for most people, but they become predominant when unmet. During emergencies, safety needs such as health and security rise to the forefront. Once these two levels are met, belongingness needs, such as obtaining love and intimate relationships or close friendships, become important. The next level, esteem needs, include the need for recognition from others, confidence, achievement, and self-esteem. The highest level is self-actualisation, or the self-fulfillment. Behaviour in this case is not driven or motivated by deficiencies but rather one's desire for personal growth and the need to become all the things that a person is capable of becoming. In order to study the characteristics self-actualisers of Maslow studied a group of people, whom he felt clearly met the standard of self-actualisation. Using a qualitative method called biographical analysis; he developed a list of qualities that seemed characteristic of the self-actualisers, as opposed to the great mass of us. Rogers's theory, also known as self-theory, is basically phenomenological, in that it placed a strong emphasis on the experience of the person, their feelings, their values, and all that is summed up by the expression "inner life". His theory grew out of his own experience in working with individual in the therapeutic relationship 74

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Discuss the importance of humanistic approach in the study of personality. 2) Describe the salient features of Maslow's theory of personality. 3) Critically evaluate Maslow's need hierarchy theory. 4) Distinguish between deficiency needs and growth needs. 5) Explain the characteristics of self-actualising person. 6)

Discuss the importance of humanistic approach in the study of personality.

 2)
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 4) Distinguish between deficiency needs and growth needs.

 5)
 Explain the characteristics of self-actualising person.

 67

W <http://egyankosh.ac.in/bitstream/123456789/20821/1/Unit-4.pdf>

65/127	SUBMITTED TEXT	53 WORDS	100% MATCHING TEXT	53 WORDS
<p>Discuss the salient features of Rogers's theory of personality. 7) Explain the importance of self-concept in Rogers's theory of personality. 8) What do you mean by congruence and incongruence of self? What role dose it play in the development of personality? 9) Discuss the development of personality from Rogers's phenomenological point of view. 164</p> <p>-----</p> <p>--</p>		<p>Discuss the salient features of Rogers's theory of personality. 2)</p> <p>Explain the importance of self-concept in Rogers's theory of personality. 3)</p> <p>What do you mean by congruence and incongruence of self. What role dose it play in the development of personality?</p> <p>4) Discuss the development of personality from Rogers's phenomenological point of view.</p> <p>73</p>		
<p>W http://egyankosh.ac.in/bitstream/123456789/20821/1/Unit-4.pdf</p>				

66/127	SUBMITTED TEXT	36 WORDS	100% MATCHING TEXT	36 WORDS
<p>India's rank in the Human Development Index Report 2018 (130 out of 189 countries) issued by the UNDP depicts the level of ignorance of the health sector in a country like India. 165 166</p> <p>-----</p> <p>--</p>		<p>India's rank in the Human Development Index Report 2018 (130 out of 189 countries) issued by the UNDP depicts the level of ignorance of the health sector in a country like India.</p>		
<p>W https://www.oxfamindia.org/blog/15-healthcare-schemes-india-you-must-know-about?gclid=EAlaIqobChM...</p>				

67/127	SUBMITTED TEXT	63 WORDS	97% MATCHING TEXT	63 WORDS
<p>India is one of the fastest growing economies of the world. The very essential components of primary health care– promotion of food supply, proper nutrition, safe water and basic sanitation and provision for quality health information concerning the prevailing health problems – is largely ignored. Access to healthcare services, provision of essential medicines and scarcity of doctors are other bottlenecks in the primary health care scenario Thus in</p>		<p>India is one of the fastest growing economies of the world. The very essential components of primary health care– promotion of food supply, proper nutrition, safe water and basic sanitation and provision for quality health information concerning the prevailing health problems – is largely ignored. Access to healthcare services, provision of essential medicines and scarcity of doctors are other bottlenecks in the primary health care scenario. Healthcare in</p>		
<p>W https://www.oxfamindia.org/blog/15-healthcare-schemes-india-you-must-know-about?gclid=EAlaIqobChM...</p>				

68/127	SUBMITTED TEXT	44 WORDS	100% MATCHING TEXT	44 WORDS
<p>The Indian Systems of Medicine (ISM) is one of the famous medical systems in the world which include Ayurveda, Siddha, Unani, Homeopathy and other indigenous practices. Ayurveda is the oldest known medical system in India has alone documented 2000 medicinal plants followed by Siddha and Unani.</p>		<p>The Indian Systems of Medicine (ISM) is one of the famous medical systems in the world which include Ayurveda, Siddha, Unani, Homeopathy and other indigenous practices. Ayurveda is the oldest known medical system in India has alone documented 2000 medicinal plants followed by Siddha and Unani.</p>		
<p>W http://dx.doi.org/10.12944/CARJ.8.3.01</p>				

69/127	SUBMITTED TEXT	25 WORDS	100% MATCHING TEXT	25 WORDS
<p>The ISM is based mainly on medicinal herbs found in the wild and forest sources which contribute 90% of raw materials for the production of herbal medicines.</p>		<p>The ISM is based mainly on medicinal herbs found in the wild and forest sources which contribute 90% of raw materials for the production of herbal medicines.</p>		
<p>W http://dx.doi.org/10.12944/CARJ.8.3.01</p>				

70/127	SUBMITTED TEXT	16 WORDS	100% MATCHING TEXT	16 WORDS
<p>Kumar s. R. Herbal Gardens for Health and Wealth. Curr Agri Res 2020; 8(3).. doi : http://dx.doi.org/10.12944/CARJ.8.3.01</p>		<p>Kumar s. R. Herbal Gardens for Health and Wealth. Curr Agri Res 2020; 8(3).. doi : http://dx.doi.org/10.12944/CARJ.8.3.01</p>		
<p>W http://dx.doi.org/10.12944/CARJ.8.3.01</p>				

71/127	SUBMITTED TEXT	42 WORDS	98% MATCHING TEXT	42 WORDS
<p>There has been a paradigm shift in mental health service delivery, from a focus on reducing symptoms to a more holistic approach, which considers Quality of Life and overall functioning. More mental health services are adopting the recovery paradigm, focusing on rehabilitation , and</p>		<p>There has been a paradigm shift in mental health service delivery, from a focus on reducing symptoms to a more holistic approach, which considers Quality of Life (QoL) and overall functioning (1). More mental health services are adopting the recovery paradigm (2), focusing on rehabilitation (3), and</p>		
<p>W https://www.frontiersin.org/articles/10.3389/fpsy.2018.00727/full</p>				

72/127	SUBMITTED TEXT	20 WORDS	100% MATCHING TEXT	20 WORDS
<p>compared to other mental disorders, including schizophrenia. Domestic life, work, and interpersonal activities were the most 188</p> <p>-----</p> <p>---</p>		<p>compared to other mental disorders, including schizophrenia (16). Domestic life, work, and interpersonal activities were the most</p>		
<p>W https://www.frontiersin.org/articles/10.3389/fpsy.2018.00727/full</p>				

73/127	SUBMITTED TEXT	40 WORDS	100% MATCHING TEXT	40 WORDS
<p>affected functional domains in depression, with adverse outcomes in low education, marital disruption, unstable employment, risk of secondary disorders, and early mortality due to suicide ; while interpersonal and affective problems were found consistently across countries, cross-national variations are noted in other domains.</p>		<p>affected functional domains in depression (17), with adverse outcomes in low education, marital disruption, unstable employment, risk of secondary disorders, and early mortality due to suicide (18); while interpersonal and affective problems were found consistently across countries, cross-national variations are noted in other domains.</p>		
<p>W https://www.frontiersin.org/articles/10.3389/fpsy.2018.00727/full</p>				
74/127	SUBMITTED TEXT	29 WORDS	95% MATCHING TEXT	29 WORDS
<p>is a culturally sensitive construct, and it should not be assumed that conclusions from Western studies could be generalized across to Asian populations. A recent study examined the Quality of</p>		<p>is a culturally sensitive construct (8), and it should not be assumed that conclusions from Western studies could be generalized across to Asian populations. A recent study (8) examined the QoL of</p>		
<p>W https://www.frontiersin.org/articles/10.3389/fpsy.2018.00727/full</p>				
75/127	SUBMITTED TEXT	23 WORDS	100% MATCHING TEXT	23 WORDS
<p>of Taiwanese patients with chronic mental disorders, namely schizophrenia and affective disorders. Besides disease factors, a range of psychosocial factors was found to contribute</p>		<p>of Taiwanese patients with chronic mental disorders, namely schizophrenia and affective disorders. Besides disease factors, a range of psychosocial factors was found to contribute</p>		
<p>W https://www.frontiersin.org/articles/10.3389/fpsy.2018.00727/full</p>				
76/127	SUBMITTED TEXT	39 WORDS	100% MATCHING TEXT	39 WORDS
<p>Many of these factors were culturally sensitive; recent research done in Singapore cautioned against the generalization of research done in other countries to the Asian population in Singapore, without due consideration of the local sociocultural context. Studies related to mental disorders and</p>		<p>Many of these factors were culturally sensitive; recent research done in Singapore cautioned against the generalization of research done in other countries to the Asian population in Singapore (19), without due consideration of the local sociocultural context (20). Studies related to mental disorders and</p>		
<p>W https://www.frontiersin.org/articles/10.3389/fpsy.2018.00727/full</p>				
77/127	SUBMITTED TEXT	47 WORDS	100% MATCHING TEXT	47 WORDS
<p>in Asia and Singapore focused mainly on patients with one mental disorder, namely schizophrenia and depression. A study done in Taiwan examined patients with schizophrenia and affective disorders, but generalizability of the results to Singapore remained unexplored. The question if there might be differences in configuration of factors contributing to</p>		<p>in Asia (21) and Singapore (22) focused mainly on patients with one mental disorder, namely schizophrenia (21) and depression (22). A study done in Taiwan (8) examined patients with schizophrenia and affective disorders, but generalizability of the results to Singapore remained unexplored. The question if there might be differences in configuration of factors contributing to</p>		
<p>W https://www.frontiersin.org/articles/10.3389/fpsy.2018.00727/full</p>				

78/127	SUBMITTED TEXT	41 WORDS	100% MATCHING TEXT	41 WORDS
<p>across the major mental disorders named above, specifically schizophrenia and depression, remains largely unexplored in Singapore. This research question is relevant and useful to clinicians working with the recovery paradigm in mental health service delivery, to facilitate the management of major mental disorders .</p>		<p>across the major mental disorders named above, specifically schizophrenia and depression, remains largely unexplored in Singapore. This research question is relevant and useful to clinicians working with the recovery paradigm in mental health service delivery, to facilitate the management of major mental disorders (4).</p>		
<p>W https://www.frontiersin.org/articles/10.3389/fpsy.2018.00727/full</p>				

79/127	SUBMITTED TEXT	14 WORDS	89% MATCHING TEXT	14 WORDS
<p>mental illness has a great impact on the economy and is associated with significant</p>		<p>Mental illness has a major impact on the economy and is associated with significant</p>		
<p>W https://juniperpublishers.com/pbsij/PBSIJ.MS.ID.555708.php</p>				

80/127	SUBMITTED TEXT	53 WORDS	91% MATCHING TEXT	53 WORDS
<p>Mental health is multidimensional construct made up of peoples intellectual well being their capacity to think perceive and interpret adequately their psychological well being they believe in their own self worth and abilities their emotional well being their affective state or mood and social well being their ability to interact effectively in social relationships with other.</p>		<p>Mental health is multidimensional construct made up of people’s intellectual well-being; their capacity to think, perceive and interpret adequately; their psychological well-being, their belief in their own self-worth and abilities; their emotional well-being, their affective state or mood; and social well-being, their ability to interact effectively in social relationships with other</p>		
<p>W https://juniperpublishers.com/pbsij/PBSIJ.MS.ID.555708.php</p>				

81/127	SUBMITTED TEXT	122 WORDS	83% MATCHING TEXT	122 WORDS
<p>social milieu. Prevention of mental disorders and promotion of mental health is a key part of NSOU ? PGSW-VI ----- ___ 189 the mental and social health professionals. this work has been ignored becausr training is focused on diagnosing and managing or treating mental disorders and because of insufficient resources. prevention has the potential to significantly reduce the onset and subsequent related to mental disorders as well as associated personal social and economic costs The distinction between prevention and promotion is very important to bear in mind when comparing mental disorder and mental health which are not simply opposite ends of a spectrum. instead mental disorder and mental health are distinct although related dimensions so that absence of either mental health or mental disorder does not imply the presence of other.</p>		<p>social functioning [1]. Prevention of mental disorders and promotion of mental health is a key part of the work of mental health professionals. This work has been ignored partly because training is focused on diagnosing and managing or treating mental disorders and because of insufficient resources. Prevention has the potential to significantly reduce the onset and subsequent related to mental disorders as well as associated personal, social and economic costs. The distinction between prevention and promotion is very important to bear in mind when comparing mental disorder and mental health which are not simply opposite ends of a spectrum. Instead, mental disorder and mental health are distinct although related dimensions so that absence of either mental health or mental disorder does not imply the presence of other.</p>		
<p>W https://juniperpublishers.com/pbsij/PBSIJ.MS.ID.555708.php</p>				

82/127	SUBMITTED TEXT	23 WORDS	100% MATCHING TEXT	23 WORDS
<p>makes up an integral part of an individual's capacity to lead a fulfilling life including the ability to form and maintain relationships to study</p> <p>W https://juniperpublishers.com/pbsij/PBSIJ.MS.ID.555708.php</p>		<p>makes up an integral part of an individual's capacity to lead a fulfilling life, including the ability to form and maintain relationships, to study,</p>		
83/127	SUBMITTED TEXT	21 WORDS	45% MATCHING TEXT	21 WORDS
<p>to an individual's mental well-being can adversely affect their capacities and choices which may lead to diminishing function at the individual level</p> <p>W https://juniperpublishers.com/pbsij/PBSIJ.MS.ID.555708.php</p>		<p>to an individual's mental well-being can adversely compromise these capacities and choices, leading not only to diminish functioning at the individual level</p>		
84/127	SUBMITTED TEXT	36 WORDS	80% MATCHING TEXT	36 WORDS
<p>broader welfare losses at the household an societal level. mental health is a state of emotional and psychological well being in which an individual is able to use his or her cognitive and emotional capacities UN function in</p> <p>W https://juniperpublishers.com/pbsij/PBSIJ.MS.ID.555708.php</p>		<p>broader welfare losses at the household and societal level. Mental Health is a state of emotional and psychological wellbeing in which an individual is able to use his or her cognitive and emotional capabilities, function in</p>		
85/127	SUBMITTED TEXT	18 WORDS	100% MATCHING TEXT	18 WORDS
<p>Mental health is a state of successful performance of mental function resulting in productive activities fulfilling relationships with</p> <p>W https://juniperpublishers.com/pbsij/PBSIJ.MS.ID.555708.php</p>		<p>Mental health is a state of successful performance of mental function, resulting in productive activities, fulfilling relationships with</p>		
86/127	SUBMITTED TEXT	13 WORDS	100% MATCHING TEXT	13 WORDS
<p>people and an ability to adapt to change and to cope with</p> <p>W https://juniperpublishers.com/pbsij/PBSIJ.MS.ID.555708.php</p>		<p>people, and an ability to adapt to change and to cope with</p>		
87/127	SUBMITTED TEXT	31 WORDS	72% MATCHING TEXT	31 WORDS
<p>mental health is a state of mind characterised by relative freedom from anxiety an disabling symptoms and or capacity to establish constructive relationships and cope with the ordinary demands an stresses of life. 8.4</p> <p>W https://juniperpublishers.com/pbsij/PBSIJ.MS.ID.555708.php</p>		<p>Mental health is a state of mind characterized be emotional well-being, relative freedom from anxiety and disabling symptoms, and a capacity to establish constructive relationships and cope with the ordinary demands and stresses of life.</p>		

88/127	SUBMITTED TEXT	95 WORDS	99% MATCHING TEXT	95 WORDS
<p>is an increasingly critical outcome of mental healthcare. Lower Quality of Life had been associated with major mental disorders, such as depression and schizophrenia. Both mental disorders are of concern to clinicians working in mental health services: Schizophrenia is the most common diagnosis among hospitalized psychiatric patients, and it is a chronic mental disorder with a debilitating course. Functional impairment is high, leading to lost wages and work impairment, with related personal, societal, and economic burdens. Depression is prevalent, a leading cause of disability worldwide and highlighted as a growing public health concern in both Western and Asian studies, with depressed patients reporting lower</p>		<p>is an increasingly critical outcome of mental healthcare (4). Lower Quality of Life (QoL) had been associated with major mental disorders, such as depression (5, 6) and schizophrenia (4, 7). Both mental disorders are of concern (8) to clinicians working in mental health services: Schizophrenia is the most common diagnosis among hospitalized psychiatric patients, and it is a chronic mental disorder with a debilitating course (9). Functional impairment is high, leading to lost wages and work impairment, with related personal, societal, and economic burdens (10, 11). Depression is prevalent (12), a leading cause of disability worldwide (13) and highlighted as a growing public health concern in both Western (14) and Asian studies (15), with depressed patients reporting lower</p>		
<p>W https://www.frontiersin.org/articles/10.3389/fpsy.2018.00727/full</p>				

89/127	SUBMITTED TEXT	62 WORDS	100% MATCHING TEXT	62 WORDS
<p>An emotionally well person successfully expresses and manages an entire range of feelings, including anger, doubt, hope, joy, desire, fear, and many others. People who are emotionally well maintain a high level of self-esteem. They have a positive body-image and the ability to regulate their feelings. They know where to seek support and help regarding their mental health, including but not limited to, seeking professional counseling services. 2.</p>		<p>An emotionally well person successfully expresses and manages an entire range of feelings, including anger, doubt, hope, joy, desire, fear, and many others. People who are emotionally well maintain a high level of self-esteem. They have a positive body-image and the ability to regulate their feelings. They know where to seek support and help regarding their mental health, including but not limited to, seeking professional counseling services. •</p>		
<p>W https://courses.lumenlearning.com/ccbcmd-health/chapter/healthy-behaviors-and-wellness/</p>				

90/127	SUBMITTED TEXT	37 WORDS	100% MATCHING TEXT	37 WORDS
<p>An environmentally well person appreciates the external cues and stimuli that an environment can provide. People who have achieved environmental wellness recognize the limits to controlling an environment and seek to understand the role an individual plays in the environment. 3.</p>		<p>An environmentally well person appreciates the external cues and stimuli that an environment can provide. People who have achieved environmental wellness recognize the limits to controlling an environment and seek to understand the role an individual plays in the environment. •</p>		
<p>W https://courses.lumenlearning.com/ccbcmd-health/chapter/healthy-behaviors-and-wellness/</p>				

91/127	SUBMITTED TEXT	33 WORDS	100% MATCHING TEXT	33 WORDS
<p>Those who enjoy intellectual wellness engage in lifelong learning. They seek knowledge and activities that further develop their critical thinking and heighten global awareness. They engage in activities associated with the arts, philosophy, and reasoning. 5.</p>		<p>Those who enjoy intellectual wellness engage in lifelong learning. They seek knowledge and activities that further develop their critical thinking and heighten global awareness. They engage in activities associated with the arts, philosophy, and reasoning. •</p>		
<p>W https://courses.lumenlearning.com/ccbcmd-health/chapter/healthy-behaviors-and-wellness/</p>				

92/127	SUBMITTED TEXT	38 WORDS	100% MATCHING TEXT	38 WORDS
<p>An occupationally well person enjoys the pursuit of a career which is fulfilling on a variety of levels. This person finds satisfaction and enrichment in work, while always in pursuit of opportunities to reach the next level of professional success 6.</p>		<p>An occupationally well person enjoys the pursuit of a career which is fulfilling on a variety of levels. This person finds satisfaction and enrichment in work, while always in pursuit of opportunities to reach the next level of professional success. •</p>		
<p>W https://courses.lumenlearning.com/ccbcmd-health/chapter/healthy-behaviors-and-wellness/</p>				

93/127	SUBMITTED TEXT	76 WORDS	98% MATCHING TEXT	76 WORDS
<p>People who are physically well actively make healthy decisions on a daily basis. They eat a nutritionally balanced diet; they try to get an adequate amount of sleep, and they visit the doctor routinely. They make a habit of exercising three to five times per week; they have the ability to identify their personal needs and are aware of their body's limitations. They maintain positive interpersonal relationships and make healthy sexual decisions that are consistent with their personal values and beliefs. 7. Cultural Wellness-</p>		<p>People who are physically well actively make healthy decisions on a daily basis. They eat a nutritionally balanced diet; they try to get an adequate amount of sleep, and they visit the doctor routinely. They make a habit of exercising three to five times per week; they have the ability to identify their personal needs and are aware of their body's limitations. They maintain positive interpersonal relationships and make healthy sexual decisions that are consistent with their personal values and beliefs. • Emotional Wellness</p>		
<p>W https://courses.lumenlearning.com/ccbcmd-health/chapter/healthy-behaviors-and-wellness/</p>				

94/127	SUBMITTED TEXT	57 WORDS	100% MATCHING TEXT	57 WORDS
<p>Culturally well people are aware of their own cultural background, as well as the diversity and richness present in other cultural backgrounds. Cultural wellness implies understanding, awareness and intrinsic respect for aspects of diversity. A culturally well person acknowledges and accepts the impact of these aspects of diversity on sexual orientation, religion, gender, racial and ethnic backgrounds, age groups, and disabilities 8</p>		<p>Culturally well people are aware of their own cultural background, as well as the diversity and richness present in other cultural backgrounds. Cultural wellness implies understanding, awareness and intrinsic respect for aspects of diversity. A culturally well person acknowledges and accepts the impact of these aspects of diversity on sexual orientation, religion, gender, racial and ethnic backgrounds, age groups, and disabilities.</p>		
<p>W https://courses.lumenlearning.com/ccbcmd-health/chapter/healthy-behaviors-and-wellness/</p>				

95/127	SUBMITTED TEXT	44 WORDS	96% MATCHING TEXT	44 WORDS
<p>A socially well person builds healthy relationships based on interdependence, trust, and respect. Those who are socially well have a keen awareness of the feelings of others. They develop a network of friends and co-workers who share a common purpose, and who provide support and validation. 9 Spiritual wellness—</p>		<p>A socially well person builds healthy relationships based on interdependence, trust, and respect. Those who are socially well have a keen awareness of the feelings of others. They develop a network of friends and co-workers who share a common purpose, and who provide support and validation. • Environmental Wellness</p>		
<p>W https://courses.lumenlearning.com/ccbcmd-health/chapter/healthy-behaviors-and-wellness/</p>				

96/127	SUBMITTED TEXT	48 WORDS	100% MATCHING TEXT	48 WORDS
<p>People who can be described as spiritually well have identified a core set of beliefs that guide their decision making, and other faith-based endeavors. While firm in their spiritual beliefs, they understand others may have a distinctly different set of guiding principles. They recognize the relationship between spirituality and identity in all individuals.</p>		<p>People who can be described as spiritually well have identified a core set of beliefs that guide their decision making, and other faith-based endeavors. While firm in their spiritual beliefs, they understand others may have a distinctly different set of guiding principles. They recognize the relationship between spirituality and identity in all individuals.</p>		
<p>W https://courses.lumenlearning.com/ccbcmd-health/chapter/healthy-behaviors-and-wellness/</p>				

97/127	SUBMITTED TEXT	30 WORDS	79% MATCHING TEXT	30 WORDS
<p>Determinants of mental health and well being A commonly used definition of mental health we know is a state of whelming in which the individual realises his or her own abilities</p>		<p>Determinants of Mental Health and Well-Being A commonly used definition of mental health is "... a state of well-being in which the individual realizes his or her own abilities,</p>		
<p>W https://juniperpublishers.com/pbsij/PBSIJ.MS.ID.555708.php</p>				

98/127	SUBMITTED TEXT	22 WORDS	93% MATCHING TEXT	22 WORDS
<p>normal stresses of life can work productively and fruitfully and is able to make a contribution to his or her own community</p>		<p>normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community".</p>		
<p>W https://juniperpublishers.com/pbsij/PBSIJ.MS.ID.555708.php</p>				

99/127	SUBMITTED TEXT	65 WORDS	83% MATCHING TEXT	65 WORDS
<p>to a person's innate as well as learning ability to deal with thoughts and feelings and to manage him or herself in the daily life, as well as the capacity to deal with the social world around by partaking in social activities taking responsibilities or respecting the views of others. An individual's mental health state can also be influenced by genetic and biological factors that is determinants that</p>		<p>to a person's innate as well as learned ability to deal with thoughts and feelings and to manage him/ herself in daily life ('emotional intelligence'), as well as the capacity to deal with the social world around by partaking in social activities, taking responsibilities or respecting the views of others ('social intelligence'). An individual's mental health state can also be influenced by genetic and biological factors; that is, determinants that</p>		
<p>W https://juniperpublishers.com/pbsij/PBSIJ.MS.ID.555708.php</p>				

100/127	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
<p>intellectual disability caused by prenatal exposure to alcohol or oxygen deprivation at</p>		<p>intellectual disability caused by prenatal exposure to alcohol or oxygen deprivation at</p>		
<p>W https://juniperpublishers.com/pbsij/PBSIJ.MS.ID.555708.php</p>				

101/127	SUBMITTED TEXT	20 WORDS	90% MATCHING TEXT	20 WORDS
<p>birth. Social and economic circumstances The capacity of an individual to develop and flourish is deeply influenced by their immediate social surroundings</p>		<p>birth. b) Social and economic circumstances: The capacity for an individual to develop and flourish is deeply influenced by their immediate social surroundings -</p>		
<p>W https://juniperpublishers.com/pbsij/PBSIJ.MS.ID.555708.php</p>				
102/127	SUBMITTED TEXT	40 WORDS	85% MATCHING TEXT	40 WORDS
<p>their opportunities to engage positively with family members friends or colleagues and earn a living for themselves and it families and by the social economic circumstances in which they find themselves. Restricted opportunities to gain an education and income are pertinent</p>		<p>their opportunity to engage positively with family members, friends or colleagues, and earn a living for themselves and their families - and by the socio-economic circumstances in which they find themselves. Restricted or lost opportunities to gain an education and income are especially pertinent</p>		
<p>W https://juniperpublishers.com/pbsij/PBSIJ.MS.ID.555708.php</p>				
103/127	SUBMITTED TEXT	19 WORDS	68% MATCHING TEXT	19 WORDS
<p>and geopolitical environment in which people live can also affect an individuals households or communities mental health status including</p>		<p>and geopolitical environment in which people live can also affect an individual's, household's or community's mental health status, including</p>		
<p>W https://juniperpublishers.com/pbsij/PBSIJ.MS.ID.555708.php</p>				
104/127	SUBMITTED TEXT	27 WORDS	87% MATCHING TEXT	27 WORDS
<p>exposure to predominating cultural beliefs attitudes or practises as well as by social and economic policies formed at the national level for example the ongoing global financial crisis</p>		<p>exposure to predominating cultural beliefs, attitudes or practices, as well as by social and economic policies formed at the national level; for example, the on-going global financial crisis</p>		
<p>W https://juniperpublishers.com/pbsij/PBSIJ.MS.ID.555708.php</p>				
105/127	SUBMITTED TEXT	33 WORDS	85% MATCHING TEXT	33 WORDS
<p>mental health Mental health promotion often refers to positive mental health considering mental health. as a resource as a value on its own and as a basic human rights essential to social and economic development</p>		<p>Mental Health Promotion Mental health promotion often refers to positive mental health, considering mental health asa resource, as a value on its own and as a basic human right essential to social and economic development.</p>		
<p>W https://juniperpublishers.com/pbsij/PBSIJ.MS.ID.555708.php</p>				

106/127	SUBMITTED TEXT	73 WORDS	100% MATCHING TEXT	73 WORDS
<p>mental health promotion aims to impact on determinants of mental health to increase positive mental health to reduce inequalities to build social capital to create health gain and to narrow the gap in health expectancy between countries and groups. mental health promotion interventions vary in scope and include strategies to promote the mental wellbeing of those who are not at risk those who are at increased risk and those who are suffering or recovering from mental health problems.</p>		<p>Mental health promotion aims to impact on determinants of mental health to increase positive mental health, to reduce inequalities, to build social capital, to create health gain and to narrow the gap in health expectancy between countries and groups. Mental health promotion interventions vary in scope and include strategies to promote the mental wellbeing of those who are not at risk, those who are at increased risk, and those who are suffering or recovering from mental health problems.</p>		
<p>W https://juniperpublishers.com/pbsij/PBSIJ.MS.ID.555708.php</p>				

107/127	SUBMITTED TEXT	14 WORDS	80% MATCHING TEXT	14 WORDS
<p>social and environmental condition that may enable optimal psychological and psycho physiological development. such initiatives</p>		<p>social and environmental Conditions that enable optimal psychological and psycho physiological development. Such initiatives</p>		
<p>W https://juniperpublishers.com/pbsij/PBSIJ.MS.ID.555708.php</p>				

108/127	SUBMITTED TEXT	33 WORDS	85% MATCHING TEXT	33 WORDS
<p>in the process of achieving positive mental health enhancing quality of life and narrowing down the gap in health expectancy between groups. Its an enabling process done by with and for the people of</p>		<p>in the process of achieving positive mental health, enhancing quality of life and narrowing the gap in health expectancy between countries and groups. It is an enabling process, done by, with and for the people. Prevention of</p>		
<p>W https://juniperpublishers.com/pbsij/PBSIJ.MS.ID.555708.php</p>				

109/127	SUBMITTED TEXT	68 WORDS	73% MATCHING TEXT	68 WORDS
<p>mental health promotion strategies. 8.7 Conclusion Good social physical and mental health is a basis of all healthy personality.. Positive mental health results in health social and economic benefits, which are not simply due to absence of mental disorders. Mental health is associated with, improved educational achievement and greater productivity increased social interaction and participation reduced risk of mental illness or suicide reducing risk behaviour such as smoking an increasing resilience to adversity. this</p>		<p>Mental Health • Conduction • References Conduction Good well-being and mental health is the basis of all healthy personality. Positive mental health results in health, social and economic benefits which are not simply due to absence of mental disorders. Mental health is associated with many factors such as improved educational achievement and outcomes, greater productivity and less in sickness absence, better somatic health, reduced mortality, increased social interaction and participation, reduced risk of mental illness or suicide, reducing risk-behaviors such as smoking, and increasing resilience to adversity. This</p>		
<p>W https://juniperpublishers.com/pbsij/PBSIJ.MS.ID.555708.php</p>				

110/127	SUBMITTED TEXT	35 WORDS	68% MATCHING TEXT	35 WORDS
<p>and work on the prevention of mental disorders and mental health programmes together with integrated plans for normal personality life span. Thus prevention of mental disorder is a very psych significant way for promoting mental health.</p>		<p>and work on the prevention of mental disorders and mental health programs together and with integrated plan for normal personality through life -span [16]. Prevention of mental disorder through childhood is very significant for promoting mental/behavioral health</p>		
<p>W https://juniperpublishers.com/pbsij/PBSIJ.MS.ID.555708.php</p>				

111/127	SUBMITTED TEXT	34 WORDS	100% MATCHING TEXT	34 WORDS
<p>Those who are financially well are fully aware of their current financial state. They set long- and short-term goals regarding finances that will allow them to reach their personal goals and achieve self- defined financial success. 4.</p>		<p>Those who are financially well are fully aware of their current financial state. They set long- and short-term goals regarding finances that will allow them to reach their personal goals and achieve self-defined financial success. •</p>		
<p>W https://courses.lumenlearning.com/ccbcmd-health/chapter/healthy-behaviors-and-wellness/</p>				

112/127	SUBMITTED TEXT	221 WORDS	100% MATCHING TEXT	221 WORDS
<p>Although there might be national differences in defining Integrated Healthcare (IHC), one can simply describe it as efforts needed to provide all healthcare services that make humans healthy . Consequently, such provision necessitates valid and functional delivery systems at all times. The World Health Organization (WHO) defines an integrated delivery system as, "the organization and management of health services so that people get the care they need, when they need it, in ways that are user-friendly, achieve the desired results, and provide value for money" . These definitions work well in peacetime and with intact resources and capabilities. However, the last decades' economic strain on healthcare systems and an increasing number of public health emergencies highlight the insufficiency of delivering integrated healthcare, particularly to vulnerable groups of a society . IHC is one of the important concepts related to the management and organization of healthcare systems. At present, efforts to integrate the process of providing healthcare, in addition to the integration of other areas of socio-economic life with the healthcare system, are a major concern for many international entities like WHO . Attention to this concern is seen through a variety of projects that either directly or indirectly orient towards coordinating the provision of healthcare. By implementing these projects, healthcare systems aim to obtain the interrelated goals of improving the effectiveness of treatment, attribution of costs, and leveling inequalities in the access to and utilization of medical care. In</p>		<p>Although there might be national differences in defining Integrated Healthcare (IHC), one can simply describe it as efforts needed to provide all healthcare services that make humans healthy [1]. Consequently, such provision necessitates valid and functional delivery systems at all times. The World Health Organization (WHO) defines an integrated delivery system as, "the organization and management of health services so that people get the care they need, when they need it, in ways that are user-friendly, achieve the desired results, and provide value for money" [2]. These definitions work well in peacetime and with intact resources and capabilities. However, the last decades' economic strain on healthcare systems and an increasing number of public health emergencies highlight the insufficiency of delivering integrated healthcare, particularly to vulnerable groups of a society [3]. IHC is one of the important concepts related to the management and organization of healthcare systems. At present, efforts to integrate the process of providing healthcare, in addition to the integration of other areas of socio-economic life with the healthcare system, are a major concern for many international entities like WHO [2]. Attention to this concern is seen through a variety of projects that either directly or indirectly orient towards coordinating the provision of healthcare. By implementing these projects, healthcare systems aim to obtain the interrelated goals of improving the effectiveness of treatment, attribution of costs, and leveling inequalities in the access to and utilization of medical care [2]. In</p>		
<p>W https://www.mdpi.com/2071-1050/13/8/4517/htm</p>				

113/127	SUBMITTED TEXT	50 WORDS	97% MATCHING TEXT	50 WORDS
<p>Medicine is a science and practice of intervention, manipulation, and control concerned with curing sick people, caring for sick people, preventing maladies, and promoting health".Throughout human history, different cultures in all parts of the world have had their own type of medicine. In Western countries and cultures, 212</p> <p>-----</p> <p>--</p> <p>W https://www.hindawi.com/journals/ecam/2017/4904930/</p>		<p>Medicine is a science and practice of intervention, manipulation, and control concerned with curing sick people, caring for sick people, preventing maladies, and promoting health" [1] (p. IX). Throughout human history, different cultures in all parts of the world have had their own type of medicine. In Western countries and cultures,</p>		

114/127	SUBMITTED TEXT	30 WORDS	95% MATCHING TEXT	30 WORDS
<p>in the world. According to the "Traditional Medicine Strategy: 2014–2023" of the World Health Organization (WHO), "the public and consumers of health care worldwide continue to include T&CM in their health choices.</p> <p>W https://www.hindawi.com/journals/ecam/2017/4904930/</p>		<p>in the USA). According to the "Traditional Medicine Strategy: 2014–2023" of the World Health Organization (WHO), "the public and consumers of health care worldwide continue to include T&CM in their health choices.</p>		

115/127	SUBMITTED TEXT	104 WORDS	96% MATCHING TEXT	104 WORDS
<p>and population health".T he integration can therefore contribute to current issues in public health and healthcare such as developing strategies of healthy ageing, promoting self-management, and controlling healthcare expenditures [6, 7]. Positive examples demonstrating and supporting the WHO strategy of integrating the best of both of worlds from T&CM and conventional medicine are the integration of the AYUSH (Ayurveda, Yoga, Naturopathy, Unani, Siddha, and Homeopathy (AYUSH)) system in the conventional system in India [8], the increasing use of mindfulness techniques in the treatment of depressive disorders [9], and the use of traditional medicinal systems in reducing the prescription of antibiotics in Thailand as one of the strategies to fight the global antimicrobial resistance problem.</p> <p>W https://www.hindawi.com/journals/ecam/2017/4904930/</p>		<p>and curative health promotion [5]. The integration can therefore contribute to current issues in public health and healthcare such as developing strategies of healthy ageing, promoting self-management, and controlling healthcare expenditures [6, 7]. Positive examples demonstrating and supporting the WHO strategy of integrating the best of both of worlds from T&CM and conventional medicine are the integration of the AYUSH (Ayurveda, Yoga, Naturopathy, Unani, Siddha, and Homeopathy (AYUSH)) system in the conventional system in India [8], the increasing use of mindfulness techniques in the treatment of depressive disorders [9], and the use of traditional medicinal systems in reducing the prescription of antibiotics in Thailand as one of the strategies to fight the global antimicrobial resistance problem [10].</p>		

116/127	SUBMITTED TEXT	17 WORDS	100% MATCHING TEXT	17 WORDS
<p>conventional, biomedical-based medicine has been developed, rooted in the natural sciences that had developed since the Middle Ages.</p> <p>W https://www.hindawi.com/journals/ecam/2017/4904930/</p>		<p>conventional, biomedical-based medicine has been developed, rooted in the natural sciences that had developed since the Middle Ages, [2].</p>		

117/127	SUBMITTED TEXT	181 WORDS	99% MATCHING TEXT	181 WORDS
	<p>The services are usually provided at three levels.- 1. House hold &Community Level: services like empowering families to provide services like breast feeding, nutrition, homebased newborn care, diarrhea management (ORS Depot, Drug distribution centers, Fever treatment depots) Physical exercise etc. The service providers like ASHA & AWWs and Community Based Organizations and Non- Governmental Organization volunteers empower the mothers and family and community members through awareness creation and skill building support. 2. Outreach Services: These are services that are delivered at community level on periodical basis. These include monthly Routine immunization, Antenatal care, contraceptive distribution, prophylaxis against nutritional anemia with daily/weekly supplementation of Iron and folic acid tablets to all pregnant mothers and all school going age children and half yearly supplementation of Vit. A and Anti-helminthic in endemic communities. 3. Individual Care: This is the most critical of the three modes of services, delivered at the above two levels by paramedical workers and at the facilities starting from PHC to the tertiary level care institutes. Though many studies suggest that the private sector meets two thirds (78%) of OPD care and nearly half (60%) of inpatient care but It is a fact that if one desegregates the</p>		<p>The services are provided at three levels. 1. House hold &Community Level: services like empowering families to provide services like breast feeding, nutrition, homebased newborn care, diarrhea management (ORS Depot, Drug distribution centers, Fever treatment depots) Physical exercise etc. The service providers like ASHA & AWWs and Community Based Organizations and Non- Governmental Organization volunteers empower the mothers and family and community members through awareness creation and skill building support. 2. Outreach Services: These are services that are delivered at community level on periodical basis. These include monthly Routine immunization, Antenatal care, contraceptive distribution, prophylaxis against nutritional anemia with daily/weekly supplementation of Iron and folic acid tablets to all pregnant mothers and all school going age children and half yearly supplementation of Vit. A and Anti-helminthic in endemic communities. 3. Individual Care: This is the most critical of the three modes of services, delivered at the above two levels by paramedical workers and at the facilities starting from PHC to the tertiary level care institutes. Though many studies suggest that the private sector meets two thirds (78%) of OPD care and nearly half (60%) of inpatient care but It is a fact that if one desegregates the</p>	
	<p>W https://www.peertechzpublications.com/articles/OJPCH-4-117.php</p>			

118/127	SUBMITTED TEXT	70 WORDS	100% MATCHING TEXT	70 WORDS
	<p>proportions by socio-economic status and communicable diseases (TB, Leprosy, Malaria, Dengue, H1N1 and Chikungunya) majority of the population seek care in Public sector. The field observations during the implementation of Integrated Diseases Surveillance Project (IDSP-2004-2010) supported by The World Bank has brought this fact out in 2005-06 for the first time. The outbreaks studied over last decade have confirmed this trend of reach and coverage by public health system services over the last decade (Box 2)</p>		<p>proportions by socio-economic status and communicable diseases (TB, Leprosy, Malaria, Dengue, H1N1 and Chikungunya) majority of the population seek care in Public sector. The field observations during the implementation of Integrated Diseases Surveillance Project (IDSP-2004-2010) supported by The World Bank has brought this fact out in 2005-06 for the first time. The outbreaks studied over last decade have confirmed this trend of reach and coverage by public health system services over the last decade (Box 2).</p>	
	<p>W https://www.peertechzpublications.com/articles/OJPCH-4-117.php</p>			

119/127	SUBMITTED TEXT	51 WORDS	100% MATCHING TEXT	51 WORDS
	<p>Govt. will partner with not for profit agencies & private sector for gap filling of PHC functions. 12. Govt. will systematically share information for feedback, improvements & innovations scale up. 13. To build up accountability for improved performance on measures that matter to people Govt. will develop strong measurement systems and information sharing with all stakeholders 10.6</p>		<p>Govt. will partner with not for profit agencies & private sector for gap filling of PHC functions. 12. Govt. will systematically share information for feedback, improvements & innovations scale up. 13. To build up accountability for improved performance on measures that matter to people Govt. will develop strong measurement systems and information sharing with all stakeholders (</p>	
	<p>W https://www.peertechzpublications.com/articles/OJPCH-4-117.php</p>			

120/127

SUBMITTED TEXT

28 WORDS

50% MATCHING TEXT

28 WORDS

with objective of: (i) correcting regional imbalances in the availability of affordable and reliable tertiary healthcare services, and (ii) augmenting facilities for quality medical education in the country.

with objectives of correcting regional imbalances in the availability of affordable/ reliable tertiary healthcare services and also to augment facilities for quality medical education in the country

W [https://www.oxfamindia.org/blog/15-healthcare-schemes-india-you-must-know-about?gclid=EAlaIQobChM ...](https://www.oxfamindia.org/blog/15-healthcare-schemes-india-you-must-know-about?gclid=EAlaIQobChM...)

Reproductive, Maternal, Newborn, Child and Adolescent Health (RMNCH+A) programme essentially looks to address the major causes of mortality among women and children as well as the delays in accessing and utilizing health care and services. It also introduces new initiatives like the use of Score Card to track health performance, National Iron + Initiative to address the issue of anemia across all age groups and the Comprehensive Screening and Early interventions for defects at birth, diseases, and deficiencies among children and adolescents. Rashtriya Bal Swasthya Karyakram (RBSK) is an important initiative aiming at early identification and early intervention for children from birth to 18 years to NSOU ? PGSW-VI

___ 223 cover 4 'D's viz. Defects at birth, Deficiencies, Diseases, Development delays including disability. Early detection and management diseases including deficiencies bring added value in preventing these conditions to progress to its more severe and debilitating form The Rashtriya Kishor Swasthya Karyakram The key principle of this programme is adolescent participation and leadership, Equity and inclusion, Gender Equity and strategic partnerships with other sectors and stakeholders. The programme enables all adolescents in India to realize their full potential by making informed and responsible decisions related to their health and well-being and by accessing the services and support they need to do so. The government of India has launched Janani Shishu Suraksha Karyakaram to motivate those who still choose to deliver at their homes to opt for institutional deliveries. It is an initiative with a hope that states would come forward and ensure that benefits under JSSK would reach every needy pregnant woman coming to government institutional facility. ? Since the rate of deaths in the country because of communicable and non- communicable diseases is increasing at an alarming rate, the government has introduced various programmes to aid people against these diseases. In India, approximately about 5.8 million people die because of Diabetes, heart attack, cancer etc each year. In other words, out of every 4 Indians, 1 has a risk of dying because of a Non- Communicable disease before the age of 70. According to the World Health Organisation, 1.7 million Indian deaths are caused by heart diseases. National AIDS Control Organisation was set up so that every person living with HIV has access to quality care and is treated with dignity. By fostering close collaboration with NGOs, women's self-help groups, faith-based organizations, positive people's networks, and communities, NACO hopes to improve access and accountability of the services. It stands committed to building an enabling environment wherein those infected and affected by HIV play a central role in all responses to the epidemic – at state, district and grassroots level. Revised National TB Control Programme is a state-run tuberculosis control initiative of Government of India with a vision of achieving a TB free India. The program provides, various free of cost, quality tuberculosis diagnosis and treatment services across the country through the government health system. 224

Reproductive, Maternal, Newborn, Child and Adolescent Health (RMNCH+A) programme essentially looks to address the major causes of mortality among women and children as well as the delays in accessing and utilizing health care and services. It also introduces new initiatives like the use of Score Card to track health performance, National Iron + Initiative to address the issue of anemia across all age groups and the Comprehensive Screening and Early interventions for defects at birth, diseases, and deficiencies among children and adolescents. 2. Rashtriya Bal Swasthya Karyakram (RBSK) is an important initiative aiming at early identification and early intervention for children from birth to 18 years to cover 4 'D's viz. Defects at birth, Deficiencies, Diseases, Development delays including disability. Early detection and management diseases including deficiencies bring added value in preventing these conditions to progress to its more severe and debilitating form 3. The Rashtriya Kishor Swasthya Karyakram The key principle of this programme is adolescent participation and leadership, Equity and inclusion, Gender Equity and strategic partnerships with other sectors and stakeholders. The programme enables all adolescents in India to realize their full potential by making informed and responsible decisions related to their health and well-being and by accessing the services and support they need to do so. 4. The government of India has launched Janani Shishu Suraksha Karyakaram to motivate those who still choose to deliver at their homes to opt for institutional deliveries. It is an initiative with a hope that states would come forward and ensure that benefits under JSSK would reach every needy pregnant woman coming to government institutional facility. • Since the rate of deaths in the country because of communicable and non-communicable diseases is increasing at an alarming rate, the government has introduced various programmes to aid people against these diseases. In India, approximately about 5.8 million people die because of Diabetes, heart attack, cancer etc each year. In other words, out of every 4 Indians, 1 has a risk of dying because of a Non- Communicable disease before the age of 70. According to the World Health Organisation, 1.7 million Indian deaths are caused by heart diseases. 5. National AIDS Control Organisation was set up so that every person living with HIV has access to quality care and is treated with dignity. By fostering close collaboration with NGOs, women's self-help groups, faith-based organizations, positive people's networks, and communities, NACO hopes to improve access and accountability of the services. It stands committed to building an enabling environment wherein those infected and affected by HIV play a central role in all responses to the epidemic – at state, district and grassroots level. 6. Revised National TB Control Programme is a state-run tuberculosis control initiative of Government of India with a vision of achieving a TB free India. The program provides, various free of cost, quality tuberculosis diagnosis and treatment services across the country through the government health system. 7. National Leprosy Eradication Programme was initiated by the government for Early detection through active surveillance by the trained health workers and to provide Appropriate

____ NSOU ? PGSW-VI ? National Leprosy Eradication Programme was initiated by the government for Early detection through active surveillance by the trained health workers and to provide Appropriate medical rehabilitation and leprosy ulcer care services. The Government of India has launched Mission Indradhanush with the aim of improving coverage of immunization in the country. It aims to achieve at least 90 percent immunization coverage by December 2018 which will cover unvaccinated and partially vaccinated children in rural and urban areas of India. 9. In order to address the huge burden of mental disorders and the shortage of qualified professionals in the field of mental health, Government of India has implemented National Mental Health Program to ensure the availability and accessibility of minimum mental healthcare for all in the foreseeable future. Pulse Polio is an immunization campaign established by the government of India to eliminate polio in India by vaccinating all children under the age of five years against the polio virus. The Pradhan Mantri Swasthya Suraksha Yojana (PMSSY) was announced with objectives of correcting regional imbalances in the availability of affordable/ reliable tertiary healthcare services and also to augment facilities for quality medical education in the country by setting up of various institutions like AIIMS and upgrading government medical college institutions. ?

W [https://www.oxfamindia.org/blog/15-healthcare-schemes-india-you-must-know-about?gclid=EAlaIQobChM ...](https://www.oxfamindia.org/blog/15-healthcare-schemes-india-you-must-know-about?gclid=EAlaIQobChM...)

medical rehabilitation and leprosy ulcer care services. 8. The Government of India has launched Mission Indradhanush with the aim of improving coverage of immunization in the country. It aims to achieve at least 90 percent immunization coverage by December 2018 which will cover unvaccinated and partially vaccinated children in rural and urban areas of India. 9. In order to address the huge burden of mental disorders and the shortage of qualified professionals in the field of mental health, Government of India has implemented National Mental Health Program to ensure the availability and accessibility of minimum mental healthcare for all in the foreseeable future. 10. Pulse Polio is an immunization campaign established by the government of India to eliminate polio in India by vaccinating all children under the age of five years against the polio virus. 11. The Pradhan Mantri Swasthya Suraksha Yojana (PMSSY) was announced with objectives of correcting regional imbalances in the availability of affordable/ reliable tertiary healthcare services and also to augment facilities for quality medical education in the country by setting up of various institutions like AIIMS and upgrading government medical college institutions. 12.

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SUBMITTED TEXT

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The most important programme launched by the government is Rashtriya Arogya Nidhi which provides financial assistance to the patients that are below poverty line and are suffering from life-threatening diseases, to receive medical treatment at any government run super specialty hospital/ institution. ? National Tobacco Control Programme was launched with the objective to bring about greater awareness about the harmful effects of tobacco use and about the Tobacco Control Laws and to facilitate the effective implementation of the Tobacco Control Laws. 14. Integrated Child Development Service was launched to improve the nutrition and health status of children in the age group of 0-6 years, lay the foundation for proper psychological, physical and social development of the child, effective coordination and implementation of policy among the various departments and to enhance the capability of the mother to look after the normal health and nutrition needs through proper nutrition and health education. NSOU ? PGSW-VI

____ 225 Rashtriya Swasthya Bima Yojana is a government-run health insurance programme for the Indian poor. It aims to provide health insurance coverage to the unrecognized sector workers belonging to the below poverty line and their family members shall be beneficiaries under this scheme. 10.8

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123/127	SUBMITTED TEXT	13 WORDS	100% MATCHING TEXT	13 WORDS
<p>The country has realized that accountability is the need of the time.</p>		<p>The country has realized that accountability is the need of the time.</p>		
<p>W https://www.peertechzpublications.com/articles/OJPCH-4-117.php</p>				

124/127	SUBMITTED TEXT	27 WORDS	100% MATCHING TEXT	27 WORDS
<p>Approaches to health care will take comprehensive view and pay attention to broader determinants of health such as sanitation, safe water, air & noise pollution, roads and transport</p>		<p>Approaches to health care will take comprehensive view and pay attention to broader determinants of health such as sanitation, safe water, air & noise pollution, roads and transport.</p>		
<p>W https://www.peertechzpublications.com/articles/OJPCH-4-117.php</p>				

125/127	SUBMITTED TEXT	79 WORDS	100% MATCHING TEXT	79 WORDS
<p>It will be enforced through clear chain of command and by inculcating the discipline seen in medical tourism for its high quality, low cost advanced care, in public sector. India has emerged as the global pharmacy for inexpensive drugs and vaccines and is determined to make them available in every village and urban community in the next decade. Last but most important is India will make all out efforts to involve people in deciding health priorities, own interventions and monitor progress to lower inequities. 10.10</p>		<p>It will be enforced through clear chain of command and by inculcating the discipline seen in medical tourism for its high quality, low cost advanced care, in public sector. India has emerged as the global pharmacy for inexpensive drugs and vaccines and is determined to make them available in every village and urban community in the next decade. Last but most important is India will make all out efforts to involve people in deciding health priorities, own interventions and monitor progress to lower inequities.</p>		
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<p>Submit your next article Peertechz Publications, also join of our fulfilled creators. Submit a Manuscript © Peertechz Publications Inc., 10880 Wilshire Blvd., Suite 1101, Los Angeles, California, 90024, USA</p>		<p>Submit your next article Peertechz Publications, also join of our fulfilled creators. Submit a Manuscript © Peertechz Publications Inc., 10880 Wilshire Blvd., Suite 1101, Los Angeles, California, 90024, USA</p>		
<p>W https://www.peertechzpublications.com/articles/OJPCH-4-117.php</p>				

The Principles of Enhancement of Health 1. Transforming some of the present Health sub-Centers and Primary Health Centers to Health into Health and Wellness Centers to ensure universal access to Comprehensive Primary Health Care. 2. Adopt a people-centric, holistic, equity-based response to people's health needs through a process of family's empanelment, regularly interacting at homes and community to promote community system strengthening and people's participation. 3. Build capacity to deliver high-quality care covering health risks and disease conditions through expansion in availability of medicines & diagnostics, use of standard treatment and referral protocols and advanced technologies including IT systems to maintain health records 4. A team-based approach to deliver quality health care including preventive, promotive, curative, rehabilitative and palliative care will be promoted. 5. A two-way referral system and follow up support will be ensured for continuity of care 6. Emphasize health promotion (including through school education & individual centric awareness and public health action) through active engagement & capacity building of individual volunteers and community-based organizations (CBOs) 7. Implement mechanisms of flexible financing, like performance-based incentives and responsive resource allocations. 8. Deliver Yoga and AYUSH services through existing health facilities to meet peoples needs 9. Use appropriate technology for improving access to health care advice, treatment initiation, reporting and recording, progressing to electronic records for individuals and families. 10. Social accountability through participation of civil society will be Institutionalized. 220













The Principles of Health & Wellness Centers 1. Transforming some of the present Health sub-Centers and Primary Health Centers to Health into Health and Wellness Centers to ensure universal access to Comprehensive Primary Health Care. 2. Adopt a people-centric, holistic, equity-based response to people's health needs through a process of family's empanelment, regularly interacting at homes and community to promote community system strengthening and people's participation. 3. Build capacity to deliver high-quality care covering health risks and disease conditions through expansion in availability of medicines & diagnostics, use of standard treatment and referral protocols and advanced technologies including IT systems to maintain health records 4. A team-based approach to deliver quality health care including preventive, promotive, curative, rehabilitative and palliative care will be promoted. 5. A two-way referral system and follow up support will be ensured for continuity of care 6. Emphasize health promotion (including through school education & individual centric awareness and public health action) through active engagement & capacity building of individual volunteers and community-based organizations (CBOs) 7. Implement mechanisms of flexible financing, like performance-based incentives and responsive resource allocations. 8. Deliver Yoga and AYUSH services through existing health facilities to meet peoples needs 9. Use appropriate technology for improving access to health care advice, treatment initiation, reporting and recording, progressing to electronic records for individuals and families. 10. Social accountability through participation of civil society will be Institutionalized. 11.







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PREFACE In the curricular structure introduced by this University for students of Post-Graduate degree programme, the opportunity to pursue Post-Graduate course in a subject is introduced by this University is equally available to all learners. Instead of being guided by any presumption about ability level, it would perhaps stand to reason if receptivity of a learner is judged in the course of the learning process. That would be entirely in keeping with the objectives of open education which does not believe in artificial differentiation. I am happy to note that university has been recently accredited by National Assessment and Accreditation Council of India (NAAC) with grade 'A'. Keeping this in view, study materials of the Post-Graduate level in different subjects are being prepared on the basis of a well laid-out syllabus. The course structure combines the best elements in the approved syllabi of Central and State Universities in respective subjects. It has been so designed as to be upgradable with the addition of new information as well as results of fresh thinking and analysis. The accepted methodology of distance education has been followed in the preparation of these study materials. Co-operation in every form of experienced scholars is indispensable for a work of this kind. We, therefore, owe an enormous debt of gratitude to everyone whose tireless efforts went into the writing, editing, and devising of a proper lay-out of the materials. Practically speaking, their role amounts to an involvement in 'invisible teaching'. For, whoever makes use of these study materials would virtually derive the benefit of learning under their collective care without each being seen by the other. The more a learner would seriously pursue these study materials the easier it will be for him or her to reach out to larger horizons of a subject. Care has also been taken to make the language lucid and presentation attractive so that they may be rated as quality self-learning materials. If anything remains still obscure or difficult to follow, arrangements are there to come to terms with them through the counselling sessions regularly available at the network of study centres set up the University. Needless to add, a great deal of these efforts are still experiment—in fact, pioneering in certain areas. Naturally, there is every possibility of some lapse or deficiency here and there. However, these do admit of rectification and further improvement in due course. On the whole, therefore, these study materials are expected to evoke wider appreciation the more they receive serious attention of all concerned. Professor (Dr.) Ranjan Chakrabarti Vice-Chancellor

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 NETAJI SUBHAS OPEN UNIVERSITY PG : Social Work (MSW) Module 1 : Social Research Unit 1 ? Concept of Social Research 7-56 Unit 2 ? Social Work Research 57-65 Unit 3 ? Research Design 66-82 Unit 4 ? Sampling and Methods of Data collection 83-102 Module 2 Unit 5 ? Measurement in Research 103-118 Unit 6 ? Introduction to Statistical Methodology and exploring data with graphs 119-147 Unit 7 ? Measures of central tendencies and dispersion 148-218 Unit 8 ? The Statistics of Relationship 219-281 Module 3 Unit 9 ? Computer Applications in social research 282-294 Unit 10 ? Research reports 295-311 Unit 11 ? Open Educational Resources 312-327 Course : Social Work Research & Statistics Code : PGSW-VII

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 Unit 1 ? Concept of Social Research Structure 1.0 Objective 1.1 Introduction 1.2 Scientific Approach to Research 1.3 Elements of Social Work Research 1.4 Concept of Construct and variables 1.5 Social Survey 1.6 Social Research 1.7 Process of Social work research 1.8 Ethical issues in research 1.9 Hypothesis 1.10 Steps in the process of Research 1.11 Conclusion 1.12 Exercise 1.13 Reference 1.0 Objective Dear learners Social Work Research is one of the Secondary methods of Social Work. In this unit you will get an idea of how do we conduct Social Work research in a scientific manner and the ethical issues that one has to keep in mind while carrying Research. 1.1 Introduction

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Scientists gather information about facts in a way that is organized and intentional, usually following a set of predetermined steps.		

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A key word here is "systematically," because it is important to understand that conducting science is a deliberate process.		

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More specifically, social work is informed by social science, the science of humanity, social interactions, and social structures. In sum, social work research uses organized and intentional procedures to uncover facts or truths about the social world and it also relies 7		

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and social change. Science is a particular way of knowing that attempts to systematically collect and categorize facts or truths. 1.2		

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Science and Scientific Research What is research? Depending on who you ask, you will likely get very different answers to this seemingly innocuous question. Some people will say that they routinely research different online websites to find the best place to buy goods or services they want. Television news channels supposedly conduct research in the form of viewer polls on topics of public interest such as forthcoming elections or government-funded projects. Under-graduate students research the Internet to find the information they need to complete assigned projects or term papers. Graduate students working on research projects for a professor may see research as collecting or analyzing data related to their project. Businesses and consultants research different potential solutions to remedy organizational problems such as a supply chain bottleneck or to identify customer purchase patterns. However, none of the above can be considered "scientific research" unless: (1) it contributes to a body of science, and (2) it follows the scientific method. This chapter will examine what these terms mean. 1.3

Elements of Social Work Research

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History of Scientific Thought It may be interesting to go back in history and see how science has evolved over time and identify the key scientific minds in this evolution. Although instances of scientific progress have been documented over many centuries, the terms "science," "scientists," and the "scientific method" were coined only in the 19th century. Prior to this time, science was viewed as a part of philosophy, and coexisted with other branches of philosophy such as logic, metaphysics, ethics, and aesthetics, although the boundaries between some of these branches were blurred. In the earliest days of human inquiry, knowledge was usually recognized in terms of theological precepts based on faith. This was challenged by Greek philosophers such as Plato, Aristotle, and Socrates during the 3rd century BC, who suggested that the fundamental nature of being and the world can be understood more accurately through a

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process of systematic logical reasoning called rationalism. In particular, Aristotle's classic work *Metaphysics* (literally meaning "beyond physical [existence]") separated theology (the study of Gods) from ontology (the study of being and existence) and universal science (the study of first principles, upon which logic is based). Rationalism (not to be confused with "rationality") views reason as the source of knowledge or justification, and suggests that the criterion of truth is not sensory but rather intellectual and deductive, often derived from a set of first principles or axioms (such as Aristotle's "law of non-contradiction"). The next major shift in scientific thought occurred during the 16th century, when British philosopher Francis Bacon (1561-1626) suggested that knowledge can only be derived from observations in the real world. Based on this premise, Bacon emphasized knowledge acquisition as an empirical activity (rather than as a reasoning activity), and developed empiricism as an influential branch of philosophy. Bacon's works led to the popularization of inductive methods of scientific inquiry, the development of the "scientific method" (originally called the "Baconian method"), consisting of systematic observation, measurement, and experimentation, and may have even sowed the seeds of atheism or the rejection of theological precepts as "unobservable." Empiricism continued to clash with rationalism throughout the Middle Ages, as philosophers sought the most effective way of gaining valid knowledge. French philosopher Rene Descartes sided with the rationalists, while British philosophers John Locke and David Hume sided with the empiricists. Other scientists, such as Galileo Galilei and Sir Issac Newton, attempted to fuse the two ideas into natural philosophy (the philosophy of nature), to focus specifically on understanding nature and the physical universe, which is considered to be the precursor of the natural sciences. Galileo (1564-1642) was perhaps the first to state that the laws of nature are mathematical, and contributed to the field of astronomy through an innovative combination of experimentation and mathematics. In the 18th century, German philosopher Immanuel Kant sought to resolve the dispute between empiricism and rationalism in his book *Critique of Pure Reason*, by arguing that experience is purely subjective and processing them using pure reason without first delving into the subjective nature of experiences will lead to theoretical illusions. Kant's ideas led to the development of German idealism, which inspired later development of interpretive techniques such as phenomenology, hermeneutics, and critical social theory. At about the same time, French philosopher Auguste Comte (1798-1857), founder of the discipline of sociology, attempted to blend rationalism and empiricism in a new doctrine

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called positivism. He suggested that theory and observations have circular dependence on each other. While theories may be created via reasoning, they are only authentic if they can be verified through observations. The emphasis on verification started the separation of modern science from philosophy and metaphysics and further development of the "scientific method" as the primary means of validating scientific claims. Comte's ideas were expanded by Emile Durkheim in his development of sociological positivism (positivism as a foundation for social research) and Ludwig Wittgenstein in logical positivism. In the early 20th century, strong accounts of positivism were rejected by interpretive sociologists (antipositivists) belonging to the German idealism school of thought. Positivism was typically equated with quantitative research methods such as experiments and surveys and without any explicit philosophical commitments, while antipositivism employed qualitative methods such as unstructured interviews and participant observation. Even

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of positivism, such as American sociologist Paul Lazarsfeld who pioneered large-scale survey research and statistical techniques for analyzing survey data, acknowledged potential problems of observer bias and structural limitations in positivist inquiry. In response, antipositivists emphasized that social actions must be studied through interpretive means based upon an understanding of the meaning and purpose that individuals attach to their personal actions, which inspired Georg Simmel's work on symbolic interactionism, Max Weber's work on ideal types, and Edmund Husserl's work on phenomenology. In the mid-to-late 20th century, both positivist and antipositivist schools of thought were subjected to criticisms and modifications. British philosopher Sir Karl Popper suggested that human knowledge is based not on unchallengeable, rock-solid foundations, but rather on a set of tentative conjectures that can never be proven conclusively, but only disproven. Empirical evidence is the basis for disproving these conjectures or "theories." This metatheoretical stance, called postpositivism (or postempiricism), amends positivism by suggesting that it is impossible to verify the truth although it is possible to reject false beliefs, though it retains the positivist notion of an objective truth and its emphasis on the scientific method. Likewise, antipositivists have also been criticized for trying only to understand society but not critiquing and changing society for the better. The roots of this thought lie in *Das Kapital*, written by German philosophers Karl Marx and Friedrich Engels, which critiqued capitalistic societies as being socially inequitable and inefficient, and recommended resolving this inequity through class conflict and proletarian revolutions. Marxism inspired social

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revolutions in countries such as Germany, Italy, Russia, and China, but generally failed to accomplish the social equality that it aspired. Critical research (also called critical theory) propounded by Max Horkheimer and Jurgen Habermas in the 20th century, retains similar ideas of critiquing and resolving social inequality, and adds that people can and should consciously act to change their social and economic circumstances, although their ability to do so is constrained by various forms of social, cultural and political domination. Critical research attempts to uncover and critique the restrictive and alienating conditions of the status quo by analyzing the oppositions, conflicts and contradictions in contemporary society, and seeks to eliminate the causes of alienation and domination (i.e., emancipate the oppressed class).

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Science What is science? To some, science refers to difficult high school or college-level courses such as physics, chemistry, and biology meant only for the brightest students. To others, science is a craft practiced by scientists in white coats using specialized equipment in their laboratories. Etymologically, the word "science" is derived from the Latin word *scientia* meaning knowledge. Science refers to a systematic and organized body of knowledge in any area of inquiry that is acquired using "the scientific method" (the scientific method is described further below). Science can be grouped into two broad categories: natural science and social science. Natural science is the science of naturally occurring objects or phenomena, such as light, objects, matter, earth, celestial bodies, or the human body. Natural sciences can be further classified into physical sciences, earth sciences, life sciences, and others. Physical sciences consist of disciplines such as physics (the science of physical objects), chemistry (the science of matter), and astronomy (the science of celestial objects). Earth sciences consist of disciplines such as geology (the science of the earth). Life sciences include disciplines such as biology (the science of human bodies) and botany (the science of plants). In contrast, social science is the science of people or collections of people, such as groups, firms, societies, or economies, and their individual or collective behaviors. Social sciences can be classified into disciplines such as psychology (the science of human behaviors), sociology (the science of social groups), and economics (the science of firms, markets, and economies). The natural sciences are different from the social sciences in several respects. The natural sciences are very precise, accurate, deterministic, and independent of the person m

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aking the scientific observations. For instance, a scientific experiment in physics, such as measuring the speed of sound through a certain media or the refractive index of water, should always yield the exact same results, irrespective of the time or place of the experiment, or the person conducting the experiment. If two students conducting the same physics experiment obtain two different values of these physical properties, then it generally means that one or both of those students must be in error. However, the same cannot be said for the social sciences, which tend to be less accurate, deterministic, or unambiguous. For instance, if you measure a person's happiness using a hypothetical instrument, you may find that the same person is more happy or less happy (or sad) on different days and sometimes, at different times on the same day. One's happiness may vary depending on the news that person received that day or on the events that transpired earlier during that day. Furthermore, there is not a single instrument or metric that can accurately measure a person's happiness. Hence, one instrument may calibrate a person as being "more happy" while a second instrument may find that the same person is "less happy" at the same instant in time. In other words, there is a high degree of measurement error in the social sciences and there is considerable uncertainty and little agreement on social science policy decisions. For instance, you will not find many disagreements among natural scientists on the speed of light or the speed of the earth around the sun, but you will find numerous disagreements among social scientists on how to solve a social problem such as reduce global terrorism or rescue an economy from a recession. Any student studying the social sciences must be cognizant of and comfortable with handling higher levels of ambiguity, uncertainty, and error that come with such sciences, which merely reflects the high variability of social objects. Sciences can also be classified based on their purpose. Basic sciences, also called pure sciences, are those that explain the most basic objects and forces, relationships between them, and laws governing them. Examples include physics, mathematics, and biology. Applied sciences, also called practical sciences, are sciences that apply scientific knowledge from basic sciences in a physical environment. For instance, engineering is an applied science that applies the laws of physics and chemistry for practical applications such as building stronger bridges or fuel efficient combustion engines, while medicine is an applied science that applies the laws of biology for solving human ailments. Both basic and applied sciences are required for human development. However, applied sciences cannot stand on their own right, but instead relies on basic sciences for its progress. Of course, the industry and private enterprises tend to focus more on applied sciences given their practical value, while universities study both basic and applied sciences.

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Scientific Knowledge The purpose of science is to create scientific knowledge. Scientific knowledge refers to a generalized body of laws and theories to explain a phenomenon or behavior of interest that are acquired using the scientific method. Laws are observed patterns of phenomena or behaviors, while theories are systematic explanations of the underlying phenomenon or behavior. For instance, in physics, the Newtonian Laws of Motion describe what happens when an object is in a state of rest or motion (Newton's First Law), what force is needed to move a stationary object or stop a moving object (Newton's Second Law), and what happens when two objects collide (Newton's Third Law). Collectively, the three laws constitute the basis of classical mechanics – a theory of moving objects. Likewise, the theory of optics explains the properties of light and how it behaves in different media, electromagnetic theory explains the properties of electricity and how to generate it, quantum mechanics explains the properties of subatomic particles, and thermodynamics explains the properties of energy and mechanical work. An introductory college level text book in physics will likely contain separate chapters devoted to each of these theories. Similar theories are also available in social sciences. For instance, cognitive dissonance theory in psychology explains how people react when their observations of an event is different from what they expected of that event, general deterrence theory explains why some people engage in improper or criminal behaviors, such as illegally download music or commit software piracy, and the theory of planned behavior explains how people make conscious reasoned choices in their everyday lives. The goal of scientific research is to discover laws and postulate theories that can explain natural or social phenomena, or in other words, build scientific knowledge. It is important to understand that this knowledge may be imperfect or even quite far from the truth. Sometimes, there may not be a single universal truth, but rather an equilibrium of "multiple truths." We must understand that the theories, upon which scientific knowledge is based, are only explanations of a particular phenomenon, as suggested by a scientist. As such, there may be good or poor explanations, depending on the extent to which those explanations fit well with reality, and consequently, there may be good or poor theories. The progress of science is marked by our progression over time from poorer theories to better theories, through better observations using more accurate instruments and more informed logical reasoning.

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We arrive at scientific laws or theories through a process of logic and evidence. Logic (theory) and evidence (observations) are the two, and only two, pillars upon which scientific knowledge is based. In science, theories and observations are interrelated and cannot exist without each other. Theories provide meaning and significance to what we observe, and observations help validate or refine existing theory or construct new theory. Any other means of knowledge acquisition, such as faith or authority cannot be considered science. Scientific Research Given that theories and observations are the two pillars of science, scientific research operates at two levels: a theoretical level and an empirical level. The theoretical level is concerned with developing abstract concepts about a natural or social phenomenon and relationships between those concepts (i.e., build "theories"), while the empirical level is concerned with testing the theoretical concepts and relationships to see how well they reflect our observations of reality, with the goal of ultimately building better theories. Over time, a theory becomes more and more refined (i.e., fits the observed reality better), and the science gains maturity. Scientific research involves continually moving back and forth between theory and observations. Both theory and observations are essential components of scientific research. For instance, relying solely on observations for making inferences and ignoring theory is not considered valid scientific research. Depending on a researcher's training and interest, scientific inquiry may take one of two possible forms: inductive or deductive. In inductive research, the goal of a researcher is to infer theoretical concepts and patterns from observed data. In deductive research, the goal of the researcher is to test concepts and patterns known from theory using new empirical data. Hence, inductive research is also called theory-building research, and deductive research is theory-testing research. Note here that the goal of theory-testing is not just to test a theory, but possibly to refine, improve, and extend it. Figure 1.1 depicts the complementary nature of inductive and deductive research. Note that inductive and deductive research are two halves of the research cycle that constantly iterates between theory and observations. You cannot do inductive or deductive research if you are not familiar with both the theory and data components of research. Naturally, a complete researcher is one who can traverse the entire research cycle and can handle both inductive and deductive research.

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It is important to understand that theory-building (inductive research) and theory-testing (deductive research) are both critical for the advancement of science. Elegant theories are not valuable if they do not match with reality. Likewise, mountains of data are also useless until they can contribute to the construction of meaningful theories. Rather than viewing these two processes in a circular relationship, as shown in Figure 1.1, perhaps they

Figure 1.1 : The Cycle of Research THEORY OBSERVATIONS Generalization observations Test hypotheses Induction Deduction

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can be better viewed as a helix, with each iteration between theory and data contributing to better explanations of the phenomenon of interest and better theories. Though both inductive and deductive research are important for the advancement of science, it appears that inductive (theory-building) research is more valuable when there are few prior theories or explanations, while deductive (theory-testing) research is more productive when there are many competing theories of the same phenomenon and researchers are interested in knowing which theory works best and under what circumstances.

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Theory building and theory testing are particularly difficult in the social sciences, given the imprecise nature of the theoretical concepts, inadequate tools to measure them, and the presence of many unaccounted factors that can also influence the phenomenon of interest. It is also very difficult to refute theories that do not work. For instance, Karl Marx's theory of communism as an effective means of economic production withstood for decades, before it was finally discredited as being inferior to capitalism in promoting economic growth and social welfare. Erstwhile communist economies like the Soviet Union and China

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eventually moved toward more capitalistic economies characterized by profit-maximizing private enterprises. However, the recent collapse of the mortgage and financial industries in the United States demonstrates that capitalism also has its flaws and is not as effective in fostering economic growth and social welfare as previously presumed. Unlike theories in the natural sciences, social science theories are rarely perfect, which provides numerous opportunities for researchers to improve those theories or build their own alternative theories. Conducting scientific research, therefore, requires two sets of skills – theoretical and methodological – needed to operate in the theoretical and empirical levels respectively. Methodological skills ("know-how") are relatively standard, invariant across disciplines, and easily acquired through doctoral programs. However, theoretical skills ("know-what") is considerably harder to master, requires years of observation and reflection, and are tacit skills that cannot be "taught" but rather learned through experience. All of the greatest scientists in the history of mankind, such as Galileo, Newton, Einstein, Neils Bohr, Adam Smith, Charles Darwin, and Herbert Simon, were master theoreticians, and they are remembered for the theories they postulated that transformed the course of science. Methodological skills are needed to be an ordinary researcher, but theoretical skills are needed to be an extraordinary researcher! Scientific Method The

Scientific Method Ask a Question Research Existing Sources Formulate a Hypothesis Design and Conduct a Study Draw Conclusions Report Results

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In the preceding sections, we described science as knowledge acquired through a scientific method. So what exactly is the "scientific method"? Scientific method refers to a standardized set of techniques for building scientific knowledge, such as how to make valid observations, how to interpret results, and how to generalize those results. The scientific method allows researchers to independently and impartially test preexisting theories and prior findings, and subject them to open debate, modifications, or enhancements. The scientific method must satisfy four characteristics: ? Replicability: Others should be able to independently replicate or repeat a scientific study and obtain similar, if not identical, results. ? Precision: Theoretical concepts, which are often hard to measure, must be defined with such precision that others can use those definitions to measure those concepts and test that theory. ? Falsifiability: A theory must be stated in a way that it can be disproven. Theories that cannot be tested or falsified are not scientific theories and any such knowledge is not scientific knowledge. A theory that is specified in imprecise terms or whose concepts are not accurately measurable cannot be tested, and is therefore not scientific. Sigmund Freud's ideas on psychoanalysis fall into this category and is therefore not considered a "theory", even though psychoanalysis may have practical utility in treating certain types of ailments. ? Parsimony: When there are multiple explanations of a phenomenon, scientists must always accept the simplest or logically most economical explanation. This concept is called parsimony or "Occam's razor." Parsimony prevents scientists from pursuing overly complex or outlandish theories with endless number of concepts and relationships that may explain a little bit of everything but nothing in particular. Any branch of inquiry that does not allow the scientific method to test its basic laws or theories cannot be called "science." For instance, theology (the study of religion) is not science because theological ideas (such as the presence of God) cannot be tested by independent observers using a replicable, precise, falsifiable, and parsimonious method. Similarly, arts, music, literature, humanities, and law are also not considered science, even though they are creative and worthwhile endeavors in their own right.

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The scientific method, as applied to social sciences, includes a variety of research approaches, tools, and techniques, such as qualitative and quantitative data, statistical analysis, experiments, field surveys, case research, and so forth. Most of this book is devoted to learning about these different methods. However, recognize that the scientific method operates primarily at the empirical level of research, i.e., how to make observations and analyze and interpret these observations. Very little of this method is directly pertinent to the theoretical level, which is really the more challenging part of scientific research. Types of Scientific Research Depending on the purpose of research, scientific research projects can be grouped into three types: exploratory, descriptive, and explanatory. Exploratory research is often conducted in new areas of inquiry, where the goals of the research are: (1) to scope out the magnitude or extent of a particular phenomenon, problem, or behavior, (2) to generate some initial ideas (or "hunches") about that phenomenon, or (3) to test the feasibility of undertaking a more extensive study regarding that phenomenon. For instance, if the citizens of a country are generally dissatisfied with governmental policies regarding during an economic recession, exploratory research may be directed at measuring the extent of citizens' dissatisfaction, understanding how such dissatisfaction is manifested, such as the frequency of public protests, and the presumed causes of such dissatisfaction, such as ineffective government policies in dealing with inflation, interest rates, unemployment, or higher taxes. Such research may include examination of publicly reported figures, such as estimates of economic indicators, such as gross domestic product (GDP), unemployment, and consumer price index, as archived by third-party sources, obtained through interviews of experts, eminent economists, or key government officials, and/or derived from studying historical examples of dealing with similar problems. This research may not lead to a very accurate understanding of the target problem, but may be worthwhile in scoping out the nature and extent of the problem and serve as a useful precursor to more in-depth research. Descriptive research is directed at making careful observations and detailed documentation of a phenomenon of interest. These observations must be based on the scientific method (i.e., must be replicable, precise, etc.), and therefore, are more reliable than casual observations by untrained people. Examples of descriptive research are tabulation of demographic statistics by the United States Census Bureau or employment statistics by the

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Bureau of Labor, who use the same or similar instruments for estimating employment by sector or population growth by ethnicity over multiple employment surveys or censuses. If any changes are made to the measuring instruments, estimates are provided with and without the changed instrumentation to allow the readers to make a fair before-and-after comparison regarding population or employment trends. Other descriptive research may include chronicling ethnographic reports of gang activities among adolescent youth in urban populations, the persistence or evolution of religious, cultural, or ethnic practices in select communities, and the role of technologies such as Twitter and instant messaging in the spread of democracy movements in Middle Eastern countries. Explanatory research seeks explanations of observed phenomena, problems, or behaviors. While descriptive research examines the what, where, and when of a phenomenon, explanatory research seeks answers to why and how types of questions. It attempts to "connect the dots" in research, by identifying causal factors and outcomes of the target phenomenon. Examples include understanding the reasons behind adolescent crime or gang violence, with the goal of prescribing strategies to overcome such societal ailments. Most academic or doctoral research belongs to the explanation category, though some amount of exploratory and/or descriptive research may also be needed during initial phases of academic research. Seeking explanations for observed events requires strong theoretical and interpretation skills, along with intuition, insights, and personal experience. Those who can do it well are also the most prized scientists in their disciplines.

The theories of Truth

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rely on an ontology, or a set of assumptions about what is real. We assume that gravity is real and that the mitochondria of a cell are real. With a powerful microscope, mitochondria are easy to spot and observe, and we can theorize about their function in a cell. The gravitational force is invisible, but clearly apparent from observable facts, like watching an apple fall. The theories about gravity have changed over the years, and those improvements in theory were made when existing theories fell short in explaining observations. If we weren't able to perceive mitochondria or gravity, they would still be there, doing their thing because they exist independent of our observation of them. This is a

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idea called realism, and it simply means that the concepts we talk about in science really and truly exist. Ontology in physics and biology is focused on objective truth. You may have heard the term "being objective" before: it involves observing and thinking with an open mind and pushing aside anything that might bias your perspective. Objectivity also

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involves finding what is true for everyone, not just what is true for one person. Gravity is certainly true for everyone, everywhere, but let's consider a social work example. It is objectively true that children who are subjected to severely traumatic experiences will experience negative mental health effects afterwards. A diagnosis of post-traumatic stress disorder (PTSD) is considered objective because it refers to a real mental health issue that exists independent of the social worker's observations, and it presents similarly in all clients who experience the disorder. Objective, ontological perspective implies that observations are true for everyone, regardless of whether we are there to observe them or not observe them. Epistemology, or our assumptions about how we come to know what is real and true, helps us to realize these objective truths. The most relevant epistemological question in the social sciences is whether truth is better accessed using numbers or words. Generally, scientists approaching research with an objective ontology and epistemology will use quantitative methods to arrive at scientific truth. Quantitative methods examine numerical data to precisely describe and predict elements of the social world. This is due to the epistemological assumption that mathematics can represent the phenomena and relationships we observe in the social world. Mathematical relationships are uniquely useful because allow us to make comparisons across individuals as well as time and space. For example, let's look at measures of poverty. While people can have different definitions of poverty, an objective measurement such as an annual income less than Rs25,000 for a family of four is insightful because (1) it provides a precise measurement, (2) it can be compared to incomes from all other people in any society from any time period, and (3) it refers to real quantities of money that exist in the world. In this book, we will review survey and experimental methods, which are the most common designs that use quantitative methods to answer research questions. It may surprise you to learn that objective facts, like income or mental health diagnoses, are not the only facts that are present in the social sciences. Indeed, social science is not only concerned with objective truths, but it is also concerned with subjective truth. Subjective truths are unique to individuals, groups, and contexts. Unlike objective truths, subjective truths will vary based on who you are observing and the context you are observing them in. The beliefs, opinions, and preferences of people are actually truths that social scientists measure and describe. Additionally, subjective truths do not exist

independ-

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of human observation because they are the product of the human mind. We negotiate what is true in the social world through language, arriving at a consensus and engaging in debate. Epistemologically, a scientist seeking subjective truth assumes that truth lies in what people say, in their words. A scientist uses qualitative methods to analyze words or other media to understand their meaning. Humans are social creatures, and we give meaning to our thoughts and feelings through language. Linguistic communication is unique. We share ideas with each other at a remarkable rate. In so doing, ideas come into and out of existence in a spontaneous and emergent fashion. Words are given a meaning by their creator, but anyone who receives that communication can absorb, amplify, and even change its original intent. Because social science studies human interaction, subjectivists argue that language is the best way to understand the world. This epistemology is based on some interesting ontological assumptions. What happens when someone incorrectly interprets a situation? While their interpretation may be wrong, it is certainly true to them that they are right. Furthermore, they act on the assumption that they are right. In this sense, even incorrect interpretations are truths, even though they are only true to one person. This leads us to question whether the social concepts we think about really exist. They might only exist in our heads, unlike concepts from the natural sciences which exist independent of our thoughts. For example, if everyone ceased to believe in gravity, we wouldn't all float away. It has an existence independent of human thought.

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One area that social workers commonly investigate is the impact of a person's social class background on their experiences and lot in life. You probably wouldn't be surprised to learn that a person's social class background has an impact on their educational attainment and achievement. In fact, one group of researchers in the early 1990s found that the percentage of children who did not receive any postsecondary schooling was four times greater among those in the lowest quartile (25%) income bracket than those in the upper quartile of income earners (i.e., children from high-income families were far more likely than low-income children to go on to college). Another recent study found that having more liquid wealth that can be easily converted into cash actually seems to predict children's math and reading achievement (Elliott, Jung, Kim, & Chowa, 2010).

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These findings—that wealth and income shape a child’s educational experiences—are probably not that shocking to any of us. Yet, some of us may know someone who may be an exception to the rule. Sometimes the patterns that social scientists observe fit our commonly held beliefs about the way the world works. When this happens, we don’t tend to take issue with the fact that patterns don’t necessarily represent all people’s experiences. But what happens when the patterns disrupt our assumptions? For example, did you know that teachers are far more likely to encourage boys to think critically in school by asking them to expand on answers they give in class and by commenting on boys’ remarks and observations? When girls speak up in class, teachers are more likely to simply nod and move on. The pattern of teachers engaging in more complex interactions with boys means that boys and girls do not receive the same educational experience in school (Sadker & Sadker, 1994).

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People who object to these findings tend to cite evidence from their own personal experience, refuting that the pattern actually exists. However, the problem with this response is that objecting to a social pattern on the grounds that it doesn’t match one’s individual experience misses the point about patterns. Patterns don’t perfectly predict what will happen to an individual person, yet they are a reasonable guide. When patterns are systematically observed, they can help guide social work thought and action. 1.4

Concepts of Construct and Variables Concepts may also have progressive levels of abstraction. Some concepts such as a person’s weight are precise and objective, while other concepts such as a person’s personality may be more abstract and difficult to visualize. A construct is an abstract concept that is specifically chosen (or “created”) to explain a given phenomenon. A construct may be a simple concept, such as a person’s weight, or a combination of a set of related concepts such as a person’s communication skill, which may consist of several underlying concepts such as the person’s vocabulary, syntax, and spelling. The former instance (weight) is a unidimensional construct, while the latter (communication skill) is a multi-dimensional construct (i.e., it consists of multiple underlying concepts). The distinction between constructs and concepts are clearer in multi-dimensional constructs, where the higher order abstraction is called a construct and the lower order abstractions are called concepts. However, this distinction tends to blur in the case of unidimensional constructs.

NSOU ? PGSW-VII 23 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 Constructs used for scientific research must have precise and clear definitions that others can use to understand exactly what it means and what it does not mean. For instance, a seemingly simple construct such as income may refer to monthly or annual income, before-tax or after-tax income, and personal or family income, and is therefore neither precise nor clear. There are two types of definitions: dictionary definitions and operational definitions. In the more familiar dictionary definition, a construct is often defined in terms of a synonym. For instance, attitude may be defined as a disposition, a feeling, or an affect, and affect in turn is defined as an attitude. Such definitions of a circular nature are not particularly useful in scientific research for elaborating the meaning and content of that construct. Scientific research requires operational definitions that define constructs in terms of how they will be empirically measured. For instance, the operational definition of a construct such as temperature must specify whether we plan to measure temperature in Celsius, Fahrenheit, or Kelvin scale. A construct such as income should be defined in terms of whether we are interested in monthly or annual income, before-tax or after-tax income, and personal or family income. One can imagine that constructs such as learning, personality, and intelligence can be quite hard to define operationally. Figure 1.2 : The theoretical and empirical planes of research A term frequently associated with, and sometimes used interchangeably with, a construct is a variable. Etymologically speaking, a variable is a quantity that can vary (e.g., from low to high, negative to positive, etc.), in contrast to constants that do not vary (i.e., Theoretical Plane Construct A Construct B Proposition Empirical Plane Independent Variable Hypothesis Dependent Variable

NSOU ? PGSW-VII 24 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 remain constant). However, in scientific research, a variable is a measurable representation of an abstract construct. As abstract entities, constructs are not directly measurable, and hence, we look for proxy measures called variables. For instance, a person's intelligence is often measured as his or her IQ (intelligence quotient) score, which is an index generated from an analytical and pattern-matching test administered to people. In this case, intelligence is a construct, and IQ score is a variable that measures the intelligence construct. Whether IQ scores truly measures one's intelligence is anyone's guess (though many believe that they do), and depending on whether how well it measures intelligence, the IQ score may be a good or a poor measure of the intelligence construct. As shown in Figure 2.1, scientific research proceeds along two planes: a theoretical plane and an empirical plane. Constructs are conceptualized at the theoretical (abstract) plane, while variables are operationalized and measured at the empirical (observational) plane. Thinking like a researcher implies the ability to move back and forth between these two planes. Depending on their intended use, variables may be classified as independent, dependent, moderating, mediating, or control variables. Variables that explain other variables are called independent variables, those that are explained by other variables are dependent variables, those that are explained by independent variables while also explaining dependent variables are mediating variables (or intermediate variables), and those that influence the relationship between independent and dependent variables are called moderating variables. As an example, if we state that higher intelligence causes improved learning among students, then intelligence is an independent variable and learning is a dependent variable. There may be other extraneous variables that are not pertinent to explaining a given dependent variable, but may have some impact on the dependent variable. These variables must be controlled for in a scientific study, and are therefore called control variables. Moderating Effort Intelligence Independent Mediating Dependent Academic Earning Figure 1.3. A nomological network of constructs

NSOU ? PGSW-VII 25 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 To understand the differences between these different variable types, consider the example shown in Figure 1.2. If we believe that intelligence influences (or explains) students' academic achievement, then a measure of intelligence such as an IQ score is an independent variable, while a measure of academic success such as grade point average is a dependent variable. If we believe that the effect of intelligence on academic achievement also depends on the effort invested by the student in the learning process (i.e., between two equally intelligent students, the student who puts in more effort achieves higher academic achievement than one who puts in less effort), then effort becomes a moderating variable. Incidentally, one may also view effort as an independent variable and intelligence as a moderating variable. If academic achievement is viewed as an intermediate step to higher earning potential, then earning potential becomes the dependent variable for the independent variable academic achievement, and academic achievement becomes the mediating variable in the relationship between intelligence and earning potential. Hence, variable are defined as an independent, dependent, moderating, or mediating variable based on their nature of association with each other. The overall network of relationships between a set of related constructs is called a nomological network (see Figure 2.2). Thinking like a researcher requires not only being able to abstract constructs from observations, but also being able to mentally visualize a nomological network linking these abstract constructs. 1.5 Social Survey a. Definition : It is very difficult to give a universally accepted definition of social survey. This is because the scope of social survey is very wide. So, generally any definition cannot suffice to express its aims. Actually, it is practically impossible to define the different applications of social survey in just few lines. This is because starting from a more or less eighty years from now, the classical poverty survey till modern-day survey of urban planning or market surveyor public opinion surveyor surveys conducted by government offices have been so varied that it is really difficult to encompass all these types under one single definition. Again, with respect to its aims, the scope of social survey has been very wide. This because it can range from implementation of administrative decision, from finding, cause-effect relation to shed light on some social theory. Moreover if we look at it as subject, then it may be inclusive of characteristic of population distribution social environment, different activities, opinion of social groups and the like.

NSOU ? PGSW-VII 26 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 Wells had delivered a definition of social survey in 1935 as primarily the expression of real cause of the poverty of labour class, their problems and social nature of it. But this is not a complete definition. In modern days, social surveys are used in wider meanings and contexts because on the one hand, it is attached to governmental surveys, market research, public opinion research and on the other, it is attached to different sides of social science research. Therefore social survey can be defined as scientific method by which the cause- effect relationship is understood, with an aim to realize the real cause of an event or to understand the source of a social problem. (b) Purpose of social survey: Some social surveys aim at exploring some data delivering those to concerned people. In other words, such surveys have a clear descriptive aim. In the same way, as social surveys have descriptive aims for social scientist does it is a means of forming ideas about social relationships and social behaviour of members of society. In reality, different data based subjects are included in its objective For example, how does different families of various status-positions expend their income, what is the relationship between education and social status, what is the opinion of general public towards social security policies, and many more such issues. But it should not be believed that descriptions are the only aim of social surveys. Many social surveys also aim at explanation. Such surveys are completely theoretical. It means that, some surveys aim at formulating hypothesis on any theory of social science and then testing it or measuring the effect of theories on different issues. Whatever may be the aim of such surveys, it mainly aims at establishing relationship between different variables. This is why, such surveys require complex analysis and explanation. From the above discussion, following can be summarized :- (1) to uphold the relation between society and the elements of social organization. (2) to search for reasons or causes of social problems. (3) to analyse the cause-effect relationship of any social event. (4) to analyse the different opinions of various social groups. (5) to measure the effect of any sociological theory of society. (6) to explore different data, analyse them and over and above create theories with the help of collected facts. (c) Subject-matter of Surveys: Though it is difficult to produce a complete list of subject-matters of social surveys but still four such subject-matters can be identified- NSOU ? PGSW-VII 27 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 (1) To construct ideas about the distribution of a population for example, their family- structure, marital status, age, fertility-rate, ratio of children to aged population etc. (2) To understand the social environment and economic condition of that population. It includes, occupation, profession, income, condition of living, social securities enjoyed etc. (3) To construct ideas on the activities of that population. It includes their activities, behaviour, leisure activities, expenditure pattern, etc. (4) To know about different perspectives and opinion of that population. For example, pre-poll survey, public opinion survey, market research etc. (d) Historical Background of Social Survey: The history of social survey is not very old. The names that are associated from the beginning are Eden, Mayhew, and Booth. But, Booth is considered to be the father of scientific social survey. In 1886, Booth started a survey on The lives of Labour and Citizens of London and this survey ended in 1902. In the earlier parts of the twentieth century, Booth and Rowntree initiated many long-term social surveys. This is why they are called the torch- bearers of modern social surveys. In the later twenty years, many scholars also initiated surveys. Among them most noteworthy is Bowley. In the later decades of 1920s and earlier parts of 1930s, a number of survey were conducted in British Isles following the methods of earlier studies. Later on, urban planning and governmental activities were associated with survey. Slowly, the significance of survey increased and survey as a method also entered non- governmental sectors. In the mid twentieth century, academic courses of surveys started to come up and was included in the syllabi of various universities. In the U. S. too, alongwith British initiatives, various surveys were conducted. Among them, Glock's work in 1967-Survey Research in the Social Sciences was published. In this book, the role of surveys in Sociology, Political Science, Psychology, Economics, Anthropology, Education, Social Work, Public Health and Medical Sciences, was vividly explained. The Classical Poverty Survey : The torchbearer of modern social survey Charles Booth started his survey in 1886 and concluded it in 1902. The results of his work was published in 17 volumes. He was a rich merchant and he felt deeply for the poverty stricken labour class and their social living, condition. The most difficult task which he faced during his survey was how to collect data on the huge population of the labour class living in London. He was the first to introduce "group interview" method. The data collected through this method was divided into eight classes of families. Out of these four were situated above the poverty line and the other

NSOU ? PGSW-VII 28 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 four below it. But this differentiation was not too logical since, his definition of 'poor' and 'very poor' was not perfect. But still this survey attracted attention because it highlighted on the terrible sides of poverty and its variation. Beatrix Webb later on had shown how much and to what extent, this survey had a political effect. In reality, Booth's survey paved the way for scientific social survey. After a decade later, Rowntree started his survey in 1902. The subject of his survey was "Poverty: A Study of Town Life". His survey was different from Booth's methods in three respects : Firstly, he collected data on occupation, income and housing conditions of each labour class family. Secondly, he directly- gathered data from each family, and Thirdly, the important issue of his survey was that he was able to present a nearly perfect conception of poverty. He was also able to differentiate between different strata of poverty stricken families. In his views if the total family income falters to provide essentials to maintain the basic physical strength of the members then it can be called primary poverty. And, if the family income can provide the least essentials to maintain physical strength of its members, but cannot always satisfy important or unimportant expenditure of the family, it is called secondary poverty. He also, initiated a price index for food and clothing of (≠) such families. In 1912, Bowley started a very important survey. He conducted the survey on the living conditions of labourers in five cities. The name of this survey was "Livelihood and poverty". The most important contribution of Bowley was the use of sampling. Later in this method was used in every survey. In the 1930s, surveys were conducted in random and its use became rampant : In 1932, Ford conducted a survey in Southampton. This was published in 1934 as work and wealth in Modern Port Ford had followed Bowley's method in this survey but conceptualized poverty in different times. This new term was potential poverty. The order surveys on labour class which were equally significant were Rowntree's survey Poverty and Progress in 1941 and Lavers' Survey in 1950 and Abel-Smith's work in 1965. Rowntree gave up the earlier index of poverty and substituted it with a new one- human necessity value. Lavers' and Rowntree both conducted a survey named Poverty and the welfare state. Abel-Smith and Townsend conducted a survey named "The Poor and the Poorest".

NSOU ? PGSW-VII 29 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 Still today, surveys are conducted on urban planning, market research, public-opinion as done earlier. But in modern times, census is the most elaborate survey conducted so far. In every country, under government patronage census conducted every ten years.

Exercises 01. What is social survey? What are its objectives. 02. What are the subject-matter of surveys. 03. Explain the historical background of surveys. 1.6 Social Research (a) Social Research: In general terms, social research is a deep concern for search to establish a new knowledge. Social research is research on Society-related any subject. Research is always conducted through scientific methods. The tools for this are experimen- tation, observation, data-analysis and decision. In natural sciences, experimentation is given more significance than is social science research. In social research on the other hand, observation, data-collection, data analysis is given more importance. In teal sense, research is a process whereby existing knowledge is tested, modified by deep observation analysis and decisions. In 1947, Western Reserve University in the us conducted a work shop, In its report, it was said that social research is conducted to ensure the progress of pure natural sciences. But the characteristics that are found in social research are as follows : 1. Social research is conducted in social and behavioural sciences. 2. Such researches are also conducted in sociology and anthropology. 3. To clearly understand human behaviour and to make progress in knowledge acquired, or to reject an old theory, or modify it, or to establish, a new theory, such researches are conducted. 4. Social research is also conducted with an aim to help in formulating policies and to see it an idea on social issues is practically useable. 5. A social researcher starts his research with an educational aim and also to fill up the gaps in social science knowledge. The ultimate aim of such researches is to acquire unknowledge about social facts and social environment.

NSOU ? PGSW-VII 30 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 (b) Importance of Research in Social Work: Social work is a practical profession. The scope of social work is mainly : Proposal, Promotion, Medical treatment of mental illness and over and above it is associated with, the positive aspects of social state. For this reason, it is important for the social workers to have a clear idea of different social problems and the reality. Because, the lack of it, the social researcher may find it difficult to construct an appropriate proposal and technique that would be a help for an individual or a group. Social research is for this reason helpful for social work. It becomes easier to find solutions to a problem and also find out the possible sources of a problem through research. In this way it helps the researcher to dwell deep into a problem and assist him/her in making a decision as to how and where to start their work. For example, let us think that cholera has shaped up like an epidemic in a village. The first step a social worker should undertake is to find out what are the potential causes of cholera; which castes or groups are most affected by it. Moreover, the history of the disease, the source of drinking water, opportunities for medical treatment etc. are also to be understood by the researcher. Only after having a complete understanding of the nature of scope of the problem, he/ she will be in a position to draw a policy to solve it. But if an immediate solution to the problem is looked for, then it is advisable to take care of the medical treatment only. But in this way there will be ample scope for the disease to take the tony of an epidemic in the future. If a permanent solution is looked for, then along with medical treatment, efforts should be made to eradicate the causes' of the problem, It means that through research, if a knowledge about the disease is formed, only then it would be possible to create a permanent solution to the problem. The importance of research his here. It is through research, that a social worker can develop a clear concept of the disease, causes of it and the socio-economic background of the patients. And this would had a permanent solution of the problem. With the development of civilization, social life has become more and more complex. There has been important changes in the Social norms and regulation of earlier times. In order to understand this complex social environment it is important to survey the components of the social setting. It is also for this reason that research has become indispensable for the understanding of social complexities. This is because, unless the social workers can fully understand the social environment and the social facts, it would be impossible to carry on work for them. Whenever there is a disruption in the normal working of the society, social work research becomes essential. It is through research that the

NSOU ? PGSW-VII 31 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 probable cause of such disruption are looked for. In reality, the aim of social work is to find out the potential causes and solutions of the problems of mankind. It also aims at finding out alternative solutions that evolve out of the understanding of complex social problems. In summary, it can be said that the aim of social work is to build up an opposition to social problems and in this way to enhance the scope of social work and find solutions to problems. Social research helps social workers to practically use theoretical knowledge and help them to find out possible solutions to the problems they face. But, in reality social research and social work research are completely different subjects altogether. (C) Features of Social Work Research: There may be some similarities between social work research and social research but there are some characteristics of social work research, which are as follows : 1. The aim of social work research is to explore any answer to question related to social work through the application of structured scientific method. Besides, social work research tries to find alternative solutions to those problems which social workers face. 2. Social work research is not always directed towards enhancing knowledge in social science. It specially aims at finding out how this knowledge can be utilized for building up self-sufficiency and independence among people who are in trouble. 3. Social research aims at progressive enhancement of the works of individuals, group and over and above, the society. 4. Social work research is a part of social research. 5. Social work research is always oriented towards the reality. It emphasizes mostly on the practicality of the problems that men face and tries to find 'out possible solutions for it. It also aims at finding out the practicality of the methods used. (D) Scope of Social Work Research: The scope of social work research underlines the parameter within which social work is practically implemented. Its scope extends from establishing different theories of social work, research on various facts, policy formulation, implementation of different programmes practical utilization of policies and evaluation of policies and its control. In all aspects of social work research is essential. Due to changes in ideas, development of science and technology and differences between nature and culture, social work research alongwith changing social problems is undergoing revision.

NSOU ? PGSW-VII 32 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 Not denying the fact is the concept that social work has different implications in differing space and time. It is for this reason that implications of a particular research is not applicable universally. For example, changes that take place in a urban area does not have same effect in rural areas. But it is true that the implications of development in urban areas have some effect on rural areas as well. It is for this reason that social work research is continuous and its importance can never be underestimated. Areas in which social work research is immensely applied is policies-for social welfare activities, formulation of social laws and strengthening of same security policies of some communities. Through this, there develops a deep bond of cooperation between the members of the society. In different areas, through social work research social justice and social security is easily established through such research the different gaps between different strata of people can be diminished. (F) Position of Social Work Research in India : Social Work as an academic discipline was first started in Tata Institute of Social Science. In the same way, social work research also started in the same institute. But still, it is suffice to say that social work research has not gained momentum in India. The social work researchers in India still accept and depend solely on research methods, theories and techniques developed in the west. Indian social work researchers lack originality in their orientation. It is not true that research methods and techniques developed in the west are in applicable in India. But it needs revision while applying those on Indian conditions. Generally, it is seen that there lies a gap between the results of research and what common people think. Besides that, common people have very little knowledge about career in social work. The NGOs, government offices, international organisations, who do a lot of social work research, do not inspire social work researchers in any pure research. The type or research conducted by such organisations are so error some, that common people find it hard to integrate with them, It is for this reason that, though demand for trained efficient researchers are growing but still, the scope of social work research remains unchanged. The participatory research which are conducted usually entrusts its results on common people. But such researches should aim at hypothesizing after understanding the needs of the mass. Many times, such researches are conducted according to the needs of the organization which sponsors the research. Only in few cases, researches aim at the needs of the masses, evaluation of resources and importance of policy building. The reasons behind such errors in social work research are as follows : (i) The administrators and policy-makers give less importance or research. (ii) Insufficient financial resources are available for the research and the aims of the financial organizations or sponsoring agents limit the scope of research.

NSOU ? PGSW-VII 33 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 (iii) Lack of a central organization that would help in promoting social work research. (iv) No real training centre for researchers. (v) Lack of initiative among professional social work researchers. But in a country like India, where a substantial number of people live below the poverty line, it can play a viable role. The importance of social work research in India can be underlined below : (1) Social work research method : Indian Social System is dynamic. Therefore, which social work research method is applicable in which social context of Indian society is very important to discern. The traditional methods of social work research used in Indian conditions are case work, group work and convey organization. There is importance in evaluating the success of each method. Because in the changing socio-cultural circum- stances in India, these methods should be evaluated so that they can be more effective. (2) Development of Policies, Integration and Evaluation: India has a number of tribes, castes and a number of people belonging to different classes. It is necessary to integrate the different social welfare works and evaluate these methods used. This is because, it is important to analyse the significance and the importance of collecting evidences for different demands. It is possible to develop varying programmes evaluate and integrate them only through research. (3) Social problem oriented research: Different social problems such as illiteracy, superstition, poverty, unemployment, prostitution etc. are so complex that it is possible to understand them only through research. Besides them, problems of the scheduled castes and scheduled tribes, the unorganized labour force are only to be understood through research. Other than these problems faced by AIDS patients the negative reactions towards them also can be understood through research. Therefore, in order to understand any complex social problem social work research has an important role to play. (4) To know the history of social work: It is impossible to understand the present without throwing the past. It is only by analysing the history of social work, we can understand the nature of its continuity of works already done. So, it is important for social workers to understand how changes in socio-cultural and political spheres has had an effect on social work. So, one of the important aspects of social work research is to enlighten on the history and its development. (5) To understand Social Work and Social Policy: Many social policies are enacted for social work. It is important for social workers to understand the effectiveness of such policies at present and the success and failures of these policies. It can be understood only through social work.

NSOU ? PGSW-VII 34 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 Besides these, the importance of social work is understood in areas like administration, establishing human rights, training of social workers and in developing those etc. (6) Limitations of Social Work Research: Research answers questions on many unknown issues. This is why social research is called a pioneer of modern civilization. But the level of reliable data that research can yield for natural sciences, is somewhat jeopardised in case of social science. This is the reason why there are certain limitations of social work research. These are : (i) Many social work research is based on systems approach. This approach is based on human body. The parts of the human body perform certain particular functions. Any disruption in this working has a negative effect on the human body. This means there is an internal cohesion and mutual dependence in the working of the parts of human body. Similarly, if this logic is applied on research then it means that the data collected would try to find out ways to solve problems in such a way that it would match the modern social structure. But problem arises when it is inherent in the structure. This is how social work research begets its limitation. (ii) The problem areas where social work research is generally conducted are not analysed deeply. As a result, in place of analysing the complex social causes, the researcher only explores some causes ignoring the others. Thus often happens because, the amount of labour and time needed for such work is not given. So, it lacks continuity. (iii) The effect of India's regional differences is high on social work. To do such work," continuous research is essential. The time and labour needed is often not adhered to. (iv) The relationship between theory and research is significant. Though it cannot be denied that the social work theory and its applicability is universal but still its applicability is truly limited by regional differences. In respect to regional difference, modification of theories is so important but this aspect is not given significance by researchers. (v) Many a times it is seen that there lies a misconception among researcher, financial institute, government office, and organisations dealing with social work. As a result of this, the policies taken up to consider needs of common man are not always accurate. As a result of misconception and biased ideas of the researcher, the results of research can also be misleading. (vi) In Indian situation, behind different social work policies, are a particular impact of politics is envisaged. This political impact poses limitations on social work research. (vii) Men hope that through research, solution to many human problems can be found. But this concept is not true in all senses. So, social work research too, cannot always bring success and help in meeting all kinds of demands, or bring about desired changes.

NSOU ? PGSW-VII 35 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 (F) Distinction between Social Research and Social Work Research. In 1937, Helen Jetter in her book "Social Work Year Book" said that the aim of social work research is to find out social work philosophy, method, process, technique etc. for the problems faced by social work researchers, in a scientific and national exploration. Differently, though social work research aim at progress in fundamental social science. The theories of social science and methods are applied on social work and in this way, there establishes a relationship between the two. In reality, the main differences between social work research and social research is that social work research is always conducted from the point of view of the social worker. The differences between the two are as follows :-

1. Definition Social research is exploration of social science development through scientific and national methods.
2. Field Social Research is conducted on behavioral sciences such as sociology, anthropology etc.
3. Aim To establish clear concepts regarding social environment, social problem, human behaviour, to reject any old theory, to reform or modify them. In short, to aim at knowledge regarding social Science research.
4. Scope The scope of social research is very wide. Any issues of social significance are included in such research.
5. Basis Social research works on the limitation of social science. Its aim is exploration of new knowledge.

Social work Research Social work research is to find solutions to the problems social workers face, through scientific and national exploration. Such research is conducted on areas where social workers face problems. To understand the causes of the problems social workers face to find solutions to these problems, to examine the utility of social policies. Social work research is apart of social research. As it is limited by its scope of working within the field of Social Welfare in comparison to social research, its scope is limited. The basis of social work research is to find" solutions to the problems of human kind.

NSOU ? PGSW-VII 36 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 F : Distinction between Survey and Research :- Though survey and research have some common areas but still they cannot be synonymous. In reality, survey is to analyse or explore on certain issues so that its true nature can be highlighted on. Generally, survey is conducted to find out if a plan is researchable or not. On the other hand, to explore on a fundamental issue on the basis of scientific and rational criterion is research. Its aim is to find out sources of knowledge and rectify' or modify old theories. If social survey is done explicitly that in-depth social surveys can be called research. Survey is mainly based on problems. To find art causes of any problem is the aim of surveys. It is on the basis of surveys that a plan is made and implemented. On the other side, it is possible to know causes of a problem through research and find out permanent solutions to them. In social surveys importance is given to a fact and its description. So, the result of surveys are temporary but the results of researches are permanent. The results of surveys and different recording to time space and persons on whom they and applicable. Therefore they are flexible and universal in the same time. In case of research, specially pure research experiments are conducted. But the scope of experiments in surveys are limited. Surveys the primarily description and sometimes analytical. On the other hand, research is primarily normative. But in practice research is used as a term instead of surveys-as market research, public opinion research etc. These actually mean market survey, opinion survey. Exercise: 1. What is the meaning of social research? Analyse its objectives and scope. 2. What is the difference between survey and research. 3. Illustrate the difference between social research and social work research. 1.7 Process of Social Work Research Idea : Research is a continuous process. The process depends upon execution of specific work. These are like steps of a stare case who are interrelated, Scientific methods are followed to execute these work. On the other hand the steps which are followed in a scientific research are not scattered rather they are interrelated and interdependent. As these steps are followed and executed in a definite way in a research work thus they are considered as research methods. The main steps of a research works are as follows :

NSOU ? PGSW-VII 37 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 1. To identify the problems of research. 2. (a) Discussion of various theories and concepts. (b) Gathering knowledge on similar kind of research. 3. Project preparation. 4. Draft sketch plan of the research. 5. Collection of data. 6. Analysis of collected data. 7. Detail explanation of information based on the data and preparation of project report. But depending upon the requirement these steps can be changed. In case of social research similar steps are followed. Since the social research are done to solve the problems faced but the social workers and emphasises on the problem itself that is why these kind of researches are very much problem specific. Thus identifying the problem is the initial phase of this kind of research, similarly report with recommended solutions to these problems are the last phase of these research. The intermediate phase of the research work is considered to correlate between the two phase. This is the most critical and major part of a research work. In this phase so many works needs to be done such as sketch plan of the research, tools for the research, to determine the source of data and information which are to be collected, collection of data & Information data analysis, project preparation, examining the project, Analysing of the information etc. (B) Identification of Research Problem : Problem of a research means to determine the solution to those problems through research. Therefore identification of research problem means the research worker will research on what to find a solution-that means to identify or ascertain the topic of research. The researchers has to discuss thoroughly the theoretical and practical side of the problem so as to understand them properly. For this they have to read specific problem related books as well as to talk who such persons who have experience and have worked on similar kind of problem. This way after identifying the problem then the research methodology is to be settled. Therefore it need various works to be done identify a problem. The good thing that are obtained by identifying a problem are; 1. To ascertain the sphere of the topic of research.

NSOU ? PGSW-VII 38 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 2. This specifies the topic of the research and makes the research work smoother. 3. The problem can be properly defined. 4. To differentiate between the relevant (Research related) and irrelevant data. Identification of Research Problem is basically to determine the topic or subject on which the research work will be carried out. This mainly depends upon the discretion of the researcher as well as the knowledge and proficiency of the researcher, on a particular subject. Thus it is the primary job of a researcher to select the subject area of his research. Otherwise it is not possible to reach to the goal of the research. For this he has to perform the following; 1. The researchers have to decide the subject on which he has sufficient knowledge or among the various problems of the society which one attracts him the most. For example a researcher may choose. 'The malice of addiction' as his subject of his research. In this case the sphere of research is quite large, because cigarette, alcohol, Opium, Ganja, various drug they fall in the range of adict substance. Therefore he have to decide among these which will be his choice of research, whether he wants to carry out the research on smokers or alcoholic or drug adict. 2. Once the topic and the subject is selected then it is advised to make it precise: In that case it becomes easier for the researcher to put light on a particular side of the problem such as if a researcher decide to carry out the research on alcoholic person then he can make it more precise as whether he wants to study the health related problem with an alcoholic person or the society related problem with an alcoholic or the role of alcoholism as a cause behind the diplorable condition of a family. 3. After this the researcher has to determine the goal and mission of his research. Because the mission of a research helps the researcher to reach his goal in a disciplined way. Due to this the researcher none other but only concentrates on his research. Apart from the above steps the researcher has to follow other rules which are as follows. 1) The researcher must exchange his views and ideas with other research fellows and interact with those persons who have experience on similar kind of work. This will make the research more specific and effective. ii) He have to read books and journals relected to the said research this will make him more knowledgable.

NSOU ? PGSW-VII 39 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 iii) The researcher must have attraction on which he is carrying out the research work and he should have fairly good conception about the research, which are already done in the same field. iv) It is always recommended to avoid such fields of research which has a wide area and easily attracts the researcher. v) Above all the problem of research, or the subject has to be viable in respect of time and money. (c) Review of Literature After selecting the topic of research the second phase of the research requires that the researcher should gather in depth knowledge about the subject unless the researcher have a clear idea about the nature, cause and depth of the problem, he cannot carry out the research in the right direction. Reading of books helps him to build ideas, learn theories etc. It gives proper direction to the research work and prevents duplication of the same. It also indicates about the problems that may be encountered while doing the research. Study of books does not only mean studying of published books, but it includes study of unpublished books, journals, magazines, articles, Govt. reports etc. The research should make a list of these materials, because at the end of the research the researcher has to declare about the references from which he got help in preparing the thesis. 1.8 Ethical issues in Research Ethics is the moral distinction between right and wrong, and what is unethical may not necessarily be illegal. If a scientist's conduct falls within the gray zone between ethics and law, she may not be culpable in the eyes of the law, but may still be ostracized in her professional community, face severe damage to professional reputation, and may even lose her job on grounds of professional misconduct. Social Work is a field of knowledge that maintains an ethical and political commitment to protecting the rights of the participants in research. Prior to the creation of the resolution, the Social Workers' Professional Code of Ethics already indicated the need for professionals to respect the rights of participants to have prior information about the study procedure, freedom of choice and access to the results of the studies. In research projects conducted by social workers, it is common for the object of the study to be users of Social Work who belong to socially stigmatized social

NSOU ? PGSW-VII 40 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 classes or groups due to factors such as income, level of education, profession or even physical and mental deficiencies. Some of the people who participate in Social Work studies can be described, according to Barroco, as "a population considered vulnerable to certain requirements presented by scientific research." In this sense, the adoption of ethical care in the realization of scientific studies is an attribute of considerable importance in the education and professional exercise of social workers. While we talk about the Ethical issues involved in Research, it would be naive to simply and only trust in the self-guidance and morality of individual researchers. We must keep a few things in our mind- First, knowledge and acceptance of ethical standards and principles may vary widely between countries and disciplines and a unitary approach is therefore desirable for all stakeholders involved. Second, the transformation of international research into something akin to a capitalistic competition of scientific reputation with rankings and impact factors deciding on the standing and status of researchers (Münch 2014), the pressure on the individual researcher in this system is too high to expect everyone to adhere simply to their conscience everywhere and all the time during every phase of research. Third, Ethical concerns envisages issues of data sharing, privacy, and security. We know these days, the misuse of online data by various actors is likely to continue, as the potential gains are huge. However, researchers should not be left alone in addressing these issues. Rather, they should receive support from institutionalized agencies trained and tasked in the handling of ethical issues. These do not need to take the form of established IRBs and should provide guidance as much as restrictions Following are the Ethical Principles in Scientific Research— ? Scientific validity- A study should be designed in a way that will get an understandable answer to the important research question ? Fair subject selection The primary basis for recruiting participants should be the scientific goals of the study — not vulnerability, privilege, or other unrelated factors. ? Favourable risk-benefit ratio Everything should be done to minimize the risks and inconvenience to research participants to maximize the potential benefits, and to determine that the potential benefits are proportionate to, or outweigh, the risks.

NSOU ? PGSW-VII 41 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 ? Independent review To minimize potential conflicts of interest and make sure a study is ethically acceptable before it starts, an independent review panel should review the proposal and ask important questions, including: Are those conducting the trial sufficiently free of bias? Is the study doing all it can to protect research participants? etc ? Informed consent Potential participants should make their own decision about whether they want to participate or continue participating in research. This is done through a process of informed consent in which individuals (1) are accurately informed of the purpose, methods, risks, benefits, and alternatives to the research, (2) understand this information and how it relates to their own clinical situation or interests, and (3) make a voluntary decision about whether to participate. ? Respect for potential and enrolled subjects Individuals should be treated with respect from the time they are approached for possible participation — even if they refuse enrollment in a study — throughout their participation and after their participation ends. This includes: ? Respecting the privacy and keeping the private information of the respondents confidential ? Respecting the right to change the mind of the respondents, if they feel that the research does not match their interests, and to withdraw without a penalty ? Informing them of new information that might emerge in the course of research, which might change their assessment of the risks and benefits of participating ? Monitoring their welfare and, if they experience adverse reactions, unexpected effects, or changes in clinical status, ensuring appropriate treatment and, when necessary, removal from the study ? Informing the respondents about what was learned from the research

NSOU ? PGSW-VII 42 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 1.9 Hypothesis A hypothesis is an assumption about how two or more variables are related; it makes a conjectural statement about the relationship between those variables. In social science the hypothesis will often predict how one form of human behaviour influences another. In research, independent variables are the cause of the change. The dependent variable is the effect, or thing that is changed. For example, in a basic study, the researcher would establish one form of human behaviour as the independent variable and observe the influence it has on a dependent variable. How does gender (the independent variable) affect rate of income (the dependent variable)? How does one's religion (the independent variable) affect family size (the dependent variable)? How is social class (the dependent variable) affected by level of education (the independent variable)? ? Hypothesis are testable explanations of a problem, phenomenon, or observation. ? Both quantitative and qualitative research may involve formulating a hypothesis to address the research problem. ? Hypotheses that suggest a causal relationship involve at least one independent variable and at least one dependent variable; in other words, one variable which is presumed to affect the other. ? An independent Variable is one whose value is manipulated by the researcher or experimenter. ? A dependent variable is a variable whose values are presumed to change as a result of changes in the independent variable A hypothesis is an assumption or suggested explanation about how two or more variables are related. It is a crucial step in the scientific method and, therefore, a vital aspect of all scientific research. There are no definitive guidelines for the production of new hypotheses. The history of science is filled with stories of scientists claiming a flash of inspiration, or a hunch, which then motivated them to look for evidence to support or refute the idea. While there is no single way to develop a hypothesis, a useful hypothesis will use deductive reasoning to make predictions that can be experimentally assessed. If results contradict the predictions, then the hypothesis under examination is incorrect or incomplete and must be revised or abandoned. If results confirm the predictions, then the hypothesis might be correct but is still subject to further testing.

NSOU ? PGSW-VII 43 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 1.10 Steps in the process of research 1 Problem Selection— The first step in the process of carrying out any kind of Research is to identify a problem. This problem may be something the researcher may identifies and which may need further investigation for building up new knowledge or information. This step involves identification of one or more research questions dealing with a specific behaviour, event, or phenomena of interest. Research questions are specific questions about a behaviour, event, or phenomena of interest that you wish to seek answers for in your research. Research questions can delve into issues of what, why, how, when, and so forth. More interesting research questions are those that appeal to a broader population. Narrowly focused research questions (often with a binary yes/no answer) tend to be less useful and less EXPLORATION RESEARCH DESIGN RESEARCH EXECUTION Research Questions Literature Review Theory Operation- alization Research Method Sampling Strategy Researchh Proposal Pilot Testing Data Collection Data Analysis Research Report

NSOU ? PGSW-VII 44 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 interesting and less suited to capturing the subtle nuances of social phenomena. Uninterest- ing research questions generally lead to uninteresting and unpublishable research findings. The next step is to conduct a literature review of the domain of interest. The purpose of a literature review is three-fold: (1) to survey the current state of knowledge in the area of inquiry, (2) to identify key authors, articles, theories, and findings in that area, and (3) to identify gaps in knowledge in that research area. Literature review is commonly done today using computerized keyword searches in online databases. Keywords can be combined using "and" and "or" operations to narrow down or expand the search results. Once a shortlist of relevant articles is generated from the keyword search, the researcher must then manually browse through each article, or at least its abstract section, to determine the suitability of that article for a detailed review. Literature reviews should be reasonably complete, and not restricted to a few journals, a few years, or a specific methodology. Reviewed articles may be summarized in the form of tables, and can be further structured using organizing frameworks such as a concept matrix. A well-conducted literature review should indicate whether the initial research questions have already been addressed in the literature (which would obviate the need to study them again), whether there are newer or more interesting research questions available, and whether the original research questions should be modified or changed in light of findings of the literature review. The review can also provide some intuitions or potential answers to the questions of interest and/or help identify theories that have previously been used to address similar questions. Since functionalist (deductive) research involves theory-testing, the third step is to identify one or more theories can help address the desired research questions. While the literature review may uncover a wide range of concepts or constructs potentially related to the phenomenon of interest, a theory will help identify which of these constructs is logically relevant to the target phenomenon and how. Forgoing theories may result in measuring a wide range of less relevant, marginally relevant, or irrelevant constructs, while also minimizing the chances of obtaining results that are meaningful and not by pure chance. In functionalist research, theories can be used as the logical basis for postulating hypotheses for empirical testing. Obviously, not all theories are well-suited for studying all social phenomena. Theories must be carefully selected based on their fit with the target problem and the extent to which their assumptions are consistent with that of the target problem. Selection and Formulation of Research Design — The next phase in the research process is research design. This process is concerned with creating a blueprint of the activities to take in order to satisfactorily answer the

NSOU ? PGSW-VII 45 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 research questions identified in the exploration phase. This includes selecting a research method, operationalizing constructs of interest, and devising an appropriate sampling strategy. Operationalization is the process of designing precise measures for abstract theoretical constructs. This is a major problem in social science research, given that many of the constructs, such as prejudice, alienation, and liberalism are hard to define, let alone measure accurately. Operationalization starts with specifying an "operational definition" (or "conceptualization") of the constructs of interest. Next, the researcher can search the literature to see if there are existing prevalidated measures matching their operational definition that can be used directly or modified to measure their constructs of interest. If such measures are not available or if existing measures are poor or reflect a different conceptualization than that intended by the researcher, new instruments may have to be designed for measuring those constructs. This means specifying exactly how exactly the desired construct will be measured (e.g., how many items, what items, and so forth). This can easily be a long and laborious process, with multiple rounds of pretests and modifications before the newly designed instrument can be accepted as "scientifically valid." Simultaneously with operationalization, the researcher must also decide what research method they wish to employ for collecting data to address their research questions of interest. Such methods may include quantitative methods such as experiments or survey research or qualitative methods such as case research or action research, or possibly a combination of both. If an experiment is desired, then what is the experimental design? If survey, do you plan a mail survey, telephone survey, web survey, or a combination? For complex, uncertain, and multi-faceted social phenomena, multi-method approaches may be more suitable, which may help leverage the unique strengths of each research method and generate insights that may not be obtained using a single method. Researchers must also carefully choose the target population from which they wish to collect data, and a sampling strategy to select a sample from that population. For instance, should they survey individuals or firms or workgroups within firms? What types of individuals or firms they wish to target? Sampling strategy is closely related to the unit of analysis in a research problem. While selecting a sample, reasonable care should be taken to avoid a biased sample (e.g., sample based on convenience) that may generate biased observations.

NSOU ? PGSW-VII 46 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 Data Collection – Data can be defined as the quantitative or qualitative values of a variable. Data is plural of datum which literally means to give or something given. Data is thought to be the lowest unit of information from which other measurements and analysis can be done. Data can be numbers, images, words, figures, facts or ideas. Data in itself cannot be understood and to get information from the data one must interpret it into meaningful information. There are various methods of interpreting data. Data sources are broadly classified into primary and secondary data. Data is one of the most important and vital aspect of any research studies. Researchers conducted in different fields of study can be different in methodology but every research is based on data which is analyzed and interpreted to get information. Data is the basic unit in statistical studies. Statistical information like census, population variables, health statistics, and road accidents records are all developed from data. There are two sources of data collection techniques. Primary and Secondary data collection techniques, Primary data collection uses surveys, experiments or direct observations. Secondary data collection may be conducted by collecting information from a diverse source of documents or electronically stored information, census and market studies are examples of a common sources of secondary data. This is also referred to as "data mining." Primary Data- Primary data means original data that has been collected specially for the purpose in mind. It means someone collected the data from the original source first hand. Data collected this way is called primary data. Survey Survey is most commonly used method in social sciences, management, marketing and psychology to some extent. Surveys can be conducted in different methods. Questionnaire Questionnaire is the most commonly used method in survey. Questionnaires are a list of questions either an open-ended or close-ended for which the respondent give answers. Questionnaire can be conducted via telephone, mail, live in a public area, or in an institute, through electronic mail or through fax and other methods. Interview Interview is a face-to-face conversation with the respondent. It is slow, expensive, and they take people away from their regular jobs, but they allow in-depth questioning and follow-up questions.

NSOU ? PGSW-VII 47 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 Observations Observations can be done while letting the observing person know that he is being observed or without letting him know. Observations can also be made in natural settings as well as in artificially created environment. Primary data has not been published yet and is more reliable, authentic and objective. Primary data has not been changed or altered by human beings; therefore its validity is greater than secondary data. Advantages of Primary Data— ? Data interpretation is better. ? Targeted Issues are addressed. ? Efficient Spending for Information. ? Decency of Data. ? Addresses Specific Research Issues. ? Greater Control. ? Proprietary Issues Disadvantage of Primary Data ? High Cost ? Time Consuming ? Inaccurate Feed-backs ? More number of resources is required Secondary Data Secondary data is the data that has been already collected by and readily available from other sources. When we use Statistical Method with Primary Data from another purpose for our purpose we refer to it as Secondary Data. It means that one purpose's Primary Data is another purpose's Secondary Data. So that secondary data is data that is being reused. Such data are more quickly obtainable than the primary data. These secondary data may be obtained from many sources, including literature, industry surveys, compilations from computerized databases and information systems, and computerized or mathematical models of environmental processes.

NSOU ? PGSW-VII 48 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 Published Printed Sources There are varieties of published printed sources. Their credibility depends on many factors. For example, on the writer, publishing company and time and date when published. New sources are preferred and old sources should be avoided as new technology and researches bring new facts into light. Books Books are available today on any topic that you want to research. The uses of books start before even you have selected the topic. After selection of topics books provide insight on how much work has already been done on the same topic and you can prepare your literature review. Books are secondary source but most authentic one in secondary sources. Journals/periodicals Journals and periodicals are becoming more important as far as data collection is concerned. The reason is that journals provide up-to-date information which at times books cannot and secondly, journals can give information on the very specific topic on which you are researching rather talking about more general topics. Magazines/Newspapers Magazines are also effective but not very reliable. Newspaper on the other hand is more reliable and in some cases the information can only be obtained from newspapers as in the case of some political studies. Published Printed Sources There are varieties of published printed sources. Their credibility depends on many factors. For example, on the writer, publishing company and time and date when published. New sources are preferred and old sources should be avoided as new technology and researches bring new facts into light. Books Books are available today on any topic that you want to research. The uses of books start before even you have selected the topic. After selection of topics books provide insight on how much work has already been done on the same topic and you can prepare your literature review. Books are secondary source but most authentic one in secondary sources.

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Journals/periodicals Journals and periodicals are becoming more important as far as data collection is concerned. The reason is that journals provide up-to-date information which at times books cannot and secondly, journals can give information on the very specific topic on which you are researching rather talking about more general topics. Magazines/Newspapers Magazines are also effective but not very reliable. Newspaper on the other hand is more reliable and in some cases the information can only be obtained from newspapers as in the case of some political studies. Published Electronic Sources As internet is becoming more advance, fast and reachable to the masses; it has been seen that much information that is not available in printed form is available on internet. In the past the credibility of internet was questionable but today it is not. The reason is that in the past journals and books were seldom published on internet but today almost every journal and book is available online. Some are free and for others you have to pay the price. E-journals: e-journals are more commonly available than printed journals. Latest journals are difficult to retrieve without subscription but if your university has an e-library you can view any journal, print it and those that are not available you can make an order for them. General Websites; Generally websites do not contain very reliable information so their content should be checked for the reliability before quoting from them. Weblogs: Weblogs are also becoming common. They are actually diaries written by different people. These diaries are as reliable to use as personal written diaries. Advantage of Secondary Data They are Inexpensive They are Easily accessible Immediately available Will provide essential background and help to clarify or refine research problem – essential for literature review Secondary data sources will provide research method alternatives. Will also alert the researcher to any potential difficulties.

NSOU ? PGSW-VII 50 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 Disadvantage of Secondary Data 1 They may not be immediately available – takes time to define problem, sampling frame, method and analysis. 2 It does not give us complete Information Thus we say that Primary research entails the use of immediate data in determining the survival of the market. The popular ways to collect primary data consist of surveys, interviews and focus groups, which shows that direct relationship between potential customers and the companies. Whereas secondary research is a means to reprocess and reuse collected information as an indication for betterments of the service or product. Data Analysis: Assessment of Intervention effects/impacts Data collection, is followed by Data Analysis. The data is analyzed and interpreted for the purpose of drawing conclusions regarding the research questions of interest. Depending on the type of data collected (quantitative or qualitative), data analysis may be quantitative (e.g., employ statistical techniques such as regression or structural equation modeling) or qualitative (e.g., case studies Focus Group Discussions or Content analysis). Data Analysis for Quantitative data— Numeric data collected in a research project can be analyzed quantitatively using statistical tools in two different ways. Descriptive analysis refers to statistically describing, aggregating, and presenting the constructs of interest or associations between these constructs. Inferential analysis refers to the statistical testing of hypotheses (theory testing). We may now examine statistical techniques used for descriptive analysis, and the next chapter will examine statistical techniques for inferential analysis. Much of today's quantitative data analysis is conducted using software programs such as SPSS or SAS. Data Preparation In research projects, data may be collected from a variety of sources: mail-in surveys, interviews, pretest or post test experimental data, observational data, and so forth. This data must be converted into a machine-readable, numeric format, such as in a spreadsheet or a text file, so that they can be analyzed by computer programs like SPSS or SAS. Data preparation usually follows the following steps. Data coding. Coding is the process of converting data into numeric format. A codebook should be created to guide the coding process. A codebook is a comprehensive document containing detailed description of each variable in a research study, items or

NSOU ? PGSW-VII 51 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 measures for that variable, the format of each item (numeric, text, etc.), the response scale for each item (i.e., whether it is measured on a nominal, ordinal, interval, or ratio scale; whether such scale is a five-point, seven-point, or some other type of scale), and how to code each value into a numeric format. For instance, if we have a measurement item on a seven-point Likert scale with anchors ranging from "strongly disagree" to "strongly agree", we may code that item as 1 for strongly disagree, 4 for neutral, and 7 for strongly agree, with the intermediate anchors in between. Nominal data such as industry type can be coded in numeric form using a coding scheme such as: 1 for manufacturing, 2 for retailing, 3 for financial, 4 for healthcare, and so forth (of course, nominal data cannot be analyzed statistically). Ratio scale data such as age, income, or test scores can be coded as entered by the respondent. Sometimes, data may need to be aggregated into a different form than the format used for data collection. For instance, for measuring a construct such as "benefits of computers," if a survey provided respondents with a checklist of benefits that they could select from (i.e., they could choose as many of those benefits as they wanted), then the total number of checked items can be used as an aggregate measure of benefits. Note that many other forms of data, such as interview transcripts, cannot be converted into a numeric format for statistical analysis. Coding is especially important for large complex studies involving many variables and measurement items, where the coding process is conducted by different people, to help the coding team code data in a consistent manner, and also to help others understand and interpret the coded data. Data entry. Coded data can be entered into a spreadsheet, database, text file, or directly into a statistical program like SPSS. Most statistical programs provide a data editor for entering data. However, these programs store data in their own native format (e.g., SPSS stores data as .sav files), which makes it difficult to share that data with other statistical programs. Hence, it is often better to enter data into a spreadsheet or database, where they can be reorganized as needed, shared across programs, and subsets of data can be extracted for analysis. Smaller data sets with less than 65,000 observations and 256 items can be stored in a spreadsheet such as Microsoft Excel, while larger dataset with millions of observations will require a database. Each observation can be entered as one row in the spreadsheet and each measurement item can be represented as one column. The entered data should be frequently checked for accuracy, via occasional spot checks on a set of items or observations, during and after entry. Furthermore, while entering data, the coder should watch out for obvious evidence of bad data, such as the respondent selecting

NSOU ? PGSW-VII 52 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 the "strongly agree" response to all items irrespective of content, including reverse-coded items. If so, such data can be entered but should be excluded from subsequent analysis. Missing values. Missing data is an inevitable part of any empirical data set. Respondents may not answer certain questions if they are ambiguously worded or too sensitive. Such problems should be detected earlier during pretests and corrected before the main data collection process begins. During data entry, some statistical programs automatically treat blank entries as missing values, while others require a specific numeric value such as -1 or 999 to be entered to denote a missing value. During data analysis, the default mode of handling missing values in most software programs is to simply drop the entire observation containing even a single missing value, in a technique called list wise deletion. Such deletion can significantly shrink the sample size and make it extremely difficult to detect small effects. Hence, some software programs allow the option of replacing missing values with an estimated value via a process called imputation. For instance, if the missing value is one item in a multi-item scale, the imputed value may be the average of the respondent's responses to remaining items on that scale. If the missing value belongs to a single-item scale, many researchers use the average of other respondent's responses to that item as the imputed value. Such imputation may be biased if the missing value is of a systematic nature rather than a random nature. Two methods that can produce relatively unbiased estimates for imputation are the maximum likelihood procedures and multiple imputation methods, both of which are supported in popular software programs such as SPSS and SAS. Data transformation. Sometimes, it is necessary to transform data values before they can be meaningfully interpreted. For instance, reverse coded items, where items convey the opposite meaning of that of their underlying construct, should be reversed (e.g., in a 1-7 interval scale, 8 minus the observed value will reverse the value) before they can be compared or combined with items that are not reverse coded. Other kinds of transformations may include creating scale measures by adding individual scale items, creating a weighted index from a set of observed measures, and collapsing multiple values into fewer categories (e.g., collapsing incomes into income ranges). Data Analysis for Qualitative Study— Qualitative analysis is the analysis of qualitative data such as text data from interview transcripts. Unlike quantitative analysis, which is statistics driven and largely independent of the researcher, qualitative analysis is heavily dependent on the researcher's analytic and

NSOU ? PGSW-VII 53 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 integrative skills and personal knowledge of the social context where the data is collected. The emphasis in qualitative analysis is "sense making" or understanding a phenomenon, rather than predicting or explaining. A creative and investigative mindset is needed for qualitative analysis, based on an ethically enlightened and participant-in-context attitude, and a set of analytic strategies. Let us take two examples to explain how we carry on Qualitative analysis. Content Analysis Content analysis is the systematic analysis of the content of a text (e.g., who says what, to whom, why, and to what extent and with what effect) in a quantitative or qualitative manner. Content analysis typically conducted as follows. First, when there are many texts to analyze (e.g., newspaper stories, financial reports, blog postings, online reviews, etc.), the researcher begins by sampling a selected set of texts from the population of texts for analysis. This process is not random, but instead, texts that have more pertinent content should be chosen selectively. Second, the researcher identifies and applies rules to divide each text into segments or "chunks" that can be treated as separate units of analysis. This process is called unitizing. For example, assumptions, effects, enablers, and barriers in texts may constitute such units. Third, the researcher constructs and applies one or more concepts to each unitized text segment in a process called coding. For coding purposes, a coding scheme is used based on the themes the researcher is searching for or uncovers as she classifies the text. Finally, the coded data is analyzed, often both quantitatively and qualitatively, to determine which themes occur most frequently, in what contexts, and how they are related to each other. A simple type of content analysis is sentiment analysis – a technique used to capture people's opinion or attitude toward an object, person, or phenomenon. Reading online messages about a political candidate posted on an online forum and classifying each message as positive, negative, or neutral is an example of such an analysis. In this case, each message represents one unit of analysis. This analysis will help identify whether the sample as a whole is positively or negatively disposed or neutral towards that candidate. Examining the content of online reviews in a similar manner is another example. Though this analysis can be done manually, for very large data sets (millions of text records), natural language processing and text analytics based software programs are available to automate the coding process, and maintain a record of how people sentiments fluctuate with time.

NSOU ? PGSW-VII 54 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 A frequent criticism of content analysis is that it lacks a set of systematic procedures that would allow the analysis to be replicated by other researchers. Schilling (2006) [20] addressed this criticism by organizing different content analytic procedures into a spiral model. This model consists of five levels or phases in interpreting text: (1) convert recorded tapes into raw text data or transcripts for content analysis, (2) convert raw data into condensed protocols, (3) convert condensed protocols into a preliminary category system, (4) use the preliminary category system to generate coded protocols, and (5) analyze coded protocols to generate interpretations about the phenomenon of interest. Content analysis has several limitations. First, the coding process is restricted to the information available in text form. For instance, if a researcher is interested in studying people's views on capital punishment, but no such archive of text documents is available, then the analysis cannot be done. Second, sampling must be done carefully to avoid sampling bias. For instance, if your population is the published research literature on a given topic, then you have systematically omitted unpublished research or the most recent work that is yet to be published. Hermeneutic Analysis Hermeneutic analysis is a special type of content analysis where the researcher tries to "interpret" the subjective meaning of a given text within its socio-historic context. Unlike content analysis, which ignores the context and meaning of text documents during the coding process, hermeneutic analysis is a truly interpretive technique for analyzing qualitative data. This method assumes that written texts narrate an author's experience within a socio-historic context, and should be interpreted as such within that context. Therefore, the researcher continually iterates between singular interpretation of the text (the part) and a holistic understanding of the context (the whole) to develop a fuller understanding of the phenomenon in its situated context, which German philosopher Martin Heidegger called the hermeneutic circle. The word hermeneutic (singular) refers to one particular method or strand of interpretation. More generally, hermeneutics is the study of interpretation and the theory and practice of interpretation. Derived from religious studies and linguistics, traditional hermeneutics, such as biblical hermeneutics, refers to the interpretation of written texts, especially in the areas of literature, religion and law (such as the Bible). In the 20th century, Heidegger suggested that a more direct, non-mediated, and authentic way of understanding social reality is to experience it, rather than simply observe it, and proposed philosophical

NSOU ? PGSW-VII 55 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 hermeneutics, where the focus shifted from interpretation to existential understanding. Heidegger argued that texts are the means by which readers can not only read about an author's experience, but also relive the author's experiences. Contemporary or modern hermeneutics, developed by Heidegger's students such as Hans-Georg Gadamer, further examined the limits of written texts for communicating social experiences, and went on to propose a framework of the interpretive process, encompassing all forms of communication, including written, verbal, and non-verbal, and exploring issues that restrict the communicative ability of written texts, such as presuppositions, language structures (e.g., grammar, syntax, etc.), and semiotics (the study of written signs such as symbolism, metaphor, analogy, and sarcasm). The term hermeneutics is sometimes used interchangeably and inaccurately with exegesis, which refers to the interpretation or critical explanation of written text only and especially religious texts. Finally, standard software programs, such as ATLAS.ti.5, NVivo, and QDA Miner, can be used to automate coding processes in qualitative research methods. These programs can quickly and efficiently organize, search, sort, and process large volumes of text data using user-defined rules. To guide such automated analysis, a coding schema should be created, specifying the keywords or codes to search for in the text, based on an initial manual examination of sample text data. The schema can be organized in a hierarchical manner to organize codes into higher-order codes or constructs. The coding schema should be validated using a different sample of texts for accuracy and adequacy. However, if the coding schema is biased or incorrect, the resulting analysis of the entire population of text may be flawed and non-interpretable. However, software programs cannot decipher the meaning behind the certain words or phrases or the context within which these words or phrases are used (such as those in sarcasms or metaphors), which may lead to significant misinterpretation in large scale qualitative analysis Report Writing — The final phase of research involves preparing the final research report documenting the entire research process and its findings in the form of a research paper, dissertation, or monograph. This report should outline in detail all the choices made during the research process (e.g., theory used, constructs selected, measures used, research methods, sampling, etc.) and why, as well as the outcomes of each phase of the research process. The research process must be described in sufficient detail so as to allow other researchers to replicate your study, test the findings, or assess whether the inferences derived are scientifically acceptable. Of course, having a ready research proposal will greatly simplify and quicken the process of writing the finished report. Note that research is of no value

NSOU ? PGSW-VII 56 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 unless the research process and outcomes are documented for future generations; such documentation is essential for the incremental progress of science. 1.11 Conclusion From this unit we learnt that unless and until we design a Research systematically we will not be able to reach the goal. We must be careful enough to choose the appropriate steps to attain the final result. 1.12 Exercise 1. What do you mean by Scientific Research? 2. Differentiate between Social Research and Social Work Research 3. What do you understand by Hypothesis? 4. What are the different steps of Research Process? 1.13 Reference Concepts, Constructs, and Variables. (2020, August 17). Retrieved May 10, 2021, from <https://socialsci.libretexts.org/@go/page/26212> Formulating the Hypothesis. (2021, February 20). Retrieved May 10, 2021, from <https://socialsci.libretexts.org/@go/page/7913> Oliveira, Ana Carolina, & Guedes, Cristiano. (2013). Social Work and Ethical Challenges in Research: a bibliographic study. *Revista Katálysis*, 16(spe), 119-129. <https://doi.org/10.1590/S1414-49802013000300008> Weinhardt, Michael. 2021. Big Data: Some Ethical Concerns for the Social Sciences. *Social Sciences* 10: 36. <https://doi.org/10.3390/socsci10020036> http://scholarcommons.usf.edu/oa_textbooks/3/ <https://courses.lumenlearning.com/suny-hccc-research-methods/chapter/chapter-1-science-and-scientific-research/> <https://scientificinquiryinsocialwork.pressbooks.com/chapter/1-2-science-social-science-and-social-work/> <https://www.nih.gov/health-information/nih-clinical-research-trials-you/guiding-principles-ethical-research>

NSOU ? PGSW-VII 57 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 Unit 2 ? Social Work Research Structure 2.0 Objective 2.1 Introduction 2.2 Use of research in social work 2.3 Types of social work research 2.4 Conclusion 2.5 Exercise 2.6 Reference 2.0 Objective Social work research requires a focus on gaining an empathic understanding of an individual's feelings and the meaning that they give to everyday life with the goal to gaining greater understanding of the individual's behavior. For this reason is a very essential social work research. 2.1 Introduction All social workers, from micro to macro, need to understand the root causes and policy solutions to social problems that their clients are experiencing. Social work supervisors and administrators at agency-based settings will likely have to demonstrate that their agency's programs are effective at achieving their goals. Most private and public grants will require evidence of effectiveness for your agency to receive funding and to keep the programs running. Social workers at community-based organizations commonly use research methods to target their interventions to the needs of their service area. Clinical social workers must also make sure that the interventions they use in practice are effective and not harmful to clients. In addition, social workers may want to track client progress on goals, help clients gather data about their clinical issues, or use data to advocate for change. As a whole, all social workers in all practice situations must remain current on the scientific literature to ensure competent and ethical practice.

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NSOU ? PGSW-VII 58 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 In all of these cases, a social worker needs to be able to understand and evaluate scientific information. Evidence-based practice (EBP) for social workers involves making decisions on how to help clients based on the best available evidence. A social worker must examine the current literature and understand both the theory and evidence relevant to the practice situation. According to Rubin and Babbie (2017), [4] EBP also involves understanding client characteristics, using practice wisdom and existing resources, and adapting to environmental context. It is not simply “doing what the literature says,” but rather a process by which practitioners examine the literature, client, self, and context to inform interventions with clients and systems. As we discussed in Section 1.2, the patterns discovered by scientific research are not perfectly applicable to all situations. Instead, we rely on the critical thinking of social workers to apply scientific knowledge to real-world situations. Let’s consider an example of a social work administrator at a children’s mental health agency. The agency uses a private grant to fund a program that provides low-income children with bicycles, teaches the children how to repair and care for their bicycles, and leads group bicycle outings after school. Physical activity has been shown to improve mental health outcomes in scientific studies, but is this social worker’s program improving mental health in their clients? Ethically, the social worker should make sure that the program is achieving its goals. If the program is not beneficial, the resources should be spent on more effective programs. Practically, the social worker will also need to demonstrate to the agency’s donors that bicycling truly helps children deal with their mental health concerns. The example above demonstrates the need for social workers to engage in evaluation research, or research that evaluates the outcomes of a policy or program. She will choose from many acceptable ways to investigate program effectiveness, and those choices are based on the principles of scientific inquiry you will learn in this textbook. As the example above mentions, evaluation research is embedded into the funding of nonprofit, human service agencies. Government and private grants need to make sure their money is being spent wisely. If your program does not work, then the funds will be allocated to a program that has been proven effective or a new program that may be effective. Just because a program has the right goal doesn’t mean it will actually accomplish that goal. Grant reporting is an important part of agency-based social work practice. Agencies, in a very important sense, help us discover what approaches actually help clients.

NSOU ? PGSW-VII 59 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 Thus Social Work Research aims at— (1) To solve social problems and issues that shape how our society is organized, thus you have to live with the results of research methods every day of your life. (2) To understand Research Methods that will help us to evaluate the effectiveness of social work interventions. 2.2 Use of research in social work—Intervention research and Practice based research Intervention Research Interventional studies are often prospective and are specifically tailored to evaluate direct impacts of treatment or preventive measures on some social phenomenon. Each study design has specific outcome measures that rely on the type and quality of data utilized. Additionally, each study design has potential limitations that are more severe and need to be addressed in the design phase of the study. Interventional study designs, also called experimental study designs, are those where the researcher intervenes at some point throughout the study. The most common and strongest interventional study design is a randomized controlled trial, however, there are other interventional study designs, including pre-post study design, non-randomized controlled trials, and quasi-experiments. Experimental studies are used to evaluate study questions related to either therapeutic agents or prevention. Therapeutic agents can include prophylactic agents, treatments, surgical approaches, or diagnostic tests. Prevention can include changes to protective equipment, engineering controls, management, policy or any element that should be evaluated as to a potential cause of disease or injury. Practice Based Research

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Practice-based research is a conceptual framework that allows a researcher to incorporate their creative practice, creative methods and creative output into the research design and as a part of the research output. Smith and Dean note that practice-based research arises out of two related ideas. Firstly, “that creative work in itself is a form of research and generates detectable research outputs”. The product of creative work itself contributes to the outcomes of a research

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process and contributes to the answer of a research question. Secondly, “creative practice — the training and specialised knowledge that creative practitioners have and the processes they engage in when they are making art — can lead to specialised research insights which can then be generalised and written up as research” Smith and Dean’s point here is that the content and processes of a creative practice generate knowledge and innovations that are different to, but complementary with, other research styles and methods. Practice-based research projects are undertaken across all creative disciplines and, as a result, the approach is very flexible in its implementation able to incorporate a variety of methodologies and methods within its bounds. A helpful way to understand this is to think of practice-based research as an approach that allows us to incorporate our creative practices into the research, legitimises the knowledge they reveal and endorses the methodologies, methods and research tools that are characteristic of

Social Work discipline. 2.3 Types of social work research Broadly speaking Social Work Research may be categorized in the following ways- 1 Needs Assessment studies 2 Situational Analysis 3 Monitoring and Evaluation, 4 Impact assessment 5 Policy research. Needs Assessment studies— A needs assessment is a systematic process that provides information about social needs or issues in a place or population group and determines which issues should be prioritised for action. The term 'social issue' as used here is intended to be deliberately broad and essentially denotes an identified problem in a place or population. Social issues, or 'needs', can include health-related topics such as the increased prevalence of poor mental health in a population or high smoking rates, or issues such as low levels of literacy or child development. In this context, a social need or social issue is something that can be addressed by service providers (or community members in a community development initiative), so a needs assessment gathers information about the issue that can then inform NSOU ? PGSW-VII 61 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 service provision or policy development. A needs assessment in this context moves beyond individual assessment and explores the needs of a community. Community is frequently defined in terms of a geographical area but a needs assessment could also explore the needs of a specific population group; for example, the needs of single-parent families. A needs assessment in a geographical area may also have a focus on priority population groups; for example, Aboriginal and Torres Strait Islander people. Needs assessment is most often undertaken in order to allocate or redistribute resources and design programs, policies and services. However, needs assessment can also be considered as a form of evaluation, or as a component of program evaluation, because it involves collecting information in order to make an evaluative judgement about what needs exist in a community, what needs should be prioritised and how a particular policy, service, program or suite of activities will address those needs. A needs assessment can also provide baseline data that can be used in an evaluation. Importantly, a needs assessment is best undertaken as a systematic process (Altschuld & Kumar, 2005; Rossi, Lipsey, & Freeman, 2004): 1. Decisions are made about the scope of the needs assessment. 2. There is a plan to collect information. 3. Data are collected and analysed. 4. These data are used to determine priorities and make decisions about resource allocation, program design and service delivery. In practice, needs assessments are often done informally. For example, a number of clients might present with similar issues that are not met by current services, a gap in service delivery may be observed, or a new client group becomes known, and something is designed to address these issues. Without a systematic process of needs assessment that includes multiple forms of evidence, this ad hoc method of meeting client need can eventually result in a fragmented service system that may not be making the most effective use of scarce resources. There may also be client or community needs that are less visible and so not being met. Undertaking a systematic needs assessment is a transparent and defensible way of ensuring that resources are being used in the most effective way possible. Situational Analysis Situational analysis is an approach to research using a grounded theorizing methodology to identify and describe social worlds and arenas of action and by representing complexity through mapmaking Clarke has taken grounded theory beyond the more NSOU ? PGSW-VII 62 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 constructivist approach of Charmaz and Morse to create a new process of analysis that is situation-centred (i.e., largely centred on context) and focused on a social worlds/arenas/ negotiations framework. Situational analysis is beneficial to open up the data by providing a comprehensive framework for considering multiple connections and relationships that can influence activities – in this case, elements of the situation that influence implementation of core public health programs. Using explanatory maps, situational analysis provides unique visuals for understanding the phenomenon of interest and considerable potential for visual representation of data to aid in knowledge translation activities. Visual complexity, as a means to recognize patterns and to clarify complex systems, is part of a growing trend in social science. It allows the reader to see how complex the situation is, while demonstrating how various parts, through interaction, influence outcomes. Situational analysis provides a means to specify and map all the important human and nonhuman elements of a situation, emphasizing relationships, social worlds and discursive positions Specifically, the methodology for situational analysis involves substantive theorizing and story-telling through the use of maps with a goal of critical analysis to produce a possible 'truth,' or the underlying structure or mechanism of action Monitoring & Evaluation

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In the world of monitoring and evaluation (M&E) three approaches can be identified: result-oriented, constructivist and reflexive. Every approach includes principles, methods and tools that can be used for projects that have the ambition to contribute to (system) innovation. But they differ widely in their vision on reality, the on-going processes and their results and how to support, manage or adjust these processes. Deciding which method is the best depends heavily on the nature of the project, its context, and the monitoring and evaluation objectives. In practice, it may be desirable to use a selection of methods from the different approaches in order to combine their strong points.

Social Impact Assessment (SIA) A Social Impact Assessment is a process of research, planning and the management of social change or consequences (positive and negative, intended and unintended) arising from policies, plans, developments and projects (UNEP, 2007). The core focus of an SIA is on the important impacts of projects and developments beyond the impacts on natural resources. Examples of social impacts include (Vanclay, 2003):

NSOU ? PGSW-VII 63 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 People's way of life – that is, how they live, work, play and interact with one another on a day-to-day basis. Their culture – that is, their shared beliefs, customs, values and language or dialect. Their community – its cohesion, stability, character, services and facilities. Their political systems – the extent to which people are able to participate in decisions that affect their lives, the level of democratization that is taking place, and the resources provided for this purpose. Their health and well-being – health is a state of complete physical, mental, social and spiritual well-being and not merely the absence of disease or infirmity. From the listed examples above, it is clear that the SIA must look not only at social issues but also at the environmental impacts and their interactions. For example, if the planned project impacts the availability of water and land for local food production it also leads to social impacts, such as increases in food prices, the need to travel longer distances to buy and/or grow food. In general, an SIA calls for close collaboration with community members, as well as other stakeholders and experts. This usually covers the following specific areas to identify impacts and mitigation measures (State of Queensland, 2013): ? Community and stakeholder engagement ? Workforce management ? Housing and accommodation ? Local business and industry content ? Health and community well-being. During the SIA, the proponent is usually expected to (State of Queensland, 2013): ? Identify stakeholders' groups and communities impacted by the project. ? Collect baseline data covering key social issues of the impacted communities such as community history, indigenous communities, culture and key events that have shaped economic and social development, key industries presently and in the past (if relevant); pressures or vulnerabilities experienced by these industry sectors. ? Provide an overview of government legislation and policies that complement the mitigation measures for social impacts that are directly related to the project.

NSOU ? PGSW-VII 64 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 ? Explain methods used to gather information, including a description of how the communities of interest were engaged during the development of the SIA. ? Identify potential direct social impacts and prediction of the significance of any impacts and duration and extent of each impact. ? List proposed mitigation measures ? Describe the monitoring framework that informs stakeholders on the progress of implementing mitigation measures and overall project implementations. Policy Research Organizations whether they are private or public, for-profit or not for profit are governed by a set of policies and procedures. To ensure the optimum efficiency and utilization these policies and procedures need to be reviewed periodically. The review process not only assesses the success or failure of the policy or procedure it also encapsulates the implementation of these policies. The research that undertakes this role is applied policy research, which means that the research is required to gather specific information and has the potential to create actionable outcomes (Ritchie & Spencer, 1994). Over the last three decades qualitative research methods have been recognized as a valuable tool in the social sciences and in particular management studies (Denzin & Lincoln, 2000, Locke, 2001) and this has spilled over into applied social policy research. A good Policy can be framed by strong Advocacy. Advocacy effort or campaign is a structured and sequenced plan of action with the purpose to start, direct, or prevent a specific policy change. The ultimate target of any advocacy effort is to influence those who hold decision-making power. In some cases, advocates can speak directly to these people in their advocacy efforts; in other cases, they need to put pressure on these people by addressing secondary audiences. Thus- "Policy advocacy is the process of negotiating and mediating a dialogue through which influential networks, opinion leaders, and ultimately, decision makers take ownership of your ideas, evidence, and proposals, and subsequently act upon them." Therefore Policy Research is a very important part of Social Work Research as it ultimately leads to Policy making to establish Social Justice in our society.

NSOU ? PGSW-VII 65 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 2.4 Conclusion The learner would learn to develop a Research Approach, which is help there to explore various social phenomens. 2.5 Exercise 1. What is Social Work Research. Write down the various types of Social Work Research. 2. What do you mean by Evidence-based Practice in Social Work Research. 3. What is Education Research, discuss with example. 4. Discuss about Policy Research. 5. How do we carry out Social Impact Assessment. 2.6 References Martin, W., Pauly, B., & MacDonald, M. (2016). Situational Analysis for Complex Systems: Methodological Development in Public Health Research. *AIMS public health*, 3(1), 94–109.

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NSOU ? PGSW-VII 66 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 Unit 3 ? Research Design Structure 3.0 Objective 3.1 Introduction 3.2 Key Attributes of a Research Design 3.3 Popular Research Designs 3.4 Mixed- Method or Eclectic Method 3.5 Selecting Research Designs 3.6 Conclusion 3.7 Exercise 3.8 References 3.0 Objective The learner will get an idea about various lands of Research Design. The Research Design would be help to plan the Research Methodology ways of Data collection. 3.1 Introduction Research design is a comprehensive plan for data collection in an empirical research project. It is a "blueprint" for empirical research aimed at answering specific research questions or testing specific hypotheses, and must specify at least three processes: (1) The data collection process, (2) The instrument development process, and (3) The sampling process. Broadly speaking, data collection methods can be broadly grouped into two categories: positivist and interpretive. Positivist methods, such as laboratory experiments and survey research, are aimed at theory (or hypotheses) testing, while interpretive methods, such as action research and ethnography, are aimed at theory building. Positivist methods employ a deductive approach to research, starting with a theory and testing theoretical 66

NSOU ? PGSW-VII 67 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 postulates using empirical data. In contrast, interpretive methods employ an inductive approach that starts with data and tries to derive a theory about the phenomenon of interest from the observed data. Often times, these methods are incorrectly equated with quantitative and qualitative research. Quantitative and qualitative methods refers to the type of data being collected (quantitative data involve numeric scores, metrics, and so on, while qualitative data includes interviews, observations, and so forth) and analyzed (i.e., using quantitative techniques such as regression or qualitative techniques such as coding). Positivist research uses predominantly quantitative data, but can also use qualitative data. Interpretive research relies heavily on qualitative data, but can sometimes benefit from including quantitative data as well. Sometimes, joint use of qualitative and quantitative data may help generate unique insight into a complex social phenomenon that are not available from either types of data alone, and hence, mixed-mode designs that combine qualitative and quantitative data are often highly desirable. Thus the research design refers to the overall strategy that you choose to integrate the different components of the study in a coherent and logical way, thereby, ensuring you will effectively address the research problem; it constitutes the blueprint for the collection, measurement, and analysis of data. We may note that research problem determines the type of design we would apply. The function of a research design is to ensure that the evidence obtained enables us to effectively address the research problem logically and as unambiguously as possible. In social sciences research, obtaining information relevant to the research problem generally entails specifying the type of evidence needed to test a theory, to evaluate a program, or to accurately describe and assess meaning related to an observable phenomenon. With this in mind, a common mistake made by researchers is that they begin their investigations far too early, before they have thought critically about what information is required to address the research problem. Without attending to these design issues beforehand, the overall research problem will not be adequately addressed and any conclusions drawn will run the risk of being weak and unconvincing. As a consequence, the overall validity of the study will be undermined.

NSOU ? PGSW-VII 68 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 3.2 Key Attributes of a Research Design The quality of research designs can be defined in terms of four key design attributes: internal validity, external validity, construct validity, and statistical conclusion validity. Internal validity, also called causality, examines whether the observed change in a dependent variable is indeed caused by a corresponding change in hypothesized independent variable, and not by variables extraneous to the research context. Causality requires three conditions: (1) covariation of cause and effect (i.e., if cause happens, then effect also happens; and if cause does not happen, effect does not happen), (2) temporal precedence: cause must precede effect in time, (3) no plausible alternative explanation (or spurious correlation). Certain research designs, such as laboratory experiments, are strong in internal validity by virtue of their ability to manipulate the independent variable (cause) via a treatment and observe the effect (dependent variable) of that treatment after a certain point in time, while controlling for the effects of extraneous variables. Other designs, such as field surveys, are poor in internal validity because of their inability to manipulate the independent variable (cause), and because cause and effect are measured at the same point in time which defeats temporal precedence making it equally likely that the expected effect might have influenced the expected cause rather than the reverse. Although higher in internal validity compared to other methods, laboratory experiments are, by no means, immune to threats of internal validity, and are susceptible to history, testing, instrumentation, regression, and other threats that are discussed later in the chapter on experimental designs. Nonetheless, different research designs vary considerably in their respective level of internal validity. External validity or generalizability refers to whether the observed associations can be generalized from the sample to the population (population validity), or to other people, organizations, contexts, or time (ecological validity). For instance, can results drawn from a sample of financial firms in the United States be generalized to the population of financial firms (population validity) or to other firms within the United States (ecological validity)? Survey research, where data is sourced from a wide variety of individuals, firms, or other units of analysis, tends to have broader generalizability than laboratory experiments where

NSOU ? PGSW-VII 69 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 artificially contrived treatments and strong control over extraneous variables render the findings less generalizable to real-life settings where treatments and extraneous variables cannot be controlled. The variation in internal and external validity for a wide range of research designs are shown in Figure 3.1. Figure 3.1 : Internal and external validity. Some researchers claim that there is a trade off between internal and external validity: higher external validity can come only at the cost of internal validity and vice-versa. But this is not always the case. Research designs such as field experiments, longitudinal field surveys, and multiple case studies have higher degrees of both internal and external validities. Personally, I prefer research designs that have reasonable degrees of both internal and external validities, i.e., those that fall within the cone of validity shown in Figure 5.1. But this should not suggest that designs outside this cone are any less useful or valuable. Researchers' choice of designs is ultimately a matter of their personal preference and competence, and the level of internal and external validity they desire. Construct validity examines how well a given measurement scale is measuring the theoretical construct that it is expected to measure. Many constructs used in social science research such as empathy, resistance to change, and organizational learning are difficult to define, much less measure. For instance, construct validity must assure that a measure of empathy is indeed measuring empathy and not compassion, which may be difficult since these constructs are somewhat similar in meaning. Construct validity is assessed in positivist research based on correlational or factor analysis of pilot test data.

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Statistical conclusion validity examines the extent to which conclusions derived using a statistical procedure is valid. For example, it examines whether the right statistical method was used for hypotheses testing, whether the variables used meet the assumptions of that statistical test (such as sample size or distributional requirements), and so forth. Because interpretive research designs do not employ statistical test, statistical conclusion validity is not applicable for such analysis. The different kinds of validity and where they exist at the theoretical/empirical levels are illustrated in Figure 5.2.

Figure 5.2. Different Types of Validity in Scientific Research

Improving Internal and External Validity	The best research designs are those that can assure high levels of internal and external validity. Such designs would guard against spurious correlations, inspire greater faith in the hypotheses testing, and ensure that the results drawn from a small sample are generalizable to the population at large. Controls are required to assure internal validity (causality) of research designs, and can be accomplished in four ways: (1) manipulation, (2) elimination, (3) inclusion, and (4) statistical control, and (5) randomization. In manipulation, the researcher manipulates the independent variables in one or more levels (called "treatments"), and compares the effects of the treatments against a control group where subjects do not receive the treatment. Treatments may include a new drug or different dosage of drug (for treating a medical condition), a teaching style (for students), and so forth. This type of control is achieved in experimental or quasi-experimental designs
Theoretical Plane	Construct A Proposition Construct B Construct Validity Construct Validity External Validity Independent Variable Hypothesis Dependent Variable Internal Validity Statistical Conclusion Validity Empirical Plane

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but not in non-experimental designs such as surveys. Note that if subjects cannot distinguish adequately between different levels of treatment manipulations, their responses across treatments may not be different, and manipulation would fail. The elimination technique relies on eliminating extraneous variables by holding them constant across treatments, such as by restricting the study to a single gender or a single socio-economic status. In the inclusion technique, the role of extraneous variables is considered by including them in the research design and separately estimating their effects on the dependent variable, such as via factorial designs where one factor is gender (male versus female). Such technique allows for greater generalizability but also requires substantially larger samples. In statistical control, extraneous variables are measured and used as covariates during the statistical testing process. Finally, the randomization technique is aimed at canceling out the effects of extraneous variables through a process of random sampling, if it can be assured that these effects are of a random (non-systematic) nature. Two types of randomization are: (1) random selection, where a sample is selected randomly from a population, and (2) random assignment, where subjects selected in a non-random manner are randomly assigned to treatment groups. Randomization also assures external validity, allowing inferences drawn from the sample to be generalized to the population from which the sample is drawn. Note that random assignment is mandatory when random selection is not possible because of resource or access constraints. However, generalizability across populations is harder to ascertain since populations may differ on multiple dimensions and you can only control for few of those dimensions.

3.3 Popular Research Designs

As noted earlier, research designs can be classified into two categories – positivist and interpretive – depending how their goal in scientific research. Positivist designs are meant for theory testing, while interpretive designs are meant for theory building. Positivist designs seek generalized patterns based on an objective view of reality, while interpretive designs seek subjective interpretations of social phenomena from the perspectives of the subjects involved. Some popular examples of positivist designs include laboratory experiments, field experiments, field surveys, secondary data analysis, and case research while examples of interpretive designs include case research, phenomenology, and ethnography. Note that case research can be used for theory building or theory testing, though not at the same time.

NSOU ? PGSW-VII 72 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 Not all techniques are suited for all kinds of scientific research. Some techniques such as focus groups are best suited for exploratory research, others such as ethnography are best for descriptive research, and still others such as laboratory experiments are ideal for explanatory research. Following are brief descriptions of some of these designs.

Experimental Research Design Experimental studies are those that are intended to test cause-effect relationships (hypotheses) in a tightly controlled setting by separating the cause from the effect in time, administering the cause to one group of subjects (the "treatment group") but not to another group ("control group"), and observing how the mean effects vary between subjects in these two groups. For instance, if we design a laboratory experiment to test the efficacy of a new drug in treating a certain ailment, we can get a random sample of people afflicted with that ailment, randomly assign them to one of two groups (treatment and control groups), administer the drug to subjects in the treatment group, but only give a placebo (e.g., a sugar pill with no medicinal value). More complex designs may include multiple treatment groups, such as low versus high dosage of the drug, multiple treatments, such as combining drug administration with dietary interventions. In a true experimental design, subjects must be randomly assigned between each group. If random assignment is not followed, then the design becomes quasi-experimental. Experiments can be conducted in an artificial or laboratory setting such as at a university (laboratory experiments) or in field settings such as in an organization where the phenomenon of interest is actually occurring (field experiments). Laboratory experiments allow the researcher to isolate the variables of interest and control for extraneous variables, which may not be possible in field experiments. Hence, inferences drawn from laboratory experiments tend to be stronger in internal validity, but those from field experiments tend to be stronger in external validity. Experimental data is analyzed using quantitative statistical techniques. The primary strength of the experimental design is its strong internal validity due to its ability to isolate, control, and intensively examine a small number of variables, while its primary weakness is limited external generalizability since real life is often more complex (i.e., involve more extraneous variables) than contrived lab settings. Furthermore, if the research does not identify ex ante relevant extraneous variables and control for such variables, such lack of controls may hurt internal validity and may lead to spurious correlations.

NSOU ? PGSW-VII 73 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 The blueprint of the procedure that enables the researcher to maintain control over all factors that may affect the result of an experiment. In doing this, the researcher attempts to determine or predict what may occur. Experimental research is often used where there is time priority in a causal relationship (cause precedes effect), there is consistency in a causal relationship (a cause will always lead to the same effect), and the magnitude of the correlation is great. The classic experimental design specifies an experimental group and a control group. The independent variable is administered to the experimental group and not to the control group, and both groups are measured on the same dependent variable. Subsequent experimental designs have used more groups and more measurements over longer periods. True experiments must have control, randomization, and manipulation.

What do Experimental Research tells us?

1. Experimental research allows the researcher to control the situation. In so doing, it allows researchers to answer the question, "What causes something to occur?"
2. Permits the researcher to identify cause and effect relationships between variables and to distinguish placebo effects from treatment effects.
3. Experimental research designs support the ability to limit alternative explanations and to infer direct causal relationships in the study.
4. Approach provides the highest level of evidence for single studies.

Exploratory Design An exploratory design is conducted about a research problem when there are few or no earlier studies to refer to or rely upon to predict an outcome. The focus is on gaining insights and familiarity for later investigation or undertaken when research problems are in a preliminary stage of investigation. Exploratory designs are often used to establish an understanding of how best to proceed in studying an issue or what methodology would effectively apply to gathering information about the issue. It seeks to find out how people get along in the setting under questions, what meanings they give to their actions, and what issues concern them; frequently involves qualitative methods, Marketing research to gather preliminary information that will help define problems and suggest hypotheses. The goals of exploratory research are intended to produce the following possible insights:

- ? Familiarity with basic details, settings, and concerns.

NSOU ? PGSW-VII 74 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 ? Well grounded picture of the situation being developed. ? Generation of new ideas and assumptions. ? Development of tentative theories or hypotheses. ? Determination about whether a study is feasible in the future. ? Issues get refined for more systematic investigation and formulation of new research questions. ? Direction for future research and techniques get developed. Descriptive Research Descriptive research designs help provide answers to the questions of who, what, when, where, and how associated with a particular research problem; a descriptive study cannot conclusively ascertain answers to why. Descriptive research is used to obtain information concerning the current status of the phenomena and to describe "what exists" with respect to variables or conditions in a situation. In a descriptive design, a researcher is solely interested in describing the situation or case under their research study. It is a theory-based design method which is created by gathering, analyzing, and presenting collected data. This allows a researcher to provide insights into the why and how of research. Descriptive design helps others better understand the need for the research. If the problem statement is not clear, we can conduct exploratory research. Descriptive research involves the gathering of facts. Measurement and sampling are central concerns; survey research is often used for descriptive purposes. Descriptive research seeks to describe the current status of an identified variable. These research projects are designed to provide systematic information about a phenom- enon. The researcher does not usually begin with an hypothesis, but is likely to develop one after collecting data. The analysis and synthesis of the data provide the test of the hypothesis. Systematic collection of information requires careful selection of the units studied and careful measurement of each variable. What do these Design tell us? 1. The subject is being observed in a completely natural and unchanged natural environment. True experiments, whilst giving analyzable data, often adversely influence the normal behavior of the subject [a.k.a., the Heisenberg effect whereby measurements of certain systems cannot be made without affecting the systems].

NSOU ? PGSW-VII 75 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 2. Descriptive research is often used as a pre-cursor to more quantitative research designs with the general overview giving some valuable pointers as to what variables are worth testing quantitatively. 3. If the limitations are understood, they can be a useful tool in developing a more focused study. 4. Descriptive studies can yield rich data that lead to important recommendations in practice. 5. Approach collects a large amount of data for detailed analysis. Case Study Case Study is an in-depth investigation of a problem in one or more real-life settings (case sites) over an extended period of time. Data may be collected using a combination of interviews, personal observations, and internal or external documents. Case studies can be positivist in nature (for hypotheses testing) or interpretive (for theory building). The strength of this research method is its ability to discover a wide variety of social, cultural, and political factors potentially related to the phenomenon of interest that may not be known in advance. Analysis tends to be qualitative in nature, but heavily contextualized and nuanced. However, interpretation of findings may depend on the observational and integrative ability of the researcher, lack of control may make it difficult to establish causality, and findings from a single case site may not be readily generalized to other case sites. Generalizability can be improved by replicating and comparing the analysis in other case sites in a multiple case design. Focus group research is a type of research that involves bringing in a small group of subjects (typically 6 to 10 people) at one location, and having them discuss a phenomenon of interest for a period of 1.5 to 2 hours. The discussion is moderated and led by a trained facilitator, who sets the agenda and poses an initial set of questions for participants, makes sure that ideas and experiences of all participants are represented, and attempts to build a holistic understanding of the problem situation based on participants' comments and experiences. Internal validity cannot be established due to lack of controls and the findings may not be generalized to other settings because of small sample size. Hence, focus groups are not generally used for explanatory or descriptive research, but are more suited for exploratory research.

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Action research assumes that complex social phenomena are best understood by introducing interventions or "actions" into those phenomena and observing the effects of those actions. In this method, the researcher is usually a consultant or an organizational member embedded within a social context such as an organization, who initiates an action such as new organizational procedures or new technologies, in response to a real problem such as declining profitability or operational bottlenecks. The researcher's choice of actions must be based on theory, which should explain why and how such actions may cause the desired change. The researcher then observes the results of that action, modifying it as necessary, while simultaneously learning from the action and generating theoretical insights about the target problem and interventions. The initial theory is validated by the extent to which the chosen action successfully solves the target problem. Simultaneous problem solving and insight generation is the central feature that distinguishes action research from all other research methods, and hence, action research is an excellent method for bridging research and practice. This method is also suited for studying unique social problems that cannot be replicated outside that context, but it is also subject to researcher bias and subjectivity, and the generalizability of findings is often restricted to the context where the study was conducted. The essentials of action research design follow a characteristic cycle whereby initially an exploratory stance is adopted, where an understanding of a problem is developed and plans are made for some form of interventionary strategy. Then the intervention is carried out [the "action" in action research] during which time, pertinent observations are collected in various forms. The new interventional strategies are carried out, and this cyclic process repeats, continuing until a sufficient understanding of [or a valid implementation solution for] the problem is achieved. The protocol is iterative or cyclical in nature and is intended to foster deeper understanding of a given situation, starting with conceptualizing and particularizing the problem and moving through several interventions and evaluations. What do Action Research studies tell us? 1. This is a collaborative and adaptive research design that lends itself to use in work or community situations. 2. Design focuses on pragmatic and solution-driven research outcomes rather than testing theories.

NSOU ? PGSW-VII 77 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 3. When practitioners use action research, it has the potential to increase the amount they learn consciously from their experience; the action research cycle can be regarded as a learning cycle. 4. Action research studies often have direct and obvious relevance to improving practice and advocating for change. 5. There are no hidden controls of direction by the researcher. Grounded Theory

Grounded theory is a systematic qualitative research methodology, originating in the social sciences and emphasizing the generation of theory from qualitative data in the process of conducting research. Grounded theory, in its original form, was proposed by Glaser and Strauss. Grounded theory is a systematic qualitative research methodology that emphasizes the generation of theory from data. Grounded theory operates almost in a reverse fashion to the traditional scientific method. Rather than proposing a hypothesis and gathering data to support it, data collection is pursued first without any preconceptions. Key points in the data are marked with a series of "codes," which are then grouped into similar concepts or categories. These categories become the basis of a theory. The coding process is typically performed in two steps, initial then focused coding. The categorization process is normally referred to as axial coding. Grounded theory emerged as a research methodology in the 1960s, during a time when sociological research practices were particularly reliant on quantitative methodologies. In 1967, Glaser and Strauss coined the term grounded theory in their book *The Discovery of Grounded Theory*. The term refers to the idea of a theory that is generated by—or grounded in—an iterative process of analysis and sampling of qualitative data gathered from concrete settings, such as interviews, participant observation, and archival research. Grounded theory offers educational researchers a method that complements varied forms of qualitative data collection and that will expedite their work. Adopting more grounded theory strategies will enable educational researchers to further the theoretical reach of their studies and to make tacit meanings and processes explicit. Constructivists have not only re-envisioned grounded theory, but also revised it in ways that make the method more flexible and widely adoptable than its earlier versions. In the past, grounded theory has often been viewed as separate from other methods. Now, the constructivist version makes the usefulness of combining grounded theory with other approaches more apparent, as is evident in grounded theory studies in education.

NSOU ? PGSW-VII 78 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 Grounded theory can make ethnography more analytic, interview research more in-depth, and content analysis more focused. Several computer-assisted qualitative data analysis programs are built on grounded theory, and this method can add innovation to mixed methods research. Grounded theory emphasizes focusing data collection and checking and developing analytic ideas. Hence, grounded theory offers the tools for building strong evidence within the analysis and for explicating processes. Consequently, grounded theorists in education have a bright future for making powerful arguments in areas such as curricular studies, educational leadership, and educational policy Ethnographic Research Design Sometimes referred to as participant observation, Ethnographic Research designs, revolves around field research encompass a variety of interpretative procedures [e.g., observation and interviews] rooted in qualitative approaches to studying people individually or in groups while inhabiting their natural environment as opposed to using survey instruments or other forms of impersonal methods of data gathering. Information acquired from observational research takes the form of "field notes" that involves documenting what the researcher actually sees and hears while in the field. Findings do not consist of conclusive statements derived from numbers and statistics because field research involves analysis of words and observations of behavior. Conclusions, therefore, are developed from an interpretation of findings that reveal overriding themes, concepts, and ideas. More information can be found here. What do Ethnographic Research Design tell us? 1. Field research is often necessary to fill gaps in understanding the research problem applied to local conditions or to specific groups of people that cannot be ascertained from existing data. 2. The research helps contextualize already known information about a research problem, thereby facilitating ways to assess the origins, scope, and scale of a problem and to gauge the causes, consequences, and means to resolve an issue based on deliberate interaction with people in their natural inhabited spaces. 3. Enables the researcher to corroborate or confirm data by gathering additional information that supports or refutes findings reported in prior studies of the topic. 4. Because the researcher is embedded in the field, they are better able to make observations or ask questions that reflect the specific cultural context of the setting being investigated.

NSOU ? PGSW-VII 79 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 5. Observing the local reality offers the opportunity to gain new perspectives or obtain unique data that challenges existing theoretical propositions or long-standing assumptions found in the literature. Ethnography is an interpretive research design inspired by anthropology that emphasizes that research phenomenon must be studied within the context of its culture. The researcher is deeply immersed in a certain culture over an extended period of time (8 months to 2 years), and during that period, engages, observes, and records the daily life of the studied culture, and theorizes about the evolution and behaviors in that culture. Data is collected primarily via observational techniques, formal and informal interaction with participants in that culture, and personal field notes, while data analysis involves "sense-making". The researcher must narrate her experience in great detail so that readers may experience that same culture without necessarily being there. The advantages of this approach are its sensitiveness to the context, the rich and nuanced understanding it generates, and minimal respondent bias. However, this is also an extremely time and resource-intensive approach, and findings are specific to a given culture and less generalizable to other cultures. 3.4 Mixed-Method or Eclectic Method Mixed methods research represents more of an approach to examining a research problem than a methodology. Mixed method is characterized by a focus on research problems that require, 1) an examination of real-life contextual understandings, multi-level perspectives, and cultural influences; 2) an intentional application of rigorous quantitative research assessing magnitude and frequency of constructs and rigorous qualitative research exploring the meaning and understanding of the constructs; and, 3) an objective of drawing on the strengths of quantitative and qualitative data gathering techniques to formulate a holistic interpretive framework for generating possible solutions or new understandings of the problem. Tashakkori and Creswell (2007) and other proponents of mixed methods argue that the design encompasses more than simply combining qualitative and quantitative methods but, rather, reflects a new "third way" epistemological paradigm that occupies the conceptual space between positivism and interpretivism. What do Mixed-Method tell us? 1. Narrative and non-textual information can add meaning to numeric data, while numeric data can add precision to narrative and non-textual information.

NSOU ? PGSW-VII 80 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 2. Can utilize existing data while at the same time generating and testing a grounded theory approach to describe and explain the phenomenon under study. 3. A broader, more complex research problem can be investigated because the researcher is not constrained by using only one method. 4. The strengths of one method can be used to overcome the inherent weaknesses of another method. 5. Can provide stronger, more robust evidence to support a conclusion or set of recommendations. 6. May generate new knowledge new insights or uncover hidden insights, patterns, or relationships that a single methodological approach might not reveal. 7. Produces more complete knowledge and understanding of the research problem that can be used to increase the generalizability of findings applied to theory or practice. 3.5 Selecting Research Designs Given the above multitude of research designs, which design should researchers choose for their research? Generally speaking, researchers tend to select those research designs that they are most comfortable with and feel most competent to handle, but ideally, the choice should depend on the nature of the research phenomenon being studied. In the preliminary phases of research, when the research problem is unclear and the researcher wants to scope out the nature and extent of a certain research problem, a focus group (for individual unit of analysis) or a case study (for organizational unit of analysis) is an ideal strategy for exploratory research. As one delves further into the research domain, but finds that there are no good theories to explain the phenomenon of interest and wants to build a theory to fill in the unmet gap in that area, interpretive designs such as case research or ethnography may be useful designs. If competing theories exist and the researcher wishes to test these different theories or integrate them into a larger theory, positivist designs such as experimental design, survey research, or secondary data analysis are more appropriate. Regardless of the specific research design chosen, the researcher should strive to collect quantitative and qualitative data using a combination of techniques such as questionnaires, interviews, observations, documents, or secondary data. For instance, even

NSOU ? PGSW-VII 81 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 in a highly structured survey questionnaire, intended to collect quantitative data, the researcher may leave some room for a few open-ended questions to collect qualitative data that may generate unexpected insights not otherwise available from structured quantitative data alone. Likewise, while case research employ mostly face-to-face interviews to collect most qualitative data, the potential and value of collecting quantitative data should not be ignored. As an example, in a study of organizational decision making processes, the case interviewer can record numeric quantities such as how many months it took to make certain organizational decisions, how many people were involved in that decision process, and how many decision alternatives were considered, which can provide valuable insights not otherwise available from interviewees' narrative responses. Irrespective of the specific research design employed, the goal of the researcher should be to collect as much and as diverse data as possible that can help generate the best possible insights about the phenomenon of interest. 3.6 Conclusion An impactful research design usually creates a minimum bias in data and increases trust in the accuracy of collected data. A design that produces the least margin of error in experimental research is generally considered the desired outcome. Proper research design sets your study up for success. Successful research studies provide insights that are accurate and unbiased The essential elements of the research design are: 1. Accurate purpose statement 2. Techniques to be implemented for collecting and analyzing research 3. The method applied for analyzing collected details 4. Type of research methodology 5. Probable objections for research 6. Settings for the research study 7. Timeline 8. Measurement of analysis

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Social Science Research: Principles, Methods, and Practices. Authored by: Anol Bhattacharjee.

NSOU ? PGSW-VII 82 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 3.7 Exercise 1. Explain Mixed-Method or Electic Method, and also discuss its advantages. 2. What do you understand by the tern Research Design why is it necessary to Carryout Research. 3. Differentiate between Qualitative & Quantitative Research. 4. In what ways Research Design help as to improve Internal & External Validity. 5. Discuss any two Popular Research Design. 3.8 Reference <https://libguides.usc.edu/writingguide/researchdesigns> Omar Badreddin, "Thematic Review and Analysis of Grounded Theory Application in Software Engineering", Advances in Software Engineering, vol. 2013, Article ID 468021, 9 pages, 2013. <https://doi.org/10.1155/2013/46802> K. Charmaz, A. Bryant, in International Encyclopedia of Education (Third Edition), 2010 NSOU ? PGSW-VII 83 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 Unit 4 ? Sampling and Methods of Data collection Structure 4.0 Objective 4.1 Introduction 4.2 Concept of sampling 4.3 Theory of sampling 4.4 Methods of sampling 4.5 Precautions in using sampling methods 4.6 Sampling and Non-sampling errors 4.7 Methods of Data collection 4.8 Conclusion 4.9 Exercise 4.10 Reference 4.0 Objective This unit will give us a detail information about sampling, various method of sampling of the precautions to be taken in using sampling. 4.1 Introduction A. Idea and Importance: Sampling is very important in a research work. There are two methods which are followed to collect data. Data can be collected from all the sources or few representative sources may be identified and then the data be is collected from that source. When the number of sources are very high and the periphery is also very wide spread I then the second. method is followed. All possible sources are termed as 'population'. But 83

NSOU ? PGSW-VII 84 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 it may out be always possible to collect data from this 'population'. But it may not be always possible to collected data from this 'population', because it becomes almost impossible to meet the expense and give necessary effort to this work for a researcher. Apart from this, it also becomes quite difficult and complexed for a researcher to properly manage, analyse and explain such huge volume of data. Generally a small population that represent the actual population is selected and from here the data, is collected, This selection procedure is called sampling. Suppose a research will be done on the slum dwellers of Rajabagan area in Kolkata to ascertain their socio economic status. Suppose 10,000 family lives in that slum then the population for data collection will be 1000. Even though it is quite difficult, expensive as well as time consuming and laborious to collect data from these 1000 family. So to minimize his work load the researcher will select 1 family in every 10 family' out of this 1'000 family which sums up to a total of family from where he will collect the relevant (data). The process of selecting the 100 family out of 1000 family is called sampling. Although the researcher can not choose this 100 family as per his discretion. Specific rules are followed during selecting the family so that the selected small population can correctly represent the entire population. Otherwise the desired result can not be obtained from the research. The research becomes ineffective. Sampling is a very important, extensively used and popular aspects of a research. This helps the research work to be more easier and faster. It has its own merit and demerits. If the small sample can not correctly represent the entire population then there is each always a chance of failure of the research work. That is why selection of sample is done very carefully and continuously, some special statistical techniques are used. These are called sampling techniques. Therefore sampling may be defined as. 'It is to select a portion of the entire source of data in such manner so that the inference can be drawn based on this sample. In this process a survey is conducted on a portion of the total population and then it is decided whether to take them as sample or not In research terminology this population is called universal. But the term population is very popular and widely used. The population may be definite or indefinite depending upon the number of components. For example the number of books published .by a publisher is finite but the number of reader of that book is not finite, rather it is infinite. The infinite population can be divided into two from another view point .. 'Real' and Hypothetical or Imaginary. As example the number of employees in an organisation is finite but their inspiration factors are imaginary because nothing can be said for certain in this regard.

NSOU ? PGSW-VII 85 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 A researcher should have a clear conception about samples which are as follows. i) Sampling design: It is a specific plan regarding sampling so that the representative sample can be obtained from the population. It is also to be determined that what kind of statistical approach should be taken to draw the design. ii) Sampling distribution: In some cases where more than one sample is taken there the statistical mean, standard deviation, range, correlation etc. of each of the sample is considered. All these values of a sample is then listed and thus sampling distribution is done. The reliability" (confidence) level of a sample is assessed through sample distribution. Suppose a researcher sets the confidence level of 95% in that case it is assumed that out of 100 sample, 95 of them correctly represents the total population. Significance level tells the opposite to confidence level that is some of the sample naturally does not represent or support the entire population. Thus confidence level and significance level complements each other. The sum of two level is always 100. Hence if the confidence level is 95% then automatically the significance level becomes 5%. Therefore 5% significance level proves, that out of every 100 samples 5 of them does not represent the population. iii) Sampling errors : As the sampling is made with a portion of huge population therefore one cannot expect that the sample will always correctly express all the characteristics of a total population. There is always a chance of sampling error, it is often noted that even after making two or three samples from same population produces different results. This difference is called 'sampling errors' on the other hand errors that occurs in data collection and analysis are human error hence they are known as non sampling error. B. Rules relating to selection of samples : The rules that are followed for selection of sample are like – if the topics are set at random and are more in numbers than that of the total population then they may represent the population almost with no-error. For examples if 1000 leaves of a tree is randomly plucked and measured then it may be seen that the average length of the leaf will be almost near to the length of all the leaves of the tree. The following two points are very important in case of statistical analysis. i) The larger the size or volume of sample the more it can represent the population. The equation is Dependancy on sample \propto Number of topics included in the sample. From the above example we can say that if 500 leaves were plucked instead of 1000 leaves as sample then dependancy/reliability of sample would decrease.

NSOU ? PGSW-VII 86 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 In 1st situation the dependency on sample = $K/1000$ (K is constant) 2nd situation dependency on sample = $K/500$ Therefore in the 1st case the value of dependency is $31.62K$ where as in 2nd case the value is $22.36K$. ii) Sample selection must be done at random. As per the abovementioned rule a portion of a large population is able to express the characteristic of the entire population. But lack of time, find and effort prevents to collect the data from the entire population and due to this random data collection has been the most conventional method. This rule supports the idea that if data is collected randomly then there is a chance of inclusion of all the traits and attributes of a large population in equal population. At the time of sample selection few cautions must be followed. The selection has to be unbiased. Otherwise if there is any mistake in sample selection then it can not properly express the characteristics of the entire population. So the sample must be alike with the actual population. If more topics are included in the sample then as per the law of inertia the chances of error is reduced and the same is increased in case of small sample.

4.3 Theory of Sampling The selection of sampling (Theory) means the way to bring out the interrelation between the sample and its original population. The theory of sampling helps to have an idea about the large population at the same time it helps to correct them. Following are the joints based on which the sampling theory is evolved: i) Statistical estimation : The sampling theory with the help of statistical estimation enables to derive some unknown characteristic of a population. This estimation can be of two types - point estimate and interval estimate. In case of the first type the result is expressed by a single number and in the second case the result is expressed by an expansion which has an upper and lower limit. For example in a sample of 10 spare parts round defective, therefore it may be assumed that out of 100 such sample the number of defective parts will be 10. When more than one sample is tested in similar way then on this basis it may be expressed that the probability of defective parts may vary from 8 to 12 out of 100. ii) Testing of Hypothesis : The second objective of sampling theory is to test the hypothesis and then either to reject or accept. This theory help to determine the logic

NSOU ? PGSW-VII 87 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 behind the difference of results as whether it is just due to chance or the difference is really significant when the hypothesis is tested. iii) Statistical Inference: This theory helps to draw inference about the characteristic of total population from the sample. Apart from this it helps to draw correct inference about the population. D. Importance of sampling techniques : Sampling techniques are extensively used in case of quantitative research. It is also important in the other spheres of research. Sampling techniques are used in the field of education, Economy, Commerce and scientific research. In fact in our day to day life we follow some sampling techniques, because at the time of buying vegetables and daily commodities we take decision just by testing some sample of them, we don't test the entire quantity. For example, the pathologists tests only 1 or 2 drops of blood to draw inference about any disease. Therefore sampling technique is not only followed in case of research but it is followed in our daily life. Following are the significant reason for which shows the importance of sampling techniques. i) Economy: It is quite expensive, time consuming and laborious task to analyse all the aspects of a population. This can be reduced and controlled through sampling techniques. ii) Reliability : If the characteristic of a population is not heterogenous and the sampling is done with proper precaution then the sampling result should able to correctly reflect some special characteristics of the population therefore the sampling becomes fully reliable. iii) Detailed study: As the sample contains lesser amount of elements therefore they can be studied deeply and in details. Since the sample is tested from different angle, hence chances of error in the result is much less. iv) Scientific base: There is a scientific basis of sampling techniques. Sampling is done from the entire population in such a way (impartially) so that the sample remain unbiased. v) Suitability in most situations: The study which are carried out for a research work are mostly sample study. Conducting a study or survey on an entire population is a very rare case, because if there is a similarity in characteristic of a population then there is no deviation found in the sample too. Therefore in most situations sampling techniques are followed. It is true that though, in case of research work sampling techniques is widely followed but it is not applicable in all sphere. In the following areas sampling techniques may not be effective, following are the areas where this technique is very much effective.

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i) Data is vast : When the population for research is huge and required volume of data is also vast in such cases sampling techniques is very much essential. It not only saves time, money and labour but reduces the complexity of the research.

ii) Where cent percent accuracy is not required : There is no alternative of sampling techniques where cent percent error free result is not required from the research.

iii) Where census is not feasible : Generally cent percent accurate result is possible to get on studying all the elements of a population for research. Where census is not feasible in those cases sampling technique is considered as the only solution. For example if the total quantity of mineral and ores of India is to be measured then it is not possible to dig all the mines and measure the quantity. So there is no alternative way than sampling techniques.

iv) Homogeneity : If the overall characteristics of a population is same then it becomes easier to use the sampling techniques and the obtained result is accurate. This is quite true that if the sampling is faulty then the research result will also be confusing. For example if the per family expense of slums dwellers is the subject of a research and at the time of sampling the data is collected from only those family who lives in a concrete house then the obtained result will be incorrect, because while preparing the sample, the family who does not have a concrete house were not included. So it can be said that sampling techniques will be successful only when it is done with proper precaution and without any bias. If the elements are collected with direction then chances of error in the result becomes very high. Therefore it increases the chances, of failure of a research. Hence it is advisable that selection of sample should be done intentionally and carefully then only a research work may be carried out.

4.4 Methods of sampling It becomes very effective to work with a small sample which is derived from a huge population. It was mentioned earlier that sampling method should be scientific it has to have, a scientific basis and it should be able to represent the entire population. Otherwise there is a chance of deviation in the research. The sampling method is divided into two parts, they are: i) Random Sampling method. ii) Non-random Sampling method.

i) Random Sampling method: NSOU ? PGSW-VII 89 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 According to this method when sample is prepared from a large population then it includes all the elements of the population. This kind of selection is always unbiased. That is the sampling is not influenced by the persons likings and dislikings. The elements of these sample are called indiscriminately from the population. This method avoids personal preference. The merits of this method are as follows : i) Potential sampling gives an idea. The assumption are unbiased and neutral. ii) The potential sample and its effectiveness does not depend upon the details of the information, iii) In those research works where there is more number of samples are obtained by this method, there the relative potentiality of every samples can be ascertained, which is not possible in other by other methods. The demerits of this methods are : i) Selection of sample depends upon the skill and experience of the person. ii) It requires enough time to prepare the sample. Without preplan the sampling can not be done. iii) This relatively a costly method. If the sampling is done unbiasedly then the cost may proportionately reduce.

Type of probability sampling There are four kinds of probability sampling. They are: 1) Simple random sampling 2) Stratified sampling 3) Systematic sampling 4) Cluster sampling. The above four are discussed below: 1. Simple random sampling: When all the elements of an sample is selected unbiasedly then it is called simple random sampling. The significance of this sampling is that the sample contains all the elements of the population from which it was taken. Here importance is not given to the personal choice of the researcher. It can be said in another way that if a sample is prepared with 'n' number of elements and if the sample includes as many as possible combination of 'n' number elements then this method is called simple random sampling. Follow are the areas where application of this method is often seen.

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a) Lottery method b) Tipet's number method c) Selection from sequential list d) Grid method Let us have a preliminary idea about all the above methods. (a) Lottery method: In this method, at first all the elements of a population is segregated and written on separate piece of paper, then they are kept in a container. The pieces of paper are then mixed and well shaken there after each of the pieces are picked. All the elements written in those pieces are included in the sample. This way the number of pieces are taken out depending upon the number of elements of a sample. This is called the lottery method. (b) Tipet's number method: This has been named after the name of L.B.C. Tipet. Tipet prepared a table with 4 digit where all the number were unbiased by written. An unbiased, impartial sampling can be produced from this table. For example if some one wants to prepare 50 samples out of 500 population then from any page of Tipets table he can choose first 50 numbers. The test result showed that sampling done through this method is quite dependable. (c) Selection from sequential List: The elements of population is listed in a sequence. The sequence may be done on the first alphabet of the name, or may be done Geographically or just serially. The elements that are oriented in this method, can easily be included in the sample and the selection may be started from any point. For example, if a sample consists of 10 student of a class where the total number of student in 100 then this may be done based on the roll number like 5,15,25, 95 or 10, 20, 30, 100 likewise. (d) Grid system: This system is followed in case of area wise sample selection. In this system at first a complete map of the area is drawn. Then a rectangular screen is placed on the map and some rectangles are unbiasedly selected. The areas in the map that are indicated by the rectangles are then included in the sample.

Merits and demerits of simple random sampling. Following are the merits of this method :- i) The method is relatively simple and the researcher need not have to be very much attentive as to which element is to be included and which one to be excluded in the sample. ii) Since this is an unbiased method so chances of human error is nil.

NSOU ? PGSW-VII 91 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 iii) As the chances of inclusion of all the elements in the sample is equal therefore the sample can well represent the entire population. iv) Since this is a disciplined method therefore if there is error in the results they can be easily corrected. Following are the demerits of the method :- i) This method is not applicable when the size of the population is large. ii) In this method the selector does not have any control over the elements of a sample. As a result the range of selected elements may be quite wide and it becomes impossible to keep control over each and every element. iii) This method becomes ineffective if the population is heterogeneous. 2. Stratified sampling: At first the entire population is divided into number of classes, and each class is considered as strata. The significance of this method is that, that emphatically the population is divided into number of subgroups and for stratification some precautionary measures are taken as per the following. i) Proportionate stratified sampling : In this method the proportion of elements in a sample is same with the various strata of the total population. For example if a population evolves 5 strata then from each strata 5 joints are identified and included in the sample. So in both situation the ratio is 1.5. ii) Disproportionate stratified sampling: In this method equal number of element is selected to prepare the sample. This method is also known as controlled sampling. iii) Stratified weight sampling: This method is applied where the size and volume of the strata differs from the original population. According to this method initially equal amount of element is selected from the strata, and their weighted average is calculated. How much weight is to be put on to which strata that depends upon the proportion of total population and the size of the strata. This is known as stratified weight sampling method. Merits & demerits of stratified sampling method : Following are the merits of this method : i) The selector have more control over the selection procedure, because in a simple random sampling method there is always a chance that some important sample may not have all the elements which is almost absolutely nil in case of stratified sampling method.

NSOU ? PGSW-VII 92 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 ii) Samples can be prepared with a small number of elements in such cases where the strata are of similar nature there the sample are prepared with very little amount of elements even though there is no deviation the results. iii) Another significant advantage of this method is the inaccessible can be replaced with the accessible aspects. The demerits of the method are as follows : i) This method has been developed based on the stratification of population. Therefore if there is any fault in stratification the sampling will also be faulty. ii) Scientific method is not properly applied while stratification. It depends upon the personal decision and choice of the selector to prepare the strata. Therefore there is always a probability of biasness, which poses problem in future. iii) In case of stratified weight sampling method if there is a difference of weight assigned to various strata then there is a chance of deterioration of the quality of the sample. 3. Systematic sampling: This is another version of simple random sampling method. In this method the elements of a population is initially organised in such a manner so that all the elements are properly distributed in the table. The Voter list, the Telephone directory these are the ideal example of this method. Suppose a sample with 50 elements is to be prepared out of a population that consists of 500 elements. In this situation we can select a number between 1 to 10 let us assume that the digit is 6 then the sample will be prepared based on the matrix 6,16,26,36, , 486,496 likewise. This is known as systematic sampling method. The significance of this method is the selection of elements of a sample is done in a particular sequence. All the elements maintain equal difference. But the reliability and depend ability of the sample depends upon their position in the table. Following are the merits of this method: i) Sample preparation is easy: ii) This method is effective on every sphere of population except the extinct population. The demerits of thus methods are: i) If the difference between two element are very high then the effectiveness of the sample reduces. Therefore. it is not useful in case of preparing small sample out of a large population,

NSOU ? PGSW-VII 93 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 ii) The quantity of error increases if more than one strata is present in the population. The other demerits of this method are: i) If the elements of the population is not oriented properly in the table, if they have a tendency of becoming restless instead of being stable, then it cannot correctly reflect the characteristics of the population. ii) The possibility of error is very high in this method if the stratification has a good influence on the total population. iii) The elements are selected from the table based on their consistency. In this way if the difference between the elements are very high then the sample can not be considered as an ideal sample. 4) Cluster sampling: This method is also known as multilayer samplings, because in this method the preparation of sample is done through various layer and steps. This method is extensively used while preparing a sample from a huge population. Generally the sampling is done in three or four stages. At the first stage the initial classification of the elements are done and in the second stage they are again divided into subclass in the third stage the sample is prepared with the first, second and third graded elements. This method is comparatively complex in respect to the other methods. An example may clarify the method. Suppose a sample of 100 professors is to be prepared who teaches in the colleges the score affiliated by the University of Calcutta. Suppose there is a list of professor which has 100 number of pages and each page contains 20 names which are alphabetically sorted. Now 20 pages are chosen unbiasedly out of 100 pages then from each page 5 names are randomly chosen. Therefore to choose 20 pages out of 100 any number between 1 to 5 is to be choosed first, suppose the number is 4 then the order of the selected page will be 4,8,12,16,96 and 100. After this if 5 names are taken randomly from each page then a sample of such 100 names will be prepared. Therefore this is, a true example of combination of systematic sampling and random sampling method. But this method is not very widely used, because the method is quite expensive and it is difficult to keep control over the non sampling error. Non-probability sampling methods: We must have an idea about non probability sampling method along with side by side probability sampling methods. In fact the method which is incapable of preparing samples with all the elements of a population is known as non-probability sampling method. In this

NSOU ? PGSW-VII 94 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 method the elements are not taken randomly. In another way, this may be said that while sampling it partly depends upon the personal preference of the selector, this means that in this method the probability of inclusion of an element in a sample depends upon the convenience and consideration of the individual. This sampling method is again divided into three parts: i) Judgement or purposive sampling ii) Convenience sampling iii) Quota sampling. i) Judgement or purposive sampling: This method completely depends upon the consideration and personal preference of the researcher. Though the researcher tries up to the best of his capability to make the sample a true representative of the entire population. Even then the sample is dependent upon this judiciousness. When a small number of elements is taken from the population to prepare a sample, then this method becomes very much effective. If simple random sampling method is applied in such a situation then there is always a chance of exclusion of some important elements in the sample. Here judgement or purposive sampling becomes very effective. For example, if the effectiveness of the workers of an organisation is to be judged then a sample is prepared by randomly selecting 10 employees out of 100 employees of the organisation. This sample may not have representatives from all the departments, the total sample may consist of one / two departments. Therefore the sample result can not give a general idea about the effectiveness of all the employees of the organisation. In other way this may be said that the sample study fails to give correct idea about the objective of the research. There is no scope to judge the reliability of the result obtained from the sample, this is another demerit of this method. Even though when a research is conducted to determine some unknown characteristics and features of a population then the entire population is divided into few categories then the elements are selected by examining each and every category. This makes the sample more reliable and representative. ii) Convenience sampling : When importance is given on the convenience of the researcher then it is known as convenience sampling. This kind of sampling does not consider the 'probability- factor' as well and does not depend upon the rationality of the individual. Instead of this sample is prepared in such a way so that it can provide the maximum advantage to the research. When a sampling is done from a telephone directory, registration list of automobiles then

NSOU ? PGSW-VII 95 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 it is called convenience sampling. If the simple random sampling method is applied to prepare the sample even though it can not be considered as random sampling. The elements of the sample can not represent the entire population. Therefore this sort of sampling remains biased and never accepted satisfactorily. Even though in some exceptional cases where the complete data is not available of the total population the elements can not be clearly identified and where just the pilot study are conducted in such cases this method is applied. iii) Quota Sampling : Quota sampling is a special version of stratified sampling. In this method the population is divided into different classes based on some known characteristics of the population. After this the ratio of all the elements of each class and the elements of the total population is determined. Now the responsibility of the researchers is laid out, that is the study is to be carried out on what part of which classes etc. This way the proportionate data is collected from a total population. The advantage of this method is it helps to collect information from each strata which includes various elements of the population. Thus the collected data represents the population and reduces the expense of research. The main drawback of this method is during stratification the biasness of the sampler becomes predominant. Apart from this, since the sampling is not randomly done therefore the errors in result can not be statistically measured. 4.5 Precautions in using Sampling Methods Few points are considered as precautionary measures while selecting sampling methods. a) The sample must represent the entire population. b) If the sample is unable to express all the characteristics of the population then it cannot completely represent the population and the goal of the research remains unachieved if the research is carried out with this sample: c) Therefore the researcher has to be very much cautious to ensure that the samples are not prepared with biasness. Following are the precautions which are followed to do the above: 1. The survey, study and data collection has to be done in definite intervals where the characteristic change occurs quite often in a population. 2. It is to be ensured that the size of the sample should not be small. Because a small sample fails to properly represent the population. Therefore the size of the sample should be such so that it can express all the characteristics of the population.

NSOU ? PGSW-VII 96 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 Sampling should not be done with intension, because then it increases the chance of biasness. 3. If the stratification method is applied for sampling even then principle of perfect stratification should not be followed. 4. If sampling is done from an incomplete table then also it becomes biased. 5. If freedom is given to the data accumulator for preparing sample without any guideline then they prepare the sample as per their convenience. In such cases situation the probability of unbiasedness and representativeness reduces. 6. Improper selection method makes the sample biased. Special precaution is required in case of preparing sample from a complex, heterogeneous and huge population. 7. The researcher should always be careful to ensure that the sample is unbiased and can correctly represent the population. (G) Sampling Reliability: Two aspects are important for selection of sample for a research work. (i) It should be unbiased and random (ii) It should be reliable. The reliability of a sample depends on correctly the characteristics of the population. Following are the points based on which the reliability of a sample is judged. i) Size of the sample : Size of the sample is very important to correctly express the characteristics of the population. The bigger the size of sample, the more it is expressive. The reliability is less when the sample is small in size. The researcher has to examine and judge whether the sample is competent enough for scientific research. ii) By testing the representative character of a sample : The reliability of a sample can be judged by testing the representing feature of the sample. ii) Parallel Sampling: To test the reliability of a sample another sample is prepared from the same population. After testing the reliability of the parallel sample the primary sample is tested. A clear idea about the two samples are obtained by comparing their results. iv) Homogeneity of the sample : A sample which is prepared out of a large population must express all the characteristics of the population. Therefore by testing the homogeneity the reliability of a sample is judged.

NSOU ? PGSW-VII 97 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 v) Unbiased selection : The sampling should be done in such a way that there should be no biasness at the time of selecting the elements. The unbiased selection method is more reliable. vi) Preparing sample from the main sample : This is a process of preparing sample to sample. Many a time this is done just to test the reliability of the sample. The newly prepared sample is then well tested and the obtained result is compared with the results of the main sample. This enables to identify any error in the main sample. 4.6 Sampling and Non-sampling errors In case of statistical analysis the error which occurs at the time of data collection, analysis and processing they may be categorised in two parts, 1. non-sampling errors and 2. sampling errors. These are discussed below : 1. Sampling errors : Generally the survey is conducted on a small portion of a large population, by taking a sample of the same. Therefore it is quite natural that there is a possibility of differences with the result of actual population. Moreover if the survey is conducted on more than one sample prepared from a large population even then slight deviation is seen in the results. i) Error in sample selection : Intentional sample selection can not be unbiased. Therefore it evolves error. If the elements of samples are intentionally selected then it becomes biased. In case of sample selection the probability of error is very high when it is unorganisedly selected. ii) Incomplete Investigation : If investigation is not carried out on all the elements of a sample then the obtained information becomes biased. In such situation the question- naire method is applied. It is often seen that in such situation all the questions are not answered. iii) Error in Data Collection: If there is any error in the method of data collection then it is reflected in the entire process. The possible reason for error in data collection is as follows : a) If the data collector is not careful enough at the time of data collection then the accumulated data becomes faulty for example if the data collector does not ask questions or record the answers correctly then the information becomes faulty.

NSOU ? PGSW-VII 98 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 b) If the answerer lacks in knowledge then the answers are not correct and proper. c) If the questionnaire is weak. d) If data is collected other than any approved method. iv) Replacement : If an element or a persons on whatsoever is not present in the sample and the data collector collects the data from a replacement, due to this the sample becomes biased and result remains incorrect. iv) Faulty analysis : The inference of a research is drawn by analysing the collected data. But if the analysis is faulty then the sampling error occurs. From the above discussion it is observed that the biased attitude of the data collector, answerer and information supplier creates lot of errors. But many a times it is also seen that with no fault of the data collector or answerer just due to accident some error occurs. This types of error are known as unbiased error, most of the time these errors are set off just by complementary each other, and does not influence the result of the research. 2. Non sampling errors: If the sampling is done correctly even though it can not be said that the surveyor the research is error free. In fact in all stages of a research such as data collection, data processing, data analysis, an error may occur. Therefore even if there is not error in sampling still the following errors may occur which are known as Non- Sampling errors; i) The incorrect presentation and improper planning about the subject of research ii) If there is wrong selection of population on which the research will be carried out. iii) If data collection is done with incomplete and faulty questionnaire. iv) Wrong approach for data collection. v) If the data collector collects inconsistent and erroneous data. vi) Personal inclination or biased attitude of the presenter. vii) In correct knowledge about the variables of the research. viii) Misutilization of average value. ix) Adapting wrong methodology for research. x) If there is any fault in different measuring methods of the research. There may be more reasons apart from the above for Non-Sampling errors. But if the above reason can be removed or eradicated then the research can be made error free.

NSOU ? PGSW-VII 99 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 4.7 Methods of Data collection We will now learn about the methods of data collection. Types of Data it is essential to have knowledge about some common terms that is crucial for us to know. While collection of data is concerned, we must know that there are two types of data- 1 Primary data 2 Secondary data 1 Primary data The Data which is collected directly from the area of investigation for a specific reason are called primary data. thus characteristically primary data are unique.. such as a doctor can prepare a weight chart for his patient directly with the help of a weighing machine these types of data set are primary data set. At the time of population census data is directly collected. These are primary data set primary data set are more reliable but to collect primary data it requires more money time and labour. 2 Secondary data The data which has been previously collected by some agency and later for some specific investigation if the investigator uses the same set of data then they are called secondary data. Secondary data is not unique in character. when a data is availed from a census report for investigation then the collected data are transformed into secondary data to the investigator..It is less expensive to collect secondary data because comparatively it requires less money time and energy. The secondary data is apparently less reliable because while transcription or rounding up from the source it may carry some error. It is therefore revealed from the above discussion that a data which is primary 2. an individual the same data may be secondary to another individual, for example the data in the census report published by Government of India is primary data and the same data published in another book a report secondary data. ? most of the time the source of data are divided into two primary source and second resource. The authority, which directly collects the data from the investigation area or called primary source, while the agency that uses the data collected from primary source to somewhere else they're called the second resource.

NSOU ? PGSW-VII 100 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 ? in case of statistical investigation the primary data is most fruitful although because of limited time and money the secondary data are also used. therefore special precaution is needed to be taken to avoid errors of using secondary data. Examples of primary data are the census report, the annual report of the Chief Inspector of mines in India, the common textile bulletin published from Mumbai etc. Examples of secondary data sources are statistical abstract of the Indian union published by the central statistical organisation New Delhi, survey report published by the statistical institution etc. Methods of data collection Data collection is a primary job before going into a statistical work. in relation to this there are some common terms that we must know like questionnaires, schedules etc. Questionnaire Questionnaire means a set of well defined questions about the investigation. The questionnaire should be prepared in such a way that it should be capable of collecting all relevant data. Generally in the first phase of observation it draught questionnaire is prepared and though their experiment answers are collected from a group of people.. the draught questionnaire is prepared to identify the flaws and defects in the questions so that they do not appear in the actual questionnaire.. the flaws and errors in the draught questionnaires are then removed and revised a good question should have the following features- ? The question should be written in simple language and it must be relevant with the topic or subject of investigation ? number of questions must be limited else the answerer will lose interest to respond to every question. ? The questions should not be doubtful and difficult to understand. ? Most of the questions should have multiple choice of answering. ? It is better to avoid such questions which may hurt the ego or sentiments of the answer. Schedule In this context schedule means a list of topics or subjects on which data will be collected. Preparation of questionnaire publishing of relevant information these are not mentioned in the schedule. These activities are interested upon the investigator The different types of data collection can be discussed generally in the following ways during numeric data collection-

NSOU ? PGSW-VII 101 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 Interview method Mail questionnaire method Direct personal observation method Indirect oral investigation method 1. Interview method - Data is collected directly from the spot of investigation through this method with the help of trained and experienced investigator. The investigators are addressed as enumerator of field staff. The field staff reaches the specific locality and collect data from the local people through personal interaction an interview with a set of specific questions.. the local people who acts as data suppliers are to be intimated about the investigation topic and the answers obtained from the interview are carefully recorded. this is very popular method of data collection by appointing field staff and is considered to be very effective. 2. Questionnaire through postal - The questionnaire is the most important tool in this method the questionnaire is prepared with a bunch of questions about the subject of investigation.. the required data are collected from the answers of these questions. the questionnaire is sent to a group of selected data supplier by post requesting them to duly fill up the questions with their answers and return the same by post. the correspondence include the objectives of investigation an instruction to fill up the answers.. the confidentiality of the total method is also assured. This method is quite faster and comparatively cheaper. Some of the problem with this methods include - reliability of the collected data through this method is relatively low lot of questionnaire return without any answer. 3. Direct personal observation - In this method the investigator personally stays in the place of investigation and collects the data directly through personal observation counting and measurement. The investigator does not depends upon any other person for data collection and the collected data through this method are reliable. Up to a large extent. Although the priority of the data depends upon the honesty wholeheartedness and fine observation power of the Investigator is also included in this method. 4. In direct oral investigation - Relevant data can be obtained from some indirect sources persons with vast experience about this surroundings and problems are identified and then they are interviewed to collect the data. The investigation Commission and government committees mostly followed this method as the primary data collection method. It is needless to mention that the sanctity of the data collected through this method entirely depends upon unbiasedness of the data supplier and honesty of the investigator.

NSOU ? PGSW-VII 102 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 ? apart from these ways of data collection there can be other ways where data is collected locally by appointing agents this method is followed where supply of data is required on a regular basis. the media sector specially follow this technique. 4.8 Conclusion In this unit we learnt about the concept of sampling. This will help to carry out out research more system its celly. 4.9 Exercise 1. Explain the importance of sampling. 2. What are the methodologies followed. 3. Explain the main methodologies for sampling. 4.10 Reference I. Statist6ical Methods For The Social Sciences: Alan Agresti, Fifth Edition, 2018, Pearson. II. Statistics in Social Work: An Introduction to Practical Applications, Any Batchelor, 2019, Columbia University Press. III. Sampling Design and Analysis: Sharon L. Lohr, Second Edition, CRC Press, 2019.

NSOU ? PGSW-VII 103 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 Unit 5 ? Measurement in research Structure 5.0 Objective 5.1 Introduction 5.2

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Nominal level of Measurement 5.3 Ordinal level of Measurement 5.4 Interval level of Measurement 5.5 Ratio level of Measurement 5.6

Thurstone's scaling method 5.7 Likert scale 5.8 Guttman scale 5.9 Reliability and Validity 5.10 Conclusion 5.11 Exercise 5.12 References 5.0 Objective In this unit we will get an idea about different levels of measurements as well as scales. 5.1 Introduction

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When social scientists measure concepts, they sometimes use the language of variables and attributes (also called values). A variable refers to a phenomenon that can vary. It can be thought of as a grouping of several characteristics. For example, hair color could be a variable because it has varying characteristics. Attributes are the characteristics that make up a variable. For example, the variable hair color would contain attributes like blonde, brown, black, red, gray, etc. A variable's attributes determine its level of measurement. There are four possible levels of measurement: nominal, ordinal, interval, and ratio. The first two levels of measurement are categorical, meaning their attributes are categories rather than numbers. The latter two levels of measurement are continuous, meaning their attributes are numbers, not categories. 103

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Nominal level of measurement Hair color is an example of a nominal level of measurement. Nominal measures are categorical, and those categories cannot be mathematically ranked. There is no ranking order between hair colors. They are simply different. That is what constitutes a nominal level of measurement. Gender and race are also measured at the nominal level. When using nominal level of measurement in research, it is very important to assign the attributes of potential answers very precisely. The attributes need to be exhaustive and mutually exclusive. Let's think about the attributes contained in the variable hair color. Black, brown, blonde, and red are common colors. But, if we listed only these attributes, people with gray hair wouldn't fit anywhere. That means our attributes were not exhaustive. Exhaustiveness means that all possible attributes are listed. We may have to list a lot of colors before we can meet the criteria of exhaustiveness. Clearly, there is a point at which trying to achieve exhaustiveness can get to be too much. If a person insists that their hair color is light burnt sienna, it is not your responsibility to list that as an option. Rather, that person could reasonably be described as brown-haired. Perhaps listing a category for other color would suffice to make our list of colors exhaustive. What about a person who has multiple hair colors at the same time, such as red and black? They would fall into multiple attributes. This violates the rule of mutual exclusivity, in which a person cannot fall into two different attributes. Instead of listing all of the possible combinations of colors, perhaps you might include a list of attributes like all black, all brown, all blonde, all red, multi-color, other to include people with more than one hair color, but keep everyone in only one category. The discussion of hair color elides an important point with measurement—reification. You should remember reification from our previous discussion in this chapter. For many years, the attributes for gender were male and female. Now, our understanding of gender has evolved to encompass more attributes including transgender, non-binary, or

gender queer.

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We shouldn't confuse our labeling of attributes or measuring of a variable with the objective truth "out there." Another example could be children of parents from different races were often classified as one race or another in the past, even if they identified with both cultures equally. The option for bi-racial or multi-racial on a survey not only more accurately reflects the racial diversity in the real world but validates and acknowledges people who identify in that manner.

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Characteristics of Nominal Scale 1. In nominal scale a variable is divided into two or more categories,

for example, agree/disagree, yes or no etc. It's a measurement mechanism in which answer to a particular question can fall into either category.

NSOU ? PGSW-VII 105 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 2. Nominal scale is qualitative in nature, which means numbers are used here only to categorize or identify objects. For example, football fans will be really excited, as the football world cup is around the corner! Have you noticed numbers on a jersey of a football player? These numbers have nothing to do with the ability of players, however, they can help identify the player. 3. In nominal scale, numbers don't define the characteristics related to the object, which means each number is assigned to one object. The only permissible aspect related to numbers in a nominal scale is "counting." In nominal scale, it is easy to generate responses using close ended questions, a lot of responses can be collected in short period of time, which in turn increases reliability. However, there is a downside to the scale, without a linear scale, participants are unable to express their degrees of response. 5.3

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Ordinal level of measurement Unlike nominal-level measures, attributes at the ordinal level can be rank ordered. For example, someone's degree of satisfaction in their romantic relationship can be ordered by rank. That is, you could say you are not at all satisfied, a little satisfied, moderately satisfied, or highly satisfied. Note that even though these have a rank order to them (not at all satisfied is certainly worse than highly satisfied), we cannot calculate a mathematical distance between those attributes. We can simply say that one attribute of an ordinal-level variable is more or less than another attribute.

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Ordinal scale is the 2nd level of measurement that reports the ranking and ordering of

the data without actually establishing the degree of variation between them. Ordinal level of measurement is the second of the four measurement scales. "Ordinal" indicates "order". Ordinal data is quantitative data which have naturally occurring orders and the difference between is unknown. It can be named, grouped and also ranked.

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This can get a little confusing when using Likert scales. If you have ever taken a customer satisfaction survey or completed a course evaluation for school, you are familiar with Likert scales. "On a scale of 1-5, with one being the lowest and 5 being the highest, how likely are you to recommend our company to other people?" Sound familiar? Likert scales use numbers but only as a shorthand to indicate what attribute (highly likely, somewhat likely, etc.) the person feels describes them best. You wouldn't say you are "2" more likely to recommend the company. But you could say you are not very likely to recommend the company.

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Ordinal-level attributes must also be exhaustive and mutually exclusive, as with nominal-level variables.

Ordinal Scale Characteristics ? Along with identifying and describing the magnitude, the ordinal scale shows the relative rank of variables. ? The properties of the interval are not known. ? Measurement of non-numeric attributes such as frequency, satisfaction, happiness etc. ? In addition to the information provided by nominal scale, ordinal scale identifies the rank of variables. ? Using this scale, survey makers can analyze the degree of agreement among respondents with respect to the identified order of the variables. Advantages of Ordinal Scale ? The primary advantage of using ordinal scale is the ease of comparison between variables. ? Extremely convenient to group the variables after ordering them. ? Effectively used in surveys, polls, and questionnaires due to the simplicity of analysis and categorization. Collected responses are easily compared to draw impactful conclusions about the target audience. ? As the values are indicated in a relative manner using a linear rating scale, the results are more informative than the nominal scale. 5.4

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Interval level of measurement At the interval level, the distance between attributes is known to be equal. Interval measures are also continuous, meaning their attributes are numbers, rather than categories. IQ scores are interval level, as are temperatures. Interval-level variables are not particularly common in social science research, but their defining characteristic is that we can say how much more or less one attribute differs from another. We cannot, however, say with certainty what the ratio of one attribute is in comparison to another. For example, it would not make sense to say that 50 degrees is half as hot as 100 degrees. But we can say it is 50 degrees cooler than 100. At the interval level, attributes must also be exhaustive and mutually exclusive.

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The interval scale is a quantitative measurement scale where there is order, the difference between the two variables is meaningful

and equal, and the presence

NSOU ? PGSW-VII 107 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 of zero is arbitrary. It measures variables that exist along a common scale at equal intervals. The measures used to calculate the distance between the variables are highly reliable. The interval scale is the third level of measurement after the nominal scale and the ordinal scale. Understanding the first two levels will help you differentiate interval measurements. A nominal scale is used when variables do not have a natural order or ranking. Questions that can be measured on the interval scale are the most commonly used question types in research studies. To receive answers in the form of interval data, you need to limit feedback options to variables that can be assigned a numerical value where the difference between the two variables is equal. 5.5

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Ratio level of measurement Finally, at the ratio level, attributes can be rank ordered, the distance between attributes is equal, and attributes have a true zero point. Thus, with these variables, we can say what the ratio of one attribute is in comparison to another. Examples of ratio-level variables include age and years of education. We know, for example, that a person who is 12 years old is twice as old as someone who is 6 years old. Just like all other levels of measurement, at the ratio level, attributes must be mutually exclusive and exhaustive.

Ratio scale has most of the characteristics of the other three variable measurement scale i.e nominal, ordinal and interval. Nominal variables are used to "name," or label a series of values. Ordinal scales provide a sufficiently good amount of information about the order of choices, such as one would be able to understand from using a customer satisfaction survey. Interval scales give us the order of values and also about the ability to quantify the difference between each one. Ratio scale helps to understand the ultimate- order, interval, values, and the true zero characteristic is an essential factor in calculating ratios. A ratio scale is the most informative scale as it tends to tell about the order and number of the object between the values of the scale. The most common examples of ratio scale are height, money, age, weight etc. With respect to market research, the common examples that are observed are sales, price, number of customers, market share etc. Characteristics of Ratio Scale 1. Ratio scale, as mentioned earlier has an absolute zero characteristic. It has orders and equally distanced value between units. The zero point characteristic makes it relevant or meaningful to say, "one object has twice the length of the other" or "is twice as long."

NSOU ? PGSW-VII 108 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 2. Ratio scale doesn't have a negative number, unlike interval scale because of the absolute zero or zero point characteristic. To measure any object on a ratio scale, researchers must first see if the object meets all the criteria for interval scale plus has an absolute zero characteristic. 3. Ratio scale provides unique possibilities for statistical analysis. In ratio scale, variables can be systematically added, subtracted, multiplied and divided (ratio). All statistical analysis including mean, mode, the median can be calculated using ratio scale. Also, chi-square can be calculated on ratio scale variable. 4. Ratio scale has ratio scale units which have several unique and useful properties. One of them is they allow unit conversion. Take an example of calculation of energy flow. Several units of energy occur like Joules, gram-calories, kilogram- calories, British thermal units. Still more units of energy per unit time (power) exist kilocalories per day, liters of oxygen per hour, ergs, and Watts. Advantages of Ratio Scale ? A ratio scale has a point zero characteristic, where the value of the variable has no value at all. Weight, height etc can be calculated on ratio scale because they have a real zero value. However, the temperature cannot be measured on this scale because zero degree celsius doesn't mean there is no cold or heat for that matter. But most of the scientific variables can be measured on a ratio scale. ? Point zero is an essential characteristic to measure a ratio between any two variables because in the absence of zero there is no ratio. So without a zero would it make any sense to say, "Tom is driving at a speed of 100 km/hour, which is double the speed at which Thelma is driving, which is 50 Km/hr?" ? This scale is used to calculate all the scientific variables. In fact, in the absence of a ratio scale, scientific variables cannot be measured. 5.6

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Thurstone's scaling method Louis Thurstone. one of the earliest and most famous scaling theorists, published a method of equal-appearing intervals in 1925. This method starts with a clear conceptual definition of the construct of interest. Based on this definition, potential scale items are generated to measure this construct. These items are generated by experts who know something about the construct being measured. The initial pool of candidate items (ideally 80 to 100 items) should be worded in a similar manner, for instance, by framing them as

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statements to which respondents may agree or disagree (and not as questions or other things). Next, a panel of judges is recruited to select specific items from this candidate pool to represent the construct of interest. Judges may include academics trained in the process of instrument construction or a random sample of respondents of interest (i.e., people who are familiar with the phenomenon). The selection process is done by having each judge independently rate each item on a scale from 1 to 11 based on how closely, in their opinion, that item reflects the intended construct (1 represents extremely unfavorable and 11 represents extremely favorable). For each item, compute the median and inter-quartile range (the difference between the 75th and the 25th percentile – a measure of dispersion), which are plotted on a histogram, as shown in Figure 6.1. The final scale items are selected as statements that are at equal intervals across a range of medians. This can be done by grouping items with a common median, and then selecting the item with the smallest inter- quartile range within each median group. However, instead of relying entirely on statistical analysis for item selection, a better strategy may be to examine the candidate items at each level and selecting the statement that is the most clear and makes the most sense. The median value of each scale item represents the weight to be used for aggregating the items into a composite scale score representing the construct of interest. We now have a scale which looks like a ruler, with one item or statement at each of the 11 points on the ruler (and weighted as such). Because items appear equally throughout the entire 11-point range of the scale, this technique is called an equal-appearing scale. Thurstone also created two additional methods of building unidimensional scales – the method of successive intervals and the method of paired comparisons – which are both very similar to the method of equal-appearing intervals, except for how judges are asked to rate the data. For instance, the method of paired comparison requires each judge to make a judgment between each pair of statements (rather than rate each statement independently on a 1 to 11 scale). Hence, the name paired comparison method. With a lot of statements, this approach can be enormously time consuming and unwieldy compared to the method of equal-appearing intervals. 5.7

Likert scale. Designed by Rensis Likert, this is a very popular rating scale for measuring ordinal data in social science research. This scale includes Likert items that are simply-worded statements to which respondents can indicate their extent of agreement or disagreement on a five or seven-point scale ranging from 'strongly disagree' to 'strongly agree'. A typical example of a six-item Likert scale for the 'employment self-esteem' construct is shown in

NSOU ? PGSW-VII 110 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 Table 6.3. Likert scales are summated scales—that is, the overall scale score may be a summation of the attribute values of each item as selected by a respondent. Strongly Somewhat Neutral Somewhat Strongly Disagree Disagree Agree Agree I feel good about my job 1 2 3 4 5 I get along well with others at work 1 2 3 4 5 Strongly Somewhat Neutral Somewhat Strongly Disagree Disagree Agree Agree I'm proud of my relationship with my supervisor at work 1 2 3 4 5 I can tell that other people at work are glad to have me there 1 2 3 4 5 I can tell that my co-workers respect me 1 2 3 4 5 I feel like I make a useful contribution at work 1 2 3 4 5 A six-item Likert scale for measuring employment self-esteem Likert items allow for more granularity (more finely tuned response) than binary items, including whether respondents are neutral to the statement. Three or nine values (often called 'anchors') may also be used, but it is important to use an odd number of values to allow for a 'neutral' (or 'neither agree nor disagree') anchor. Some studies have used a 'forced choice approach' to force respondents to agree or disagree with the Likert statement by dropping the neutral mid-point and using an even number of values, but this is not a good strategy because some people may indeed be neutral to a given statement, and the forced choice approach does not provide them the opportunity to record their neutral stance. A key characteristic of a Likert scale is that even though the statements vary in different items or indicators, the anchors ('strongly disagree' to 'strongly agree') remain the same. Likert scales are ordinal scales because the anchors are not necessarily equidistant, even though sometimes we treat them like interval scales.

NSOU ? PGSW-VII 111 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 5.8 Guttman scale Designed by Louis Guttman, this composite scale uses a series of items arranged in increasing order of intensity of the construct of interest, from least intense to most intense. What does that mean? Essentially, we would like a set of items or statements so that a respondent who agrees with any specific question in the list will also agree with all previous questions. Put more formally, we would like to be able to predict item responses perfectly knowing only the total score for the respondent The key to Guttman scaling is in the analysis. We construct a matrix or table that shows the responses of all the respondents on all of the items. We then sort this matrix so that respondents who agree with more statements are listed at the top and those agreeing with fewer are at the bottom. For respondents with the same number of agreements, we sort the statements from left to right from those that most agreed to to those that fewest agreed to. As an example, the construct 'attitude toward immigrants' can be measured using five items shown in the Table. Each item in the above Guttman scale has a weight (not indicated above) which varies with the intensity of that item, and the weighted combination of each response is used as an aggregate measure of an observation. How will you rate your opinions on the following statements about immigrants? Do you mind immigrants being citizens of your country? Yes No Do you mind immigrants living in your own neighbourhood? Yes No Would you mind living next door to an immigrant? Yes No Would you mind having an immigrant as your close friend? Yes No Would you mind if someone in your family married an immigrant? Yes No 5.9 Reliability and Validity A measure can be reliable but not valid, if it is measuring something very consistently but is consistently measuring the wrong construct. Likewise, a measure can be valid but not reliable if it is measuring the right construct, but not doing so in a consistent manner. Using the analogy of a shooting target, as shown below, a multiple-item measure of a construct that is both reliable and valid consists of shots that clustered within a narrow range near the center of the target. A measure that is valid but not reliable will consist of shots centered on the target but not clustered within a narrow range, but rather scattered around the target. Finally, a

NSOU ? PGSW-VII 112 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 measure that is reliable but not valid will consist of shots clustered within a narrow range but off from the target. Hence, reliability and validity are both needed to assure adequate measurement of the constructs of interest. Fig. Comparison of reliability and validity Reliability Reliability is the degree to which the measure of a construct is consistent or dependable. In other words, if we use this scale to measure the same construct multiple times, do we get pretty much the same result every time, assuming the underlying phenomenon is not changing? An example of an unreliable measurement is people guessing your weight. Quite likely, people will guess differently, the different measures will be inconsistent, and therefore, the "guessing" technique of measurement is unreliable. A more reliable measurement may be to use a weight scale, where you are likely to get the same value every time you step on the scale, unless your weight has actually changed between measurements. Note that reliability implies consistency but not accuracy. In the previous example of the weight scale, if the weight scale is calibrated incorrectly (say, to shave off ten pounds from your true weight, just to make you feel better!), it will not measure your true weight and is therefore not a valid measure. Nevertheless, the miscalibrated weight scale will still give you the same weight every time (which is ten pounds less than your true weight), and hence the scale is reliable. What are the sources of unreliable observations in social science measurements? One of the primary sources is the observer's (or researcher's) subjectivity. If employee morale in a firm is measured by watching whether the employees smile at each other, whether they make jokes, and so forth, then different observers may infer different measures of morale Reliable and valid Valid but not reliable Reliable but not valid

NSOU ? PGSW-VII 113 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 if they are watching the employees on a very busy day (when they have no time to joke or chat) or a light day (when they are more jovial or chatty). Two observers may also infer different levels of morale on the same day, depending on what they view as a joke and what is not. "Observation" is a qualitative measurement technique. Sometimes, reliability may be improved by using quantitative measures, for instance, by counting the number of grievances filed over one month as a measure of (the inverse of) morale. Of course, grievances may or may not be a valid measure of morale, but it is less subject to human subjectivity, and therefore more reliable. A second source of unreliable observation is asking imprecise or ambiguous questions. For instance, if you ask people what their salary is, different respondents may interpret this question differently as monthly salary, annual salary, or per hour wage, and hence, the resulting observations will likely be highly divergent and unreliable. A third source of unreliability is asking questions about issues that respondents are not very familiar about or care about, such as asking an American college graduate whether he/she is satisfied with Canada's relationship with Slovenia, or asking a Chief Executive Officer to rate the effectiveness of his company's technology strategy – something that he has likely delegated to a technology executive. So how can you create reliable measures? If your measurement involves soliciting information from others, as is the case with much of social science research, then you can start by replacing data collection techniques that depends more on researcher subjectivity (such as observations) with those that are less dependent on subjectivity (such as questionnaire), by asking only those questions that respondents may know the answer to or issues that they care about, by avoiding ambiguous items in your measures (e.g., by clearly stating whether you are looking for annual salary), and by simplifying the wording in your indicators so that they not misinterpreted by some respondents (e.g., by avoiding difficult words whose meanings they may not know). These strategies can improve the reliability of our measures, even though they will not necessarily make the measurements completely reliable. Measurement instruments must still be tested for reliability. There are many ways of estimating reliability, which are discussed next.

Inter-rater reliability. Inter-rater reliability, also called inter-observer reliability, is a measure of consistency between two or more independent raters (observers) of the same construct. Usually, this is assessed in a pilot study, and can be done in two ways, depending on the level of measurement of the construct. If the measure is categorical, a set of all categories is defined, raters check off which category each observation falls in, and the percentage of agreement between the raters is an estimate of inter-rater reliability. For instance, if there are two raters rating 100 observations into one of three possible categories, and their ratings match for 75% of the observations, then inter-rater reliability is 0.75. If the measure is interval or ratio scaled (e.g., classroom activity is being measured once every 5 minutes by two raters on 1 to 7 response scale), then a simple correlation between measures from the two raters can also serve as an estimate of inter-rater reliability.

Test-retest reliability. Test-retest reliability is a measure of consistency between two measurements (tests) of the same construct administered to the same sample at two different points in time. If the observations have not changed substantially between the two tests, then the measure is reliable. The correlation in observations between the two tests is an estimate of test-retest reliability. Note here that the time interval between the two tests is critical. Generally, the longer is the time gap, the greater is the chance that the two observations may change during this time (due to random error), and the lower will be the test-retest reliability.

Split-half reliability. Split-half reliability is a measure of consistency between two halves of a construct measure. For instance, if you have a ten-item measure of a given construct, randomly split those ten items into two sets of five (unequal halves are allowed if the total number of items is odd), and administer the entire instrument to a sample of respondents. Then, calculate the total score for each half for each respondent, and the correlation between the total scores in each half is a measure of split-half reliability. The longer is the instrument, the more likely it is that the two halves of the measure will be similar (since random errors are minimized as more items are added), and hence, this technique tends to systematically overestimate the reliability of longer instruments.

Internal consistency reliability. Internal consistency reliability is a measure of consistency between different items of the same construct. If a multiple-item construct measure is administered to respondents, the extent to which respondents rate those items in a similar manner is a reflection of internal consistency. This reliability can be estimated in terms of average inter-item correlation, average item-to-total correlation, or more commonly, Cronbach's alpha. Validity, often called construct validity, refers to the extent to which a measure adequately represents the underlying construct that it is supposed to measure. For instance, is a measure of compassion really measuring compassion, and not measuring a different

NSOU ? PGSW-VII 115 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 construct such as empathy? Validity can be assessed using theoretical or empirical approaches, and should ideally be measured using both approaches. Theoretical assessment of validity focuses on how well the idea of a theoretical construct is translated into or represented in an operational measure. This type of validity is called translational validity (or representational validity), and consists of two subtypes: face and content validity. Translational validity is typically assessed using a panel of expert judges, who rate each item (indicator) on how well they fit the conceptual definition of that construct, and a qualitative technique called Q-sort. Empirical assessment of validity examines how well a given measure relates to one or more external criterion, based on empirical observations. This type of validity is called criterion-related validity, which includes four sub-types: convergent, discriminant, concurrent, and predictive validity. While translation validity examines whether a measure is a good reflection of its underlying construct, criterion-related validity examines whether a given measure behaves the way it should, given the theory of that construct. This assessment is based on quantitative analysis of observed data using statistical techniques such as correlational analysis, factor analysis, and so forth. The distinction between theoretical and empirical assessment of validity is illustrated in Figure 7.2. However, both approaches are needed to adequately ensure the validity of measures in social science research. Note that the different types of validity discussed here refer to the validity of the measurement procedures, which is distinct from the validity of hypotheses testing procedures, such as internal validity (causality), external validity (generalizability), or statistical conclusion validity. The latter types of validity are discussed in a later chapter. Face validity. Face validity refers to whether an indicator seems to be a reasonable measure of its underlying construct "on its face". For instance, the frequency of one's attendance at religious services seems to make sense as an indication of a person's religiosity without a lot of explanation. Hence this indicator has face validity. However, if we were to suggest how many books were checked out of an office library as a measure of employee morale, then such a measure would probably lack face validity because it does not seem to make much sense. Interestingly, some of the popular measures used in organizational research appears to lack face validity. For instance, absorptive capacity of an organization (how much new knowledge can it assimilate for improving organizational processes) has often been measured as research and development intensity (i.e., R&D expenses divided by gross revenues)! If your research includes constructs that are highly

NSOU ? PGSW-VII 116 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 abstract or constructs that are hard to conceptually separate from each other (e.g., compassion and empathy), it may be worthwhile to consider using a panel of experts to evaluate the face validity of your construct measures. Fig. : Two approaches of validity assessment Content validity. Content validity is an assessment of how well a set of scale items matches with the relevant content domain of the construct that it is trying to measure. For instance, if you want to measure the construct "satisfaction with restaurant service," and you define the content domain of restaurant service as including the quality of food, courtesy of wait staff, duration of wait, and the overall ambience of the restaurant (i.e., whether it is noisy, smoky, etc.), then for adequate content validity, this construct should be measured using indicators that examine the extent to which a restaurant patron is satisfied with the quality of food, courtesy of wait staff, the length of wait, and the restaurant's ambience. Of course, this approach requires a detailed description of the entire content domain of a construct, which may be difficult for complex constructs such as self-esteem or intelligence. Hence, it may not be always possible to adequately assess content validity. As with face validity, an expert panel of judges may be employed to examine content validity of constructs. Convergent validity refers to the closeness with which a measure relates to (or converges on) the construct that it is purported to measure, and discriminant validity refers to the degree to which a measure does not measure (or discriminates from) other constructs that it is not supposed to measure. Usually, convergent validity and discriminant Theories/ideas Conceptualize Valid Measures Statistical Analysis Observations Theoretical Realm Empirical realm

NSOU ? PGSW-VII 117 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 validity are assessed jointly for a set of related constructs. For instance, if you expect that an organization's knowledge is related to its performance, how can you assure that your measure of organizational knowledge is indeed measuring organizational knowledge (for convergent validity) and not organizational performance (for discriminant validity)? Convergent validity can be established by comparing the observed values of one indicator of one construct with that of other indicators of the same construct and demonstrating similarity (or high correlation) between values of these indicators. Discriminant validity is established by demonstrating that indicators of one construct are dissimilar from (i.e., have low correlation with) other constructs. In the above example, if we have a three-item measure of organizational knowledge and three more items for organizational performance, based on observed sample data, we can compute bivariate correlations between each pair of knowledge and performance items. If this correlation matrix shows high correlations within items of the organizational knowledge and organizational performance constructs, but low correlations between items of these constructs, then we have simultaneously demonstrated convergent and discriminant validity. Criterion-related validity can also be assessed based on whether a given measure relate well with a current or future criterion, which are respectively called concurrent and predictive validity. Predictive validity is the degree to which a measure successfully predicts a future outcome that it is theoretically expected to predict. For instance, can standardized test scores (e.g., Scholastic Aptitude Test scores) correctly predict the academic success in college (e.g., as measured by college grade point average)? Assessing such validity requires creation of a "nomological network" showing how constructs are theoretically related to each other. Concurrent validity examines how well one measure relates to other concrete criterion that is presumed to occur simultaneously. For instance, do students' scores in a calculus class correlate well with their scores in a linear algebra class? These scores should be related concurrently because they are both tests of mathematics. Unlike convergent and discriminant validity, concurrent and predictive validity is frequently ignored in empirical social science research. 5.10 Conclusion ?

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Nominal—level of measurement that is categorical and those categories cannot be mathematically ranked, though they are exhaustive and mutually exclusive

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Ordinal—level of measurement that is categorical, those categories can be rank ordered, and they are exhaustive and mutually exclusive ? Ratio level—level of measurement in which attributes are mutually exclusive and exhaustive, attributes can be rank ordered, the distance between attributes is equal, and attributes have a true zero point 5.11

Exercise 1. What do you mean by level of measurement. 2. Discuss the characteristic of Nominal Scale. 3. What is ordinal level of measurement. 4. Discuss about Likert & Guttman scale. 5. Write a note on Reliability and Validity. 5.12 Reference <https://uta.pressbooks.pub/foundationsofsocialworkresearch/chapter/5-2-levels-of-measurement#:~:text=There%20are%20four%20possible%20levels,attributes%20are%20numbers%2C%20not%20categories.> Levels of Measurement. (2020, August 17). Retrieved May 12, 2021, from <https://socialsci.libretexts.org/@go/page/26241> Scaling. (2020, August 17). Retrieved May 12, 2021, from <https://socialsci.libretexts.org/@go/page/26242> http://scholarcommons.usf.edu/oa_textbooks/3/

NSOU ? PGSW-VII 119 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 Unit 6 ? Introduction to Statistical Methodology and exploring data with graphs Structure 6.0 Objective 6.1 Introduction 6.2 Definition of Statistics, its Components and its Role in Social Research 6.3 Bar Charts 6.4 Pie Diagram in Social Research 6.5 Histograms 6.6 Conclusion 6.7 Exercise 6.8 References 6.0

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Objectives By the end of this chapter, you will be able to 1. Describe

the limited but crucial role of statistics in social research. 2. Distinguish between different components of statistics and identify situations in which each is appropriate. 3. Construct and analyse frequency distributions for both quantitative and qualitative variables. 4. Construct and analyse bar and pie charts, histograms, and line graphs. 6.1 Introduction Students sometimes wonder about the value of studying statistics. What, after all, do numbers and statistics have to do with understanding people and society? The value of statistics will become clear as we move from chapter to chapter but, for now, we can 119

NSOU ? PGSW-VII 120 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 demonstrate the importance of statistics by considering research. Scientists conduct research to answer questions, examine ideas, and test theories. Research is a disciplined inquiry that can take numerous forms. Statistics are relevant for quantitative research projects, or projects that collect information in the form of numbers or data. Statistics, then, are a set of mathematical techniques used by social scientists to organize and manipulate data for the purpose of answering questions and testing theories. Research results do not speak for themselves. They must be organized and manipulated so that whatever meaning they have can be quickly and easily understood by the researcher and by his or her readers. Researchers use statistics to clarify their results and communicate effectively. In this unit, we consider some commonly used techniques for presenting research results, including percentages, rates, tables, and graphs. These univariate descriptive statistics are not mathematically complex (although they are not as simple as they might seem at first glance), but they are extremely useful for presenting research results clearly and concisely.

6.2 Definition of Statistics, its Components and its Role in Social Research:

Recent years have seen a dramatic increase in the use of statistical methods by social scientists, whether they work in academia, government, or the private sector. Social scientists study their topics of interest, such as analysing how well a program works or investigating the factors associated with beliefs and opinions of certain types, by analysing quantitative evidence provided by data. The growth of the Internet and computing power has resulted in an increase in the amount of readily available quantitative information. At the same time, the evolution of new statistical methodology and software makes new methods available that can more realistically address the questions that social scientists seek to answer. You already have a sense of what the word statistics means. You hear statistics quoted about sports events (number of points scored by each player on a basketball team), statistics about the economy (median income, unemployment rate), and statistics about opinions, beliefs, and behaviours (percentage of students who indulge in binge drinking). In this sense, a statistic is merely a number calculated from data. But statistics as a field can

NSOU ? PGSW-VII 121 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 be broadly viewed as a way of thinking about data and quantifying uncertainty, not a maze of numbers and messy formulas.

Definition.

Statistics is the art and science of designing studies and analysing the data that those studies produce. Its ultimate goal is translating data into knowledge and understanding of the world around us. In short, statistics is the art and science of learning from data. Statistical methods help us investigate questions in an objective manner. Statistical problem solving is an investigative process that involves four components: (1) formulate a statistical question, (2) collect data, (3) analyse data, and (4) interpret results. There are the three main components of statistics for answering a statistical question: ? Design: Planning how to obtain data to answer the questions of interest ? Description: Summarizing and analysing the data that are obtained ? Inference: Making decisions and predictions based on the data for answering the statistical question. Design refers to planning how to obtain data that will efficiently shed light on the problem of interest. How could you conduct an experiment to determine reliably whether regular large doses of vitamin C are beneficial? In marketing, how do you select the people to survey so you'll get data that provide good predictions about future sales? Description means exploring and summarizing patterns in the data. Files of raw data are often huge. For example, over time the General Social Survey has collected data about hundreds of characteristics on many thousands of people. Such raw data are not easy to assess—we simply get bogged down in numbers. It is more informative to use a few numbers or a graph to summarize the data, such as an average amount of TV watched or a graph displaying how number of hours of TV watched per day relates to number of hours per week exercising. Inference means making decisions or predictions based on the data. Usually, the decision or prediction refers to a larger group of people, not merely those in the study. For instance, in elections, television networks often declare the winner well before all the votes have been counted. They do this using exit polling, interviewing voters after they leave the voting booth. Using an exit poll, a network can often predict the winner after learning how several thousand people voted, out of possibly millions of voters.

NSOU ? PGSW-VII 122 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 The 2010 California gubernatorial race pitted Democratic candidate Jerry Brown against Republican candidate Meg Whitman. In the exit poll of 3889 voters sampled, 53.1% said they voted for Jerry Brown. Using these data, we can predict (infer) that a majority of the 9.5 million voters voted for him. Stating the percentages for the sample of 3889 voters is description, while predicting the outcome for all 9.5 million voters is inference. Statistical description and inference are complementary ways of analysing data. Statistical description provides useful summaries and helps you find patterns in the data, while inference helps you make predictions and decide whether observed patterns are meaningful. You can use both to investigate questions that are important to society. For instance, "Has there been global warming over the past decade?" "Is having the death penalty available for punishment associated with a reduction in violent crime?" "Does student performance in school depend on the amount of money spent per student, the size of the classes, or the teachers' salaries?" Despite its importance and usefulness, the science of statistics is looked upon with suspicion. Quite often it is discredited, by people who do not know its real purpose and limitations. We often hear statements such as: "There are three types of lies: lies, damned lies, and statistics". "Statistics can prove anything". "Statistics cannot prove anything". "Statistics are lies of the first order". These are expressions of distrust in statistics. By distrust of statistics, we mean lack of confidence in statistical data, statistical methods and the conclusions drawn. You may ask, why distrust in statistics? Some of the important reasons for distrust in statistics are as follows: ? Arguments based upon data are more convincing. But data can be manipulated according to wishes of an individual. To prove a particular point of view, sometimes arguments are supported by inaccurate data. ? Even if correct figures are used, they may be incomplete and presented in such a manner that the reader is misled. Suppose, it has been found that the number of traffic accidents is lower in foggy weather than on clear weather days. It may be concluded that it is safer to drive in fog. The conclusion drawn is wrong. To arrive at a valid conclusion, we must take into account the difference between the rush of traffic under the two weather conditions.

NSOU ? PGSW-VII 123 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 ? Statistical data does not bear on their face the label of their quality. Sometimes even unintentionally inaccurate or incomplete data is used leading to faulty conclusions. ? The statistical tools have their own limitations. The investigator must use them with precaution. But sometimes these tools or methods are handled by those who have little or no knowledge about them. As a result, by applying wrong methods to even correct and complete data, faulty conclusions may be obtained. This is not the fault of statistical methods, but of the persons who use them. 2. Displaying and Describing Categorical Data What happened on the Titanic at 11:40 on the night of April 14, 1912, is well-known. Frederick Fleet's cry of Iceberg, right ahead and the three accompanying pulls of the crow's nest bell signalled the beginning of a nightmare that has become legend. By 2:15 a.m., the Titanic, thought by many to be unsinkable, had sunk, leaving more than 1500 passengers and crew members on board to meet their icy fate. Here are some data about the passengers and crew aboard the Titanic. Each case (row) of the data table represents a person on board the ship. The variables are the person's Survival (Dead or Alive) and the person's Age (Adult or Child), Sex (Male or Female), and ticket Class (First, Second, Third, or Crew), etc. Table 1: Part of a data table showing four variables for nine people aboard the Titanic

NSOU ? PGSW-VII 124 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 The problem with a data table like this and in fact with all data tables is that you can't see what's going on. And seeing is just what we want to do. We need ways to show the data so that we can see patterns, relationships, trends, and exceptions. Frequency Tables: Making Piles To make a picture of data, the first thing we have to do is to make piles. Making piles is the beginning of understanding about data. We pile together things that seem to go together, so we can see how the cases distribute across different categories. For categorical data, piling is easy. We just count the number of cases corresponding to each category and pile them up. One way to put all 2201 people on the Titanic into piles is by ticket Class, counting up how many had each kind of ticket. We can organize these counts into a frequency table, which records the totals and the category names. Even when we have thousands of cases, a variable like ticket Class, with only a few categories, has a frequency table that's easy to read. A frequency table with dozens or hundreds of categories would be much harder to read. We use the names of the categories to label each row in the frequency table. For ticket Class, these are First, Second, Third, and Crew. Counts are useful, but sometimes we want to know the fraction or proportion of the data in each category, so we divide the counts by the total number of cases. Usually, we multiply by 100 to express these proportions as percentages. A relative frequency table displays the percentages, rather than the counts, of the values in each category. Both types of tables show how the cases are distributed across the categories. In this way, they describe the distribution of a categorical variable because they name the possible categories and tell how frequently each occurs. Class Count Class % First 325 First 14.77 Second 285 Second 12.95 Third 706 Third 32.08 Crew 885 Crew 40.21 Table2: A frequency table of for the Titanic Table 3: A relative frequency passengers The Area Principle table for the same data The best data displays observe a fundamental principle of graphing data called the area principle. The area principle says that the area occupied by a part of the graph should correspond to the magnitude of the value it represents. Violations of the area principle are a common way to lie (or, since most mistakes are unintentional, we should say err) with Statistics.

NSOU ? PGSW-VII 125 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 FIGURE: How many people were in each class on the Titanic? From this display, it looks as though the service must have been great, since most aboard were crew members. Although the length of each ship here corresponds to the correct number, the impression is all wrong. In fact, only about 40% were crew. 6.3 Bar Charts A bar chart displays the distribution of a categorical variable, showing the counts for each category next to each other for easy comparison. Bar charts should have small spaces between the bars to indicate that these are freestanding bars that could be rearranged into any order. The bars are lined up along a common base.

NSOU ? PGSW-VII 126 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 FIGURE: People on the Titanic by Ticket Class With the area principle satisfied, we can see the true distribution more clearly Here's a chart that obeys the area principle. It's not as visually entertaining as the ships, but it does give an accurate visual impression of the distribution. The height of each bar shows the count for its category. The bars are the same width, so their heights determine their areas, and the areas are proportional to the counts in each class. Now it's easy to see that the majority of people on board were not crew, as the ships picture led us to believe. We can also see that there were about 3 times as many crews as second-class passengers. And there were more than twice as many third-class passengers as either first or second-class passengers, something you may have missed in the frequency table. Bar charts make these kinds of comparisons easy and natural. If we really want to draw attention to the relative proportion of passengers falling into each of these classes, we could replace the counts with percentages and use a relative frequency bar chart. 1000 800 600 400 200 0 First Second Third Crew Class

NSOU ? PGSW-VII 127 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 FIGURE: The relative frequency bar chart looks the same as the bar chart, but shows the proportion of people in each category rather than the counts Contingency Tables To look at two categorical variables together, we often arrange the counts in a two- way table. Here is a two-way table of those aboard the Titanic, classified according to the class of ticket and whether the ticket holder survived or didn't. Because the table shows how the individuals are distributed along each variable, contingent on the value of the other variable, such a table is called a contingency table. Table: Contingency table of ticket Class and Survival. The bottom line of Totals is the same as the previous frequency table. 40% 30% 20% 10% 0 First Second Third Crew Class Class Survival

NSOU ? PGSW-VII 128 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 The margins of the table, both on the right and at the bottom, give totals. The bottom line of the table is just the frequency distribution of ticket Class. The right column of the table is the frequency distribution of the variable Survival. When presented like this, in the margins of a contingency table, the frequency distribution of one of the variables is called its marginal distribution. Each cell of the table gives the count for a combination of values of the two variables. If you look down the column for second-class passengers to the first cell, you can see that 118 second-class passengers survived. Looking at the third-class passengers, you can see that more third-class passengers (178) survived. Were second-class passengers more likely to survive? Questions like this are easier to address by using percentages. The 118 survivors in second class were 41.4% of the total 285 second-class passengers, while the 178 surviving third-class passengers were only 25.2% of that class's total. We know that 118 second-class passengers survived. We could display this number as a percentage, but as a percentage of what? The total number of passengers? (118 is 5.4% of the total, 2201.) The number of second-class passengers? (118 is 41.4% of the 285 second-class passengers.) The number of survivors? (118 is 16.6% of the 711 survivors.) All of these are possibilities, and all are potentially useful or interesting. You'll probably wind-up calculating (or letting your technology calculate) lots of percentages. Most statistics programs offer a choice of total percent, row percent, or column percent for contingency tables. Unfortunately, they often put them all together with several numbers in each cell of the table. The resulting table holds lots of information, but it can be hard to understand:

NSOU ? PGSW-VII 129 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 To simplify the table, let's first pull out the percent of table values: These percentages tell us what percent of all passengers belong to each combination of column and row category. For example, we see that although 8.1% of the people aboard the Titanic were surviving third-class ticket holders, only 5.4% were surviving second-class ticket holders. Conditional Distribution The more interesting questions are contingent. We'd like to know, for example, what percentage of second-class passengers survived and how that compares with the survival rate for third-class passengers. It's more interesting to ask whether the chance of surviving the Titanic sinking depended on ticket class. We can look at this question in two ways. First, we could ask how the distribution of ticket Class changes between survivors and non-survivors. To do that, we look at the row percentages:

NSOU ? PGSW-VII 130 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 By focusing on each row separately, we see the distribution of class under the condition of surviving or not. The sum of the percentages in each row is 100%, and we divide that up by ticket class. In effect, we temporarily restrict the Who first to survivors and make a pie chart for them. Then we refocus the Who on the non-survivors and make their pie chart. These pie charts show the distribution of ticket classes for each row of the table: survivors and non-survivors. The distributions we create this way are called conditional distributions, because they show the distribution of one variable for just those cases that satisfy a condition on another variable. But we can also turn the question around. We can look at the distribution of Survival for each category of ticket Class. To do this, we look at the column percentages. Those show us whether the chance of surviving was roughly the same for each of the four classes. Now the percentages in each column add to 100%, because we've restricted the Who, in turn, to each of the four ticket classes: Looking at how the percentages change across each row, it sure looks like ticket class mattered in whether a passenger survived. To make it more vivid, we could show the distribution of Survival for each ticket class in a display. Here's a side-by-side bar chart showing percentages of surviving and not for each category:

NSOU ? PGSW-VII 131 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 Figure: Side-by-side bar chart showing the conditional distribution of Survival for each category of ticket Class. The corresponding pie charts would have only two categories in each of four pies, so, bar charts seem the better alternative. Segmented Bar Charts: We could display the Titanic information by dividing up bars rather than circles. The resulting segmented bar chart treats each bar as the whole and divides it proportionally into segments corresponding to the percentage in each group. We can clearly see that the distributions of ticket Class are different, indicating again that survival was not independent of ticket Class.

NSOU ? PGSW-VII 132 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 FIGURE: A segmented bar chart for Class by Survival Notice that although the totals for survivors and non-survivors are quite different, the bars are the same height because we have converted the numbers to percentages. 6.4 Pie Diagram A pie chart is a circular graph which is used to represent the total value with its components. The area of a circle represents the total values and the different sectors of the circle represents the different component parts. The circle is divided into sectors by radii and the areas of the sectors are proportional to the angles at the centre. In a pie chart the data are expressed as percentage. Each component is expressed as a percentage of the total value. 100% is represented by 360° angles at the centre of the circle, and hence 1% is represented by 3.6° angle. If P be the percentage of a certain component, the angle which represents the percentage of such component is (3.6° × P) degrees. A pie chart is used to show comparison between different components, and between components and the total value. A pie chart is also known as a Circular Chart. Example: Draw a pie chart to represent the following data on the proposed outlay during the Fourth Five Year Plan:

NSOU ? PGSW-VII 133 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 Item Rs. (In crores) Agriculture 6,000 Industries and Minerals 4,000 Irrigation and Power 2,500 Communication 4,500 Miscellaneous 3000 Total Outlay 20,000 Solution: Items Amount Percentage on Angle for Angle for each (Rs. In Total (%)) each item at the centre Crores) percentage of the Pie chart (360°/100) Agriculture 6,000 (6000 × 100)/ 20,000 = 30 × 3.6° = 108° Industries and 4,000 (4000 × 100) /20,000 = 20 × 3.6° = 72° Minerals 2,500 (2,500 × 100) /20,000 = 12.5 × 3.6° = 45° Irrigation and Power 4,500 (4,500 × 100) /20,000 = 22.5 × 3.6° = 81° Communication 3000 (3,000 × 100) /20,000 = 15 × 3.6° = 54° Miscellaneous Total Outlay 20,000 100 360° Agriculture 30% Communication 22.5% Miscellaneous 15% Industries and Minerals 20% Irrigation and Power 12.5%

NSOU ? PGSW-VII 134 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 NOTE: Pie charts display all the cases as a circle whose slices have areas proportional to each category's fraction of the whole. Pie charts give a quick impression of the distribution. Because we're used to cutting up pies into 2, 4, or 8 pieces, pie charts are particularly good for seeing relative frequencies near 1/2, 1/4, or 1/8. Bar charts are almost always better than pie charts for comparing the relative frequencies of categories. Pie charts are widely understood and colourful, and they often appear in but the following figures show why statisticians prefer bar charts. Figure: Pie charts may be attractive, but it can be hard to see patterns in them. Can you discern the differences in distributions depicted by these pie charts? Figure: Bar charts of the same values as shown in figure above make it much easier to compare frequencies in groups.

NSOU ? PGSW-VII 135 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 3. Displaying a Quantitative Variable The production manager of the Dalmon Carpet Company is responsible for the output of over 500 carpet looms. So that he does not have to measure the daily output (in yards) of each loom, he samples the output from 30 looms each day and draws a conclusion as to the average carpet production of the entire 500 looms. The table below shows the yards produced by each of the 30 looms in yesterday's sample. These production amounts are the raw data from which the production manager can draw conclusions about the entire population of looms yesterday. 16.2 15.4 16.0 16.6 15.9 15.8 16.0 16.8 16.9 16.8 15.7 16.4 15.2 15.8 15.9 16.1 15.6 15.9 15.6 16.0 16.4 15.8 15.7 16.2 15.6 15.9 16.3 16.3 16.0 16.3 ARRANGING DATA USING THE DATA ARRAY AND THE FREQUENCY DISTRIBUTION The data array is one of the simplest ways to present data. It arranges values in ascending or descending order. First table repeats the carpet data from our chapter- opening problem, and second table rearranges these numbers in a data array in ascending order. 16.2 15.8 15.8 15.8 16.3 15.6 15.7 16.0 16.2 16.1 16.8 16.0 16.4 15.2 15.9 15.9 15.9 16.8 15.4 15.7 15.9 16.0 16.3 16.0 16.4 16.6 15.6 15.6 16.9 16.3 TABLE: SAMPLE OF DAILY PRODUCTION IN YARDS OF 30 CARPET LOOMS 15.2 15.7 15.9 16.0 16.2 16.4 15.4 15.7 15.9 16.0 16.3 16.6 15.6 15.8 15.9 16.0 16.3 16.8 15.6 15.8 15.9 16.1 16.3 16.8 15.6 15.8 16.0 16.2 16.4 16.9 TABLE: DATA ARRAY OF DAILY PRODUCTION IN YARDS OF 30 CARPET LOOMS

NSOU ? PGSW-VII 136 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 Data arrays offer several advantages over raw data: 1. We can quickly notice the lowest and highest values in the data. In our carpet example, the range is from 15.2 to 16.9 yards. 2. We can easily divide the data into sections. In the second table, the first 15 values (the lower half of the data) are between 15.2 and 16.0 yards, and the last 15 values (the upper half) are between 16.0 and 16.9 yards. Similarly, the lowest third of the values range from 15.2 to 15.8 yards, the middle third from 15.9 to 16.2 yards, and the upper third from 16.2 to 16.9 yards. 3. We can see whether any values appear more than once in the array. Equal values appear together. The second table shows that nine levels occurred more than once when the sample of 30 looms was taken. 4. We can observe the distance between succeeding values in the data. In the second table, 16.6 and 16.8 are succeeding values. The distance between them is 0.2 yards (16.8–16.6). In spite of these advantages, sometimes a data array isn't helpful. Because it lists every observation, it is a cumbersome form for displaying large quantities of data. We need to compress the information and still be able to use it for interpretation and decision making. How can we do this? A Better Way to Arrange Data: The Frequency Distribution One way we can compress data is to use a frequency table or a frequency distribution. A frequency distribution is a table that organizes data into classes, that is, into groups of values describing one characteristic of the data. A frequency distribution shows the number of observations from the data set that fall into each of the classes. If you can determine the frequency with which values occur in each class of a data set, you can construct a frequency distribution. CONSTRUCTING A FREQUENCY DISTRIBUTION: 1. Decide on the type and number of classes for dividing the data. In this case, we have already chosen to classify the data by the quantitative measure of the number of yards produced rather than by a qualitative attribute such as colour or pattern. Next, we need to decide how many different classes to use and the range each class should cover. The range must be divided by equal classes; that is, the width of the interval from the beginning of one class to the beginning of the next class must be the same for every class. If we choose a width of 0.5 yard for each class in our distribution, the classes will be those shown in table below:

NSOU ? PGSW-VII 137 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 TABLE: DAILY PRODUCTION IN A SAMPLE OF 30 CARPET LOOMS WITH 0.5-YARDCLASS INTERVALS

Class in Yards	Frequency	Relative Frequency
15.1–15.5	2	2/30 = 0.067
15.6–16.0	16	16/30 = 0.533
16.1–16.5	8	8/30 = 0.267
16.6–17.0	4	4/30 = 0.133
Total	30	1

Note: A relative frequency distribution presents frequencies in terms of fractions or percentages. The number of classes depends on the number of data points and the range of the data collected. The more data points or the wider the range of the data, the more classes it takes to divide the data. Of course, if we have only 10 data points, it is senseless to have as many as 10 classes. As a rule, statisticians rarely use fewer than 6 or more than 15 classes. Because we need to make the class intervals of equal size, the number of classes determines the width of each class. To find the intervals, we can use this equation: Width of class intervals = (Next unit value after largest value in data – Smallest value in data)/Total number of class intervals We must use the next value of the same units because we are measuring the interval between the first value of one class and the first value of the next class. In our carpet-loom study, the last value is 16.9, so 17.0 is the next value. We shall use six classes in this example, so the width of each class will be: (Next unit value after largest value in data – Smallest value in data) ÷ Total number of class intervals. = (17.0 – 15.2)/6 = 1.8/6 = 0.3 yd ← 0. width of class intervals Step 1 is now complete. We have decided to classify the data by the quantitative measure of how many yards of carpet were produced. We have chosen 6 classes to cover the range of 15.2 to 16.9 and, as a result, will use 0.3 yard as the width of our class intervals.

NSOU ? PGSW-VII 138 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 2. Sort the data points into classes and count the number of points in each class. This we have done in table below. Every data point fits into at least one class, and no data point fits into more than one class. Therefore, our classes are all-inclusive and mutually exclusive. Notice that the lower boundary of the first class corresponds with the smallest data point in our sample, and upper boundary of the last class corresponds with the largest data point. 3. Illustrate the data in a chart. These three steps enable us to arrange the data in both tabular and graphic form. In this case, our information is displayed in table and in figure below. These two frequency distributions omit some of the detail contained in the raw data of Table mentioned above, but they make it easier for us to notice patterns in the data. One obvious characteristic, for example, is that the class 15.8–16.0 contains the most elements; class 15.2–15.4, the fewest. Class Frequency Relative Frequency 15.2–15.4 2 2/30 = 0.067 15.5–15.7 5 5/30 = 0.167 15.8–16.0 11 11/30 = 0.367 16.1–16.3 6 6/30 = 0.200 16.4–16.6 3 3/30 = 0.100 16.7–16.9 3 3/30 = 0.100 30 1.000

NSOU ? PGSW-VII 139 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 6.5 Histograms How can we make a bar chart for a quantitative variable? We can't, because quantitative variables don't have categories. Instead, we make a histogram. Histograms and bar charts both use bars, but they are fundamentally different. The bars of a bar chart display the count for each category, so they could be arranged in any order (and should be displayed with a space between them). The horizontal axis of a bar chart just names the categories. The horizontal axis of a histogram shows the values of the variable in order. A histogram slices up that axis into equal-width bins, and the bars show the counts for each bin. Now gaps are meaningful; they show regions with no observations. Figure below shows a histogram of the ages of those aboard the Titanic. In this histogram, each bin has a width of 5 years, so, for example, the height of the tallest bar shows that the most populous age group was the 20- to 24-year-olds, with over 400 people. The youngest passengers were infants, and the oldest was more than 70 years old. The fact that there are fewer and fewer people in the 5-year bins from age 25 on probably doesn't surprise you either. After all, there are increasingly fewer people of advancing age in the general population as well, and there were no very elderly people on board the Titanic. But the bins on the left are a little strange. It looks like there were more infants and toddlers (0–5 years old) than there were preteens.

NSOU ? PGSW-VII 140 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 The frequency table is easier to interpret than the raw data, but it is still hard to get an overall impression of the data from it. The histogram is an excellent tool for studying the distribution of a list of quantitative measurements. A histogram is a way of visualizing a frequency table graphically—of making a picture from a frequency table. The fraction of data in each class interval is represented by a rectangle (bin) whose base is the class interval and whose area is the fraction of data (relative frequency of data) that fall in the class interval: $\frac{\text{\#observations in the class interval}}{\text{total number of observations}}$ = fraction of data in class interval = $\frac{\text{area of bin}}{\text{width of class interval}}$ The key to a histogram is that it is the area of the bin, not the height of the bin, that represents the relative frequency of data in the bin. The area of the bin is proportional to the relative frequency of observations in the class interval. The horizontal axis of a

NSOU ? PGSW-VII 141 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 histogram needs a scale with units. The vertical axis of a histogram always has units of percent per unit of the horizontal axis, so that the areas of bins have units of (horizontal units) \times (percent per horizontal unit) = percent. The scale of the vertical axis is automatically imposed by the fact that the total area of the histogram must be 100% (100% of the data fall somewhere on the plot). The vertical scale is called a density scale. The height of a bin is the density of observations in the bin: the percentage of observations in the bin per unit of the horizontal axis. Typically, it is not the percentage of observations in the bin. A histogram is not the same as a bar chart: In a bar chart, the height of a rectangle (bar), rather than the area of the bar, indicates the relative frequency of observations. The width of the bar does not matter; it does not even need to have units. This makes bar charts especially useful for displaying categorical and qualitative data, where the horizontal axis does not have a scale—it is just a way to separate groups. Histograms are more appropriate for quantitative data. • Example: A distribution table Annual incomes of U.S. adults in 2010

Income (Thousands of dollars)	Percent
0 – 10	20
10 – 25	28
25 – 50	27
50 – 100	18
100 – 150	7

Where are the people who earned exactly \$25,000: in 10-25 or 25-50? Endpoint convention: Intervals include the left end-point but not the right. • Total percent = 100% • Did nobody make \$150,000 or more? Yes, but they are such a small percent that they have been “swept in” just below \$150,000.

NSOU ? PGSW-VII 142 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 • Something like a bar graph? • Want to draw a diagram analogous to a bar graph, to show how the incomes are distributed. • Want income on the horizontal axis, and vertical rectangular bars. Can't simply use the percents as the heights of the bars, because the widths of the bars are unequal. • Area = percent • How tall should the bars be? • 20% of the people are in the 0-to-10-thousand-dollar interval. • Main idea: area of the bar = percent in the interval • area of bar over the 0–10-thousand-dollar interval = 20% = height of bar \times width of bar = height \times 10 thousand dollars • height of bar \times 10 thousand dollars = 20% • height of bar = 20% / (10 thousand dollars) = 2% per thousand dollars Formula for height: height of bar = % in interval / width of interval = % in interval / (right endpoint – left endpoint) The distribution table, along with the heights of the bars

Income (thousands of dollars)	Height (% per thousand dollars)
0 – 10	20/10 = 2:00
10 – 25	28/15 = 1:87
25 – 50	27/25 = 1:08
50 – 100	18/50 = 0:36
100 – 150	7/50 = 0:14

NSOU ? PGSW-VII 143 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 A histogram What do the heights measure? • The 10-25 bar has more people than the 0-10 bar (28% versus 20%). Its area is greater. • But it is shorter than the 0-10 bar. So, heights do not measure “percent of people.” Areas measure that. • Heights measure “percent of people per unit on the horizontal axis”. That's density, or crowdedness in the interval. The 10-25 bar has more people than the 0-10 bar, but it is less crowded. Height and crowdedness units: percent per thousand dollars

Income (thousands of dollars)	Height (% per thousands)
0 – 10	20 = 2:00
10 – 25	28 = 1:87
25 – 50	27 = 1:08
50 – 100	18 = 0:36
100 – 150	7 = 0:14

NSOU ? PGSW-VII 144 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 Assuming that the people are uniformly distributed within the bars, ? about 2% have incomes in the range \$5,000 to \$6,000 ? about 4% have incomes in the range \$5,000 to \$7,000 ? about 1.87% have incomes in the range \$14,000 to \$15,000 Under the assumption of uniformity within bars, % In a subinterval = height of bar \times width of subinterval Histogram: summary A histogram shows how a quantitative variable is distributed over all its values. ? Allows for the variable to be “binned” into unequal intervals ? Horizontal axis must be drawn to scale ? Areas represent percents height = %/width ? Units of height: % per unit on the horizontal axis Time Plots: Displaying Data over Time For some variables, observations occur over time. Examples include the daily closing price of a stock and the population of a country measured every decade in a census. A data set collected over time is called a time series. We can display time-series data graphically using a time plot. This charts each observation, on the vertical scale, against the time it was measured, on the horizontal scale. A common pattern to look for is a trend over time, indicating a tendency of the data to either rise or fall. To see a trend more clearly, it is beneficial to connect the data points in their time sequence. Example: Is whooping cough close to being eradicated? In the first half of the 20th century, whooping cough was a frequently occurring bacterial infection that often resulted in death, especially among young children. A vaccination for whooping cough was developed in the 1940s. How effective has the vaccination been in eradicating whooping cough? One measure to consider is the incidence rate (number of infected individuals per 100,000 population) in the United States. The table shows incidence rates from 1925– 1970.

NSOU ? PGSW-VII 145 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 Incidence Rates for Whooping Cough, 1925-1970 Year Rate per 1,00,000 1925 131.2 1930 135.6 1935 141.9 1940 139.6 1945 101 1950 80.1 1955 38.2 1960 8.3 1965 3.5 1970 2.1 Sketch a time plot. What type of trend do you observe? Based on the trend from 1945–1970, was the whooping cough vaccination proving effective in reducing the incidence of whooping cough? One can see in the time plot below that after an initial slight increase, there was a sharp and steady decrease in incidence of whooping cough starting around 1940. The decrease levelled off starting around 1960. These data suggest that the whooping cough vaccination was proving effective in reducing the incidence of whooping cough.

NSOU ? PGSW-VII 146 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 High Performance Bicycle Products Company in Chapel Hill, North Carolina, sampled its shipping records for a certain day with these results: Time from Receipt of Order to Delivery (in Days) 4 12 8 14 11 6 7 13 13 11 11 20 5 19 10 15 24 7 19 6 Construct a frequency distribution for these data and a relative frequency distribution. Use intervals of 6 days. (a) What statement can you make about the effectiveness of order processing from the frequency distribution? (b) If the company wants to ensure that half of its deliveries are made in 10 or fewer days, can you determine from the frequency distribution whether they have reached this goal? (c) What does a relative frequency distribution permit you to do with the data that is difficult to do with only a frequency distribution? Class 1–6 7–12 13–18 19–24 25–30 Frequency 4 8 4 3 1 Relative Frequency 0.2 0.4 0.2 0.15 0.05 (a) Assuming that the shop is open 6 days a week, we see that fully 80 percent of the orders are filled in 3 weeks or less. (b) We can tell only that between 20 percent and 60 percent of the deliveries are made in 10 or fewer days, so the distribution does not generate enough information to determine whether the goal has been met. (c) A relative frequency distribution lets us present frequencies as fractions or percentages. A relative frequency distribution presents frequencies in terms of fractions or percentages. 6.6 Conclusion This our learners got an idea about the various statistical representatives.

NSOU ? PGSW-VII 147 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U 1-6 (M-2) 3RD PROOF 27-09-2022 6.8 Exercise 1. Outlet is Bar diagram. 2. What is Histograms. 3. What is Pie chart. 6.8 References I. Statistics: David Freedman, Robert Pisani, Roger Purves, Fourth Edition, 2007, W • W • NORTON & COMPANY II. Intro Stats: Richard D. De Veaux, Paul F. Velleman, David E. Bock III. Introductory Statistics: Sheldon M. Ross, Elsevier, Fourth Edition, 2017 IV. Statistics: A Tool of Social Research, Joseph F. Healey, Wadsworth, Cengage Learning, Ninth Edition

NSOU ? PGSW-VII 148 Unit 7 ? Measures of central tendencies and dispersion Structure 7.0 Objective 7.1 Introduction 7.2 Measures of central tendencies and dispersion 7.3 Measures of Dispersions 7.4 Quartiles and other percentiles 7.5 Coefficient of Variation 7.6 Probability Distributions 7.7 Conclusion 7.8 Exercise 7.9 References 7.0 Objective In this unit will learn about measures of central tendencies and dispersion which will include knowledge about mean median mode 7.1 Introduction In this module, we are going to discuss the centrality and spread of data. As you could imagine, very new set of data is filled with mystery. You have no idea what it contains. Will it tell us something odd, something interesting, or will it just confirm something we already knew? So when given a new set of data, where should we get started? How can we begin to feel comfortable with our new data set? Again, let's remember our data set is a collection of values. Some might be big, some might be small and individually these values are likely too much to handle, but we're hoping together all of these values will tell us a story. So what might be a good beginning to this story? Oddly enough for many, they like to start their story in the middle. With so many data 148

PRINTTECH D/AA (CD) A new compose/MSW-P-VII (M-2) 4TH PROOF NSOU ? PGSW-VII 149 points, wouldn't it be nice to know the center of the data? It makes sense. Knowing the center of the data would seem to give us some balance. The bigger question is what do we mean by the center of the data? Again, let's take a look at these two small data sets. Both may have the same average, both have the same median values. Still, it might be that the data sets are vastly different. These data sets are small so we can quickly view all of the data and see the differences. What happens when the data sets are enormous? How can we measure the differences in data sets that might have very similar medians and means? Better yet, how can we get a better idea of what kind of data makes up this data set? When we measured mean and median, we were looking for the middle. Let's now measure how far out from the means and averages the farthest data points lie. Summarizing data can help us understand them, especially when the number of data is large. This chapter presents several ways to summarize quantitative data by a typical value (a measure of location, such as the mean, median, or mode) and a measure of how well the typical value represents the list (a measure of spread, such as the range, inter- quartile range, or standard deviation). 7.2 Measures of Central Tendency : The farthest one can reduce a set of data, and still retain any information at all, is to summarize the data with a single value. Measures of location do just that: They try to capture with a single number what is typical of the data. What single number is most representative of an entire list of numbers? We cannot say without defining "representative" more precisely. We will study three common measures of location: the mean, the median, and the mode. The mean, median and mode are all "most representative," but for different, related notions of representativeness. Mean The best-known and most frequently used measure of the center of a distribution of a quantitative variable is the mean. It is found by averaging the observations. Another popular measure is the median. Half the observations are smaller than it, and half are larger.

NSOU ? PGSW-VII 150 Median The median is the middle value of the observations when the observations are ordered from the smallest to the largest (or from the largest to the smallest). Example 1 : The sodium level in 20 breakfast cereals and saw various ways to graph the data. Let's return to those data and learn how to describe their center. The observations (in mg) are : 0, 340, 70, 140, 200, 180, 210, 150, 100, 130, 140, 180, 190, 160, 290, 50, 220, 180, 200, 210 a. Find the mean. b. Find the median. Solution : a. we find the mean by adding all the observations and then dividing this sum by the number of observations, which is 20 : Mean = $(0 + 340 + 70 + \dots + 210)/20 = 3340/20 = 167$. b. To find the median, we arrange the data from the smallest to the largest observation. 0, 50, 70, 100, 130, 140, 140, 150, 160, 180, 180, 180, 190, 200, 200, 210, 210, 220, 290, 340 For the 20 observations, the smaller 10 (on the first line) range from 0 to 180, and the larger 10 (on the second line) range from 180 to 340. The median is 180, which is the average of the two middle values, the tenth and eleventh observations, $(180 + 180)/2$. Note : The mean and median take different values. Why? The median measures the center by dividing the data into two equal parts, regardless of the actual numerical values above that point or below that point. The mean takes into account the actual numerical values of all the observations. Problem 1: The Energy Information Agency reported the CO₂ emissions from fossil fuel combustion for the seven countries in 2008 with the highest emissions. These values, reported as million metric tons of carbonequivalent, are 6534 (China), 5833 (United States), 1729 (Russia), 1495 (India), 1214 (Japan), 829 (Germany), and 574 (Canada). a. Find the mean and median. PRINTTECH D/AA (CD) A new compose/MSW-P-VII (M-2) 4TH PROOF NSOU ? PGSW-VII 151 b. The totals reported here do not take into account a nation's population size. Explain why it may be more sensible to analyze per capita values. Problem 2 : A list has 10 entries. Each entry is either 1 or 2 or 3. What must the list be if the average is 1? If the average is 3? Can the average be 4? Problem 3 : Ten people in a room have an average height of 5 feet 6 inches. An 11th person, who is 6 feet 5 inches tall, enters the room. Find the average height of all 11 people. Problem 4 : Twenty-one people in a room have an average height of 5 feet 6 inches. A 22nd person, who is 6 feet 5 inches tall, enters the room. Find the average height of all 22 people. Compare with exercise 3. Problem 5 : Twenty-one people in a room have an average height of 5 feet 6 inches. A 22nd person enters the room. How tall would he have to be to raise the average height by 1 inch? ? Mathematical formulation of Average : Variables are symbolized by letters near the end of the alphabet, most commonly x and y. The sample size is denoted by n. For a sample of n observations on a variable x, the mean is denoted by \bar{x} . Using the mathematical symbol Σ for "sum," the mean has the formula : ONE STEP AT A TIME Finding the Median Step Operation 1. Array the scores in order from high score to low score. 2. Count the number of scores to determine whether N is odd or even. IF N is ODD \downarrow 3. The median will be the score of the middle case. 4. To find the middle case, add 1 to N and divide by 2. 5. The value you calculated in step 4 is the number of the middle case. the median is the score of this case. For example, if N = 13, the median will be the score of the $(13 + 1)/2$, or seventh, case. IF N is EVEN \downarrow 3. The median is halfway between the scores of the two middle cases. 4. To find the first middle case, divide N by 2. 5. To find the second middle case, increase the value you computed in step 4 by 1. 6. Add the scores of the two middle cases together and divide by 2. The result is the median. For example, if N = 14, the median is the score halfway between the scores of the seventh and eighth cases. If the middle cases have the same score, that score is defined as the median. $\bar{x} = \Sigma x / n$ NSOU ? PGSW-VII 152 For instance, the cereal data set (in example 1) has n = 20 observations. $\bar{x} = \Sigma x/n = (0 + 340 + 70 + \dots + 210)/20 = 3340/20 = 167$. Some basic properties of the mean : ? The mean is the balance point of the data: If we were to place identical weights on a line representing where the observations occur, then the line would balance by placing a fulcrum at the mean. ? For a skewed distribution, the mean is pulled in the direction of the longer tail, relative to the median. ? The mean can be highly influenced by an outlier, which is an unusually small or unusually large observation. Note : An outlier is an observation that falls well above or well below the overall bulk of the data. Outliers typically call for further investigation to see, for example, whether they resulted from an error in data entry or from some surprising or unusual occurrence. Example 2 : Consider the following three sets of observations : Set 1 : 8, 9, 10, 11, 12 Set 2 : 8, 9, 10, 11, 100 Set 3 : 8, 9, 10, 11, 1000 a. Find the median for each data set. b. Find the mean for each data set. c. What do these data sets illustrate about the resistance of the median and mean? Solution : a. The median for all three data sets is ten. The values for all three sets of observation are already arranged in numerical order, and the middle number for each is 10. b. WE know, $\bar{x} = \Sigma x/n$. The Fulcrum Shows the Mean of the Central Sodium Data 0 50 100 150 200 250 300 350 = 167 PRINTTECH D/AA (CD) A new compose/MSW-P-VII (M-2) 4TH PROOF NSOU ? PGSW-VII 153 Thus, set 1 : $= (8+9+10+11+12)/5 = 10$. set 2 : $= (8+9+10+11+100)/5 = 27.6$ set 3 : $= (8+9+10+11+1000)/5 = 207.6$ c. As the highest values become more and more of an extreme outlier, the median is unaffected, whereas the mean gets higher and higher as the data become more skewed. Problem 6 : The International Energy Agency reported the per capita CO₂ emissions by country (that is, the total CO₂ emissions for the country divided by the population size of that country) for 2007. For the eight largest countries in population size (which make up more than half the world's population), the values were, in metric tons per person : China 4.9 Brazil 1.9 India 1.4 Pakistan 0.9 United States 18.9 Russia 10.8 Indonesia 1.8 Bangladesh 0.3 a. For these eight values, the mean is 5.1. What is the median? b. Is any observation a potential outlier? Discuss its impact on how the mean compares to the median. c. Using this data set, explain the effect an outlier can have on the mean. Comparing mean and median The shape of a distribution influences whether the mean is larger or smaller than the median. For instance, an extremely large value out in the right-hand tail pulls the mean to the right. The mean then usually falls above the median. Generally, if the shape is x x x NSOU ? PGSW-VII 154 ? Perfectly symmetric, the mean equals the median. When a distribution is close to symmetric, the tails will be of similar length, and therefore the median and mean are similar. ? Skewed to the right, the mean is larger than the median. In a Positively Skewed Distribution, the mean is greater in value than the median. ? Skewed to the left, the mean is smaller than the median. In a Negatively Skewed Distribution, the mean is less than the median. Symmetric Distribution Mean = Median Right-Skewed Distribution Median Mean Left-Skewed Distribution Mean Median

PRINTTECH D/AA (CD) A new compose/MSW-P-VII (M-2) 4TH PROOF NSOU ? PGSW-VII 155 Note : ? For skewed distributions, the mean lies toward the direction of skew (the longer tail) relative to the median. This is because extreme observations in a tail affect the balance point for the distribution, which is the mean. ? The more highly skewed the distribution, the more the mean and median tend to differ. ? Median is not affected by an outlier. How far an outlier falls from the middle of the distribution does not influence the median. The median is determined solely by having an equal number of observations above it and below it. ? Unlike the median, mean depends on how far observations fall from the middle. Because the mean is the balance point, an extreme value on the right side pulls the mean toward the right tail. Because the median is not affected, it is said to be resistant to the effect of extreme observations. ? Resistant-A numerical summary of the observations is called resistant if extreme observations have little, if any, influence on its value. The median is resistant. The mean is not. You might think that it would always be advisable to use median (and not mean) in order to know the centrality of a typical distribution. However, that is not the case. Mean has some very useful properties and the use of it become more apparent in the modules to follow. Moreover, there are certain advantages of having a measure that involve all the numerical values in a dataset. For instance, for discrete data that take only a few values, quite different patterns of data can give the same result for the median. It is then too resistant.

Example 3 : The table summarizes responses of 4383 subjects in a recent General Social Survey to the question, "Within the past month, how many people have you known personally that were victims of homicide?"

Number of People You Have Known Who Were Victims of Homicide	No. of Victims	Frequency
0	3944	1
1	279	2
2	97	3
3	40	4
4 or more	23	Total 4383

NSOU ? PGSW-VII 156 a. To find the mean, it is necessary to give a score to the "4 or more" category. Find it, using the score 4.5. (In practice, you might try a few different scores, such as 4, 4.5, 5, 6, to make sure the resulting mean is not highly sensitive to that choice.) b. Find the median. Note that the "4 or more" category is not problematic for it. c. If 1744 observations shift from 0 to 4 or more, how do the mean and median change? d. Why is the median the same for parts b and c, even though the data are so different? Solution : a. The mean is 0.16. $(0 \cdot 3944 + 1 \cdot 279 + 2 \cdot 97 + 3 \cdot 40 + 4.5 \cdot 23) / 4383 = 0.16$. [The mean is not necessarily a possible value for a discrete variable.] b. The median is the middle score. With 4383 scores, the median is the score in the 2192nd position. Thus the median is zero. c. The median would still be zero, because there are still 2200 people who gave zero as a response. The mean would now be 1.95. $(0 \cdot 2200 + 1 \cdot 279 + 2 \cdot 40 + 3 \cdot 40 + 4.5 \cdot 1767) / 4383 = 1.95$ d. The median is same for the both because median ignores much of the data. The data are highly discrete; hence, a high proportion of the data falls at only one or two values. The mean is better in this case because it uses the numerical values of all of the observations, not just the ordering. Note : The median ignores too much information when the data are highly discrete— that is, when the data take only a few values. An extreme case occurs for binary data, which take only two values, 0 and 1. The median equals the more common outcome but gives no information about the relative number of observations at the two levels. Illustration : For instance, consider a sample of size 5 for the variable, number of times married. The observations (1, 1, 1, 1, 1) and the observations (0, 0, 1, 1, 1) both have a median of 1. The mean is 1 for (1, 1, 1, 1, 1) and 3/5 for (0, 0, 1, 1, 1). When observations take values of only 0 or 1, the mean equals the proportion of observations that equal 1. It is much more informative than the median. When the data are highly discrete

PRINTTECH D/AA (CD) A new compose/MSW-P-VII (M-2) 4TH PROOF NSOU ? PGSW-VII 157 but have more than two categories, it is more informative to report the proportions (or percentages) for the possible outcomes than to report the median or the mean. Problem 7 : One variable in a study measures how many serious motor vehicle accidents a subject has had in the past year. Explain why the mean would likely be more useful than the median for summarizing the responses of the 60 subjects. A Rough Rule of Using Mean and Median : ? If a distribution is highly skewed, the median is usually preferred over the mean because it better represents what is typical. ? If the distribution is close to symmetric or only mildly skewed, or if it is discrete with few distinct values, the mean is usually preferred because it uses the numerical values of all the observations. The Mode : In statistical language the mode in an ungrouped data is defined as the value corresponding to a peak when the observations are arranged according to their order of magnitudes and in a grouped data it is defined as the value corresponding to a maximum frequency. Thus, the mode of any distribution of scores is the value that occurs most frequently. For example, in the set of scores 58, 82, 82, 90, 98, the mode is 82 because it occurs twice and the other scores occur only once. The concept of the mode is most often used to describe the category of a categorical variable that has the highest frequency (the modal category). With quantitative variables, the mode is most useful with discrete variables taking a small number of possible values. The mode is a simple statistic, most useful when you are interested in the most common score and when you are working with nominal-level variables. In fact, the mode is the only measure of central tendency for nominal-level variables. The mode need not be near the center of the distribution. It may be the largest or the smallest value. Here are some properties of the mode : ? The mode is appropriate for all types of data. For example, we might measure the mode for religion in Australia (nominal scale), for the grade given by a teacher (ordinal scale), or for the number of years of education completed by Hispanic Americans (interval scale). ? A frequency distribution is called bimodal if two distinct mounds occur in the distribution. Bimodal distributions often occur with attitudinal variables when

NSOU ? PGSW-VII 158 populations are polarized, with responses tending to be strongly in one direction or another. For instance, figure below shows the relative frequency distribution of responses in a General Social Survey to the question "Do you personally think it is wrong or not wrong for a woman to have an abortion if the family has a very low income and cannot afford any more children?" The frequencies in the two extreme categories are much higher than those in the middle categories. ? The mean, median, and mode are identical for a unimodal, symmetric distribution, such as a bell-shaped distribution. The mean, median, and mode are complementary measures. They describe different aspects of the data. In any particular example, some or all their values maybe useful. Be on the lookout for misleading statistical analyses, such as using onestatistic when another would be more informative. People who present statisticalconclusions often choose the statistic giving the impression they wish to convey. 50 Percent 40 30 20 10 0 Not Wrong Almost Always Wrong Only Always Wrong at All Sometimes Wrong

PRINTTECH D/AA (CD) A new compose/MSW-P-VII (M-2) 4TH PROOF NSOU ? PGSW-VII 159 Example 4. Obtain the mode, if it exists, for the followingdata (a) 1, 2, 2, 7; (b) 4, 5, 6; (c) -1, 0, 0, 2, 4, 5, 6, 8; (d) 2, 7, 7,8, 9, 10, 10, 10, 11, 12. Solution : (a) Since 2 is the most frequently occurring item themode is 2. (b) Since 4, 5, and 6 occur with frequency one eachthere is no mode. (c) Here 0 occurs with frequency 2 and hencethe mode is zero. (d) Here 7 occurs with frequency 2 and 10 occurswith frequency 3 and others occur with frequency one. If these arerepresented by a histogram then there will be two peak pointscorresponding to the frequencies 2 and 3. Hence there are twomodes, namely, 7 and 10. This can be called a bimodal data. You should note that the mode has several limitations. First, distributionscan have no mode at all (when all scores have the same frequency) or so many modes that the statistic becomes meaningless. Second, the modal score of ordinal or interval-ratio variables may not becentral to the distribution as a whole. That is, most common does not necessarily identify the center of the distribution.

Choosing a Measure of Central Tendency Use the mode when : 1 The variable is measured at the nominal level. 2 You want a quick and easy measure for ordinal and interval-ratio variables. 3 You want to report the most common score. Use the median when : 1 The variable is measured at the ordinal level. 2 An interval-ratio variable is badly skewed. 3 You want to report the central score. The median always lies at the exact center of the distribution. Use the mean when : 1 The variable is measured at the interval-ratio level (except when the variable is badly skewed). 2 You want to report the typical score. The mean is the "fulcrum that exactly balances all of the scores." 3 You anticipate additional statistical analysis.

NSOU ? PGSW-VII 160 7.3 Measures of Dispersions : A measure of the center is not enough to adequately describe a distribution for aquantitative variable. Besides locating the center of the data, any descriptive study of data must numerically measure the extent of variation around the center. Two data sets mayexhibit similar positions of center but may be remarkably different with respectto variability. For example, the dots in Figure 1b are more scattered than thosein Figure 1a. The Range : The difference between the largest and smallest observations is the simplest way todescribe variability. Range : The

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range is the difference between the largest and smallest observations. The		

range gives the length of the interval spanned by the observations. Example 5 : In {4, 6, 9, 3, 7} the lowest value is 3, and the highest is 9. So, the range is 9 – 3 = 6. The range is not, however, sensitive to other characteristics of data variability.The threedistributions in the Figure below.All have the same mean (\$25,000) and range(\$50,000), but they differ in variability about the center. In terms of distances of observations from the

PRINTTECH D/AA (CD) A new compose/MSW-P-VII (M-2) 4TH PROOF NSOU ? PGSW-VII 161 mean, nation A has the most variability, and nation B theleast. The incomes in nation A tend to be farthest from the mean, and the incomesin nation B tend to be closest. Distributions with the Same Mean and Range, but Different Variability about the Mean. Standard Deviation : Because the sample mean, \bar{x} , is a measure of center, the variation of the individual data points about this center is reflected in their deviation from the mean Deviation = Observation – sample mean For instance, the data set 3, 5, 7, 7, 8 has mean, $\bar{x} = (3 + 5 + 7 + 7 + 8)/5 = 30/5 = 6$, so the deviations are calculated by subtracting 6 from eachobservation. Calculation of Deviations

Observation (x)	Deviation (x-x)
3	-3
5	-1
7	1
7	1
8	2

One might feel that the average of the deviations would provide a numerical measure ofspread. However, some deviations are positive and some negative, and the total of the = $\sum (x - \bar{x})$

NSOU ? PGSW-VII 162 positive deviations exactly cancels the total of the negative ones. In the foregoing example, we see that the positive deviations add to 4and the negative ones add to -4, so the total deviation is 0. With a little reflection on the definition of the sample mean, the reader will realize that this wasnot just an accident. For any data set, the total deviation is 0. $\sum (\text{Deviation}) = \sum (x_i - \bar{x}) = 0$ To obtain a measure of spread, we must eliminate the signs of the deviations before averaging. One way of removing the interference of signs is to square the numbers. A measure of spread, called the sample variance, is constructed by adding the squared deviations and dividing the total by the number of observations minus one. Sample variance of n observations : Example 6 : Calculating Sample Variance Calculate the sample variance of the data 3, 5, 7, 7, 8.For this data set, n = 5. To find the variance, we first calculate the mean,then the deviations and the squared deviations. Calculation of Variance

Observation	Deviation	Deviation squared
3	-3	9
5	-1	1
7	1	1
7	1	1
8	2	4

Total : 30 0 16 sum of squared deviations $s^2 = \frac{\sum (x_i - \bar{x})^2}{n - 1} = \frac{16}{5 - 1} = 4$

PRINTTECH D/AA (CD) A new compose/MSW-P-VII (M-2) 4TH PROOF NSOU ? PGSW-VII 163 $\sum (x - \bar{x})^2 = \sum x^2 - \frac{(\sum x)^2}{n}$ (30/5) = 6, Sample Variance (s^2) = 16/(5-1) = 4. Note : Although the sample variance is conceptualized as the average squared deviation, notice that the divisor, (n - 1) is rather than n. The divisor is called the degrees of freedom associated with s^2 . A Technical Point : You may wonder why the denominators of the variance and the standard deviation use n - 1 instead of n. We said that the variance was an average of the n squared deviations, so should we not divide by n? Basically, it is because the deviations have only n - 1 pieces of information about variability : That is, n - 1 of the deviations determine the last one, because the deviations sum to 0. For example, suppose we have n = 2 observations and the first observation has deviation (x - \bar{x}) = 5. Then the second observation must have deviation (x - \bar{x}) = -5 because the deviations must add to 0. With n = 2, there's only n - 1 = 1 nonredundant piece of information about variability. And with n = 1, the standard deviation is undefined because with only one observation, it's impossible to get a sense of how much the data vary. Because the variance involves a sum of squares, its unit is the square of the unit in which the measurements are expressed. For example, if the data pertain to measurements of weight in pounds, the variance is expressed in (pounds)². To obtain a measure of variability in the same unit as the data,

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we take the positive square root of the variance, called the sample standard deviation. The

standard deviation rather than the variance serves as a basic measure of variability. Sample Standard Deviation $s = \sqrt{s^2}$ = $\sqrt{\frac{\sum (x_i - \bar{x})^2}{n-1}}$ Example 6 : Calculating the Sample Standard Deviation Calculate the standard deviation for the data of the previous Example. Solution : We already calculated the variance, so the standard deviation is $S = \sqrt{4} = 2$.

NSOU ? PGSW-VII 164 Example 7 : Calculate the standard deviation for the data 1, 4, 5, 9, 11. Solution : The standard deviation is calculated in the table below :

x	1	4	5	9	11	Total
$x - \bar{x}$	-2	1	2	6	8	30
$(x - \bar{x})^2$	4	1	4	36	64	109
$\sum (x - \bar{x})^2$						109
s^2						21.8
s						4.67

Compare Variation in Two Data Sets, viz, data sets in problems 6 and 7 : ? An alternative formula for the sample variance is : $s^2 = \frac{\sum x^2 - \frac{(\sum x)^2}{n}}{n-1}$ It does not require the calculation of the individual deviations. In hand calculation, the use of this alternative formula often reduces the arithmetic work, especially when it turns out to be a number with many decimal places. Dot Diagram of Data Set in Example 6 Dot Diagram of Data Set in Example 7

PRINTTECH D/AA (CD) A new compose/MSW-P-VII (M-2) 4TH PROOF NSOU ? PGSW-VII 165 Problem 8 : In a psychological experiment a stimulating signal of fixed intensity was used on six experimental subjects. Their reaction times, recorded in seconds, were 4, 2, 3, 3, 6, 3. Calculate the standard deviation for the data by using the alternative formula. Problem 9 : For the data set 8, 6, 14, 4 : (a) Calculate the deviations and check to see that they add up to 0. (b) Calculate the variance and the standard deviation. Problem 10 : The monthly rents for 7 one-bedroom apartments located in one area of the city, are 625, 740, 805, 670, 705, 740, 870. (a) The sample variance. (b) The sample standard deviation. Problem 11 : (a) For each list below, work out the average, the deviations from average, and the SD. (i) 1, 3, 4, 5, 7 (ii) 6, 8, 9, 10, 12 (b) How is list (ii) related to list (i)? How does this relationship carry over to the average? the deviations from the average? the SD? Problem 12 : Can the SD ever be negative? Problem 13 : Can the SD ever be positive? Problem 14 : For a list of positive numbers, can the SD ever be larger than the average? Problem 15 : What is the reason behind the use of (n - 1), rather than n, in the denominator of standard deviation? Problem 16 : The first exam in your statistics course is graded on a scale of 0 to 100. Suppose that the mean score in your class is 80. Which value is most plausible for the standard deviation s : 0, 10, or 50? Problem 17 : For an exam given to a class, the students' scores ranged from 35 to 98, with a mean of 74. Which of the following is the most realistic value for the standard deviation : -10, 0, 3, 12, 63? Clearly explain what's unrealistic about each of the other values.

NSOU ? PGSW-VII 166 Problem 18 : A company decides to investigate the amount of sick leave taken by its employees. A sample of eight employees yields the following numbers of days of sick leave taken in the past year : 0, 0, 4, 0, 0, 0, 6, 0. a. Find and interpret the range. b. Find and interpret the standard deviation s. c. Suppose the 6 was incorrectly recorded and is supposed to be 60. Redo parts a and b with the correct data and describe the effect of this outlier. Quartiles and other percentiles : The mean and median describe the center of a distribution. The range and the standard deviation describe the variability of the distribution. We'll now learn about some other ways of describing a distribution using measures of position. One type of measure of position tells us the point where a certain percentage of the data fall above or fall below that point. The median is an example. It specifies a location such that half the data fall below it and half fall above it. The range uses two other measures of position, the maximum value and the minimum value. Another type of measure of position tells us how far an observation falls from a particular point, such as the number of standard deviations an observation falls from the mean. The median is a special case of a set of measures of position called percentiles. Percentile : The pth percentile is a value such that p percent of the observations fall below or at that value. Suppose you're informed that your score of 1200 (out of 1600) on the college entrance exam falls at the 90th percentile. Set p = 90 in this definition. Then, 90% of those who took the exam scored between the minimum score and 1200. Only 10% of the scores were higher than yours. p% pth Percentile

PRINTTECH D/AA (CD) A new compose/MSW-P-VII (M-2) 4TH PROOF NSOU ? PGSW-VII 167 Substituting $p = 50$ in this definition gives the 50th percentile. For it, 50% of the observations fall below or at it and 50% above it. But this is simply the median. The 50th percentile is usually referred to as the median. Three useful percentiles are the quartiles. The first quartile has $p = 25$, so it is the 25th percentile. The lowest 25% of the data fall below it. The second quartile has $p = 50$, so it is the 50th percentile, which is the median. The third quartile has $p = 75$, so it is the 75th percentile. The highest 25% of the data fall above it. The quartiles split the distribution into four parts, each containing one quarter (25%) of the observations. The quartiles and the median split a distribution into four equal parts. The interquartile range describes the spread of the middle half of the distribution. Note : The median, the quartiles, and the maximum and minimum are five positions often used as a set to describe center and spread. Sample interquartile range = Third quartile – First quartile 90% 10% 1200 90th Percentile 25% 25% 25% Interquartile range 25% Lower quartile Median Upper quartile

NSOU ? PGSW-VII 168 Example 8 : An administrator wanted to study the utilization of long-distance telephone service by a department. One variable of interest is the length, in minutes, of long-distance calls made during one month. There were 38 calls that resulted in a connection. The lengths of calls, already ordered from smallest to largest, are presented in Table below. Also calculate the sample interquartile range for the length of long-distance phone calls data given in Table The Lengths of Long-Distance Phone Calls in Minutes 1.6 1.7 1.8 1.8 1.9 2.1 2.5 3.0 3.0 4.4 4.5 4.5 5.9 7.1 7.4 7.5 7.7 8.6 9.3 9.5 12.7 15.3 15.5 15.9 15.9 16.1 16.5 17.3 17.5 19.0 19.4 22.5 23.5 24.0 31.7 32.8 43.5 53.3 Solution : To determine the first quartile, we take $p = .25$ and calculate the product $38 * .25 = 9.5$. Because 9.5 is not an integer, we take the next largest integer, 10. In Table above, we see that the 10th ordered observation is 4.4 so the first quartile is $Q_1 = 4.4$ minutes. We confirm that this observation has 10 values at or below it and 29 values at or above so that it does satisfy the conceptual definition of the first quartile. For the median, we take $p = .5$ and calculate $38 * .5 = 19$. Because this is an integer, we average the 19th and 20th smallest observations to obtain the median, $(9.3 + 9.5) / 2 = 9.4$ minutes. Next, to determine the third quartile, we take $p = .75$ and calculate $38 * .75 = 28.5$. The next largest integer is 29, so the 29th ordered observation is the third quartile $Q_3 = 17.5$ minutes. More simply, we could mimic the calculation of the first quartile but now count down 10 observations starting with the largest value. For the 90th percentile, we determine $38 * .90 = 34.2$, which we increase to 35. The 90th percentile is 31.7 minutes. Only 10% of calls last 31.7 minutes or longer. Sample interquartile range = $Q_3 - Q_1 = 17.4 - 4.4 = 13.1$ minutes.

PRINTTECH D/AA (CD) A new compose/MSW-P-VII (M-2) 4TH PROOF NSOU ? PGSW-VII 169 The following operating rule will simplify the calculation of the sample percentile. Calculating the Sample 100p-th Percentile 1. Order the data from smallest to largest 2. Determine the product (sample size) \times (proportion) = np . If np is not an integer, round it up to the next integer and find the corresponding ordered value. If np is an integer, say k , calculate the average of the k th and $(k + 1)$ st ordered values. The quartiles are simply the 25th, 50th, and 75th percentiles. Sample Quartiles Lower (first) quartile $Q_1 = 25$ th percentile Second quartile (or median) $Q_2 = 50$ th percentile Upper (third) quartile $Q_3 = 75$ th percentile As with the range and standard deviation s , the more varied the data, the larger the IQR tends to be. But unlike those measures, the IQR is not affected by any observations below the first quartile or above the third quartile. In other words, it is not affected by outliers. In contrast, the range depends solely on the minimum and the maximum values, the most extreme values, so the range changes as either extreme value changes. Detecting Potential Outliers Examining the data for unusual observations, such as outliers, is important in any statistical analysis. Is there a formula for flagging an observation as potentially being an outlier? One way uses the interquartile range. The $1.5 \times$ IQR Criterion for Identifying Potential Outliers An observation is

85%

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a potential outlier if it falls more than $1.5 \times$ IQR below the first quartile or more than $1.5 \times$ IQR above the third quartile.

Example 9 :

The sodium level in 20 breakfast cereals (in mg) are : 0 340 70 140 200 180 210 150 100 310 140 180 190 160 290 50 220 180 200 210

NSOU ? PGSW-VII 170 the breakfast cereal sodium data has $Q_1 = 135$ and $Q_3 = 205$. So, $IQR = Q_3 - Q_1 = 205 - 135 = 70$. For those data $1.5 * IQR = 1.5 * 70 = 105$. $Q_1 - 1.5 * IQR = 135 - 105 = 30$ (lower boundary, potential outliers below) and $Q_3 + 1.5 * IQR = 205 + 105 = 310$ (upper boundary, potential outliers above). By the $1.5 * IQR$ criterion, observations below 30 or above 310 are potential outliers. The only observations below 30 or above 310 are the sodium values of 0 mg and 340 mg for. These are the only potential outliers. Interpreting the magnitude of s : the empirical rule A distribution with $s = 5.1$ has greater variability than one with $s = 3.3$, but how do we interpret how large $s = 5.1$ is? We've seen that a rough answer is that s is a typical distance of an observation from the mean. To illustrate, suppose the first exam in your course, graded on a scale of 0 to 100, has a sample mean of 77. A value of $s = 0$ is unlikely, since every student must then score 77. A value such as $s = 50$ seems implausibly large for a typical distance from the mean. Values of s such as 8 or 12 seem much more realistic. Suppose that a distribution is unimodal and approximately symmetric with a bell shape. The value of s then has a more precise interpretation. Using the mean and standard deviation, we can form intervals that contain certain percentages (approximately) of the data. Empirical Rule Bell-shaped Distribution

PRINTTECH D/AA (CD) A new compose/MSW-P-VII (M-2) 4TH PROOF NSOU ? PGSW-VII 171 If a distribution of data is bell shaped, then approximately 68% of the observations fall within 1 standard deviation of the mean, that is, between the values of $x - s$ and $x + s$ (denoted $x \pm s$). 95%

50%

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of the observations fall within 2 standard deviations of the mean ($\bar{x} \pm 2s$). All or nearly all observations fall within 3 standard deviations of the mean ($\bar{x} \pm 3s$).

The empirical rule has this name because many distributions of data observed in practice (empirically) are approximately bell-shaped. Example 10 : Students require different amounts of sleep. A sample of 59 students at a college reported the following hours of sleep the previous night. A graphical portrayal of the empirical rule 3σ All or nearly all observations About 95% of observations About 68% of observations 3σ 2σ \bar{x} s 2σ 3σ

NSOU ? PGSW-VII 172 Hours of Sleep for Fifty-nine Students 4.5 4.7 5.0 5.0 5.3 5.5 5.5 5.7 5.7 5.7 6.0 6.0 6.0 6.0 6.3 6.3 6.3 6.5 6.5 6.5 6.7 6.7 6.7 6.7 7.0 7.0 7.0 7.0 7.3 7.3 7.3 7.3 .75 7.5 7.5 7.5 7.7 7.7 7.7 7.7 8.0 8.0 8.0 8.0 8.3 8.3 8.3 8.5 8.5 8.5 8.5 8.7 8.7 9.0 9.0 9.0 9.3 9.3 10.0 Examine the 59 hours of sleep in the above table in the context of the empirical guideline. Solution : We can calculate the following values as follows (Try!) : $\bar{x} = 7.18$ $s = 1.28$ $2s = 2(1.28) = 2.56$ Going two standard deviations either side of \bar{x} results in the interval : $7.18 - 2.56 = 4.62$ to $7.18 + 2.56 = 9.74$ By actual count, all the observations except 4.5 and 10.0 fall in this interval. We find that $57/59 = .966$, or 96.6% of the observations lie within two standard deviations of \bar{x} . The empirical guidelines suggest 95% so they are close. Problem 19 : The following data represent the scores of 40 students on a college qualification test : 162 171 138 145 144 126 125 162 174 178 167 98 161 152 182 136 165 137 133 143 184 166 115 115 95 190 119 144 176 135 194 147 160 158 178 162 131 106 157 154 Calculations with the test scores data of the above table give $\bar{x} = 150.125$ and $s = 24.677$. a) Find the proportion of the observations in the intervals $\bar{x} + 2s$ & $\bar{x} - 2s$ and $\bar{x} + 3s$ & $\bar{x} - 3s$. b) Compare your findings in part (a) with those suggested by the empirical guidelines for bell-shaped distributions. c) Calculate the interquartile range.

PRINTTECH D/AA (CD) A new compose/MSW-P-VII (M-2) 4TH PROOF NSOU ? PGSW-VII 173 The Box Plot : Graphing a Five-Number Summary of Positions The quartiles and the maximum and minimum values are five numbers often used as a set to summarize positions that help to describe center and variability of a distribution. The five-number summary is the basis of a graphical display called the boxplot. The box of a box plot contains the central 50% of the distribution, from the first quartile to the third quartile (see the margin figure). A line inside the box marks the median. The lines extending from the box are called whiskers. These extend to encompass the rest of the data, except for potential outliers, which are shown separately. SUMMARY : Constructing a Box Plot A box goes from the lower quartile Q1 to the upper quartile Q3. A line is drawn inside the box at the median. A line goes from the lower end of the box to the smallest observation that is not a potential outlier. A separate line goes from the upper end of the box to the largest observation that is not a potential outlier. These lines are called whiskers. The potential outliers (more than 1.5 IQR below the first quartile or above the third quartile) are shown separately.

Example 11 : The sodium level in 20 breakfast cereals (in mg) are : 0 340 70 140 200 180 210 150 100 130 140 180 190 160 290 50 220 180 200 210 min max Q1 Q3 Median

NSOU ? PGSW-VII 174 Figure below shows a box plot for the sodium values. Labels are also given for the five-number summary of positions. Box Plot and Five-Number Summary for 20 Breakfast Cereal Sodium Values. The central

52%

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box contains the middle 50% of the data. The line in the box marks the median. Whiskers extend from the box to the smallest and largest

observations, which are not identified as potential outliers. Potential outliers are marked separately. The five-number summary of sodium values shown on the boxplot is minimum = 0, Q1 = 135, median = 180, Q3 = 205, and maximum = 340. The middle 50% of the distribution of sodium values range from Q1 = 135 mg to Q3 = 205 mg, which are the two outer lines of the box. The median of 180 mg is indicated by the center line through the box. As we saw in part a, the $1.5 * IQR$ criterion flags the sodium values of 0 mg for and 340 mg for as outliers. These values are represented on the boxplot as asterisks. The whisker extending from Q1 is drawn down to 50, which is the smallest observation that is not below the lower boundary of 30. The whisker extending from Q3 is drawn up to 290, which is the largest observation that is not above the upper boundary of 310. Problem 20 : The scores on an exam have mean = 88, standard deviation = 10, minimum = 65, Q1 = 77, median = 85, Q3 = 91, maximum = 100. Sketch a box plot, labeling which of these values are used in the plot. Usefulness of Boxplot Diagram : ? Box plots are useful as they show the average score of a data set. The median is the average value from a set of data and is shown by the line that divides the box into two parts. Half the scores are greater than or equal to this value and half are less. Minimum value = 0 Q1 = 135 Median = 180 Q3 = 205 Maximum value = 340 0 100 200 300 340 400 Sodium (mg)

PRINTTECH D/AA (CD) A new compose/MSW-P-VII (M-2) 4TH PROOF NSOU ? PGSW-VII 175 ? Box plots are useful as they show the skewness of a data set The box plot shape will show if a statistical data set is normally distributed or skewed. When the median is in the middle of the box, and the whiskers are about the same on both sides of the box, then the distribution is symmetric. When the median is closer to the bottom of the box, and if the whisker is shorter on the lower end of the box, then the distribution is positively skewed (skewed right). When the median is closer to the top of the box, and if the whisker is shorter on the upper end of the box, then the distribution is negatively skewed (skewed left). ? Box plots are useful as they show the dispersion of a data set. The smallest value and largest value are found at the end of the 'whiskers' and are useful for providing a visual indicator regarding the spread of scores (e.g. the range). Normal Distribution Positive Skew Negative Skew

NSOU ? PGSW-VII 176 The interquartile range (IQR) is the box plot showing the middle 50% of scores and can be calculated by subtracting the lower quartile from the upper quartile (e.g. $Q_3 - Q_1$). ? Box plots are useful as they show outliers within a data set. For example, outside 1.5 times the interquartile range above the upper quartile and below the lower quartile ($Q_1 - 1.5 * IQR$ or $Q_3 + 1.5 * IQR$). Box plots are useful as they show the skewness of a data set How to compare box plots : Box plots are a useful way to visualize differences among different samples or groups. They manage to provide a lot of statistical information, including— medians, ranges, and outliers. Q_1 IQR Q_3 Minimum Maximum Median Outliers "Minimum" ($Q_1 - 1.5 * IQR$) Interquartile Range (IQR) Outliers "Maximum" $Q_3 + 1.5 * IQR$ Median Q_1 (25th Percentile) Q_3 (75th Percentile) -4 -3 -2 -1 0 1 2 3 4

PRINTTECH D/AA (CD) A new compose/MSW-P-VII (M-2) 4TH PROOF NSOU ? PGSW-VII 177 Step 1 : Compare the medians of box plots : Compare the respective medians of each box plot. If the median line of a box plot lies outside of the box of a comparison box plot, then there is likely to be a difference between the two groups. Step 2 : Compare the interquartile ranges and whiskers of box plots : Compare the interquartile ranges (that is, the box lengths), to examine how the data is dispersed between each sample. The longer the box the more dispersed the data. The smaller the less dispersed the data. 12 11 10 9 8 7 6 5 4 3 2 1 0 Time Slept (Hours) Mon Tues Wed Thurs Fri Sat Sun

NSOU ? PGSW-VII 178 Next, look at the overall spread as shown by the extreme values at the end of two whiskers. This shows the range of scores (another type of dispersion). Larger ranges indicate wider distribution, that is, more scattered data. Step 3 : Look for potential outliers : When reviewing a box plot, an outlier is defined as a data point that is located outside the whiskers of the box plot. Step 4 : Look for signs of skewness : If the data do not appear to be symmetric, does each sample show the same kind of asymmetry? Problem 21 : Vertical side-by-side box plots shown below compare the values reported by the UN of per capita carbon dioxide emissions for nations in the European Union and in South America. Left-Skewed Symmetric Right-Skewed Q_1 Q_2 Q_3 Q_1 Q_2 Q_3 25 20 15 10 5 0 CO2 Europe South America Boxplot of CO2

PRINTTECH D/AA (CD) A new compose/MSW-P-VII (M-2) 4TH PROOF NSOU ? PGSW-VII 179 a. Give the approximate value of carbon dioxide emissions for the outlier shown. b. What shape would you predict for the distribution in South America? Why? c. Summarize how the carbon dioxide emissions compare in Europe and South America. The z-Score Also Identifies Position and Potential Outliers The empirical rule tells us that for a bell-shaped distribution, it is unusual for an observation to fall more than 3 standard deviations from the mean. An alternative criterion for identifying potential outliers uses the standard deviation. An observation in a bell-shaped distribution is regarded as a potential outlier if it falls more than 3 standard deviations from the mean. How do we know the number of standard deviations that an observation falls from the mean? When $x = 84$ and $s = 16$, a value of 100 is 1 standard deviation above the mean, since $(100 - 84) = 16$. Alternatively, $(100 - 84)/16 = 1$. Taking the difference between an observation and the mean and dividing by the standard deviation tells us the number of standard deviations that the observation falls from the mean. This number is called the z-score. Z-SCORE The z-score for an observation is the number of standard deviations that it falls from the mean. A positive z-score indicates the observation is

73%

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above the mean. A negative z-score indicates the observation is below the mean. For

sample data, the z-score is calculated as $\text{observation} - \text{mean} / \text{standard deviation}$. The z-score allows us to quickly tell how surprising or extreme an observation is. The z-score converts an observation (regardless of the observation's unit of measurement) to a common scale of measurement, which allows comparisons. Example 12 : Suppose a student scored 65 in a math course and 72 in a history course. These (raw) scores tell little about the student's performance. If the class averages and standard deviations were $x = 60$ and $s = 20$ in mathematics and $x = 78$ and $s = 10$ in history, this student's

NSOU ? PGSW-VII 180 Z-score in mathematics = $(65 - 60)/20 = .25$ Z-score in history = $(72 - 78)/10 = -.60$ Thus, the student was .25 standard deviations above the average in math and .6 standard deviations below the average in history. Problem 22 : (a) If $x = 490$ and $s = 120$, find the z scores of 350 and 620. (b) For a z score of 2.4, what is the raw score if $x = 210$ and $s = 50$? Problem 23 : Two cities provided the following information on public school teachers' salaries. Minimum Q_1 Median Q_3 Maximum City A 38,400 44,000 48,300 50,400 56,300 City B 39,600 46,500 51,200 55,700 61,800 (a) Construct a boxplot for the salaries in City A. (b) Construct a boxplot, on the same graph, for the salaries in City B. (c) Are there larger differences at the lower or the higher salary levels? Explain. 7.5 Coefficient of Variation : To compare variation in different data sets, you can use standard deviation when the data sets use the same units of measure and have means that are about the same. For data sets with different units of measure or different means, use the coefficient of variation. The coefficient of variation (CV) of a data set describes the standard deviation as a percent of the mean. Population : $CV = (\sigma/\mu) * 100\%$ Sample : $CV = (s/x) * 100\%$ Note that the coefficient of variation measures the variation of a data set relative to the mean of the data.

PRINTTECH D/AA (CD) A new compose/MSW-P-VII (M-2) 4TH PROOF NSOU ? PGSW-VII 181 Example 13 : The table at the left shows the population heights (in inches) and weights (inpounds) of the members of a football team. Find the coefficient of variationfor the heights and the weights. Then compare the results. Heights Weights 72 180 74 168 68 225 76 201 74 189 69 192 72 197 79 162 70 174 69 171 77 185 73 210 Solution : The mean height is $\mu \approx 72.8$ inches with a standard deviation of $\sigma \approx 3.3$ inches. The coefficient of variation for the heights is $CV \text{ height} = (\sigma/\mu) * 100\% = (3.3/72.8)*100\% = 4.5\%$ The mean weight is $\mu \approx 187.8$ pounds with a standard deviation of $\sigma \approx 17.7$ pounds. The coefficient of variation for the weights is $CV \text{ weight} = (\sigma/\mu) * 100\% = (17.7/187.8) * 100\% = 9.4\%$ Interpretation : The weights (9.4%) are more variable than the heights (4.5%).

NSOU ? PGSW-VII 182 Problem 24 : Find the coefficient ofvariation for each of the two data sets. Then compare the results.Sample annual salaries (in thousands of dollars) forentry level accountants in Dallas and New York City are listed. 41.6 50.0 49.5 38.7 39.9 Dallas 45.8 44.7 47.8 40.5 44.3 45.6 41.5 57.6 55.1 59.3 New York City 59.0 50.6 47.2 42.3 51.0 7.6 Probability Distributions A prescription for the probability model of an experiment contains two basic ingredients: the sample space and the assignment of probability to each elementary outcome.we encountered several examples where the elementary outcomes had only qualitative descriptions rather than numerical values. For instance, with two tosses of a coin, the outcomes HH, HT, TH, and TTare pairs of letters that identify the occurrences of heads or tails. If a new vaccine is studied for the possible side effects of nausea, the response of each subject may be severe, moderate, or no feeling of nausea. These are qualitative outcomes rather than measurements on a numerical scale.Often, the outcomes of an experiment are numerical values: for example,the daily number of burglaries in a city, the hourly wages of students on summerjobs, and scores on a college placement examination. Even in the former situation where the elementary outcomes are only qualitatively described, interestfrequently centres on some related numerical aspects. Random Variables : A random variable X associates a numerical value with each outcome of an experiment. In mathematical language, we say that a random variable X is a real-valued function defined on a sample space. The word "random"serves as a reminder of the fact that, beforehand, we do not know the outcomeof an experiment or its associated value of X. Example 1 : Consider X to be the number of heads obtained in three tosses of a coin. Listthe numerical values of X and the corresponding elementary outcomes. Solution : First, X is a variable since the number of heads in three tosses of a coin canhave any of the values 0, 1, 2, or 3. Second, this variable is random in thesense that the value that would occur in a given instance cannot be predictedwith certainty. We can,

PRINTTECH D/AA (CD) A new compose/MSW-P-VII (M-2) 4TH PROOF NSOU ? PGSW-VII 183 though, make a list of the elementary outcomes andthe associated values of X. Outcome Value of X HHH 3 HHT 2 HTH 2 HTT 1 THH 2 THT 1 TTH 1 TTT 0 Note that, for each elementary outcome there is only one value of X.However, several elementary outcomes may yield the same value. Scanningour list, we now identify the events (i.e., the collections of the elementaryoutcomes) that correspond to the distinct values of X. Guided by this example, we observe the following general facts. ? The events corresponding to the distinct values of X are incompatible. ? The union of these events is the entire sample space. Typically, the possible values of a random variable X can be determined directly from the description of the random variable without listing the sample space. However, to assign probabilities to these values, treated as events, it issometimes helpful to refer to the sample space. Problem 1 : Identify each of the following as a discrete orcontinuous random variable. (a) Number of empty seats on a flight fromAtlanta to London. (b) Yearly low temperature in your city. (c) Yearly maximum daily amount of ozonein Los Angeles. (d) Time it takes for a plumber to fix a bathroom faucet. (e) Number of cars ticketed for illegal parking on campus today.

NSOU ? PGSW-VII 184 Problem 2 : A child psychologist interested in how friendsare selected studies groups of three children. For one group, Ann, Barb, and Carol, each isasked which of the other two she likes best. (a) Make a list of the outcomes. (Use A, B,and C to denote the three children.) (b) Let X be the number of times Carol ischosen. List the values of X. Probability distribution of a discrete random variable : The probability distribution or, simply the distribution, of a discrete random variable X is a list of the distinct numerical values of X along with their associated probabilities. Often, a formula can be used in place of a detailed list. Example 2 : If X represents the number of heads obtained in three tosses of a fair coin, find the probability distribution of X. Solution : We know the eight elementary outcomes and theassociated values of X. The distinct values of X are 0, 1, 2, and 3. We now calculate their probabilities. The model of a fair coin entails that the eight elementary outcomes areeually likely, so each is assigned the probability The event $[X = 0]$ has thesingle outcome TTT, so its probability is Similarly, the probabilities of $[X = 1]$, $[X = 2]$, and $[X = 3]$ are found to be and respectively. Collecting these results, we obtain the probability distribution of X displayed in Table : Value of X Probability 0 1/8 1 3/8 2 3/8 3 1/8 Total 1

PRINTTECH D/AA (CD) A new compose/MSW-P-VII (M-2) 4TH PROOF NSOU ? PGSW-VII 185 For general discussion, we will use the notation x_1, x_2, \dots , and so on, to designate the distinct values of a random variable X. The probability that a particularvalue occurs will be denoted by $f(x_i)$. If X can take k possible values, \dots , with the corresponding probabilities $f(x_1), \dots, f(x_k)$, the probability distribution of X can be displayed in the format of the above Table. Sincethe quantities $f(x_i)$ represent probabilities, they must all be numbers between 0 and 1. Furthermore, when summed over all possible values of X, these probabilities must add up to 1. TABLE 2 Form of a Discrete Probability Distribution Value of X Probability $f(x)$ $x_1 f(x_1)$ $x_2 f(x_2)$ \dots $x_k f(x_k)$ Total 1 The probability distribution of a discrete random variable X is described as the function $f(x_i) = P[X = x_i]$ which gives the probability for each value and satisfies : 1. $0 \leq f(x_i) \leq 1$ for each value x_i of X 2. $f(x_i) + \dots + f(x_k) = \sum_{i=1}^k 1$ A probability distribution or the probability function describes the mannerin which the total probability 1 gets apportioned to the individual values of therandom variable. Note : You should recognize an important distinction between a relativefrequency distribution and the probability distribution. The former is a sample-based entity and is

NSOU ? PGSW-VII 186 therefore susceptible to variation on different occasions of sampling. By contrast, the probability distribution is a stable entity that refers to the entire population. It is a theoretical construct that serves as a model for describing the variation in the population. The probability distribution of X can be used to calculate the probabilities of events defined in terms of X . Problem 3 : Faced with a tight deadline on two major projects, you decide to hire two of the five available persons to help complete the work. They have 1, 2, 4, 2- and 1- years' experience, respectively. Since their references are very similar, you decide to select two of these workers at random. Let X denote the sum of their years' experience. Obtain the probability distribution of X . Expectation (mean) and standard deviation of a probability distribution : The mean of X or population mean $E(X) = \mu = \sum (x_i \cdot P_i)$ Here the sum extends over all the distinct values x_i of X . The mean of a probability distribution is also called the population mean for the variable X and is denoted by the Greek letter μ . The mean of a random variable X is also called its expected value and, alternatively, denoted by $E(X)$. That is, the mean μ and expected value $E(X)$ are the same quantity and will be used interchangeably. Example 3 : Calculate the mean of the following data set. Suppose a die is tossed 20 times and the following data obtained. 4, 3, 4, 2, 5, 1, 6, 6, 5, 2, 2, 6, 5, 4, 6, 2, 1, 6, 2, 4 Solution : We know, sample mean $\bar{x} = \sum (\text{Value} \cdot \text{Relative Frequency})$ Rather than stopping with 20 tosses, if we imagine a very large number of tosses of a die, the relative frequencies will approach the probabilities, each of which is for a fair die. The mean of the (infinite) collection of tosses of a fair die should then be calculated as

PRINTTECH D/AA (CD) A new compose/MSW-P-VII (M-2) 4TH PROOF NSOU ? PGSW-VII 187 We can first count the frequency of each point and use the relative frequencies to calculate the mean as : $\bar{x} = 1*(2/20) + 2*(5/20) + 3*(1/20) + 4*(4/20) + 5*(3/20) + 6*(5/20) = 3.8$ Note : Like many concepts of probability, the idea of the mean or expectation originated from studies of gambling. When X refers to the financial gain in a game of chance, such as playing poker or participating in a state lottery, the name "expected gain" is more appealing than "mean gain." In the realm of statistics, both the names "mean" and "expected value" are widely used. The concept of expected value also leads to a numerical measure for the spread of a probability distribution—namely, the standard deviation. Because the mean μ is the center of the distribution of X , we express variation of X in terms of the deviation $X - \mu$. We define the variance of X as the expected value of the squared deviation $(X - \mu)^2$. To calculate this expected value, we note that $(X - \mu)^2$ Takes Value Probability $(x_1 - \mu)^2 f(x_1)$ $(x_2 - \mu)^2 f(x_2)$ $(x_k - \mu)^2 f(x_k)$ The expected value of $(X - \mu)^2$ is obtained by multiplying each value $(x_i - \mu)^2$ by the probability $f(x_i)$ and then summing these products. This motivates the definition : Variance of $X = \sum (\text{Deviation})^2 \cdot (\text{Probability}) = \sum (x_i - \mu)^2 \cdot f(x_i)$ The variance of X is abbreviated as $\text{Var}(X)$ and is also denoted by σ^2 . The standard deviation of X

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is the positive square root of the variance and is		

denoted by $\text{sd}(X)$ or σ (a Greek lower-case sigma.).

NSOU ? PGSW-VII 188 The variance of X is also called the population variance and σ denotes the population standard deviation. Variance and Standard Deviation of X $\sigma^2 = \sum \text{Var}(X_i)$ $\sigma = \sqrt{\text{Var}(X)}$ Example 4 : Calculate the variance and the standard deviation of the distribution of X that appears in the Table below : x $f(x)$ 0 .1 1 .2 2 .4 3 .2 4 .1 Solution : We calculate the mean μ , the deviations $x - \mu$, $(x - \mu)^2$ and finally, $(x - \mu)^2 \cdot f(x)$. x $f(x)$ $x - \mu$ $(x - \mu)^2$ $(x - \mu)^2 \cdot f(x)$ 0 .1 0 -2 4 .4 1 .2 -1 1 .2 2 .4 0 0 3 .2 6 1 1 .2 4 .1 4 2 4 .4 Total 1.0 2.0 = μ 1.2 = σ^2 $\text{Var}(X) = \sigma^2 = 1.2$ $\text{Sd}(X) = \sigma = 1.2 = 1.095$

PRINTTECH D/AA (CD) A new compose/MSW-P-VII (M-2) 4TH PROOF NSOU ? PGSW-VII 189 Problem 4 : Given the following probability distribution concerning Web sites visited almost every day: Find $E(X)$, σ^2 , and σ . x $f(x)$ 1 .1 2 .2 3 .3 4 .4 Bernoulli trials : Often, an experiment can have only two possible outcomes. In all these circumstances, a simple probability model can be developed for the chance variation in the outcomes. Moreover, the population proportion need not be known. Instead, the probability distribution will involve this unknown population proportion as a parameter. Sampling situations where the elements of a population have a dichotomy abound in virtually all walks of life. A few examples are : ? Survey a sample of voters and observe how many favours an increase of public spending on welfare. ? Examine the case histories of a number of births and count how many involved deliveries by Cesarean section. ? Inspect a specified number of items coming off a production line and count the number of defectives. Selecting a single element of the population is envisioned as a trial of the (sampling) experiment, so that each trial can result in one of two possible outcomes. Our ultimate goal is to develop a probability model for the number of outcomes in one category when repeated trials are performed. We call each repetition by the simpler name—a trial. Furthermore, the two possible outcomes of a trial are now assigned the technical names success (S) and failure (F) just to emphasize the point that they are the only two possible results. These names bear no connotation of success or failure in real life. Customarily, the outcome of primary interest in a study is labeled success (even if it is a disastrous event). Further conditions on the repeated trials are necessary in order to arrive at our intended

NSOU ? PGSW-VII 190 probability distribution. Repeated trials that obey these conditions are called Bernoulli trials after the Swiss mathematician Jacob Bernoulli. Perhaps the simplest example of Bernoulli trials is the prototype model of tossing a coin, where the occurrences head and tail can be labelled S and F, respectively. For a fair coin, we assign probability to success and to failure. $p = 1/2$ to success and $q = 1/2$ to failure. Bernoulli Trials 1. Each trial yields one of two outcomes, technically called success (S) and failure (F). 2. For each trial, the probability of success $P(S)$ is the same and is denoted by $p = P(S)$. The probability of failure is then $P(F) = 1 - p$ for each trial and is denoted by q , so that $p + q = 1$. 3. Trials are independent. The probability of success in a trial remains unchanged given the outcomes of all the other trials. Example 5 : Consider a lot (population) of items in which each item can be classified as either defective or non-defective. Suppose that a lot consists of 15 items, of which 5 are defective and 10 are non-defective. Do the conditions for Bernoulli trials apply when sampling (1) with replacement and (2) without replacement? Solution : 1. Sampling with replacement. An item is drawn at random (i.e., in a manner that all items in the lot are equally likely to be selected). The quality of the item is recorded, and it is returned to the lot before the next drawing. The conditions for Bernoulli trials are satisfied. If the occurrence of a defective is labelled S, we have $P(S) = 5/15$. 2. Sampling without replacement. In situation (2), suppose that 3 items are drawn one at a time but without replacement. Then the condition concerning the independence of trials is violated. For the first drawing, $P(S) = 5/15$. If the first draw produces S, the lot then consists of 14 items, 4 of which are defective. Given this information about the result of the first draw, the conditional probability of obtaining an S on the second draw is then $4/14$ which is not certainly equal to $5/15$ and that establishes the lack of independence.

PRINTTECH D/AA (CD) A new compose/MSW-P-VII (M-2) 4TH PROOF NSOU ? PGSW-VII 191 This violation of the condition of independence loses its thrust when the population is vast and only a small fraction of it is sampled. Consider sampling 3 items without replacement from a lot of 1500 items, 500 of which are defective. With S_1 denoting the occurrence of an S in the first draw and S_2 that in the second, we have $P(S_1) = 500/1500 = 5/15$ and $P(S_2) = 499/1499$. For most practical purposes, the latter fraction can be approximated by $5/15$. Strictly speaking, there has been a violation of the independence of trials, but it is to such a negligible extent that the model of Bernoulli trials can be assumed as a good approximation. Note : If elements are sampled from a dichotomous population at random and with replacement, the conditions for Bernoulli trials are satisfied. When the sampling is made without replacement, the condition of the independence of trials is violated. However, if the population is large and only a small fraction of it (less than 10%, as a rule of thumb) is sampled, the effect of this violation is negligible and the model of the Bernoulli trials can be taken as a good approximation. Problem 5 : Is the model of Bernoulli trials plausible in each of the following situations? Discuss in what manner (if any) a serious violation of the assumptions can occur. (a) Seven friends go to a blockbuster movie and each is asked whether the movie was excellent. (b) A musical aptitude test is given to 10 students and the times to complete the test are recorded. (c) Items coming off an assembly line are inspected and classified as defective or non-defective. (d) Going house by house down the block and recording if the newspaper was delivered on time. The Binomial Distribution : With a sample, we summarize such variables by counting the number or the proportion of cases with an outcome of interest. For instance, with a sample of size $n = 5$, let the

NSOU ? PGSW-VII 192 random variable X denote the number of people who vote yes about some issue in a referendum. The possible values for X are 0, 1, 2, 3, 4, and 5. Under certain conditions, a random variable X that counts the number of observations of a particular type has a probability distribution called the binomial. Consider n cases, called trials, in which we observe a binary random variable. This is a fixed number, such as $n = 5$ for a sample of five voters. The number X (trials in which the outcome of interest occurs) can take any one of the integer values 0, 1, 2, ..., n . The binomial distribution gives probabilities for these possible values of X when the following three conditions hold : Conditions for Binomial Distribution ? Each of n trials has two possible outcomes. The outcome of interest is called a success and the other outcome is called a failure. ? Each trial has the same probability of a success. This is denoted by p , so the probability of a failure is denoted by $1 - p$. ? The n trials are independent. That is, the result for one trial does not depend on the results of other trials. The binomial random variable X is the number of successes in the n trials. Flipping a coin n times, where n is determined in advance, is a prototype for the binomial distribution : ? Each trial is a flip of the coin. There are two possible outcomes for each flip, head or tail. Let's identify (arbitrarily) head as success. ? The probability p of a head equals 0.50 for each flip if head and tail are equally likely. ? The flips are independent, since the result for any specific flip does not depend on the outcomes of previous flips. The binomial random variable X counts the number of heads (the outcome of interest) in the n flips. With $n = 3$ -coin flips, $X =$ number of heads could equal 0, 1, 2, or 3. Example 6 : An experiment is conducted in which a person in one room picks one of the integers 1, 2, 3, 4, 5 at random and concentrates on it for one minute. In another

PRINTTECH D/AA (CD) A new compose/MSW-P-VII (M-2) 4TH PROOF NSOU ? PGSW-VII 193 room, Robin identifies the number he believes was picked. The experiment is done with three trials. After the third trial, the random numbers are compared with Robin's predictions. Robin got the correct result twice. If Robin does not actually have extrasensory perception and is merely guessing the number, what is the probability that he'd make a correct guess on two of the three trials? Solution : Let X = number of correct guesses in $n = 3$ trials. Then $X = 0, 1, 2, \text{ or } 3$. Let p denote the probability of a correct guess for a given trial. If Robin is guessing, $p = 0.2$ Robin's prediction of one of the five possible integers. Then, $1 - p = 0.8$ is the probability of an incorrect prediction on a given trial. Denote the outcome on a given trial by S or F , representing success or failure for whether Robin's guess was correct or not. Table below shows the eight outcomes in the sample space for this experiment. For instance, FSS represents a correct guess on the second and third trials. It also shows their probabilities by using the multiplication rule for independent events. Outcome Probability $SSS 0.2 * 0.2 * 0.2 = (0.2)^3$ $SSF 0.2 * 0.2 * 0.8 = (0.2)^2 (0.8)$ $SFS 0.2 * 0.8 * 0.2 = (0.2)^2 (0.8)$ $1 FSS 0.8 * 0.2 * 0.2 = (0.2)^2 (0.8)$ $1 SFF 0.2 * 0.8 * 0.8 = (0.2) (0.8)^2$ $FSF 0.8 * 0.2 * 0.8 = (0.2) (0.8)^2$ $FFS 0.8 * 0.8 * 0.2 = (0.2) (0.8)^2$ $FFF 0.8 * 0.8 * 0.8 = (0.8)^3$ The three ways John Doe could make two correct guesses in three trials are $SSF, SFS,$ and FSS . Each of these has probability equal to $(0.2)^2 (0.8) = 0.032$. The total probability of two correct guesses is $3(0.2)^2 (0.8) = 3(0.032) = 0.096$.

NSOU ? PGSW-VII 194 In terms of the probability $p = 0.2$ of a correct guess on a particular trial, the solution $3(0.2)^2 (0.8)$ for $x = 2$ correct in $n = 3$ trials equals $3p^2 (1 - p)^1 = 3p^2 (1 - p)^{n - x}$. The multiple of 3 represents the number of ways that two successes can occur in three trials (SSF or SFS or FSS). You can use similar logic to evaluate the probability that $x = 0, \text{ or } 1, \text{ or } 3$.

Try $x = 1$, for which you should get $P(1) = 0.384$. Note : For independent events, $P(A \text{ and } B) = P(A)P(B)$. Thus, $P(FSS) = P(F)P(S)P(S) = 0.8 * 0.2 * 0.2$. Problem 6 : Jane Doe claims to possess extrasensory perception (ESP). She says she can guess more often than not the outcome of a flip of a balanced coin in another room. In an experiment, a coin is flipped three times. If she does not actually have ESP, find the probability distribution of the number of her correct guesses. a. Do this by constructing a sample space, finding the probability for each point, and using them to construct the probability distribution. The formula for binomial probabilities (Optional) : When the number of trials n is large, it's tedious to write out all the possible outcomes in the sample space. But there's a formula you can use to find binomial probabilities for any n . Probabilities for a Binomial Distribution Denote the probability of success on a trial by p . For n independent trials, the probability of x successes equals $P(x) = \binom{n}{x} p^x (1 - p)^{n - x}$

Did You Know? The term with factorials at the start of the binomial formula is $\binom{n}{x} = \frac{n!}{x!(n - x)!}$ which is also called the binomial coefficient. It is the number of outcomes that have x successes in n trials, such as the $323213!!!$ outcomes ($SSF, SFS,$ and FSS) that have $x = 2$ successes in $x = 3$ trials The symbol $n!$ is called n factorial. It represents $n! = 1 * 2 * 3 * \dots * n$, the product of all integers from 1 to n . That is, $1! = 1, 2! = 1 * 2 = 2, 3! = 1 * 2 * 3 = 6, 4! = 1 * 2 * 3 * 4 = 24$, and so forth. Also, $0!$ is defined to be 1. For given values for p and n , you can find the probabilities of the possible outcomes by substituting values for x into the binomial formula. Let's use this formula to find the answer for the above Example: ? The random variable X represents the number of correct guesses (successes) in $n = 3$ trials ? The probability of a correct guess in a particular trial is $p = 0.2$. ? The probability of exactly two correct guesses is the binomial probability with $n = 3$ trials, $x = 2$ correct guesses, and $p = 0.2$ probability of a correct guess for a given trial, $P(2) = \binom{3}{2} (0.2)^2 (0.8)^1 = 3(0.04) (0.8) = 0.096$

Problem 7 : Let us introduce a case involving possible discrimination against female employees. A group of women employees has claimed that female employees are less likely than male employees of similar qualifications to be promoted. Suppose the large employee pool that can be tapped for management training is half female and half male. In a group recently selected for promotion, none of the 10 individuals chosen were female. What would be the probability of 0 females in 10 selections, if there truly were no gender bias? Suppose the population of individuals to choose for promotion contained only four people, two men and two women (instead of the very large pool of employees), and the number chosen was $n = 2$. Do the binomial conditions apply for calculating the probability, under random sampling, of selecting 0 women in the two choices for promotion?

NSOU ? PGSW-VII 196 Mean and Standard Deviation of the Binomial Distribution : As with any discrete probability distribution, we can use the formula $\mu = \sum xP(x)$ to find the mean. However, finding the mean μ and standard deviation σ is actually simpler for the binomial distribution. There are special formulas based on the number of trials n and the probability p of success on each trial. Binomial Mean and Standard Deviation The binomial probability distribution for n trials with probability p of success on each trial has mean μ and standard deviation σ given by $\mu = np$ and $\sigma = \sqrt{np(1 - p)}$. The formula for the mean makes sense. If the probability of success is p for a given trial, then we expect about a proportion p of the n trials to be successes, or about np total. If we sample $n = 10$ people from a population in which half are female, then we expect that about $np = 10(0.50) = 5$ in the sample will be female. When the number of trials n is large, it can be tedious to calculate binomial probabilities of all the possible outcomes. Often, it's adequate merely to use the mean and standard deviation to describe where most of the probability falls. The binomial distribution has a bell shape when n is large (as explained in a guideline at the end of this section), so in that case, we can use the normal distribution to approximate the binomial distribution and conclude that nearly all the probability falls between $\mu - 3\sigma$ and $\mu + 3\sigma$.

Example 7 : For the binomial distribution with $n = 3$ and $p = .5$, calculate the mean and the standard deviation. Solution : Employing the formulas, we obtain Mean = $np = 3 * .5 = 1.5$ Sd = $\sqrt{np(1 - p)} = \sqrt{3 * .5 * .5} = \sqrt{0.75} = 0.866 \dots$ Problem 8 : An exit poll is taken of 3000 voters in a statewide election. Let X denote the number who voted in favor of a special proposition designed to lower property taxes and raise the sales tax. Suppose that in the population, exactly 50% voted for it. a. Explain why this scenario would seem to satisfy the three conditions needed to use the binomial distribution. Identify n and p for the binomial. b. Find the mean and standard deviation of the probability distribution of X .

PRINTTECH D/AA (CD) A new compose/MSW-P-VII (M-2) 4TH PROOF NSOU ? PGSW-VII 197 c. Using the normal distribution approximation, give an interval in which you would expect X almost certainly to fall, if truly $p = 0.50$. d. Now, suppose that the exit poll had $x = 1706$. What would this suggest to you about the actual value of p ? Normal distribution : A random variable is called continuous when its possible values form an interval. For instance, a recent study analyzed the time that people take to commute to work. Commuting time can be measured with real number values, such as between 0 and 150 minutes. Probability distributions of continuous random variables assign probabilities to any interval of the possible values. For instance, a probability distribution for commuting time provides the probability that the travel time is less than 15 minutes or that the travel time is between 30 and 60 minutes. The probability that a random variable falls in any particular interval is between 0 and 1, and the probability of the interval that contains all the possible values equals 1. When a random variable is continuous, the intervals of values for the bars of a histogram can be chosen as desired. For instance, one possibility for commuting time is $\{0 \text{ to } 30, 30 \text{ to } 60, 60 \text{ to } 90, 90 \text{ to } 120, 120 \text{ to } 150\}$, quite wide intervals. By contrast, using $\{0 \text{ to } 1, 1 \text{ to } 2, 2 \text{ to } 3, \dots, 149 \text{ to } 150\}$ gives lots of very narrow intervals. As the number of intervals increases, with their width narrowing, the shape of the histogram gradually approaches a smooth curve. We'll use such curves to portray probability distributions of continuous random variables. Probability Distribution of a Continuous Random Variable Many intervals

NSOU ? PGSW-VII 198 A continuous random variable has possible values that form an interval. Its probability distribution is specified by a curve that determines the probability that the random variable falls in any particular interval of values. Each interval has probability between 0 and 1. This is the area under the curve, above that interval. The interval containing all possible values has probability equal to 1, so the total area under the curve equals 1. Some probability distributions merit special attention because they are useful for many applications. They have formulas or tables that provide probabilities of the possible outcomes. We next learn about a probability distribution, called the normal distribution, that is commonly used for continuous random variables. It is characterized by a particular symmetric, bell-shaped curve with two parameters—the mean μ and the standard deviation σ . Normal Distribution The normal distribution is symmetric, bell-shaped, and characterized by its mean μ and standard deviation σ . The probability within any particular number of standard deviations of μ is the same for all normal distributions. This probability equals 0.68 within 1 standard deviation, 0.95 within 2 standard deviations, and 0.997 within 3 standard deviations. See Figure 6.5. Interval Smooth curve approximation Probability

PRINTTECH D/AA (CD) A new compose/MSW-P-VII (M-2) 4TH PROOF NSOU ? PGSW-VII 199 The property of the normal distribution in the definition tells us probabilities within 1, 2, and 3 standard deviations of the mean. The multiples 1, 2, and 3 of the number of standard deviations from the mean are denoted by the symbol z in general. For instance, The Normal Distribution. The probability equals 0.68 within 1 standard deviation of the mean, 0.95 within 2 standard deviations, and 0.997 within 3 standard deviations. The Probability between $\mu - z\sigma$ and $\mu + z\sigma$. This is the area highlighted under the curve. It is the same for every normal distribution and depends only on the value of z . Figure 6.5 showed this for $z = 1, 2, \text{ and } 3$, but z does not have to be an integer—it can be any number.

NSOU ? PGSW-VII 200 $z = 2$ for 2 standard deviations. For each fixed number z , the probability within z standard deviations of the mean is the area under the normal curve between $\mu - z\sigma$ and $\mu + z\sigma$. For every normal distribution, this probability is 0.68 for $z = 1$, so 68% of the area (probability) of a normal distribution falls between $\mu - \sigma$ and $\mu + \sigma$. Similarly, this probability is 0.95 for $z = 2$, and nearly 1.0 for $z = 3$ (that is, between $\mu - 3\sigma$ and $\mu + 3\sigma$). The total probability for any normal distribution equals 1.0. The normal distribution is the most important distribution in statistics, partly because many variables have approximately normal distributions. The normal distribution is also important because it approximates many discrete distributions well when there are a large number of possible outcomes. The main reason for the prominence of the normal distribution is that many statistical methods use it even when the data are not bell shaped. Note : the z -score for an observation is the number of standard deviations that it falls from the mean. The z -score can be used with any distribution for a quantitative variable. This includes both normal and non-normal distributions. Finding Probabilities for the Normal Distribution : As we'll discuss, the probabilities 0.68, 0.95, and 0.997 within 1, 2, and 3 standard deviations of the mean are no surprise, because of the empirical rule. But what if we wanted to find the probability within, say, 1.43 standard deviations? We have a table that enables us to find normal probabilities. It tabulates the normal cumulative probability, the probability of falling below the point $\mu + z\sigma$. The leftmost column of the above-mentioned table lists the values for z to one decimal point, with the second decimal place listed above the columns. $\mu + z\sigma$ Cumulative probability

PRINTTECH D/AA (CD) A new compose/MSW-P-VII (M-2) 4TH PROOF NSOU ? PGSW-VII 201 Table below shows a small excerpt from the original table. The tabulated probability for $z = 1.43$ falls in the row labeled 1.4 and in the column labeled 0.03. It equals 0.9236. For every normal distribution, the probability that falls below $\mu + 1.43\sigma$ equals 0.9236. Second Decimal Place of z z .00 .01 .02 .03 .04 .05 .06 .07 .08 .09 0.0 .5000 .5040 .5080 .5120 .5160 .5199 .5239 .5279 .5319 .5359 ... 1.3 .9032 .9049 .9066 .9082 .9099 .9115 .9139 .9147 .9162 .9177 1.4 .9192 .9207 .9222 .9236 .9251 .9265 .9278 .9292 .9306 .9319 1.5 .9332 .9345 .9357 .9370 .9382 .9394 .9406 .9418 .9429 .9441 Part of the original Table for Normal Cumulative (Left-Tail) Probabilities. The top of the table gives the second digit for z . The table entry is the probability falling below $\mu + z\sigma$, for instance, 0.9236 below $\mu + 1.43\sigma$ for $z = 1.43$. Since an entry in Table A is a probability below $\mu + z\sigma$, one minus that probability is the probability above $\mu + z\sigma$. For example, the right-tail probability above $\mu + 1.43\sigma$ equals $1 - 0.9236 = 0.0764$. By the symmetry of the normal curve, this probability also refers to The Normal Cumulative Probability, Less than z Standard Deviations above the Mean. Table A lists a cumulative probability of 0.9236 for $z = 1.43$, so 0.9236 is the probability less than 1.43 standard deviations above the mean of any normal distribution (that is, below $\mu + 1.43\sigma$). The complement probability of 0.0764 is the probability above $\mu + 1.43\sigma$ in the right tail.

NSOU ? PGSW-VII 202 the left tail below $\mu - 1.43\sigma$, which you'll find in the original table by looking up $z = -1.43$. The negative z-scores in the table refer to cumulative probabilities for random variable values below the mean. Since the probability is 0.0764 in each tail, the total probability more than 1.43 standard deviations from the mean equals $2(0.0764) = 0.1528$. The total probability equals 1, so the probability falling within 1.43 standard deviations of the mean equals $1 - 0.1528 = 0.8472$, about 85%. For instance, 85% of women in North America have height between $\mu - 1.43\sigma = 65.0 - 1.43(3.5) = 60$ inches and $\mu + 1.43\sigma = 65 + 1.43(3.5) = 70$ inches (that is, between 5 feet and 5 feet, 10 inches). Normal Probabilities and the Empirical Rule : The empirical

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rule states that for an approximately bell-shaped distribution, about 68% of observations fall within 1 standard deviation of the mean, 95% within 2 standard deviations,

and all or nearly all within 3. In fact, those percentages came from probabilities calculated for the normal distribution. For instance, a value that is 2 standard deviations below the mean has $z = -2.00$. The cumulative probability below $\mu - 2\sigma$ listed in the table opposite $z = -2.00$ is 0.0228. The right-tail probability above $\mu + 2\sigma$ also equals 0.0228, by symmetry. See the figure drawn below. The probability falling more than 2 standard deviations from the mean in either tail is $2(0.0228) = 0.0456$. Thus, the probability that falls within 2 standard deviations of the mean equals $1 - 0.0456 = 0.9544$. When a variable has a normal distribution, 95.44% of the distribution (95%, rounded) falls within 2 standard deviations of the mean.

PRINTTECH D/AA (CD) A new compose/MSW-P-VII (M-2) 4TH PROOF NSOU ? PGSW-VII 203 Note : The empirical rule stated the probabilities as being approximate rather than exact because that rule referred to all approximately bell-shaped distributions, not just the normal. Normal Probability within 2 Standard Deviations of the Mean. Probabilities in one tail determine probabilities in the other tail by symmetry. Subtracting the total two-tail probability from 1.0 gives probabilities within a certain distance of the mean. To Find the Value of z for a Certain Cumulative Probability : In practice, we'll sometimes need to find the value of z that corresponds to a certain normal cumulative probability. How can we do this? To illustrate, let's find the value of z for a cumulative probability of 0.025. We look up the cumulative probability of 0.025 in the body of the table. It corresponds to $z = -1.96$, since it is in the row labelled -1.9 and in the column labelled 0.06. So, a probability of 0.025 lies below $\mu - 1.96\sigma$. Likewise, a probability of 0.025 lies above $\mu + 1.96\sigma$. A total probability of 0.050 lies more than 1.96σ from μ . Precisely 95.0% of a normal distribution falls within 1.96 standard deviations

of the mean. We've seen previously that 95.44% falls within 2.00 standard deviations, and we now see that precisely 95.0% falls within 1.96 standard deviations. Example 8 : ABC is a society of high-IQ people whose members have IQ scores at the 98th percentile or higher. The XYZ IQ scores that are used as the basis for admission into ABC are approximately normally distributed with a mean of 100 and a standard deviation of 16. a. How many standard deviations above the mean is the 98th percentile? b. What is the IQ score for that percentile? Solution : a. For a value to represent the 98th percentile, its cumulative probability must equal 0.98, by the definition of a percentile. The cumulative probability of 0.980 in the body of the table corresponds to $z = 2.05$. The 98th percentile is 2.05 standard deviations above the mean, at $\mu + 2.05\sigma$. b. Since $\mu = 100$ and $\sigma = 16$, the 98th percentile of IQ scores equals $\mu + 2.05\sigma = 100 + 2.05(16) = 133$. In summary, 98% of the IQ scores fall below 133, and an IQ score of at least 133 is required to join ABC. About 2% of IQ scores are higher than 133. By symmetry, about 2% of IQ scores are lower than $\mu - 2.05\sigma = 100 - 2.05(16) = 67$. This is the second percentile. The remaining 96% of the IQ scores fall between 67 and 133, which is the region within 2.05 standard deviations of the mean. 0.98 probability 0.02 tail probability 98th percentile = $\mu + 2.05\sigma$

PRINTTECH D/AA (CD) A new compose/MSW-P-VII (M-2) 4TH PROOF NSOU ? PGSW-VII 205 Problem 9 : z-score for given probability in tails For a normal distribution, a. Find the z-score for which a total probability of 0.02 falls more than z standard deviations (in either direction) from the mean, that is, below $\mu - z\sigma$ or above $\mu + z\sigma$. b. For this z, explain why the probability more than z standard deviations above the mean equals 0.01. c. Explain why $\mu + 2.33\sigma$ is the 99th percentile. To find probabilities using Z : We've used the symbol z to represent the number of standard deviations a value falls from the mean. If we have a value x of a random variable, how can we figure out the number of standard deviations it falls from the mean μ of its probability distribution? The difference between x and μ equals $x - \mu$. The z-score expresses this difference as a number of standard deviations, using $z = (x - \mu)/\sigma$. z-Score for a Value of a Random Variable the z-score for a value x of a random variable is the number of standard deviations that x falls from the mean μ . It is calculated as $z = (x - \mu)/\sigma$. The formula for the z-score is useful when we are given the value of x for some normal random variable and need to find a probability relating to that value. We convert x to a z-score and then use a normal table to find the appropriate probability. Example 9 : The Scholastic Aptitude Test (SAT), a college entrance examination, has three components: critical reading, mathematics, and writing. The scores on each component are approximately normally distributed with mean $\mu = 500$ and standard deviation $\sigma = 100$. The scores range from 200 to 800 on each component. a. If your SAT score from one of the three components was $x = 650$, how many standard deviations from the mean was it? b. What percentage of SAT scores was higher than yours?

NSOU ? PGSW-VII 206 Solution : a. The SAT score of 650 has a z-score of $z = 1.50$ because 650 is 1.50 standard deviations above the mean. In other words, $x = 650 = \mu + z\sigma = 500 + z(100)$, where $z = 1.50$. We can find this directly using the formula $z = (x - \mu)/\sigma = 650 - 500 = 100 = 1.50$. b. The percentage of SAT scores higher than 650 is the right-tail probability above 650, for a normal random variable with mean $\mu = 500$ and standard deviation $\sigma = 100$. From Table A, the z-score of 1.50 has cumulative probability 0.9332. That's the probability below 650, so the right-tail probability above it is $1 - 0.9332 = 0.0668$. Only about 7% of SAT test scores fall above 650. In summary, a score of 650 was well above average, in the sense that relatively few students scored higher. Positive z-scores occur when the value x falls above the mean μ . Negative z-scores occur when x falls below the mean. For instance, an SAT score = 350 has a z-score of $z = (x - \mu)/\sigma = (350 - 500) / 100 = -1.50$. The SAT score of 350 is 1.50 standard deviations below the mean. The probability that an SAT score falls below 350 is also 0.0668. Problem 10 : A World Health Organization study (the MONICA project) of health in various countries reported that in Canada, systolic blood pressure readings have a mean of 121 and a standard deviation of 16. A reading above 140 is considered to be high blood pressure. a. What is the z-score for a blood pressure reading of 140? 200 500 650 800 0.0668 0.9332

PRINTTECH D/AA (CD) A new compose/MSW-P-VII (M-2) 4TH PROOF NSOU ? PGSW-VII 207 b. If systolic blood pressure in Canada has a normal distribution, what proportion of Canadians suffers from high blood pressure? c. What proportion of Canadians has systolic blood pressures in the range from 100 to 140? d. Find the 90th percentile of blood pressure readings. The Standard Normal Distribution has Mean = 0 and Standard Deviation = 1 Many statistical methods refer to a particular normal distribution called the standard normal distribution. Standard Normal Distribution The standard normal distribution is the normal distribution with mean $\mu = 0$ and standard deviation $\sigma = 1$. It is the distribution of normal z-scores. For the standard normal distribution, the number falling z standard deviations above the mean is $\mu + z\sigma = 0 + z(1) = z$, simply the z-score itself. For instance, the value of 2.0 is two standard deviations above the mean, and the value of -1.3 is 1.3 standard deviations below the mean. As Figure drawn below shows, the original values are the same as the z-scores, since $z = (x - \mu)/\sigma = (x - 0)/1 = x$.

NSOU ? PGSW-VII 208 The previous example (example 6) dealt with SAT scores, having $\mu = 500$ and $\sigma = 100$. Suppose we convert each SAT score x to a z-score by using $z = (x - \mu)/\sigma = (x - 500)/100$. Then $x = 650$ converts to $z = 1.50$, and $x = 350$ converts to $z = -1.50$. When the values for a normal distribution are converted to z-scores, those z-scores have a mean of 0 and have a standard deviation of 1. That is, the entire set of z-scores has the standard normal distribution. z-Scores and the Standard Normal Distribution When a random variable has a normal distribution and its values are converted to z-scores by subtracting the mean and dividing by the standard deviation, the z-scores have the standard normal distribution (mean = 0, standard deviation = 1). A Quick Look at the Theory of Probability People talk loosely about chance all the time, without doing any harm. What are the chances of getting a job? of meeting someone? of rain tomorrow? But for scientific purposes, it is necessary to give the word chance a definite, clear interpretation. This turns out to be hard, and mathematicians have struggled with the job for centuries. They have developed some careful and rigorous theories, but these theories cover just a small range The Standard Normal Distribution. This has mean = 0 and standard deviation = 1. The random variable value x is the same as its z-score.

PRINTTECH D/AA (CD) A new compose/MSW-P-VII (M-2) 4TH PROOF NSOU ? PGSW-VII 209 of the cases where people ordinarily speak of chance. This section of the module will present the frequency theory, which works best for processes which can be repeated over and over again, independently and under the same conditions. Many games fall into this category, and the frequency theory was originally developed to solve gambling problems. One simple game of chance involves betting on the toss of a coin. The process of tossing the coin can be repeated over and over again, independently and under the same conditions. The chance of getting heads is 50%: in the long run, heads will turn up about 50% of the time. Take another example. A die (plural, "dice") is a cube with six faces, labelled 1,2,3,4,5,6. When the die is rolled, the faces are equally likely to turn up. The chance of getting an ace— is 1 in 6, or sixteen and two-third percentages. The interpretation: if the die is rolled over and over again, repeating the basic chance process under the same conditions, in the long run an ace will show about sixteen and two-third percentages of the time. The chance of something gives the percentage of time it is expected to happen, when the basic process is done over and over again, independently and under the same conditions. If something is impossible, it happens 0% of the time. At the other extreme, if something is sure to happen, then it happens 100% of the time. All chances are between these two extremes. Chances are between 0% and 100%. Here is another basic fact. Suppose you are playing a game and have a 45% chance to win. In other words, you expect to win about 45% of the time. So, you must expect to lose the other 55% of the time. The chance of something equals 100% minus the chance of the opposite being Example 1 : A box contains red marbles and blue marbles. One marble is drawn at random from the box (each marble has an equal chance to be drawn). If it is red, you win \$1. If it is blue, you win nothing. You can choose between two boxes :

NSOU ? PGSW-VII 210 ? box A contains 3 red marbles and 2 blue ones. ? box B contains 30 red marbles and 20 blue ones. Which box offers a better chance of winning, or are they the same? Solution : Some people prefer box A, because it has fewer blue marbles. Others prefer B, because it has more red marbles. Both views are wrong. The two boxes offer the same chance of winning, 3 in 5. To see why, imagine drawing many times at random from box A (replacing the marble after each draw, so as not to change the conditions of the experiment). In the long run each of the 5 marbles will appear about 1 time in 5. So, the red marbles will turn up about 3/5 of the time. With box A, your chance of drawing a red marble is 3/5, that is, 60%. Now imagine drawing many times at random with replacement from box B. Each of the 50 marbles will turn up about 1 time in 50. But now there are 30 red marbles. With box B, your chance of winning is $30/50 = 3/5 = 60\%$, just as for box A. What counts is the ratio number of red marbles/total number of marbles. The ratio is the same in both boxes. Problem 1 : A coin will be tossed 1,000 times. About how many heads are expected? Problem 2 : A die will be rolled 6,000 times. About how many aces are expected? Problem 3 : Match the numerical answers with the verbal descriptions (which may be used more than once). Numerical answer Verbal description (a) -50% (i) This is as likely to happen as not. (b) 0% (ii) This is very likely to happen, but it's not certain. (c) 10% (iii) This won't happen. (d) 50% (iv) This may happen, but it's not likely. (e) 90% (v) This will happen, for sure. (f) 100% (vi) There's a bug in the program. (g) 200%

PRINTTECH D/AA (CD) A new compose/MSW-P-VII (M-2) 4TH PROOF NSOU ? PGSW-VII 211 Some Definitions : A probability experiment is

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an action, or trial, through which specific results (counts, measurements, or responses) are obtained. The result of a single trial in a probability experiment

is an outcome. The set of all possible outcomes of a probability experiment is the sample space. An event is a subset of the sample space. It may consist of one or more outcomes. The probability that event E will occur is written as P(E) and is read as "the probability of event E." Probabilities can be written as fractions, decimals, or percent. Here is a simple example of the use of the terms probability experiment, sample space, event, and outcome. Probability Experiment : Roll a six-sided die. Sample Space : {1, 2, 3, 4, 5, 6} Event : Roll an even number, {2, 4, 6}. Outcome : Roll a 2, {2}. Conditional probabilities : A conditional probability is

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the probability of an event occurring, given that another event has already occurred.

The conditional

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probability of event B occurring, given that event A has occurred,

is denoted by P(B|A) and is read as "probability of B, given A. Example 2 : Two cards are selected in sequence from a standard deck of 52 playing cards. Find the probability that the second card is a queen, given that the first card is a king. (Assume that the king is not replaced.) Solution : Because the first card is a king and is not replaced, the remaining deck has 51 cards, 4 of which are queens. So, $P(B|A) = 4/51 = 0.078$ Note : A deck of cards has 4 suits: clubs, diamonds, hearts, spades. There are 13 cards in each suit: 2 through 10, jack, queen, king, ace. So, there are $4 \times 13 = 52$ cards in the deck.

NSOU ? PGSW-VII 212 Standard Deck of Playing Cards Hearts Diamonds Spades Clubs A♠ A♦ A♣ A♣ K♠ K♦ K♣ K♣ Q♠ Q♦ Q♣ Q♣ J♠ J♦ J♣ J♣ 10♠ 10♦ 10♣ 10♣ 9♠ 9♦ 9♣ 9♣ 8♠ 8♦ 8♣ 8♣ 7♠ 7♦ 7♣ 7♣ 6♠ 6♦ 6♣ 6♣ 5♠ 5♦ 5♣ 5♣ 4♠ 4♦ 4♣ 4♣ 3♠ 3♦ 3♣ 3♣ 2♠ 2♦ 2♣ 2♣ Example 3 : The table below shows the results of a study in which researchers examined a child's IQ and the presence of a specific gene in the child. Find the probability that a child has a high IQ, given that the child has the gene. Gene Gene not present present Total High IQ 33 19 52 Normal IQ 39 11 50 Total 72 30 102 Solution : There are 72 children who have the gene. So, the sample space consists of these 72 children, as shown at the left. Of these, 33 have a high IQ. So, $P(B|A) = 33/72 = 0.458$ The probability that a child has a high IQ, given that the child has the gene, is about 0.458.

PRINTTECH D/AA (CD) A new compose/MSW-P-VII (M-2) 4TH PROOF NSOU ? PGSW-VII 213 Sample Space Gene present High IQ 33 Normal IQ 39 Total 72 Example 4 : A deck of cards is shuffled, and the top two cards are put on a table, face down. You win \$1 if the second card is the queen of hearts. (a) What is your chance of winning the dollar? (b) You turn over the first card. It is the seven of clubs. Now what is your chance of winning? Solution : (a) The bet is about the second card, not the first. Initially, this will seem a little strange. Some illustrations may help. ? If the first card is the two of spades and the second is the queen of hearts, you win. ? If the first card is the jack of clubs and the second is the queen of hearts, you win. ? If the first card is the seven of clubs and the second is the king of hearts, you lose. The bet can be settled without even looking at the first card. The second card is all you need to know. The chance of winning is $1/52$. To see why, think about shuffling the deck. That brings the cards into random order. The queen of hearts has to wind up somewhere. There are 52 possible positions, and they are all equally likely. So, there is 1 chance in 52 for her to wind up as the second card in the deck—and bring you the dollar. (b) There are 51 cards left. They are in random order, and the queen of hearts is one of them. She has 1 chance in 51 to be on the table. Your chance goes up a little, to $1/51$. That is the answer.

NSOU ? PGSW-VII 214 The $1/51$ in part (b) is a conditional chance. The problem puts a condition on the first card: it has to be the seven of clubs. A mathematician might talk about the conditional probability that the second card is the queen of hearts given the first card is the seven of clubs. To emphasize the contrast, the $1/52$ in part (a) is called an unconditional chance: the problem puts no conditions on the first card. Problem 4 : A penny is tossed 5 times. (a) Find the chance that the 5th toss is a head. (b) Find the chance that the 5th toss is a head, given the first 4 are tails. Problem 5 : Five cards are dealt off the top of a well-shuffled deck. (a) Find the chance that the 5th card is the queen of spades. (b) Find the chance that the 5th card is the queen of spades, given that the first 4 cards are hearts. The multiplication rule : To find the probability of two events occurring in sequence, you can use the Multiplication Rule. The probability that two events A and B will occur in sequence is :

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$P(A \text{ and } B) = P(A) \cdot P(B|A)$. If events A and B

are independent, then the rule can be simplified to $P(A \text{ and } B) = P(A) \cdot P(B)$. This simplified rule can be extended to any number of independent events. Example 5 : Two cards are selected, without replacing the first card, from a standard deck of 52 playing cards. Find the probability of selecting a king and then selecting a queen. Solution : $P(K \text{ and } Q) = P(K) \cdot P(Q|K) = (4/52) \cdot (4/51) = (16/2652) = 0.006$ So,

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the probability of selecting a king and then a queen without replacement is about 0.006. Example 6 : A coin is tossed, and a die is rolled. Find the probability of tossing a head and then rolling a 6.

PRINTTECH D/AA (CD) A new compose/MSW-P-VII (M-2) 4TH PROOF NSOU ? PGSW-VII 215 Solution : The events are independent. $P(H \text{ and } 6) = P(H) \cdot P(6) = (1/2) \cdot (1/6) = (1/12) = 0.083$ So,

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the probability of tossing a head and then rolling a 6

is about 0.083. Problem 6 : A deck of cards is shuffled, and two cards are dealt. What is the chance that both are aces? Problem 7 : A coin is tossed twice. What is the chance of a head followed by a tail? Problem 8 : A coin is tossed 3 times. (a) What is the chance of getting 3 heads? (b) What is the chance of not getting 3 heads? (c) What is the chance of getting at least 1 tail? (d) What is the chance of getting at least 1 head? Independence : Two things are independent if the chances for the second given the first are the same, no matter how the first one turns out. Otherwise, the two things are dependent. Example 7 : Someone is going to toss a coin twice. If the coin lands heads on the second toss, you win a dollar. (a) If the first toss is heads, what is your chance of winning the dollar? (b) If the first toss is tails, what is your chance of winning the dollar? (c) Are the tosses independent? Solution : If the first toss is heads, there is a 50% chance to get heads the second time. If the first toss is tails, the chance is still 50%. The chances for the second toss stay the same, however the first toss turns out. That is independence. Note : If two things are independent, the chance that both will happen equals the product of their unconditional probabilities. This is a special case of the multiplication rule.

NSOU ? PGSW-VII 216 Problem 9 : Every week you buy a ticket in a lottery that offers one chance in a million of winning. What is the chance that you never win, even if you keep this up for ten years? The Addition Rule : This section is about the chance that at least one of two specified things will happen: either the first happens, or the second, or both. The possibility of both happening turns out to be a complication, which can sometimes be ruled out. Two things are mutually exclusive when the occurrence of one prevents the occurrence of the other: one excludes the other. Example 8 : A card is dealt off the top of a well-shuffled deck. The card might be a heart. Or, it might be a spade. Are these two possibilities mutually exclusive? Solution : If the card is a heart, it can't be a spade. These two possibilities are mutually exclusive. We can now state a general principle for figuring chances. It is called the addition rule. Addition Rule : To find the chance that at least one of two things will happen, check to see if they are mutually exclusive. If they are, add the chances. Example 9 : A card is dealt off the top of a well-shuffled deck. There is 1 chance in 4 for it to be a heart. There is 1 chance in 4 for it to be a spade. What is the chance for it to be in a major suit (hearts or spades)? Solution : The question asks for the chance that one of the following two things will happen : ? the card is a heart. ? the card is a spade. If the card is a heart then it can't be a spade: these are mutually exclusive events. So it is legitimate to add the chances. The chance of getting a card in a major suit is $1/4 + 1/4 = 1/2$. (A check on the reasoning: there are 13 hearts and 13 spades, so $26/52 = 1/2$ of the cards in the deck are in a major suit.) Note : If you want to find the chance that at least one event occurs, and the events are not mutually exclusive, do not add the chances: the sum will be too big.

PRINTTECH D/AA (CD) A new compose/MSW-P-VII (M-2) 4TH PROOF NSOU ? PGSW-VII 217 Blindly adding chances can give the wrong answer, by double counting the chance that two things happen. With mutually exclusive events, there is no double counting: that is why the addition rule works. Technically, The probability that events A or B will occur,

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$P(A \text{ or } B)$, is given by $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$ If events A and B

are mutually exclusive, then the rule can be simplified to $P(A \text{ or } B) = P(A) + P(B)$. This simplified rule can be extended to any number of mutually exclusive events. In words, to find the probability that one event or the other will occur, add the individual probabilities of each event and subtract the probability that they both occur. As shown in the Venn diagram at the left, subtracting $P(A \text{ and } B)$ avoids double counting the probability of outcomes that occur in both A and B. Problem 10 : You select a card from a standard deck of 52 playing cards. Find the probability that the card is a 4 or an ace. Problem 11 : You roll a die. Find the probability of rolling a number less than 3 or rolling an odd number. Note : What's the difference between mutually exclusive and independent? "Mutually exclusive" is one idea; independence is another. Both ideas apply to pairs of events and say something about how the events are related. However, the relationships are quite different. ? Two events are mutually exclusive if the occurrence of one prevents the other from happening. ?

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Two events are independent if the occurrence of one does not

change the chances for the other. Note : When do I add and when do I multiply? The addition rule, like the multiplication rule, is a way of combining chances. However, the two rules solve different problems. ? The addition rule finds the chance that at least one of two things happens. ? The multiplication rule finds the chance that two things both happen.

NSOU ? PGSW-VII 218 So, the first step in deciding whether to add or to multiply is to read the question : Do you want to know $P(A \text{ or } B)$, $P(A \text{ and } B)$, or something else entirely? But there is also a second step—because the rules apply only if the events are related in the right way. ? Adding the probabilities of two events requires them to be mutually exclusive. ? Multiplying the unconditional probabilities of two events requires them to be independent. (For dependent events, the multiplication rule uses conditional probabilities.) 7.7 Conclusion We developed a knowledge about measures of central tendencies and dispersion. The solved examples helped us to understand the concept in a better manner. 7.8 Exercise 1. Define measures of central tendencies. 2. What is Range. 3. What is Mean. 4. What is Mode 7.9 References I. Statistical Methods For The Social Sciences: Alan Agresti, Fifth Edition, 2018, Pearson. II. Statistics for Social Workers: Essential Concepts: David Royse, Denise Montcalm, Austin Griffiths, Second Edition, 2021, Cognella. III. Introductory Statistics: Neil A. Weis, 10th Edition, Pearson, 2017.

PRINTTECH D/AA (CD) A new compose/MSW-P-VII U-8 (M-2) 3RD PROOF 27-09-2022 NSOU ? PGSW-VII 219 Unit 8 ? The Statistics of Relationship Structure 8.0 Objective 8.1 Introduction 8.2 What are Independent and Dependent Variables? 8.3 How do I measure correlation? 8.3.1 How do I know how strong a relationship is? 8.4 Spurious Correlations 8.5 How can I understand relationships visually? 8.6 How do I read a correlation table? 8.7 How can I predict variance? 8.8 Computing the correlation coefficient 8.9 A Quick Look at the Theory of Probability 8.10 Data Processing & Analysis 8.11 Hypothesis 8.12 Conclusion 8.13 Exercise 8.14 References 8.0 Objectives By the end of this chapter, you should understand the following concepts: 1.1 What correlation is (and is not) 219

NSOU ? PGSW-VII 220 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U-8 (M-2) 3RD PROOF 27-09-2022 1.2 How to determine the strength and direction of a correlation based on Pearson's r 1.3 How to use the coefficient of determination 1.4 How to read scatter grams and correlation tables 8.1 Introduction Introduction: Analyzing relationships between variables that affect people is as important as analyzing relationships between people. Correlational methods help you better understand people, communities, and policy. If you are interested in what protective factors might help develop resilience in your client, correlations help with that. If you have ever wondered whether a person's income can help predict school outcomes for their children, correlations help with that too. Or if you have ever wondered whether older adults who are lonely are more likely to experience poor health outcomes, correlations can provide useful context there too. The relationships between these variables affect the people you work with, and correlations help you analyze variables more effectively. 8.2 What are Independent and Dependent Variables? A variable is an entity that is being measured. There are two kinds of variables: independent and dependent. ? An independent variable (x) is the input, the one that is manipulated in a scientific experiment, or one that is stable and unaffected by the other variables you are trying to measure. ? A dependent variable (y) is the output, the one that has a consequent role in relation to the independent variable; changes made to the independent variable affect the dependent variable.

PRINTTECH D/AA (CD) A new compose/MSW-P-VII U-8 (M-2) 3RD PROOF 27-09-2022 NSOU ? PGSW-VII 221 For example, in a comparison of income and poverty, income is the independent variable. Poverty is the dependent variable because a person's income level determines whether that person is above or below the poverty line. In a clinical setting, the dose of an antianxiety medication is the independent variable, and level of reported anxiety is the dependent variable. Adjusting the dose of the medication should affect the level of anxiety. The level of anxiety is dependent on adjusting the dosage of medication to find the best fit. 8.3 How do I measure correlation? Pearson's r , also known as the Pearson product-moment correlation coefficient, was named for British statistician Karl Pearson. Pearson's r is a common statistical tool you will come across in academic studies. As its name suggests is a measure of correlation. Specifically, Pearson's r creates a scale for understanding how correlated two variables are with each other. For your social work practice, understanding and interpreting Pearson's r is more important than being able to calculate it. 8.3.1 How Do I know how strong a relationship is? Pearson's r measures both the strength of a relationship and its direction. ? Pearson's r can only have a value between -1 and 1 . ? The strength of a relationship is determined by the distance of r from 0 , or the absolute value of r . ? The direction of a relationship is determined by whether the value is positive or negative. Figure 1.1 : Relationships and correlation If a correlation is positive, one variable increases as the other increases. Variable X Variable Y If a correlation is negative, one variable increases as the other decreases. Variable X Variable Y

NSOU ? PGSW-VII 222 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U-8 (M-2) 3RD PROOF 27-09-2022 When a correlation is positive, one variable follows the other. If one increases, the other increases. If one decreases, the other decreases. This is a direct relationship. When a correlation is negative, one variable behaves the opposite of the other. If one increases, the other decreases. If one decreases, the other increases. This is an inverse relationship. ? If Pearson's r is equal to 1 , then the relationship is a perfect (very strong) direct relationship. ? If Pearson's r is equal to -1 , then the relationship is a perfect (very strong) inverse relationship. ? If Pearson's r is equal to 0 , then there is no relationship. Consider the values for the strength of a relationship as though they fall on a scale like the one depicted in figure 1.2. Figure 1.2 : Measuring magnitude of Pearson's r A scale for measuring the magnitude of Pearson's r where one end begins with -1.0 and a perfect negative correlation and the other end is 1 with a perfect positive correlation. In the middle is a 0 where there is no relationship at all and between the ends and the middle there are strong, moderate, and weak levels of correlation. 8.4 Spurious Correlations A relationship with either a perfect correlation (1 or -1) or no correlation at all (0) is rare. Some variables are correlated even though no causal relationship exists. These correlations are called spurious correlations. A spurious correlation is misleading because the r value indicates that a correlation exists between two variables but the correlation is produced through the operation of a third causal variable that is not examined by the analysis, or the correlation may be due to random chance. For example, the number of marriages in West Bengal is correlated with the annual deaths caused by lightning strikes in the India at $r = 0.89$. You just learned -1.0 -0.5 0 0.5 1.0 Perfect positive correlation Perfect negative correlation Moderate negative correlation No relationship Moderate positive correlation Strong Weak Weak Strong

PRINTTECH D/AA (CD) A new compose/MSW-P-VII U-8 (M-2) 3RD PROOF 27-09-2022 NSOU ? PGSW-VII 223 that $r = 0.89$ is considered a strong positive correlation. As more people get married in West Bengal, it must be more likely people in India will be struck by lightning. Could the number of people who get married in West Bengal somehow cause more lightning strikes? Or could the fear of getting struck by lightning cause more people in West Bengal to propose? This relationship does not make sense. When a relationship does not make sense, you should look for other possible explanations. Here are two possible explanations in this case: ? A third variable, population, is driving the relationship. The increase in population is leading both to more marriages in West Bengal and to more people who could potentially be struck by lightning. ? Random chance caused these two values to increase at the same time. Another example of spurious correlation in the social work literature has to do with the relationship between family income and child development. Researchers have argued that income effects are driven by unmeasured factors that are correlated with both income and child outcomes but are not captured when simply looking at income and child development. They argue that rather than income driving the relationship, factors such as parental mental health or motivation drive earnings and also affect child development. The underlying relationship between these other factors leads to a spurious correlation between income and child development. If family income has a spurious relationship with child development, the types of interventions you would consider to improve child outcomes are different. Instead of focusing on connecting families to cash assistance programs or helping parents find jobs, you would prioritize addressing any mental health challenges that may be driving both income insecurity and poor child development.

8.5 How can I understand relationships visually? You can understand correlations visually using a scatterplot or scattergram—a diagram or graph that plots variables to show their relationship. The figure below shows examples of this type of graph. Three graphs showing strong positive correlation, no correlation, and strong negative correlation. The positive correlation has fairly closely clustered data around an upward-sloping line with $r = 0.96$. No correlation has data points scattered in a way that appears random, with no clear clustering of points and an r of 0.04 . The

NSOU ? PGSW-VII 224 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U-8 (M-2) 3RD PROOF 27-09-2022 negative correlation has fairly closely clustered data around a downward-sloping line with $r = -0.94$. Figure 1.3: Understanding correlation using scatterplots In figure 1.3, the left graph shows an example of a strong positive or direct correlation ($r = 0.96$, very close to 1). The values of one variable increase with the values of the other variable. For example, this could show the relationship between years of education and income. As the number of years people spend in school increases, so does their eventual annual income, with individuals who have advanced degrees earning the highest incomes. One variable increases (education level measured by number of years) as the other increases (annual salary measured in dollars). The second graph shows an example of no correlation. While r is not quite zero, this is a very weak correlation ($r = 0.04$). No relationship exists between the two variables plotted here. Even though a trend line is included, you see no clear pattern in the points. This could show the relationship between the amount of coffee people drink and the number of pets they own. One variable (coffee consumed measured in ounces) does not increase or decrease in the same way the other variable (pets measured as the number of cats, dogs, birds, etc.) does. We would expect no relationship to exist between these two variables. The final graph in figure 5.3 shows an example of a strong negative or inverse correlation ($r = -0.94$, very close to -1). The values of one variable decrease as the values of the other variable increase. This could show the relationship between college GPA and alcohol use. As the amount of alcohol regularly consumed by college students increases, the value of their GPA decreases. One variable increases (alcohol consumption measured in number of drinks), but the other decreases (GPA). Not all relationships are so clear, with either a strong or weak correlation. In figure 1.4, the relationships are much weaker than those shown in figure 1.3. In $p=0.96$ $p=0.04$ $p=-0.94$ No correlation Strong negative correlation Strong positive correlation

PRINTTECH D/AA (CD) A new compose/MSW-P-VII U-8 (M-2) 3RD PROOF 27-09-2022 NSOU ? PGSW-VII 225 figure 1.4, despite some outliers and no tightly clustered points, the r value is still 0.6 or -0.6 , a moderate correlation. Figure 1.4: Scatterplots for moderate correlations Two graphs showing moderate positive and negative correlations. The positive correlation has some data points that are closely clustered around an upward-sloping line but others that are further from those clusters; $r = 0.6$. The negative correlation has some data points that are closely clustered around a downward-sloping line but others that are further from those clusters; $r = -0.6$. When you analyze correlation data, you must understand the relationship between the strength or magnitude of a correlation and the direction of the correlation. Of the following r values, which has the stronger correlation? 0.34 Or -0.45 The value of $r = -0.45$ is a stronger correlation than $r = 0.34$. You first use the absolute value of r to determine the magnitude of a correlation and then take into account the direction of the relationship between the variables. The absolute values here are 0.34 and 0.45 , and 0.45 is stronger than 0.34 . A negative sign before the value for r does not affect the strength of the relationship, only the direction. If there is a negative sign, then you know the relationship is inverse. Without a negative sign, the relationship is direct or positive. Correlations, Risk, and Resilience Much of what we know about mental illness, particularly about the risk and resilience factors, is based on studies of correlations between diagnoses and genetic and environmental factors. As a social worker, you will use the results of correlational research to inform your work with clients and to shape your practice. Consider the following statements from an article in the journal Social Work $r=0.60$ $r=-0.60$ Positive correlation Negative correlation

NSOU ? PGSW-VII 226 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U-8 (M-2) 3RD PROOF 27-09-2022 Research: Risk factors are markers, correlates, and—in a best-case scenario— causes. For example, although other factors are related to serious mental illnesses such as schizophrenia, parental psychopathology is thought to influence the likelihood of developing the disorder. How it does that—whether through genetic or environmental influences—is not yet fully understood. But the word “risk” denotes the fact that a group of people with a similar characteristic is more likely than others in the population at large to develop a problem (in this case, schizophrenia). The article is describing correlational research. There is a relationship between mental illnesses such as schizophrenia and whether parents have also experienced a mental illness, but setting up experiments to find a causal relationship is impossible. You cannot control who a person’s parents are, nor whether they have a mental illness. Instead, once an individual has been diagnosed later in life, researchers can look back at factors from the person’s childhood, or at the person’s lifestyle for environmental factors, but cannot limit or control factors in the person’s life to set up a more rigorous experiment. Correlation does not guarantee there is a causal relationship, but when you cannot achieve causal results, correlations can create a body of useful literature for practitioners to draw from. The article goes on to describe some risk factors that are correlated with mental health disorders: Some individual, familial, and extra-familial factors appear to affect many disorders concomitantly and, in that sense, they are “nonspecific” risks. They elevate risk for a variety of conditions. These risk factors include child abuse; chronic family conflict; unskilled parenting; academic failure; peer rejection; poverty; racism, sexism, and other types of discrimination; and neighborhood disorganization. Imagine you are working in a high school. You know from this article that parental psychopathology is correlated with mental illness and that experiences of child abuse, academic failure, and poverty are also correlated with higher risks. This knowledge could help you prioritize students for mental health screenings and early intervention. It could lead you to include questions on your intake form about students’ family history with different conditions. If you work in a school where poverty and racism are common experiences, this correlational research may motivate you to develop resilience tools and training for students to mediate some of these risk factors. Fraser, Mark W., Maeda J. Galinsky, and Jack M. Richman. 1999. “Risk, Protection, and Resilience: Toward a Conceptual Framework for Social Work Practice.” *Social Work Research* 23(3): 131–143.

PRINTTECH D/AA (CD) A new compose/MSW-P-VII U-8 (M-2) 3RD PROOF 27-09-2022 NSOU ? PGSW-VII 227 8.6 How do I read a correlation table? Scholarly articles that discuss correlation often include a correlation table or correlation matrix. Table 1.1 is an example of a correlation table. You may have never seen a table like this, but it can provide a lot of information. Table 1.1

	1	2	3	4
1. Poverty	1	0.24	0.20	0.70
2. Population	0.24	1	0.53	0.15
3. Violent crime rate	0.20	0.53	1	0.26
4. Unemployment rate	0.70	0.15	0.26	1

1. First, notice that there are numbers beside each variable name and along the top of the table. This is a common shorthand used in correlation tables instead of including the variable names in the table twice. When there is a 1 at the top of the table, it is in place of “Poverty.” This method allows the author to save space, but the numbers could be replaced with the name of the variable without changing the results in the table. Notice that the number 1 is repeated along the diagonal; in other tables, these 1s may be replaced with dashes or blank spaces. The 1 occurs when a variable is compared to itself. For example, where “Violent crime rate” and column 3 meet in the table, there is a 1, indicating a perfect correlation between these two variables because they are the same variable. In figure 1.5 the 1s are highlighted for when a variable is compared to itself.

1 2 3 4 1. Poverty 1 0.24 0.20 0.70 2. Population 0.24 1 0.53 0.15 3. Violent crime rate 0.20 0.53 1 0.26 4. Unemployment rate 0.70 0.15 0.26 1

Figure 1.5: Perfect correlations in a correlation table A correlation table highlighting the places where a variable intersects with itself in the table and therefore has a perfect correlation. Where this happens, a 1 is shown in the table, and those 1s create a diagonal line through the center of the correlation table. To find the value of the Pearson’s r for each set of variables, you find the intersection where the two variables meet. In figure 1.6, you can see that if you want to find the r value for the relationship between Poverty and Violent crime rate (indicated by the number 3 at the top of the table), you find the point where the row and column intersect. In this case, the intersection point is at r = 0.20.

	1	2	3	4
1. Poverty	1	0.24	0.20	0.70
2. Population	0.24	1	0.53	0.15
3. Violent crime rate	0.20	0.53	1	0.26
4. Unemployment rate	0.70	0.15	0.26	1

Figure 1.6: Finding correlations in a correlation table A correlation table indicating the intersection between the variable Poverty and the variable Violent crime rate. The row for Poverty is highlighted, as is the third column, which corresponds to Violent crime rate. The Pearson’s r for this relation- ship is found where the two highlighted areas cross. You may also see data tables that looks like table 1.2.

	1	2	3	4
1. Poverty	–	–	–	–
2. Population	0.24	–	–	–
3. Violent crime rate	0.20	0.53	–	–
4. Unemployment rate	0.70	0.15	0.26	1

In this table, half of the table is left blank because the values simply repeat those listed in the lower half of the table. All the information represented in table 1.1 is still present in table 1.2, but repeating values are only displayed once. If you look again at table 5.1, you will notice that if you find where Poverty intersects with column 3 for Violent crime rate, it is 0.20. If you follow Poverty in row 1 to column 3 for Violent crime rate in table 1.2, you will not find a value. Instead, follow row 3 for Violent crime rate to column 1 for Poverty to find the same 0.20.

PRINTTECH D/AA (CD) A new compose/MSW-P-VII U-8 (M-2) 3RD PROOF 27-09-2022 NSOU ? PGSW-VII 229 1 2 3 4 1. Poverty 1 0.24 0.20 0.70 2. Population 0.24 1 0.53 0.15 3. Violent crime rate 0.20 0.53 1 0.26 4. Unemployment rate 0.70 0.15 0.26 1

Figure 1.7: Mirrored data in correlation tables In a correlation table, there are two places where the same variables intersect. When looking for the relationship between violent crime and poverty you can either go to the first row for Poverty and the third column for Violent crime rate to find the Pearson's r , or you can look at the third row and the first column. The values you find in these two locations will be the same.

8.7 How can I predict variance? You may want to use correlations to predict what will happen in the future rather than examine what has already happened. Pearson's r cannot help with this, but the coefficient of determination, referred to as r^2 , can. Variance is simply a measure of how much a set of numbers differs from their average value.

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The coefficient of determination determines the proportion of the variance in the dependent variable that is predictable from the independent variable. For example, the coefficient of determination

might indicate that an increase in the amount of exercise people do each day can predict 20 percent of the change in their weight over a given period of time. The calculation for r^2 is relatively simple. Once you find the value of r , you square this value. Because all r values are between -1 and 1 , the squaring operation results in a smaller value for r^2 than for r . Suppose, for example, that $r = 0.65$. $r^2 = 0.65^2 = 0.65 \times 0.65 = 0.42$ When $r^2 = 0.42$, then 42 percent of the variation in one variable is predicted by the variance in the other variable, or one variable is 42 percent effective at predicting the other.

NSOU ? PGSW-VII 230 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U-8 (M-2) 3RD PROOF 27-09-2022 Setting Priorities Using the Coefficient of Determination Often social workers have to make choices about how to target services. Resources are limited, and they need to be used effectively. Understanding correlations and coefficients of determination can provide context for decisions about how to use scarce resources. For example, if you work for an organization that addresses intimate-partner violence (IPV) and you want to start a prevention program, what population should you focus your resources on? You may not have the capacity to serve everyone. Is there a way to target your services to have the greatest effect? Some studies have tried to find predictive variables for the incidence of IPV. These studies looked for relationships among variables such as education level, employment status, self-esteem, experience or viewing of domestic violence as a child, previous criminal justice system interactions, and many other factors. If you can only serve a limited number of people, what factors should you prioritize to increase the likelihood of achieving your goal of decreasing IPV in the future? If the education level for your potential participants varies, you can look at the correlation between education level and incidences of IPV. Suppose a study found $r = 0.60$ for incidence of IPV and partner education level. $r^2 = 0.60^2 = 0.60 \times 0.60 = 0.36$ So, a partner's education level can account for 36 percent of the variation in incidence of IPV. A partner's education level may not be the best way to prioritize participation in the program, but in social science 36 percent is quite strong. Another study found $r = 0.77$ for experiencing physical abuse in childhood and being abusive as an adult. $r^2 = 0.77^2 = 0.77 \times 0.77 = 0.59$ Therefore, experiencing abuse in childhood can account for 59 percent of the variation in being abusive as an adult, a much higher percentage than education

PRINTTECH D/AA (CD) A new compose/MSW-P-VII U-8 (M-2) 3RD PROOF 27-09-2022 NSOU ? PGSW-VII 231 level. While 59 percent may not seem like a strong predictor, in social science this is considered a strong result. Given this information, you might prioritize potential clients who report experiencing abuse in childhood over those who do not report experiencing abuse in order to better target your resources. You should consider the implications of using predictions like this, though. Many predictions use data about relationships that are based on behaviors of groups of people and not the individuals themselves. In this case, targeting people to receive additional services can be helpful. Using the same information in a punitive way, such as denying someone custody of her children, is unethical. While being abused as a child in general leads to a higher risk of perpetuating abuse as an adult, it does not predict any one's individual's likelihood of perpetuating abuse. In summary, these are some of the characteristics of r^2 :

- The value of r^2 ranges from 0 to 1.
- If the value of r^2 is 0, then the dependent variable cannot be predicted using the independent variable.
- If the value of r^2 is 1, then the dependent variable can always be predicted without error using independent variable.
- Any value for r^2 indicates what percent of variance in the dependent variable can be predicted using the independent variable.
- If r^2 is 0.5, then 50 percent of the variation in

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the dependent variable can be predicted using the independent variable. An r^2 of 0.6 means that 60 percent can be predicted,

and so on. Again, correlation is not causation, but understanding these relationships and where the strong and weak relationships exist, can help you tailor more effective interventions, or at least better understand the individuals or populations you are working with. There are limitations to using r^2 . To use r^2 , the relationship must be linear. If the data are curvilinear, r^2 is no longer an appropriate tool. If you graph your data on a scatterplot and find that they resemble the curvilinear graph, in figure 1.8, you cannot use r^2 to assess your data.

NSOU ? PGSW-VII 232 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U-8 (M-2) 3RD PROOF 27-09-2022 Figure 1.8: Linear and Curvilinear Distributions On the left is a linear distribution, with data points on the scatterplot clustering along a straight upward-sloping line. On the right is a curvilinear distribution, with data values on the scatterplot beginning in the lower left-hand corner, increasing, and then decreasing, to cluster around a curve. 8.8 Computing the correlation coefficient Here is the procedure for computing the correlation coefficient. Convert each variable to standard units. The average of the products gives the correlation coefficient. This procedure can be given as a formula, where x stands for the first variable, y for the second variable, and r for the correlation coefficient: $r = \text{average of } (x \text{ in standard units}) \times (y \text{ in standard units})$ Compute r for the hypothetical data in table 1. Table 1. Data. x y 1 5 3 9 4 7 5 1 7 13 Note. The first row of the above table represents two measurements on one subject in the study; the two numbers are the x - and y -coordinates of the corresponding point on the scatter diagram. Similarly for the other rows. The pairing matters: Linear Curvilinear

PRINTTECH D/AA (CD) A new compose/MSW-P-VII U-8 (M-2) 3RD PROOF 27-09-2022 NSOU ? PGSW-VII 233 r is defined only when you have two variables, and both are measured for every subject in the study. Solution. The work can be laid out as in table below. Computing r . x in standard y in standard x y units units Product 1 5 "1 .5 "0 .5 0.75 3 9 "0 .5 0.5 "0 .25 4 7 0.0 0.0 0.00 5 1 0.5 "1 .5 "0 .75 7 13 1.5 1.5 2.25 Step 1. Convert the x -values to standard units, as in chapter 5. This is quite a lot of work. First, you have to find the average and SD of the x -values: average of x -values = 4, SD = 2. Then, you have to subtract the average from each x -value, and divide by the SD: $(1 - 4)/2 = -1.5$, $(3 - 4)/2 = -0.5$, $(4 - 4)/2 = 0$, $(5 - 4)/2 = 0.5$, $(7 - 4)/2 = 1.5$ The results go into the third column of the table above. The numbers tell you how far above or below average the x -values are, in terms of the SD. For instance, the value 1 is 1.5 SDs below average. Step 2. Convert the y -values to standard units; the results go into the fourth column of the table. That finishes the worst of the arithmetic. Step 3. For each row of the table, work out the product (x in standard units) \times (y in standard units) The products go into the last column of the table. Step 4. Take the average of the products: $r = \text{average of } (x \text{ in standard units}) \times (y \text{ in standard units}) = (0.75 + 0.25 + 0.00 + 0.75 + 2.25)/5 = 0.40$

NSOU ? PGSW-VII 234 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U-8 (M-2) 3RD PROOF 27-09-2022 This completes the solution. If you plot a scatter diagram for the data, the points slope up but are only loosely clustered. Why does r work as a measure of association? In figure below, the products are marked at the corresponding dots. Horizontal and vertical lines are drawn through the point of averages, dividing the scatter diagram into four quadrants. If a point is in the lower left quadrant, both variables are below average and are negative in standard units; the product of two negatives is positive. In the upper right quadrant, the product of two positives is positive. In the remaining two quadrants, the product of a positive and a negative is negative. The average of all these products is the correlation coefficient. If r is positive, then points in the two positive quadrants will predominate, as in figure b. If r is negative, points in the two negative quadrants will predominate, as in figure c. (a) Scatter Diagram (b) Positive r (C) Negative r Figure. How the correlation coefficient works There is another way to compute r , which is sometimes useful: $r = \text{cov}(x, y) / (\text{SD of } x) \times (\text{SD of } y)$ Where, $\text{cov}(x, y) = (\text{average of products } xy) - (\text{ave of } x) \times (\text{ave of } y)$.

REGRESSION Regression is a tool that allows you to quantify a relationship between variables while also controlling for other factors. When you learned about correlations and saw scattergrams of data for two variables plotted, the line that best fit those data was

PRINTTECH D/AA (CD) A new compose/MSW-P-VII U-8 (M-2) 3RD PROOF 27-09-2022 NSOU ? PGSW-VII 235 created using regression analysis. This tool allows you to isolate the effect of one variable on another while holding other factors constant. If you wanted to know how participation in a religious community affects health outcomes like blood pressure or anxiety, then you would want to hold constant factors like income level, education level, age, and other health conditions to ensure that you were only seeing the effect of the variable of interest. A common type of regression is linear regression. Linear regression fits a straight line to the data in a way that ensures that each point is as close as possible to the line, or the line is the "best fit." The line does not intersect every point, but it is the best description of all the points taken together to show a relationship. In figure 9.1, you can see that a line has been fit to the data points. This line is created using regression analysis and the equation $y = ax + b$,

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where y is the dependent variable, x is the independent variable, b is the

slope of the line or how much the dependent variable changes for each unit of the independent variable, and

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a is the y -intercept (the value of y when x

is zero). Figure 9.1: Linear regression

NSOU ? PGSW-VII 236 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U-8 (M-2) 3RD PROOF 27-09-2022 To graphs of linear regressions modeling the relationship between two variables. Many studies you see that discuss relationships but are not randomized control trials use regression analysis. The key to successful regression analysis is choosing which variables should be isolated and how best to do so. If you overlook a key variable and do not control for it, your results may reflect a relationship that is not the one you believe you are studying. When using regression analysis, you are limited in the same ways as you are for any type of inferential statistics. You have selected data relevant to the question you are trying to answer, but those data only represent a certain group of people at a certain time. You still have to determine if the results can be applied to other populations. When you come across a regression analysis in the literature, you should check for a few things before deciding whether to use this information in your practice. 1. Is the relationship linear? If the pattern created by the data points does not generally follow a straight line, then linear regression is not appropriate. 2. Are all important variables controlled for? If age is likely to have a big effect on any health outcomes of interest, does the study control for age? What about income? Are there other factors that could contribute to this relationship that have not been addressed? 3. Is the sample used in the analysis similar to the people you work with? The results of these analyses are only applicable to samples that are similar. If you work with children, a sample made up of adults is unlikely to be useful to you. If you work with people who live in cities, a sample of rural farmers is unlikely to be useful to you. 4. Remember that correlation is not causation. Regression analysis cannot tell you that one variable caused an effect in the other. You may find a statistically significant relationship between two variables that have nothing to do with each other but happen to behave in similar ways. Beware of spurious correlations.

PRINTTECH D/AA (CD) A new compose/MSW-P-VII U-8 (M-2) 3RD PROOF 27-09-2022 NSOU ? PGSW-VII 237 8.9 Quick Look at the Theory of Probability People talk loosely about chance all the time, without doing any harm. What are the chances of getting a job? of meeting someone? of rain tomorrow? But for scientific purposes, it is necessary to give the word chance a definite, clear interpretation. This turns out to be hard, and mathematicians have struggled with the job for centuries. They have developed some careful and rigorous theories, but these theories cover just a small range of the cases where people ordinarily speak of chance. This section of the module will present the frequency theory, which works best for processes which can be repeated over and over again, independently and under the same conditions. Many games fall into this category, and the frequency theory was originally developed to solve gambling problems. One simple game of chance involves betting on the toss of a coin. The process of tossing the coin can be repeated over and over again, independently and under the same conditions. The chance of getting heads is 50%: in the long run, heads will turn up about 50% of the time. Take another example. A die (plural, "dice") is a cube with six faces, labelled 1,2,3,4,5,6. When the die is rolled, the faces are equally likely to turn up. The chance of getting an ace— is 1 in 6, or sixteen and two-third percentages. The interpretation: if the die is rolled over and over again, repeating the basic chance process under the same conditions, in the long run an ace will show about sixteen and two-third percentages of the time. The chance of something gives the percentage of time it is expected to happen, when the basic process is done over and over again, independently and under and the same conditions. If something is impossible, it happens 0% of the time. At the other extreme, if something is sure to happen, then it happens 100% of the time. All chances are between these two extremes. Chances are between 0% and 100%. Here is another basic fact. Suppose you are playing a game and have a 45% chance to win. In other words, you expect to win about 45% of the time. So, you must expect to lose the other 55% of the time. The chance of something equals 100% minus the chance of the opposite thing.

NSOU ? PGSW-VII 238 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U-8 (M-2) 3RD PROOF 27-09-2022 Example 1: A box contains red marbles and blue marbles. One marble is drawn at random from the box (each marble has an equal chance to be drawn). If it is red, you win \$1. If it is blue, you win nothing. You can choose between two boxes: • box A contains 3 red marbles and 2 blue ones. • box B contains 30 red marbles and 20 blue ones. Which box offers a better chance of winning, or are they the same? Solution: Some people prefer box A, because it has fewer blue marbles. Others prefer B, because it has more red marbles. Both views are wrong. The two boxes offer the same chance of winning, 3 in 5. To see why, imagine drawing many times at random from box A (replacing the marble after each draw, so as not to change the conditions of the experiment). In the long run each of the 5 marbles will appear about 1 time in 5. So, the red marbles will turn up about 3/5 of the time. With box A, your chance of drawing a red marble is 3/5, that is, 60%. Now imagine drawing many times at random with replacement from box B. Each of the 50 marbles will turn up about 1 time in 50. But now there are 30 red marbles. With box B, your chance of winning is $30/50 = 3/5 = 60\%$, just as for box A. What counts is the ratio number of red marbles/total number of marbles. The ratio is the same in both boxes. Problem 1: A coin will be tossed 1,000 times. About how many heads are expected? Problem 2: A die will be rolled 6,000 times. About how many aces are expected? Problem 3: Match the numerical answers with the verbal descriptions (which may be used more than once). Numerical answer Verbal description (a) –50% (i) This is as likely to happen as not. (b) 0% (ii) This is very likely to happen, but it's not certain. (c) 10% (iii) This won't happen. (d) 50% (iv) This may happen, but it's not likely. (e) 90% (v) This will happen, for sure. (f) 100% (vi) There's a bug in the program. (g) 200% Some Definitions A probability experiment is

91%

MATCHING BLOCK 71/88

W

an action, or trial, through which specific results (counts, measurements, or responses) are obtained. The result of a single trial in a probability experiment

is an outcome.

100%**MATCHING BLOCK 72/88****W**

The set of all possible outcomes of a probability experiment

is the sample space. An event is a subset of the sample space.

PRINTTECH D/AA (CD) A new compose/MSW-P-VII U-8 (M-2) 3RD PROOF 27-09-2022 NSOU ? PGSW-VII 239 It may consist of one or more outcomes. The probability that event E will occur is written as $P(E)$ and is read as "the probability of event E."

Probabilities can be written as fractions, decimals, or percent. Here is a simple example of the use of the terms probability experiment, sample space, event, and outcome. Probability Experiment: Roll a six-sided die. Sample Space: {1, 2, 3, 4, 5, 6} Event: Roll an even number, {2, 4, 6}. Outcome: Roll a 2, {2}. Conditional probabilities: A conditional probability is

76%**MATCHING BLOCK 73/88****W**

the probability of an event occurring, given that another event has already occurred.

The conditional

100%**MATCHING BLOCK 74/88****W**

probability of event B occurring, given that event A has occurred,

is denoted by $P(B|A)$ and is read as "probability of B, given A. Example 2: Two cards are selected in sequence from a standard deck of 52 playing cards. Find the probability that the second card is a queen, given that the first card is a king. (Assume that the king is not replaced.) Solution: Because the first card is a king and is not replaced, the remaining deck has 51 cards, 4 of which are queens. So, $P(B|A) = 4/51 = 0.078$ Note: A deck of cards has 4 suits: clubs, diamonds, hearts, spades. There are 13 cards in each suit: 2 through 10, jack, queen, king, ace. So, there are $4 \times 13 = 52$ cards in the deck.

NSOU ? PGSW-VII 240 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U-8 (M-2) 3RD PROOF 27-09-2022 Example 3: The table below shows the results of a study in which researchers examined a child's IQ and the presence of a specific gene in the child. Find the probability that a child has a high IQ, given that the child has the gene. Gene Gene not present present Total High IQ 33 19 52 Normal IQ 39 11 50 Total 72 30 102 Solution: There are 72 children who have the gene. So, the sample space consists of these 72 children, as shown at the left. Of these, 33 have a high IQ. So, $P(B|A) = 33/72 = 0.458$ The probability that a child has a high IQ, given that the child has the gene, is about 0.458. Sample Space Gene present High EQ 33 Normal IQ 39 Total 72 Example 4: A deck of cards is shuffled, and the top two cards are put on a table, face down. You win \$1 if the second card is the queen of hearts. (a) What is your chance of winning the dollar? (b) You turn over the first card. It is the seven of clubs. Now what is your chance of winning? Solution. (a). The bet is about the second card, not the first. Initially, this will seem a little strange. Some illustrations may help. • If the first card is the two of spades and the second is the queen of hearts, you win. • If the first card is the jack of clubs and the second is the queen of hearts, you win. • If the first card is the seven of clubs and the second is the king of hearts, you lose. The bet can be settled without even looking at the first card. The second card is all you need to know.

PRINTTECH D/AA (CD) A new compose/MSW-P-VII U-8 (M-2) 3RD PROOF 27-09-2022 NSOU ? PGSW-VII 241 The chance of winning is $1/52$. To see why, think about shuffling the deck. That brings the cards into random order. The queen of hearts has to wind up somewhere. There are 52 possible positions, and they are all equally likely. So, there is 1 chance in 52 for her to wind up as the second card in the deck—and bring you the dollar. (b) There are 51 cards left. They are in random order, and the queen of hearts is one of them. She has 1 chance in 51 to be on the table. Your chance goes up a little, to $1/51$. That is the answer. The $1/51$ in part (b) is a conditional chance. The problem puts a condition on the first card: it has to be the seven of clubs. A mathematician might talk about the conditional probability that the second card is the queen of hearts given the first card is the seven of clubs. To emphasize the contrast, the $1/52$ in part (a) is called an unconditional chance: the problem puts no conditions on the first card. Problem 4: A penny is tossed 5 times. (a) Find the chance that the 5th toss is a head. (b) Find the chance that the 5th toss is a head, given the first 4 are tails. Problem 5: Five cards are dealt off the top of a well-shuffled deck. (a) Find the chance that the 5th card is the queen of spades. (b) Find the chance that the 5th card is the queen of spades, given that the first 4 cards are hearts. The multiplication rule: To find the probability of two events occurring in sequence, you can use the Multiplication Rule. The probability that two events A and B will occur in sequence is:

75%**MATCHING BLOCK 75/88****W**

$P(A \text{ and } B) = P(A) \cdot P(B|A)$. If events A and B

are independent, then the rule can be simplified to $P(A \text{ and } B) = P(A) \cdot P(B)$. This simplified rule can be extended to any number of independent events. Example 5: Two cards are selected, without replacing the first card, from a standard deck of 52 playing cards. Find the probability of selecting a king and then selecting a queen. Solution: $P(K \text{ and } Q) = P(K) \cdot P(Q|K) = (4/52) \cdot (4/51) = (16/2652) = 0.006$ So, the probability of selecting a king and then a queen without replacement is about 0.006. Example 6:

90%

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A coin is tossed, and a die is rolled. Find the probability of tossing a head and then rolling a 6.

NSOU ? PGSW-VII 242 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U-8 (M-2) 3RD PROOF 27-09-2022 Solution: The events are independent. $P(H \text{ and } 6) = P(H) \cdot P(6) = (1/2) \cdot (1/6) = (1/12) = 0.083$ So,

100%

MATCHING BLOCK 77/88

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the probability of tossing a head and then rolling a 6

is about 0.083. Problem 6: A deck of cards is shuffled, and two cards are dealt. What is the chance that both are aces? Problem 7: A coin is tossed twice. What is the chance of a head followed by a tail? Problem 8: A coin is tossed 3 times. (a) What is the chance of getting 3 heads? (b) What is the chance of not getting 3 heads? (c) What is the chance of getting at least 1 tail? (d) What is the chance of getting at least 1 head? Independence: Two things are independent if the chances for the second given the first are the same, no matter how the first one turns out. Otherwise, the two things are dependent. Example 7. Someone is going to toss a coin twice. If the coin lands heads on the second toss, you win a dollar. (a) If the first toss is heads, what is your chance of winning the dollar? (b) If the first toss is tails, what is your chance of winning the dollar? (c) Are the tosses independent? Solution. If the first toss is heads, there is a 50% chance to get heads the second time. If the first toss is tails, the chance is still 50%. The chances for the second toss stay the same, however the first toss turns out. That is independence. Note: If two things are independent, the chance that both will happen equals the product of their unconditional probabilities. This is a special case of the multiplication rule. Problem 9: Every week you buy a ticket in a lottery that offers one chance in a million of winning. What is the chance that you never win, even if you keep this up for ten years?

PRINTTECH D/AA (CD) A new compose/MSW-P-VII U-8 (M-2) 3RD PROOF 27-09-2022 NSOU ? PGSW-VII 243 The Addition Rule: This section is about the chance that at least one of two specified things will happen: either the first happens, or the second, or both. The possibility of both happening turns out to be a complication, which can sometimes be ruled out. Two things are mutually exclusive when the occurrence of one prevents the occurrence of the other: one excludes the other. Example 8. A card is dealt off the top of a well-shuffled deck. The card might be a heart. Or, it might be a spade. Are these two possibilities mutually exclusive? Solution. If the card is a heart, it can't be a spade. These two possibilities are mutually exclusive. We can now state a general principle for figuring chances. It is called the addition rule. Addition Rule. To find the chance that at least one of two things will happen, check to see if they are mutually exclusive. If they are, add the chances. Example 9. A card is dealt off the top of a well-shuffled deck. There is 1 chance in 4 for it to be a heart. There is 1 chance in 4 for it to be a spade. What is the chance for it to be in a major suit (hearts or spades)? Solution: The question asks for the chance that one of the following two things will happen: • the card is a heart. • the card is a spade. If the card is a heart, then it can't be a spade: these are mutually exclusive events. So, it is legitimate to add the chances. The chance of getting a card in a major suit is $1/4 + 1/4 = 1/2$. (A check on the reasoning: there are 13 hearts and 13 spades, so $26/52 = 1/2$ of the cards in the deck are in a major suit.) Note: If you want to find the chance that at least one event occurs, and the events are not mutually exclusive, do not add the chances: the sum will be too big. Blindly adding chances can give the wrong answer, by double counting the chance that two things happen. With mutually exclusive events, there is no double counting: that is why the addition rule works. Technically, The probability that events A or B will occur, $P(A \text{ or } B)$, is given by

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$P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$ If events A and B

are mutually exclusive, then the rule can be simplified to $P(A \text{ or } B) = P(A) + P(B)$. This simplified rule can be extended to any number of mutually exclusive events. In words, to find the probability that one event or the other will occur, add the individual probabilities of each event and subtract the probability that they both occur. As shown in the Venn diagram at the left, subtracting $P(A \text{ and } B)$ avoids double counting the probability of outcomes that occur in both A and B. Problem 10: You select a card from a standard deck of 52 playing cards. Find the probability that the card is a 4 or an ace. Problem 11: You roll a die. Find the probability of rolling a number less than 3 or rolling an odd number. Note: What's the difference between mutually exclusive and independent? "Mutually exclusive" is one idea; independence is another. Both ideas apply to pairs of events and say something about how the events are related. However, the relationships are quite different. • Two events are mutually exclusive if the occurrence of one prevents the other from happening. •

88%

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Two events are independent if the occurrence of one does not change the

chances for the other. Note: When do I add and when do I multiply? The addition rule, like the multiplication rule, is a way of combining chances. However, the two rules solve different problems. • The addition rule finds the chance that at least one of two things happens. • The multiplication rule finds the chance that two things both happen. So, the first step in deciding whether to add or to multiply is to read the question: Do you want to know $P(A \text{ or } B)$, $P(A \text{ and } B)$, or something else entirely? But there is also a second step—because the rules apply only if the events are related in the right way. • Adding the probabilities of two events requires them to be mutually exclusive. • Multiplying the unconditional probabilities of two events requires them to be independent. (For dependent events, the multiplication rule uses conditional probabilities.)

PRINTTECH D/AA (CD) A new compose/MSW-P-VII U-8 (M-2) 3RD PROOF 27-09-2022 NSOU ? PGSW-VII 245 8.10 Data Processing and Analysis Coding Qualitative Data: In quantitative research, data coding is a phase after you have collected all data. You code by arranging the measures of variables, already in the form of numbers, into a machine-readable format to facilitate statistical analysis. Coding data has a different meaning in qualitative research. You code by organizing the raw data into conceptual categories (i.e., concepts and themes). Instead of a simple clerical task to prepare for statistical analysis as in quantitative research, qualitative data coding is an integral part of data analysis. Coding encourages higher-level thinking about the data and research questions. It moves you toward theoretical generalizations. In a qualitative study, you engage in two simultaneous activities as you code: mechanical data reduction and analytic data categorization. Coding data is the hard work of reducing mountains of raw data into a manageable size. Beyond making a huge mass of data more manageable, coding is a way to impose order onto the data. In addition, coding allows you to retrieve relevant parts of the data. Coding huge amounts of qualitative data is no simple, easy task. Between the moments of thrill and inspiration, coding qualitative data, or "filework," is often wearisome and tedious. The three forms of qualitative coding are open coding, axial coding, and selective coding. We examine each next. Open Coding. You perform open coding as a first pass through the collected data. As you review the data, you are identifying concepts and themes and assigning initial codes or labels to them. This is your first attempt to condense the mass of raw data into analytic categories. To code, you slowly examine field notes, historical sources, or other data looking for critical terms, key events, or shared themes. If you have pages of written data notes, you write a preliminary code or label at the edge of a page and might highlight relevant text with brightly coloured ink. If your data is in electronic files, you can do something similar. In this process, you want to remain open to creating new themes and to changing initial codes in subsequent analysis. Having a general theoretical framework can help if you use it in a flexible manner.

NSOU ? PGSW-VII 246 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U-8 (M-2) 3RD PROOF 27-09-2022 During open coding, you are bringing concepts and themes buried deep inside the data to the surface. The concepts and themes are at a low level of abstraction. They come from your initial research question, concepts in the literature, terms used by people in the social setting you are studying, or new thoughts you have stimulated by this immersion in the data. You can see an example of how to open code based on LeMasters's (1975) field research study of a working-class tavern. He found that the topic of marriage came up in many conversations. If he reviewed his field notes, he could have open coded the field notes with the theme marriage. Following is an example of hypothetical field notes that could be open-coded with the theme marriage: I wore a tie to the bar on Thursday because I had been at a late meeting. Sam noticed it immediately and said. "Damn it, Doc. I wore one of them things once—when I got married—and look what happened to me! By God, the undertaker will have to put the next one on." I ordered a beer, then asked him, "Why did you get married?" He replied, "What the hell you goin' to do? You just can't go on shacking up with girls all your life—I did plenty of that when I was single" with a smile and wink. He paused to order another beer and light a cigarette, then continued, "A man, sooner or later, likes to have a home of his own, and some kids, and to have that, you have to get married. There's no way out of it—they got you hooked." I said, "Helen [his wife] seems like a nice person." He returned, "Oh, hell, she's not a bad kid, but she's a goddamn woman and they get under my skin. They piss me off. If you go to a party, just when you start having fun, the wife says 'let's go home.'" [Based on LeMasters, E. E. (1975). Blue collar aristocrats. Madison: University of Wisconsin Press.] When coding qualitative data, you have a choice. You can code every line of data or code entire paragraphs or code entire pages of notes. You will find that some raw data are not important to code. They become dross or left over and unused. The degree of detail when you code depends on your research question, the "richness" of the data, and your purposes. Axial Coding. This type of coding is a "second pass" through the data. During open coding, you focused on the raw qualitative data (e.g., field notes, historical

PRINTTECH D/AA (CD) A new compose/MSW-P-VII U-8 (M-2) 3RD PROOF 27-09-2022 NSOU ? PGSW-VII 247 documents, photos, open interview transcripts). You assigned codes for the concepts, themes, relationships, and so forth that you saw in a review of the data. In open coding, your primary focus was on the data. You were little concerned about connecting themes or elaborating on the concepts. By contrast, in axial coding, your primary focus is on the collection of codes and the initial, preliminary concepts or themes from the open-coding process. In this second pass, you focus on the initial concepts and themes more than on the raw data. Nonetheless, you can continue to review the data and add new concepts and themes. In this sense, a milder kind of open coding continues as you axial-code. During this second pass through the data, new codes, themes, or concepts may emerge, and you should add them. You elaborate on and identify connections among themes or concepts as you review the codes. As you review your initial set of codes, your primary focus is on organizing the concepts and themes of the codes. While doing this, you identify a few key analytic axes, or central principles, around which you can connect and organize the concepts and themes. This is the source of the name "axial coding." During axial coding, you are constantly considering causes and consequences, conditions and interactions, strategies and processes. You are looking for categories of concepts and sets of concepts and themes that cluster together. You ask yourself questions, Can I divide this concept into subtypes? Should I combine these three closely related concepts into a general one? Does it make sense to organize these themes into a time sequence (i.e., A, then B, then C) or by their physical location? For example, in a field research study on working-class life in a tavern you divide the general theme of marriage into sequential subparts (e.g., engagement, weddings, or parenting). You mark all notes involving the parts of marriage and then relate marriage to other themes of sexuality, division of labour in household tasks, views on children, and so on. When a theme reappears in different areas of the field notes, you compare it to elsewhere to see connections and develop new themes (e.g., men and women have different attitudes toward marriage).

NSOU ? PGSW-VII 248 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U-8 (M-2) 3RD PROOF 27-09-2022 Axial coding both stimulates thinking about linkages among the open-coding concepts and themes and introduces new codes, concepts, and questions. During the coding, you may decide to drop some themes or explore others in greater depth. In addition, it reinforces the connections between evidence and concepts as you consolidate codes, re-evaluate themes, and return to the data for new evidence. The axial coding process helps you build a dense web of support in the data for increasingly interconnected themes and codes. This is analogous to the idea of multiple indicators in quantitative research. Multiple instances of concepts in the empirical evidence help to strengthen the connections between concepts and data. Selective Coding. This is a last pass through the data. By this phase you probably have identified the major themes for your study. Selective coding involves scanning the data using the central themes and concepts. You add an empirical grounding to themes and concepts and elaborate on them. You are looking selectively in the data for several strong examples that offer clear support for each concept and theme. You also seek data to compare and elaborate on major concepts and themes. Selective coding occurs after data collection ended, after you have well-developed concepts and themes, and as you are finalizing concepts and themes into an overall analysis. In this phase, you organize the concepts and themes and build toward a few main generalizations or central themes. During selective coding, you may adjust the generalizations and central themes as you find multiple supporting instances of them in the data. For example, in a study of working-class life in a tavern you decide to make gender relations a major theme. In selective coding, you go through the field notes and search for strong examples of male–female differences in talk about dating, engagements, weddings, divorce, extramarital affairs, or husband–wife relations. You then compare male and female attitudes about each area to your other major theme, marriage. During the selective coding phase, you refine, reorganize, and elaborate on themes and concepts as you re-examine the data and select supporting evidence. For example, in the working-class tavern study, you re-examine the theme "opinions on marriage" and connect evidence about it to themes of gender relations and stages of the life cycle. You seek evidence on how marriage relates to gender relations and the life cycle. The three phases of coding work together to move you from a mass of raw data toward a final, integrated analysis.

PRINTTECH D/AA (CD) A new compose/MSW-P-VII U-8 (M-2) 3RD PROOF 27-09-2022 NSOU ? PGSW-VII 249 Figure: The Coding Process for Qualitative Data Analysis

NSOU ? PGSW-VII 250 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U-8 (M-2) 3RD PROOF 27-09-2022 Coding the Data: Before you examine quantitative data, you collected in a study to test hypotheses and answer your research question, you must first organize them in a different form. Here, data coding means systematically reorganizing raw numerical data into a form usable by computer software. You must do this by applying consistent rules for how to transfer information from one form to another. If you collected data in certain ways, such as a well-organized coding sheet, coding can be a simple clerical task. However, when the data are not well organized or not originally in the form of numbers, it gets complex. You must develop rules for assigning numbers to variable attributes. Each category of a variable and missing information needs a code. For example, you want to examine gender, so assign or code the males as 1 and the females as 2. All of your rules and procedures for coding are put into a document called a codebook. In addition to describing the coding rules and procedure, it has information on the location of data for variables in a format usable by computer software. It is essential to create a well-organized, detailed codebook and make multiple copies of it. If you fail to write down the details of the coding procedure or misplace the codebook, you have lost the key to the data and may have to recode the data again, requiring many hours or even days of additional work. You should think about a coding procedure and codebook before you collect any data. For example, you plan to conduct a survey. You should precode the questionnaire before collecting data. Precoding means placing the code categories (e.g., 1 for male, 2 for female) on the questionnaire.¹ Some survey researchers also place the location in the computer format on the questionnaire. If you do not precode a questionnaire, your first step after collecting data is to create a codebook. You need to give each respondent an identification number to keep track of them. Information on each respondent is a data record. Next, you transfer the information from each respondent questionnaire into a data record format that computer software can read.

Master Sheet If you are doing tabulation manually, it is always wise to enter the data into a master chart. The master chart is a large sheet which will enable you to enter all the codes of different variables into it. It will help you to generate tables easily.

PRINTTECH D/AA (CD) A new compose/MSW-P-VII U-8 (M-2) 3RD PROOF 27-09-2022 NSOU ? PGSW-VII 251 After a code book is prepared, the data can be transferred either to a master chart or directly to computer through a statistical package. Going through master chart to computer is much more advantageous than entering data directly to computers because one can check the wrong entries in the computer by comparing 'data listing' as a computer output and master chart. Entering data directly to computer is disadvantageous, as there is no way to check wrong entries, which will show inconsistencies in tabulated data at the later stages of tabulation. A sample of master chart prepared in accordance with the code book is presented in Table below: In the master chart you can enter the data of 14 sample respondents. Likewise you can expand the number of respondents in the column and variables in the rows. It is always better to enter code (numerical number) in the master chart.

NSOU ? PGSW-VII 252 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U-8 (M-2) 3RD PROOF 27-09-2022 ANALYSIS OF QUANTITATIVE DATA The purpose of data analysis is to prepare data as a model where relationships between the variables can be studied. Analysis of data is made with reference to the objectives of the study and research questions if any. It is also designed to test the hypothesis. Analysis of data involves re-categorisation of variables, tabulation, explanation and casual inferences. The first step in data analysis is a critical examination of the processed data in the form of frequency distribution. This analysis is made with a view to draw meaningful inferences and generalisation. The process of categorisation in accordance with the objectives and hypothesis of Data Processing and Analysis the study is arrived at with the help of frequency distributions. Re-categorisation is a process to arrange categories with the help of statistical techniques. This helps researcher to justify the tabulation. We have seen earlier that the responses to a statement may be assigned scores or weightage. These scores or weightage are summated and re-categorised on the bases of high, medium and low. The basic principle in the process of categorisation or re-categorisation is that the categories thus obtained must be exhaustive and mutually exclusive. In other words, the categories have to be independent and not overlapping.

Univariate Analysis Univariate analysis refers to tables, which give data relating to one variable. Univariate tables which are more commonly known as frequency distribution tables show how frequently an item repeat. Examples of frequency tables are given below. The distribution may be symmetrical or asymmetrical. The characteristics of the sample while examining the percentages, further properties of a distribution can be found out by various measures of central tendencies. However, researcher is required to decide which is most suited for this analysis. To know how much is the variation, the researcher has to calculate measures of dispersion. Univariate analysis is the technique of comparing and analysing the dependency of a single predictor and a response variable. The prefix "uni" means one, emphasizing the fact that the analysis only accounts for one variable's effect on a dependent variable. Univariate Analysis is thought to be one of the simplest forms of data analysis as it doesn't deal with causes or relationships, like a regression would. Primarily, Univariate Analysis simply takes data and provides a summary and associated pattern.

PRINTTECH D/AA (CD) A new compose/MSW-P-VII U-8 (M-2) 3RD PROOF 27-09-2022 NSOU ? PGSW-VII 253 Univariate Analysis works by examining the effects of a singular variable on a set of data. For example, a frequency distribution table is a form of univariate analysis as frequency is the only variable being measured. Alternative variables may be age, height, weight, etc., however it is important to note that as soon as a secondary variable is introduced it becomes bivariate analysis. With three or more variables, it becomes multivariate analysis. Univariate Analysis is a common method for understanding data. Another common example of univariate analysis is the mean of a population distribution. Tables, charts, polygons, and histograms are all popular methods for displaying univariate analysis of a specific variable (e.g., mean, median, mode, standard variation, range, etc). Example: Usually, frequency distribution tables are prepared to examine each of the independent and dependent variables. Tables below present two independent variables and one dependent variable. Table: Table Showing Awareness of the Respondents (The Independent Variable) Level of Awareness Distribution of Respondents Frequency Percentage High 110 39.3 Medium 106 37.9 Low 64 21.8 Total 280 100 Table: Table Showing the Respondents by Regional Development (The Independent Variable) Regional Development Distribution of Respondents Frequency Percentage High 142 57.7 Medium 86 30.7 Low 52 14.6 Total 280 100

NSOU ? PGSW-VII 254 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U-8 (M-2) 3RD PROOF 27-09-2022 Table: Table Showing Wage Differentials of the Respondents (The Dependent Variable) Wage Differential Distribution of Respondents Frequency Percentage High 78 27.9 Medium 134 47.9 Low 68 24.2 Total 280 100 Let us consider the frequency distribution (Tables given below) which describes the awareness, wage differentials and regional development of respondents. The tables have four rows, the first three being the categories of variables, which appear in the left-hand columns and the right-hand columns show the number of observations in each category. The last rows are the totals of all frequencies appearing in tables. To analyse the data, it is necessary to convert the frequencies into figures that can be interpreted meaningfully. Note, for instance, while distribution of respondents by regional development displayed in Table above clearly shows the predominance of respondents from 'high' development region whereas, distribution of respondents by wage differential in last Table indicates that the proportions of respondents with 'high' and 'low' wage differentials are almost equal. Bivariate Analysis: Bivariate statistics are much more valuable. They let us consider two variables together and describe the relationship between variables. Even simple hypotheses require two variables. Bivariate statistical analysis shows a statistical relationship between variables—that is, things that tend to appear together. For example, a relationship exists between water pollution in a stream and the fact that people who drink the water get sick. It is a statistical relationship between two variables: pollution in the water and the health of the people who drink it. Statistical relationships are based on two ideas: covariation and statistical independence. Covariation means that things go together or are associated. To covary means to vary together; cases with certain values on one variable are likely to have certain values on the other one. For example, people with higher values on the income variable are likely to have higher values on the life expectancy variable. Likewise, those with lower incomes have lower life expectancy. This is usually stated in a shorthand way by saying that income and life expectancy are related to each other, or covary. We

PRINTTECH D/AA (CD) A new compose/MSW-P-VII U-8 (M-2) 3RD PROOF 27-09-2022 NSOU ? PGSW-VII 255 could also say that knowing one's income tells us one's probable life expectancy, or that life expectancy depends on income. Statistical independence is the opposite of covariation. It means there is no association or no relationship between variables. If two variables are independent, cases with certain values on one variable do not have a special value on the other variable. We usually state hypotheses in terms of a causal relationship or expected covariation; if we use the null hypothesis, it is that there is independence. It is used in formal hypothesis testing and is frequently found in inferential statistics. We use several techniques to decide whether a relationship exists between two variables. Three elementary ones are a scattergram, or a graph or plot of the relationship; a percentage table; and measures of association, or statistical measures that express the amount of covariation by a single number (e.g., correlation coefficient). We use the bivariate contingency table in many situations. It presents the same information as a scattergram in a more condensed form. One advantage of it over the scattergram is that the data can be measured at any level of measurement, although interval and ratio data must be grouped. The bivariate contingency table is based on cross-tabulation (i.e., tabulating two or more variables simultaneously). It is "contingent" because the cases in each category of a variable are distributed into each category of a second (or additional) variable. The table distributes cases into the categories of multiple variables at the same time and shows us how the cases, by category of one variable, are "contingent upon" the categories of other variables.

NSOU ? PGSW-VII 256 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U-8 (M-2) 3RD PROOF 27-09-2022 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U-8 (M-2) 3RD PROOF 27-09-2022 NSOU ? PGSW-VII 257 FIGURE: Age Group by Attitude about Changing the Drinking Age, Raw Count Table Trivariate Analysis: Sometimes researcher might be interested in knowing whether there is a third variable which is affecting the relationships between two variables. In such cases the researcher has to examine the bivariate relationship by controlling the effects of third/variable. This is performed in two ways. One way of controlling the effects of a third/variable is to prepare partial tables and examine the bi-variate relationship, and the second method of assessing the effects of a third/variable is to compare the co-efficient of partial correlations. Let us take an example. In the above table, if researcher wants to examine whether there is effect of regional development on the bivariate relationship, he may prepare three partial tables giving data relating to awareness of the Act and wage differential for high, medium and low regional development. Table: Regional Development = High (N = 142) Awareness about the Act Wage Differential Total High Medium Low High 7 10 3 20 -21.9 -21.8 -9.3 Medium 13 26 9 48 -40.6 -33.3 -28.1 Low 12 42 20 74 -37.5 -53.8 -62.5 Total 32 78 32 142

NSOU ? PGSW-VII 258 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U-8 (M-2) 3RD PROOF 27-09-2022 Table: Regional Development = Medium (N = 86) Awareness about the Act Wage Differentials Total High Medium Low High 8 11 4 23 36.4) -25.6 -19 Medium 9 17 8 34 -40.9 -39.5 -38.1 Low 5 15 9 29 -34.9 -34.9 -42.9 Total 22 43 21 86 Table: Regional Development = Low (N = 52) Awareness about the Act Wage Differential Total High Medium Low High 14 7 7 28 -58.3 -53.8 -46.7 Medium 8 4 6 18 -33.3 -30.8 -40 Low 2 2 2 6 -8.3 -15.4 -13.3 Total 24 3 15 52 On examination of these three partial tables, if the researcher finds out that bivariate relationships do not hold good, he/she may infer that it is the third variable, the regional development which is affecting the bivariate relationship. In the partial tables for higher regional development, the proportion of people perceiving high wage differential are those who are having high level of awareness about the Act. The similar trend can be noticed in the remaining two partial tables. Which means regional development does not affect the bivariate relationships between wage differential and awareness about the Act.

PRINTTECH D/AA (CD) A new compose/MSW-P-VII U-8 (M-2) 3RD PROOF 27-09-2022 NSOU ? PGSW-VII 259 Multivariate Analysis When a researcher is interested in assessing the joint effect of three or more variables, he/she uses the techniques of multivariate analysis. The most common statistical technique used for multivariate analysis is regression analysis. In the first step of multivariate analysis, the researcher has to obtain the correlation between the variables which are having statistically significant correlation. These variables are put in the regression analysis. One important point in applying correlation and regression analysis is the data must be measured on ratio or interval level. Another point a researcher has to keep in mind is that these two statistical techniques are based on certain assumptions. Hence, before applying these techniques, the researcher has to see whether the sample selected by him fulfils those conditions. Multiple regression's great advantage is its ability to adjust for several control variables (i.e., alternative explanations) simultaneously. With percentage tables, you can rarely use more than one control variable at a time. In addition, multiple regression is widely used, and you are likely to encounter it when reading research reports or articles. Multiple regression results tell the reader two things. First, it tells the overall predictive power of the set of independent and control variable on the dependent variable. A statistic, R-squared (R^2), tells us how well a set of variables "explains" a dependent variable. Explain here means making fewer errors when predicting the dependent variable scores on the basis of information about the independent variables. A good model with several variables might account for, or explain, a large percentage of variation in a dependent variable. For example, an R^2 of 0.50 means that knowing the independent and control variables improves the accuracy of predicting the dependent variable by 50 percent and that you would make one-half as many errors in predicting the dependent variable with the variable as you would not knowing about the independent and control variables. Second, multiple regression results give the direction and size of the effect of each variable on a dependent variable. The effect is measured precisely with a numerical value. The higher the value, the larger the effect of a variable on predicting the dependent variable. The sign (positive or negative) of the effect tells you the direction of the impact on the dependent variable. For example, you can see how five independent or control variables simultaneously affect a dependent variable with all variables controlling for

NSOU ? PGSW-VII 260 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U-8 (M-2) 3RD PROOF 27-09-2022 the effects of one another. This is especially valuable for testing theories that state that multiple independent variables cause one dependent variable. Summary of Major Types of Descriptive Statistics 8.11 Hypothesis Testing and Inferential Statistics Hypothesis testing generates new knowledge. The human brain is constantly trying to find connections and draw conclusions about the world around us. These conclusions become ideas, hunches, or gut feelings that we believe are true about the world. You can operate in many parts of life solely by using these ideas or hunches, but as a social worker you want to use evidence-based practices. Rigorously testing your ideas about how the world works is an important way to ensure that your judgment, preconceptions, and biases are not infiltrating your work. Inferential statistics are a tool to test ideas—or hypotheses, in the jargon of statistics—to determine if the differences or relationships are due to chance or to the treatment being tested. WHAT IS A HYPOTHESIS? A hypothesis begins as a question about the world that forms the basis of a theory to be tested. You can think about a hypothesis as "an educated guess." Anytime you

PRINTTECH D/AA (CD) A new compose/MSW-P-VII U-8 (M-2) 3RD PROOF 27-09-2022 NSOU ? PGSW-VII 261 observe the world, you look for relationships and try to make sense of what you are seeing. Hypotheses are a way to make explicit the ideas you have about how any given relationship works. They allow you to rigorously test your educated guesses. When doing research, you start by assuming no relationship exists between the variables you are studying. You seek to prove this assumption incorrect, and you use statistical tests to quantify the likelihood that the relationship occurred by chance. Imagine observing that when you offer childcare for attendees at a community meeting, more people show up for the event. You might think that the opportunity to bring their children and have someone to watch them allowed more people to come. That might be enough for you to start offering childcare at your next community meeting, but maybe the change in attendance just occurred by random chance. Maybe what drove the change was that you had the meeting on a Monday instead of a Friday and the timing worked better for people. Maybe your last meeting conflicted with an event at the local school. Maybe it was raining. Maybe parents decided tonight was a better night than other nights. You cannot know if childcare drove the increased turnout unless you test your hypothesis. In any given inferential test, there are two hypotheses at play: 1. Null hypothesis 2. Alternative hypothesis

NULL HYPOTHESIS The null hypothesis (expressed mathematically as H_0) represents the possibility that there is no significant difference between the populations you are interested in. The null hypothesis argues that any differences are due to error or chance, or that the two groups are the same. This would mean that there is no difference in turnout for your event whether you offer childcare or not. Any variation is either random or linked to another factor.

ALTERNATIVE HYPOTHESIS The alternative hypothesis (expressed mathematically as H_a) represents your assumption that the intervention made a difference. The alternative hypothesis is your expectation about how the independent variable affects the dependent variable. Your alternative hypothesis is that more people attend community meetings when childcare is offered.

NSOU ? PGSW-VII 262 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U-8 (M-2) 3RD PROOF 27-09-2022 The null hypothesis is a check on your assumption. It represents the possibility that, even after the intervention, there is no difference between the group that received the intervention and the group that did not. The null and alternative hypotheses are structured like this: H_0 : There is no difference between the group that received the intervention and the one that did not. H_a : There is a difference between the group that received the intervention and the one that did not, and the difference is due to the independent variable (the intervention). Here is another example: H_0 : $M_1 = M_2$ (The null hypothesis is that the first mean is equal to the second.) H_a : $M_1 \neq M_2$ (The alternative hypothesis is that the first mean is not equal to the second.) The first equation indicates that the mean for the first group is the same as the mean for the second group; there is no difference between the groups. This is the null hypothesis. The second indicates that the mean for the first group differs from the mean for the second group. This is the alternative hypothesis.

NONDIRECTIONAL ALTERNATIVE HYPOTHESIS Stating that there is a difference makes this alternative hypothesis a nondirectional alternative hypothesis. The hypothesis in this case is that there is a difference, but the direction is not specified. An example would be "Parental engagement affects child behaviour." This hypothesis does not venture a guess about whether parental engagement will improve child behaviour or worsen child behaviour, but it asserts that there will be a difference.

DIRECTIONAL ALTERNATIVE HYPOTHESIS A directional alternative hypothesis goes a step further. If the evidence or your experience makes you confident in the direction of a relationship, then you can incorporate that into a hypothesis. "Providing childcare improves attendance" is a directional hypothesis, as is "Parental engagement improves child behaviour."

CONSIDERING THE MEANS As we have discussed previously, the mean of a dataset can provide quick, useful information about groups you are comparing. You are more likely to find a statistically significant difference and reject the null hypothesis if the means of the groups are very different. Of the two groups shown in table below, without further testing, which one is more likely to result in rejecting the null hypothesis? Table: Comparing Groups

Without any additional information, you might guess that the first experiment makes rejecting the null hypothesis more likely. The means in experiment 1 appear much more different than those in experiment 2. You would assume that there is less overlap between those distributions compared to the second set of distributions, even without having any other information. Using figure 1, you can see by looking at the two distributions on a graph that the overlap in the second pair is greater than the overlap in the first. You can think of the shaded area as the area where you could not differentiate a person who was part of sample A from a person who was part of sample B. The larger that area, the more difficult it is to determine if there are significant differences between the two groups. Comparing distributions using the means and standard deviations gives you a sense of whether your inferential test will return a significant result.

FIGURE .1 Using distributions to see group differences

NSOU ? PGSW-VII 264 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U-8 (M-2) 3RD PROOF 27-09-2022 Two sets of distributions are graphed. Each set includes two curves that graph the data for two groups. In the first set, there is a very small area where the two curves overlap. In the second set, the curves have a much large area of overlap. Telling the difference between the two groups where the distributions have a lot of overlap would be more difficult than telling the difference between the groups with only a small area of overlap. HOW DO I TEST A HYPOTHESIS? Now that you understand how to make your assumption explicit by identifying a hypothesis, you can test that hypothesis. The goal of inferential statistics is to establish a level of confidence that a difference you observe is due to the independent variable you are testing. In figure 1, the first pair of distributions has little overlap, which is promising for finding a statistically significant result. Little overlap is not sufficient though. You must do an inferential test. This chapter will introduce the t-test, a test for two groups. The following chapter will build on that concept with ANOVA and chi-square tests, which are used if there are three or more groups. WHAT IS A T-TEST? As a professional, you will want to know whether interventions you deliver have the desired effects. To do this, you first identify a group of people who could benefit from the intervention. These may be your clients, community members, or some other group. From there, you develop a test for your intervention. The most common tests are to evaluate a group prior to providing the intervention and then again after receiving the intervention (a pre/post-test) or to give the intervention only to a subset of the larger group, so some members receive the intervention and others do not (experimental design). In either of these situations, you are focusing on only two groups, so the t-test is the most useful option in your statistics toolkit.

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test is used to determine whether there is a statistically significant difference between

two groups.

There are two kinds of t-tests (table 2):

PRINTTECH D/AA (CD) A new compose/MSW-P-VII U-8 (M-2) 3RD PROOF 27-09-2022 NSOU ? PGSW-VII 265 Table 2: T-Test Matrix HOW DO I INTERPRET A TEST STATISTIC? Results for t-tests in academic literature will look something like this: image (image) Unless you are doing research, interpreting the results of t-tests is more important than calculating a t-value. We do not cover the calculation for finding a t-value, but the results from a t-test break down into three distinct pieces of information, and you should understand how to interpret these results. 1. $t = 2.04$: The t-value is a test statistic, which is a standardized value calculated from your data, but not in the same units as your measurements. While knowing $t = 2.04$ may not tell you much, knowing that a t-test was done tells you that the study had two groups—either two samples from the same groups (pre/post) or two independent groups. 2. $df = 30$: The notation df refers to degrees of freedom. For t-tests, $df = n - 1$. If you remember from previous chapters that n is the notation for sample size, the degrees of freedom are one less than the sample size. If you know the degrees of freedom, you also know the size of the sample. 3. $p < .05$: To know if there was a statistically significant result, you need to understand the p-value. You will learn in the next section that the most common threshold for statistical significance is $p < .05$. These results meet that threshold, so the results are statistically significant. Dependent t-Test A t-test for dependent means is used when a single group of subjects is being studied under two conditions—for example, evaluating the same subjects before an intervention (pre) and after an intervention (post). Use this test when: The same participants are being tested more than once. There are two samples (before and after). Independent t-Test The independent groups t-test is used to evaluate whether the means of two independent samples are equal—for example, comparing the effectiveness of an intervention by comparing the mean for a treatment group (intervention received) and a control group (no intervention). Use this test when: Differences between two separate groups are examined. Participants are being tested only once.

NSOU ? PGSW-VII 266 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U-8 (M-2) 3RD PROOF 27-09-2022 Consider if, instead, you see results like these: 1. $t = 1.7$: A t-test was done, so you are dealing with only two groups—either two samples from the same groups (pre/post) or two independent groups. 2. $df = 24$: The sample size was $n = 25$. 3. $p > .10$: The most common level for statistical significance is $p < .05$. These results do not meet that threshold, so they are not statistically significant. WHAT IS STATISTICAL SIGNIFICANCE? Statistical significance is a key concept for consuming research findings and understanding the limitations of “knowing” based on statistical tests. Statistical significance is the probability that a value has a certain level of precision. P-VALUE We describe statistical significance with something called a p-value. The p-value can also be referred to using the Greek symbol alpha (α). The most commonly used threshold for statistical significance is $p < .05$. A p-value, or significance level, of $p < .05$ indicates less than a 5 percent chance of seeing the results you found if the null hypothesis is true. If there is truly no difference between the two groups, then there is less than a 5 percent risk that these results would occur by chance. Put another way, a 5 percent significance level means that there is a 5 percent risk of

rejecting the null hypothesis when it is true. (This is called a Type I error;

you will learn about error in the next section.) Prior to conducting an inferential test, the p or alpha (α) level must be set to determine the level of risk that is acceptable for rejecting or accepting the null hypothesis. The alpha level is most commonly set at $p = .05$, but it could be set higher or lower based on the appetite for risk in a given situation. You could imagine that in a scenario where the treatment could cause harm or the side effects might be severe, your appetite for risk would be lower, so a p -value of $p = .01$ would be more appropriate. Consider a situation in which a teenager is tested for and diagnosed with a severe mental illness. This teenager will now be prescribed medications that can have serious side effects and will have to face potential stigma from this diagnosis. Would

PRINTTECH D/AA (CD) A new compose/MSW-P-VII U-8 (M-2) 3RD PROOF 27-09-2022 NSOU ? PGSW-VII 267 you be willing to accept a 5 percent risk that the test generated a false positive and the teenager does not have the diagnosed condition? Would a 1 percent chance be more acceptable? When the consequences are severe, you accept less risk. You use p -values to set the acceptable level of risk. Statistical Significance in Political Polling Statistical significance is regularly mentioned in the news. For example, during political campaigns, the media often report the results of public opinion polling in the form "Candidate A has the support of 52 percent of the electorate, with a 4 percent margin of error." Given that most polling uses the standard alpha (α) level of $p = .05$, this means that there is a 95 percent chance that the true rate of support among the entire population for candidate A is between 48 and 56. When the next week the media report a "fall" in support for candidate A to only 49 percent (with the same margin of error), all that means is that there is now a 95 percent chance that the true rate of support among the entire population for candidate A is between 45 and 53. Even though the media reported a "drop in support," in reality candidate A's support may have held steady at anywhere between 48 and 53 (figure 2). The distributions representing support of a candidate over two weeks have a large area of overlap, which means that the candidate's support level could have been the same despite being reported as having declined. FIGURE 7.2 Distributions for support of a candidate over two weeks

NSOU ? PGSW-VII 268 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U-8 (M-2) 3RD PROOF 27-09-2022 If a test results in a p -value that is equal to or less than the alpha (α), then reject the null hypothesis (thus accepting the alternate hypothesis—your "educated guess"). If the result is greater than the α level, then you cannot reject the null hypothesis. If you cannot reject the null hypothesis, then there is not a statistically significant difference between the groups. Remember that if a test does not reach the desired α level, you do not know that the intervention failed. The null hypothesis may not be true, but the sample data used in the calculation did not provide sufficient evidence to reject it. Similarly, a p -value of $.05$ does not mean that you have proved the alternative hypothesis. Even if the null hypothesis were true, there would still be a 5 percent chance of getting your result. If you were so convinced of the relationship that you kept testing for it, in 1 out of every 20 tests, you would be able to get a result where $p \geq .05$. Remember that each time you see a positive result reported in research literature, you may not see hundreds of attempts to test the same thing that did not find significant results. Another risk is adhering too closely to the standard of $p = .05$. If a study found that the results of an intervention were significant to $p \geq .06$, that result would not reach the α level of $p \geq .05$, but it might still be promising enough to continue testing the intervention. The strict focus on $p \geq .05$ can be an overly narrow way to indicate the success of an intervention. The focus on this "bright line" result in published academic research has had the unfortunate consequence of driving some researchers to manipulate data in ways they otherwise might not have to find $p \geq .05$. (This is called p -hacking.) HOW DO I KNOW IF A SIGNIFICANT RESULT IS MEANINGFUL? Statistical significance does not always translate into meaningful differences that non-statisticians appreciate. A "significant" result in statistics refers to solely the p -value, even though that use does not necessarily match the colloquial use of the word. A small p -value does not necessarily ensure a larger or more important effect, and a larger p -value does not mean the results are unimportant or prove that the intervention does not work. With a large enough sample size, any effect, no matter how tiny, can produce a small p -value, and with a small sample or imprecise measurements, even an intervention that has a large effect may result in a nonsignificant p -value.

PRINTTECH D/AA (CD) A new compose/MSW-P-VII U-8 (M-2) 3RD PROOF 27-09-2022 NSOU ? PGSW-VII 269 A study may be statistically significant but not meaningful. If a study found statistically significant results that extracurricular activities for teenagers lowered their use of alcohol, administrators would want to fund additional activities. However, if the statistically significant result showed that extracurricular activities lowered alcohol consumption by an average of only 0.5 drinks per week, then the practical implications may be limited. Schools may not be willing to spend more money encouraging students to participate in extracurricular activities or creating new clubs or sports teams to lower alcohol consumption by only half a drink a week if reducing alcohol consumption is their primary goal. Using a t-Test in Practice A city's Department of Human Services plans to launch a new flexible rent-subsidy pilot to reduce the number of families who become homeless and need shelter provided by the city. The subsidy is designed to help low-income families stay in housing despite short-term fluctuations in their income. This flexible subsidy could allow them to adjust for shifting or unstable hours at work or unexpected costs like flat tires or medical bills. There are not enough funds to serve every eligible family, so the city randomly selects families to receive the subsidy and creates a waiting list. They can then compare the families who receive the subsidy ($n = 138$) to those who are still on the waiting list ($n = 234$) to see if there is a difference between the two groups in the average amount spent on social services (table 3). Table 3 Mean Spending for Families in Treatment and Control Groups Received Subsidy On the Waiting List Mean spending per family \$9,329 \$13,321 during program year There are two groups, the treatment and control group, which means that an independent t-test is the most appropriate test to determine if there is a difference in the amount spent on social services for families at risk of homelessness. After completing a t-test, the city staff found the following results: $t = -12.46$, and $p < .0001$. A p-value of $< .0001$ is extremely small. This p-value indicates that there is only a 1 in 10,000 chance that these results are due to chance or that they represent a false positive. Given this result, the staff feel confident that the flexible subsidy has lowered the overall cost of supporting families, and they can use this information to advocate for expanding the program in the next year.

NSOU ? PGSW-VII 270 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U-8 (M-2) 3RD PROOF 27-09-2022 Similarly, if a study found statistically significant results that a job training program placed participants in jobs but that they held those jobs for less than two months, then the practical implications may be limited. The state may not be willing to spend more money on job training programs if they do not lead to long-term employment. In each case, the results were statistically significant, but the implications for practice were not meaningful. Return to the previous examples of t-test results: $t = 2.04$, $df = 30$, $p < .05$ or $t = 1.7$, $df = 24$, $p < .10$. You now know that the commonly accepted level of risk is $.05$. When $p < .05$, you have sufficient confidence that there is a difference between the groups being examined. At $p < .10$, you have not reached a sufficient level of confidence that the difference is produced by the intervention rather than by chance. WHAT DO ERRORS TELL ME ABOUT MY RESULTS? When you think about testing hypotheses, you may think that the alternative hypothesis (your educated guess) will either be rejected or not. Unfortunately, since you are never testing the entire population, determining if your result is valid is more complicated than that. For example, there is some chance that you will find no difference between the group that received the intervention and the one that did not, when in reality there was a difference. Alternatively, your test might find a difference between the two groups, when in reality there was not a difference. TYPE I ERROR Type I errors (α) occur when you conclude there is a difference when there is not (table 4). It is a false positive finding. If you are testing an antidepressant and find that the people who took the medication have lower levels of depression, but really the difference was just due to chance, then that is a Type I error. Table 4 Analysing Hypotheses H_0 is True H_0 is False Reject H_0 Type-I error (false positive) Finding reflects reality Do not reject H_0 Finding reflects reality Type-II Error (False negative)

PRINTTECH D/AA (CD) A new compose/MSW-P-VII U-8 (M-2) 3RD PROOF 27-09-2022 NSOU ? PGSW-VII 271 TYPE II ERROR Type II errors (β) occur when you do not find a difference that exists. It is a false negative finding. If you found that the antidepressant did not make a difference when it actually lowered levels of depression, you have made a Type II error. You cannot completely eliminate the risk of a Type I or Type II error when conducting tests, but you should understand the risk of each type of error and its implications. Calculating the precise risk of error is beyond the scope of this book. For most practitioners, it is sufficient to understand the implications of either a Type I or Type II error and know that there is always some risk involved. Type II error can occur because a small sample size limits the power of the test. When you review literature, or are testing interventions yourself, keep the risk of Type II error in mind if you are working with only a few people. You will have trouble overcoming Type II error unless you can test the intervention with a larger group. Error in Practice Imagine you are a counsellor at a high school who is concerned about an increase in the number of teenage suicides. You want to help mediate this risk with your students. Your hypothesis is that a crisis intervention you designed will help your students, but you must test your hypothesis to be certain. The null hypothesis is that your intervention does not make a difference and that the risk is the same for a group that receives the intervention and a group that does not. The alternative hypothesis is that your intervention reduces suicidal ideation— thinking about or planning to commit suicide. If you conducted an experiment to test your intervention and found that the intervention was effective at reducing suicidal ideation, but in fact your results were just random chance, that is a Type I error. This result would lead to the belief that the intervention helps when it does not. Teenagers may receive a treatment that does not help them, possibly wasting time and resources or keeping them from an intervention that would be more effective. You obtained a false positive. Instead, imagine you conducted an experiment and found that your intervention did not make a difference in students' suicidal ideation, when in fact it was making a difference. That result is a Type II error. This would lead to the belief that the

NSOU ? PGSW-VII 272 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U-8 (M-2) 3RD PROOF 27-09-2022 intervention did not work when in fact it could reduce the risk of suicide. Here, teenagers are not receiving a treatment that could save lives. If you are the counsellor conducting the test, which risk is more acceptable, Type I or Type II? Do you continue testing an intervention that may not work, or do you set aside an intervention that may be helping but that you do not yet have statistical proof to back up? WHAT IS THE EFFECT SIZE? Effect size is a simple way of quantifying the magnitude of the difference between two groups. Effect size emphasizes the size of the difference in terms of standard deviations, so the difference is more easily compared across groups. The effect size is particularly valuable for quantifying the effectiveness of a particular intervention relative to some comparison. It allows you to move beyond the simplistic "Does the intervention work or not?" to the far more sophisticated "How well does the intervention work in a range of contexts?" Moreover, by placing the emphasis on the size of the effect rather than any statistical significance, you can more easily translate results into their practical implications. HOW DO I CALCULATE THE EFFECT SIZE? The effect size is calculated using Cohen's d. Cohen's d is a measure of effect size based on the difference between two means. Because Cohen's d uses the means for two groups, this measurement of effect size is only useful in conjunction with t- tests. The effect size is calculated as follows: Cohen's $d = (x_1 - x_2) / \{(SD_1 + SD_2) / 2\}$ = (mean of Experimental Group – Mean of Control Group)/Pooled Standard Deviation You can evaluate the effect size using the following guidelines (figure 3). If Cohen's d is around 0.2, then the effect size is small. If it is around 0.5, then the effect size is considered medium. If the effect size is around 0.8, this is considered a large effect size. If the effect size is greater than 1, then that is a very large effect size.

PRINTTECH D/AA (CD) A new compose/MSW-P-VII U-8 (M-2) 3RD PROOF 27-09-2022 NSOU ? PGSW-VII 273 FIGURE 3 Measuring magnitude of effect size A scale for measuring the magnitude of the effect size, ranging from 0 (no effect) to 1 or more (a large effect). In the middle is a range from about 0.5 to 0.8 where the effect size is considered medium. When calculating Cohen's d, you may find a negative result. If x_1 in your equation is the experimental group and x_2 is the control group, then a negative effect size indicates that the effect was negative (rather than improving the condition, it caused deterioration, or rather than an increase, there was a decrease). In general, the sign of the effect size is not as important as the magnitude. However, you should always verify that the direction of the change matches your assumption. Finding a small effect size does not mean that the treatment under consideration has no effect. Finding a small effect size means that the only way to identify the effect or difference is by using precise instruments with a large sample size. For large effect sizes, you may be able to see the difference between the two groups simply by observing them. Consider an effective antibiotic. If an antibiotic was given to one group of people suffering from an illness while the other group received a placebo, you should be able to tell who received the antibiotic by looking at whose symptoms have ceased. This is an example of a very large effect size. You can observe the difference without careful testing (though you should still conduct tests!). It should make sense that if Cohen's d is larger than 1.0, it is a very large effect size. Effect size indicates how many standard deviations the mean of the experimental group is from the mean of the control group. If Cohen's d is equal to 1, then there is a full standard deviation between the means. You will remember from chapter 4 that nearly all scores fall between $+/-3$ standard deviations from the mean, and that 68 percent of scores fall between $+/-1$ standard deviation from the mean. Finding more than 1 standard deviation between the means is a substantial difference. UNDERSTANDING EFFECT SIZE USING DISTRIBUTIONS Using graphical representations can help clarify the meaning of the effect size.

NSOU ? PGSW-VII 274 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U-8 (M-2) 3RD PROOF 27-09-2022 The goal of the effect size is to standardize the size of a difference between two means using the variance between the two distributions. Start by considering the distribution in figure 4 Two distributions with means that are close together and large standard deviations have a large amount of overlap. In this situation, you would assume the effect size is small. You can see that the means are close and the overlap is large. The distributions are also flat, which indicates larger standard deviations. What does this tell you about the effect size? First, the large amount of overlap between the two distributions indicates that identifying whether a person was in the treatment or control group would be difficult. The differences would not be clear. Second, the large standard deviation (the distributions are more flat than peaked) means that the denominator of the effect size calculation will be larger and the resulting Cohen's d will be smaller. Compare the distributions in figure 4 to the distributions in figure 5. FIGURE 5 Understanding distributions with a medium effect size

PRINTTECH D/AA (CD) A new compose/MSW-P-VII U-8 (M-2) 3RD PROOF 27-09-2022 NSOU ? PGSW-VII 275 Two distributions with means that are not close together and large standard deviations have a smaller amount of overlap. In this situation, you would assume the effect size is medium. The means in figure 7.5 appear to be more different. There is little overlap between the two distributions, but they also appear to have large standard deviations. The denominator of the effect size calculation will be large, and the resulting Cohen's d will be small, though not as small as in the first set of distributions because the overlap between the two distributions is smaller. Finally, compare the distributions in figure 4 and 5 to the distribution in figure 6. FIGURE 6 Understanding distributions with a large effect size Two distributions with means that are close together and small standard deviations have a small amount of overlap. In this situation, you would assume the effect size is large. The means in figure 6 appear to be more similar, like those in figure 4. But the distributions are quite peaked, indicating smaller standard deviations, so there is little overlap between the two distributions. These distributions will have a larger effect size than the distributions in figure 4.

- T-tests tests allow you to determine if there is a difference between two groups.
- The significance level is the amount of risk you are willing to accept that you rejected the null hypothesis, or said there was a difference between groups, when there was no difference.
- Not all statistically significant results have meaningful practical implications.
- If Cohen's d is around 0.2, it is considered small. If it is around 0.5, it is considered medium. If it is around or above 0.8, then it considered a large effect size.

MORE ON HYPOTHESES: ONE- AND TWO-TAILED TESTS You can further refine your practice by understanding the differences between one- and two-tailed tests. For either a one- or two-tailed test, assume you are still using the significance level of .05. A two-tailed test distributes half of your alpha to testing the statistical significance in one direction and half to testing statistical significance in the other direction (figure 7). This means that each tail of the distribution uses an alpha of .025. A two-tailed test analyses the possibility that a relationship exists, without predicting its direction. For example, it tests for the possibility that a treatment improved outcomes or worsened outcomes. Similarly, you could be interested in whether an intervention affected a family's earnings; a two-tailed test would test if incomes were either greater than or less than the value of the null hypothesis. With a two-tailed test, in order to be statistically significant, the results must be in either the top or the bottom 2.5 percent of the distribution, resulting in a p-value less than .05. FIGURE 9.2 One- and two-tailed tests

PRINTTECH D/AA (CD) A new compose/MSW-P-VII U-8 (M-2) 3RD PROOF 27-09-2022 NSOU ? PGSW-VII 277 A one-tailed test indicates a hypothesis that specifies whether the effect of a treatment or a relationship will be greater or less than the control. A two-tailed test is used for nondirectional hypotheses. For a one-tailed test, the area under the curve that represents $p < .05$ is situated at one end of the distribution, where the effect is expected to be found. For a two-tailed test, the area is split, with an area of .025 under each end of the curve. Alternatively, a one-tailed test distributes the alpha of .05 exclusively to one end of the distribution and does not test the other end of the distribution at all. If you wanted to know if an intervention increased family income, a one-tailed test would give you more power to detect the increase, but it would not test for a decrease at all. You are more likely to find a statistically significant result, but you risk missing results on the other end of the distribution. In some situations, missing an effect on the other end of the distribution can be a serious problem. Consider the possibility that you are interested in testing an antipsychotic medication. You want to maximize the chance of finding a statistically significant result for improved functioning on the medication, so you use a one-tailed test. In doing so, you can no longer find evidence that the medication is less effective than an existing drug or no treatment, whichever control you are using. Because this type of oversight is not acceptable in many situations, two-tailed tests are generally preferred. One-tailed tests should only be used when there is no risk or ethical concern in disregarding one direction of the effect. P-HACKING: THE PRESSURE FOR STATISTICAL SIGNIFICANCE In previous chapters, you have learned that the standard threshold for statistical significance is $p < .05$. This standard has been central to decisions about what studies are published and spread through the academic literature, but there is now a debate about its utility. A growing number of studies that reached the $p < .05$ threshold have not been replicable, calling into question their original validity. Additional studies have also found that there is a preponderance of published studies with results exactly equal to $p < .05$. Stuningly, about 90 percent of the papers published in academic journals documented positive findings where $p < .05$. The problem with the struggle to find statistical significance is that researchers can consciously, or unconsciously, alter their results in such a way that they reach a statistically significant result and are able to publish a more interesting article than one that fails to reject the null hypothesis.

NSOU ? PGSW-VII 278 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U-8 (M-2) 3RD PROOF 27-09-2022 Suppose some researchers are considering the effect of income on mental health. They first consider income as all resources of the household (pay checks, food stamps, tax refunds, health insurance, and gift), and they do not find a statistically significant result. Then maybe they consider income to be only money coming in from pay checks. This time they do find a statistically significant result, and they publish this finding instead. In this case, the researchers can likely justify the change without using complicated calculations to achieve a statistically significant p-value (though that can also happen). The problem arises when, in the search for statistical significance, the researcher keeps trying until a statistically significant result is found. A disturbing number of published findings cannot be replicated when the experiment is conducted again by different researchers. This has led to calls to lower the p-value required for statistical significance or to abandon statistical significance in favour of effect size and the inclusion of descriptive statistics. One other emerging trend is prominent academic journals' actively promoting the publishing of results that fail to reach statistical significance, emphasizing that data from studies that are not statistically significant should also be considered as part of the body of literature. For your practice, you should be aware that while the $p < .05$ level is a useful threshold and can be suggestive of interesting results, a study that finds this result does not necessarily mean you will get the same outcome if you repeat the intervention with the population you work with.

8.12 Conclusion

Thus we get an elaborate idea about the vari our statistical application's along with this we developed a concept about Coding & Hypothesis.

8.13 Exercise 1.

You manage an agency that provides tutoring services. You are interested in starting a new literacy program for clients at your agency. You serve many people at your agency, but logistically you think you can only study the effect of the new program with 60 people. You randomly assign those 60

PRINTTECH D/AA (CD) A new compose/MSW-P-VII U-8 (M-2) 3RD PROOF 27-09-2022 NSOU ? PGSW-VII 279 people so that 30 people receive services as usual and 30 people participate in your new literacy program. The results are shown in table 5. Mean Score on Standardized Standard Deviation Reading Test (Out of 200) Services as usual 150 29 Literacy program 175 35 a. What are the null and alternative hypotheses? b. Which t-test should you use? c. What significance level would you set? 2. Identify if each of the following situations is an example of an independent or a dependent t-test. a. You want to know if there is a difference in stress level between a group that did not participate in a meditation training workshop and a group that did. b. You test older adults' stability while walking before and after completing a falls-prevention and physical activity program. c. You gauge whether or not a campaign against bullying changed student attitudes. 3. Identify if each of the following situations is an example of Type I or Type II error. a. You track stress levels for children who are taken into the foster care system, measuring their stress level when they are removed from the home, when they are in foster care, and once family reunification has occurred. Your results indicate that family reunification does not lower children's stress levels, but in reality, reunification does lower stress levels. b. You are working with patients recently released from the hospital who need to monitor and manage their diabetes. You test a system of text- message reminders for when they should take their medicine and check their blood sugar. The results show that this intervention improved their

NSOU ? PGSW-VII 280 PRINTTECH D/AA (CD) A new compose/MSW-P-VII U-8 (M-2) 3RD PROOF 27-09-2022 management of the disease, but in reality, the improvement was just random chance. 4. Which of the following represents a statistically significant result? a. $t = 1.350$, $df = 13$, $p > .08$ b. $t = 2.074$, $df = 22$, $p > .025$ c. $t = 1.108$, $df = 8$, $p > .15$ 5. Calculate Cohen's d using the information in table 6. Table 6 scores for Experimental and Control Groups Mean Standard Deviation Experimental Group 20 2 Control Group 15 4 ANSWER KEY FOR REVIEW QUESTIONS 1. a. H_0 : The literacy program has no effect on scores on the standardized reading test. H_1 : The literacy program increases scores on the standardized reading test. or H_1 : The literacy program affects scores on the standardized reading test. b. independent t-test c. $p > 0.05$ 2. a. Independent b. Dependent c. Dependent 3. a. Type II b. Type I 4. b Cohen's $d = (20-15) / \{(2+4)/2\}$ Cohen's $d = 5/3$ 5. Cohen's $d = 1.67$

PRINTTECH D/AA (CD) A new compose/MSW-P-VII U-8 (M-2) 3RD PROOF 27-09-2022 NSOU ? PGSW-VII 281 8.13 References 1. Statistical Methods For The Social Sciences: Alan Agresti, Fifth Edition, 2018, Pearson. 2. Statistics in Social Work: An Introduction to Practical Applications, Amy Batchelor, 2019, Columbia University Press. 3. Statistics for Social Workers: Robert Weinbach, Richard Grinnel, Ninth Edition, Pearson, 2013. 4. Statistics: David Freedman, Robert Pisani, Roger Purves, Fourth Edition, 2007, W • W • NORTON & COMPANY 5. Statistical Methods For The Social Sciences: Alan Agresti, Fifth Edition, 2018, Pearson 6. Statistics for Social Workers: Essential Concepts: David Royle, Denise Montcalm, Austin Griffiths, Second Edition, 2021, Cognella. 7. Statistics for Social Workers: Robert Weinbach, Richard Grinnel, Ninth Edition, Pearson, 2013. 8. Social Research Methods: Alan Bryman, Fourth edition, Oxford University Press, 2012. 9. The Practice of Social Research: Earl Babbie, Fifteenth Edition, Cengage, 2021. 10. Social Research Methods: Qualitative and Quantitative Approaches: W. Lawrence Neuman, Seventh Edition, 2014, Pearson Education Limited. 11. Statistics in Social Work: An Introduction to Practical Applications, Amy Batchelor, 2019, Columbia University Press. 12. Statistics for Social Workers: Essential Concepts: David Royle, Denise Montcalm, Austin Griffiths, Second Edition, 2021, Cognella. 13. Statistics for Social Workers: Robert Weinbach, Richard Grinnel, Ninth Edition, Pearson, 2013. 14. Statistics in Social Work: An Introduction to Practical Applications, Amy Batchelor, 2019, Columbia University Press.

NSOU ? PGSW-VII 282 Unit 9 ? Computer Applications in Social Research Structure 9.0 Objective 9.1 Introduction 9.2 The internet and social research 9.3 Common packages in social science research – qualitative and quantitative 9.4 Types of E-Resources 9.5 Conclusion 9.6 Exercise 9.0 Objective The learner will learn about— • The internet and social research • Common packages in social science research – qualitative and quantitative • E-resources and its proper use. 9.1 Introduction Computer has become a very important device of our life. It has also made our life very easier. We cannot think of a life without it. Computer can be very effectively used in conducting research activities also. This unit will help us to discover how computer application can be used while we carry out our data collection & interpretation & analysis. 9.2 The Internet and Social Research The employment of digital technologies in social research is a rapidly growing area of development, deliberation and reflection. At its core is the employment of Internet technologies, tools and services as an object of research, as well as a tool and 282

NSOU ? PGSW-VII 283 platform for the conduct of research and the creation of innovative methodological practices. Social researchers put forward the premise that digital technologies can both expand existing research interests and yield new themes and questions for research. For instance, hyperlinks have given rise to (hyper) link research. Similarly, web sites and web content have given rise to website analysis, while search engines have fed the study of search-engine results and their politics. At the same time, digital technologies have driven researchers to revisit old methods and devise new methodological tools for research. To overcome the drawbacks of offline methods of research, researchers often employ Internet tools and application that alter conventional methodologies and create virtual or online versions of them. Some have even stressed the need for the research community to dispose the necessary capacity so as to treat digital methods as 'mainstream methodology'. Along these lines, the employment of digital technologies in research suggests the collaboration of social and computer researchers, with knowledge elements from various disciplines being combined so as to boost new areas of research or niche spaces for the operation of new knowledge networks and fields of study (e.g., artificial intelligence). This leads to the deployment of new research models (e.g., computational social science, agent-based models) and data, the pursuit of large-scale research and the initiation of new practices and communities of inter-disciplinary collaboration that often involves technology experts, funders, creative practitioners, industry actors and ordinary technology users. Integrating Data and Documentation To what extent can the various tasks mentioned above be integrated into a single process? Using a single computer program or an integrated set of programs to carry out these tasks simplifies data management, reduces costs, and is more reliable. It is advisable to determine which program or programs will handle data management and documentation tasks at the outset of the project. Computer-assisted interviewing. Computer-assisted interviewing (CATI/CAPI) is increasingly being used for both telephone and personal interviews. These programs — e.g., Blaise, CASES — typically perform a number of functions simultaneously including direct data entry, integrity checks, and skips and fills. Somewhat similar software can be used to

NSOU ? PGSW-VII 284 format mail questionnaires and prepare data entry templates. Be aware that not all CAPI-generated variables are needed in the data file that is deposited in an archive; variables that are artefacts of the CAPI process do not contribute useful information for analysis. If possible, it is desirable to program the instrument to be fielded according to specifications of the resulting data files. Keeping a focus on the ultimate desired form of the data collection can make dataset preparation much easier. Using integrated software. Most large-scale data collection efforts now involve computer assisted interviewing, but there are still situations in which data entry will be required — e.g., inputting of administrative records, observation data, or open-ended question responses. A number of software tools are available to make the documentation task easier. For projects requiring data entry directly from mail questionnaires or interview instruments, a variety of programs will not only make data entry easier, but also carry out data integrity checks as the data are entered and create programming statements to read the data into other programs. A good data-entry program will also recognize automatic skips and fills. For example, suppose that a questionnaire contains a series of items on work experience. If the respondent has never worked, then as soon as that code is keyed, the program skips to the next valid entry, filling in missing data codes in intervening fields as appropriate. Spreadsheets and databases. Spreadsheet packages can also be used for data entry. These packages usually can be programmed to perform integrity checks as data are entered. In addition, a variety of database packages such as Microsoft Access, MySQL, and Oracle can be used for both data entry and documentation. Note that when such systems are intended to serve as the format for deposit, it is important to provide full documentation for all of the fields and relationships built into the files. Other kinds of software can be used to perform many documentation tasks. For example, word processing packages like Microsoft Word can be used for data entry, maintenance of dataset documentation, and similar tasks, but they are not suitable tools for data integrity checks. Producing an attractive final document using word processing is also quite simple. In fact, if the basic document has been set up in a word processor, retrieving and merging statistical information such as frequencies and descriptive statistics from computer output stored in an external file is a relatively easy task.

NSOU ? PGSW-VII 285 9.3 Common packages in social science research – qualitative and quantitative One of the most obvious ways to categorize information is by whether it is quantitative or qualitative. Some sources contain either quantitative information or qualitative information, but sources often contain both. Many people first think of information as something like what's in a table or spreadsheet of numbers and words. But information can be conveyed in more ways than textually or numerically. Examples of social science data include: • survey data (opinion polls, voting records) • nonsurvey data (images, maps, sound, video, multimedia) • raw measurements, numeric tables, government statistics, and indices • text (fieldnotes, transcripts, blogs, e-mails) • spatial (zonal, event, spatial referent) Quantitative Information – Involves a measurable quantity—numbers are used. Some examples are length, mass, temperature, and time. Quantitative information is often called data, but can also be things other than numbers. Qualitative Information – Involves a descriptive judgment using concept words instead of numbers. Gender, country name, animal species, and emotional state are examples of qualitative information. Examples of types of qualitative data that may be archived for secondary analysis include: • In-depth/unstructured interviews, including audio and video • Semi-structured interviews • Structured interview questionnaires containing substantial open comments • Focus groups • Unstructured or semi-structured diaries • Observation field notes/technical fieldwork notes • Case study notes • Minutes of meetings • Press clippings Data Analysis Tools for Social Sciences R is free to download and use, and all the codes are open. At the same time, users can easily add their own programs (once they are familiar with statistics and programming).

NSOU ? PGSW-VII 286 SAS is a powerful statistical-analysis and data-management system for complex data sets. It is especially strong in analysis of variance (ANOVA), the general linear model, and their extensions. SPSS performs statistical analysis on quantitative data. The graphical user interface makes statistics analysis easier, including most complex models. It is a software that is widely used on computers and it is used for scientific, social and econometric research. SPSS is also used as an optimal tool for parametric analysis, correlation analysis, scale reliability testing. PSPP is a statistical analysis tool developed to be a free, open-source alternative to SPSS (which is now developed by IBM). Although not identical, it is similar in many respects, and allows one to work with file formats common to SPSS. Unlike SPSS, PSPP does not limit the number of cases or variables which you are able to use, nor will it require you to purchase add-ons to gain access to more advanced functions. As a fully functional statistical analysis program, it is capable of performing descriptive statistics, *t*-tests, linear regression, as well as non-parametric tests. Included in its basic design is the ability to perform analyses as quickly as possible, regardless of the volume of data entered. In addition, you have the option of using the program through its graphical user interface (GUI), or through the more traditional method of utilizing syntax commands. Stata is a command-based statistical package that offers a lot flexibility for data analysis. The program language keeps a simple structure, so is easy to learn, allowing users to focus on the statistical modeling. Excel is good is for the simplest descriptive statistics, or for more than a very few columns. It is easy to use for basic data analysis, and is much more convenient for data entry and shape manipulating. NVivo is a qualitative data analysis package. It helps researchers organize and analyze complex non-numerical or unstructured data, both text and multimedia. The software allows users to classify, sort, and arrange thousands of pieces of information. It also accommodates a wide range of research methods. It supports documents in many languages. Quantum GIS (QGIS) is open source GIS software, available for both Windows and Mac OS. This software is free and comes with surprisingly powerful and useful tools.

NSOU ? PGSW-VII 287 Codes and Coding Before survey data are analyzed, the interview or questionnaire responses must be represented by numeric codes. Common coding conventions (a) assure that all statistical software packages will be able to handle the data, and (b) promote greater measurement comparability. Computer-assisted interviewing systems assign codes automatically by programming them into the instrument, so that most coding decisions are made before the instrument is fielded. The principles discussed here apply to such situations as well as those in which coding follows data collection. E-resources and its proper use The term 'e-resources' an acronym used in reference to electronic resources or electronic information resources. These are collections of information in electronic or digital format that are accessed on an electronic device, such as a mobile phone, computer, etc. They are published resources in electronic versions or format such as encyclopaedias, pamphlets, e-books, e-journals, databases, etc. A number of authors have also provided their own definitions. Adams and Bonk (1995), Scan (2010), Moyo (2004), Liu (2006) and Nicholas et al. (2009) defined electronic resources as databases, books, journals, newspapers, magazines, archives, theses, conference papers, examination papers, government papers, research reports, scripts and monographs in an electronic format. Swain and Panda (2009a) regarded e-resources as reservoirs of information that may be milked through various electronic devices such as computers, smart phones, tablets, etc. 'They are fine grained and restructured and often stored within the cyberspace in a compact form'. The major advantage of e-resources is that they can be simultaneously accessed ubiquitously around the world by a great number of users. Nicholas et al. (2017) also concurred that the use of electronic resources, such as search engines, was highly popular among early-career researchers irrespective of country, language and discipline. According to AACR2, an electronic resource is: "Material (data and/or program(s)) encoded for manipulation by a computerized device. This material may require the use of a peripheral directly connected to a computerized device (e.g., CD-ROM drive) or a connection to a computer network (e.g., the Internet)." IFLA defines Electronic Resources as "to those materials that require computer access, whether through a personal computer, mainframe, or handheld mobile device. They may

NSOU ? PGSW-VII 288 either be accessed remotely via the Internet or locally". Some of the most frequently encountered types are: E-journals, E-books, Full-text (aggregated) databases, Indexing and abstracting databases, Reference database (biographies, dictionaries, directories, encyclopedias, etc.), Numeric and statistical databases, E-images, E-audio/visual resources (IFLA,2012). The rapid advancement of information and communication technology has brought a revolutionary change in the information scenario and gives rise to a number of options to handle varied information sources conveniently and effortlessly. Electronic resources (E-resources) have become the most sought after modern library's reserves in satisfying varied needs of students, teachers, and researchers with minimum risk and time. Information technology has changed the world and has become one of the important tools for retrieving information. The electronic information resources have acquired a major portion of library collections. The value and use of information resources, particularly E-resources, have increased with the time. Therefore, there is necessity to make study on the different aspects of resources and the issues relating to the use of E-resources by users, more particularly by the faculty members of academic institutions. 9.4 Types of E-Resources The Internet is a heterogeneous channel with vast educational resources. These resources include: e-books, ejournals, e-mail, inter-linked hypertext documents, online help centres, expert's view, file transfer protocol and so on. Each of these resources has its own set of rules, but they relate to one another in several ways (Monereo et al., 2000). Some of these resources are discussed as follow. E-books:- An e-book is the electronic version of a book covering its full contents (text, tables, diagrams, illustrations, etc.). An e-book collection is usually set up in an e- database, which supports full-text searching within and across titles, advanced search and bookmark functions. Users can view full text of e-books in HTML or PDF format online. Ebooks are usually read on dedicated e-book readers or tablets using e-reader applications. Personal computer and many smart phones can also be used to read e- books.

NSOU ? PGSW-VII 289 E-thesis:- An e-thesis or electronic thesis describes a thesis in digital form that is generally accessed via the internet. It is intellectual works or research of a researcher. It provides a technologically advanced medium for expressing ideas with less expensive, small space, easy handling and high longevity. Access to, and storage of, electronic theses is usually facilitated by open access repositories such as the UCC (Uniform Commercial Code) institutional repository, CORA (Cork Open Research Archive). UCC is developing an e-thesis programme to ensure that postgraduate research conducted in UCC is widely disseminated. In many countries, a move has been made in recent years to electronic submission of theses, in parallel with hard-copy submission, enabling theses to be searchable and readable online. E-thesis is stored in CORA, the UCC institutional repository. This is an open access repository based on DSpace software. There is no file size limit imposed on e-theses in CORA. E-journals:- With the advent of the internet, researchers and academics have recognized the capabilities of the information and communication technologies as efficient means to share results and to get around barriers by full transfer of intellectual property rights from the author to the publisher; it is also a means of improving the slow turn-over of traditional publishing (Correia and Neto, 2006). An electronic journal is a periodical publication which is published in electronic format, usually on the Internet. An e-journal is a journal available online or offline containing research papers, review articles, scholarly communications etc. It is useful in higher education. Electronic journals relatively provide efficient access to information and thus they are easier to distribute to library patrons than traditional print; in the financial stringent environment of higher education system, electronic journals have become a medium which is cheaper than the traditional printed journals (Ellis and Oldman, 2005). According to Rowley (2006) electronic journals take two different forms: journals that are published in print form, available in digital form and electronic journals which do not necessarily need a publisher, and which can be managed by an editor and the scholarly community. Both types may have a significant impact on scholarly communication and in the way knowledge is created and disseminated.

NSOU ? PGSW-VII 290 Online databases:- The most effective way to provide access to electronic books/journals in University libraries is through subscription to online databases which can be accessed through the internet. Online databases are a collection of electronic information sources (e-journals/e-books) by publishers from various fields and disciplines (Afolabi, 2007). Some of these databases are provided free of charge to libraries in developing countries by their publishers or vendors. CD-ROM databases:- CD-ROM databases allow users access to relevant databases without robust Internet connectivity in libraries. It is therefore cost effective than online databases as information could be accessed off-line without paying for telecommunications fee (Afolabi, 2007). Besides, CD-ROM databases are of immense value over print if the system is networked, as patrons at their terminals could access information without coming to the library. The information revolution brought forth by advances in information and communication technology has enabled universities and colleges around the world to take advantage of these developments. New modes of teaching, learning and accessing information have emerged as a result of Internet and World Wide Web (Darkwa et al., 2007). CD-ROM databases are important tools for identifying the bibliographic details of potentially useful documents and ensure easy access to large volumes of literature for research. Electronic Mail (e-mail):- This is an instantaneous electronic message from a sender to the recipient. It is the most used application on the internet. Another variant of the e-mail is to provide a list through which a subscriber receives and participates in a group discussion through e-mail. Each user has a mail box address to which messages are sent (Griffith, 2002; UCB Library; 2004c&d, University Libraries, 2003; Steinger, 2001). The e-mail is relevant for communication between teachers and students, peers (teacher-teacher, student-student), and with parents. File Transfer Protocol (FTP):- File Transfer Protocol (FTP) is a standard internet protocol for transmitting files between computers on the internet. It allows a computer to rapidly retrieve complex files intact from a remote computer and view and save such files on your computer (UCB Library, 2004d). Remote Login:-

NSOU ? PGSW-VII 291 This permits a computer user to log on to another computer and use it as if the user were there. Through remote login, lecturers can access to their university's computer from any other computer connected to the internet anywhere in the world. Files can be downloaded, even common computer operation like rebooting can be accomplished (UCB Library, 2004c&d). To remote login to a computer, you must know its address which can be words (mail.yahoo.com) or numbers (216.109.127.28). Gopher:- It is one of the earliest resources on the internet. It is the only method for accessing internet documents. Some gopher texts may still be found linked on the web page, but they are more or less subsumed in the World Wide Web (Griffith, 2002; UCB Library, 2004d). The World Wide Web (WWW):- The World Wide Web (www, W3) is an information system of interlinked hypertext documents that are accessed via the internet. It has also commonly become known simply as the Web. The WWW incorporates almost every protocol available on the internet (e-mail, FTP, Telnet, Usenet, etc.). The web provides opportunities for retrieving text documents, viewing images, animation, and video, listening to sound, speaking and hearing voices, provided one's computer has the capacity and software (UCB library, 2004a&d; University Libraries, 2003). The web relies on hypertext as its means of information retrieval. Hypertext is a document that connects to other documents, that is, the ability to have web pages containing links, which are areas on pages or button or graphic which can be clicked to retrieve another file unto the user's computer. Advantages of E resources Accessing information through electronic Libraries:- Electronic Libraries which offer an important advantage in accessing information required from related sites are classified into two different groups: open or closed access web sites of universities, and other web sites which are completely open through the internet. The closed sources in Electronic Libraries in universities are based on e-books and e-journals and are completely trustworthy. These collections are ideal for the undergraduate, post-graduate students, researchers, and academicians.

NSOU ? PGSW-VII 292 Helpful in conducting research:- The e-resources is a powerful tool for assisting students and educators with conducting research. Going to a library and searching through a card catalogue by hand can be laborious and inefficient compared to searching for the same information on a computer. Many institutions offer online library systems which allow students to find information on books using lab computers and to access databases of scholarly articles that they can read online. Submission of assignment through e-mail:- E-mail allows students and teachers to contact one another even if they cannot physically meet. It enables educators to send out announcements, such as assignments or a course syllabus, without having to hand out paper copies. Students can submit assignments via email or some other online submission system, which can cut down on the amount of paper waste produced by the institution. E-mail is also advantageous for those students who miss the class and important class-notes. Data/ File storage through Cloud Computing:- Cloud computing offers the possibility of outsourcing IT requirements to suppliers on the internet. To take full advantage of the opportunities offered requires a professional approach to procuring cloud services and culture change in the way ICT is provided and exploited within research, teaching- learning and the management of universities. Sourcing from the cloud is one way of meeting short-term peaks in demand for computing requirements, individual software applications, or larger and long-term support and processing services. Concerns of using E resources Besides the benefits of e-resources use, a number of publications have shown the adverse impact of e-resources on university and college students, such as discomfiture in reading on the screen, problems in internet access and speed, poor infrastructure, lack of sufficient skills to use the e-resources, and perceptual change resulting from right to use rather than physical possession (Chauhan, 2004) etc. Some of the adverse impact are discussed as follow: Plagiarism:- The abundance of e-resources on the internet do encourage students to copy out others work to be presented as theirs. These resources are free and downloadable.

NSOU ? PGSW-VII 293 Even though they are easily acquired, the continuity of availability of such resource would be an important issue. Lack of reliability and quality of information:- Not every information on the Internet is useful for educational purposes. At times information comes from unknown and sometimes unreliable sources. The e-resources on the internet are sometimes not regulated or monitored, for there is no quality control. (Monereo et al., 2000; Paris, 2003). Quality control issues with online information:- Part of what makes the issue of information overload so problematic is that not all of the information on the internet is of high quality, and there is no quality control mechanism to help parcel out the reliable from unreliable information. Many papers that have not been peer reviewed or gone through some other vetting process are now out in the public domain. This results in the need for scholars to sort through and figure out what is quality information on their own. Overload of information:- Because of the large amount of material on the internet, many scholars feel that they are overloaded with information, and many faculty and students surveyed report that this can be overwhelming for them. Financial constraints:- E-resources are expensive in nature. Downloading and printing each article will be a costly affair. This means a net increase in economic and ecological costs and it becomes a relatively expensive way to acquire a single copy. Many e- journals do charge subscription fees. The pricing schemes of some suppliers are very complicated and limiting, and this might hinder libraries from utilizing e- journals. Changes in work habits:- Changes in work habits include reading from a computer screen, and the physical discomfort of eyestrain and hunched posture that accompanies this. Further, many faculty and students expressed a preference for something they can hold in their hands (e.g. a book and journal). A combination of these factors leads faculty and students to print out most online materials. They will read an abstract of an article or glance through an online document to judge if it is something they want to read further, but will print it out in order to read it fully.

NSOU ? PGSW-VII 294 9.5 Conclusion This unit gave us a detailed information about the use of Internet in Social Research & how various software may be used. This unit also helped us to know about the e-resources and how we may use these e-resources in developing our material without getting thepped into plagicrism. 9.6 Exercise (1) What are advantages of E-resources. (2) Discuss some common packager in Social Science Research. (3) Explain spread sheet. (4) Discuss the use of Internet in Social Research. 9.7 Reference 1. American Psychological Association. Publication manual of the American Psychological Association. New York: American Psychological Association; 2009. 2. Cargill M,O'Connor P. Writing scientific research articles: strategy and steps. Oxford: John Wiley and Sons; 2013. 3. Booth WC,ColombGG,Williams JM. The Craft of Research. Chicago: University of Chicago Press; 2009.

NSOU ? PGSW-VII 295 Unit 10 ? Research Reports 10.0 Objectives 10.1 Introduction 10.2 Planning outline of report 10.3 Editing for accuracy and neatness 10.4 Standard formatting for referencing 10.5 Footnotes and bibliography 10.6 Dissemination of findings 10.7 Preparing research abstract 10.8 Book review 10.9 Conclusion 10.10 Exercise 10.0 Objectives In this unit our learners will know how to develop a Research report. 10.1 Introduction Writing a Perfect Research Report in a special Skill. A Report will considered upto the mark it follows all the steps, of Research. It should be well planned, properly edited with lot of accuracy & if I must have proper referencing. Let us we how we can develop of good Research Report this will also help our learner to writ their dissection also. 10.2 Planning Outline of Report Dissertation / Research is an integral part of academic discipline. The project/ research work must be systematically written in a form of report. The first task to be completed before starting a report is to determine what needs to be addressed. 295

NSOU ? PGSW-VII 296 According to Paul V. Anderson's text, *Technical Communication: A Reader-Centered Approach*, the basic structure for a report and the questions to be answered in each section are the following. • Introduction - What will the readers gain from reading the report? • Method of obtaining facts - Are the facts reliable? • Facts - What have you found that is useful for the readers? • Discussion - How do the facts work from the reader's point of view? • Conclusions - Why are the facts significant to the readers? • Recommendations - What do you think the readers should do? • References - You should provide a list of all the authors you have cited in your report where from you take ideas, theoretical knowledge etc. • Attachments /Appendices / Annexure: These contain supporting information, such as transcripts of interviews, results of surveys, a glossary and results from experiments. This is a basic structure, not an outline. Some of these elements may be in a different order, addressed together, or completely omitted. An effective report includes these elements to improve the usability and usefulness of the report. Synchronization of elements should be kept in mind while formulating the final points and outline of the report. Introduction: For some reports, the introduction may only need to be a sentence or two, but for longer more extensive reports it may take multiple pages. The introduction is where the objective of research is stated and briefly explained. An introduction should tell the reader what the main focus of the report is and in doing so tell the reader why the research and report is important for them to read. Essentially we answer the question "What will we gain from reading this report?" The introduction should explain the problem that the report is aiming to solve. For longer reports, your introduction may take multiple pages. Such things such as 1) What problem your report solves, 2) what activities you performed toward solving that problem and 3) how your readers can apply your information to their own efforts towards solving the problem should be answers within the introduction. Also, ensure that within your introduction your main points are stated.

NSOU ? PGSW-VII 297 Method of obtaining facts: The purpose of this section is to show the readers how you obtained your information. Stating where you obtained your information will help to tell the readers if your research is reliable. Your method will help readers to understand the uses and limitations of your research. A good, descriptive method section will allow anyone else to recreate your experiment exactly and obtain the same result. Be very detailed in the method section and reread it as if you were trying to do this experiment for the first time based on your method section. Results: The results section is the most valuable part of the report to readers. The whole point of research is to find the results so they need to be conveyed clearly and effectively. A results section may likely contain tables, graphs, text, and pictures. Include anything that is important in showing the reader what was found through research. Do not include extraneous information as it will only clutter the results section. Make sure you check the date of your information, where it comes from, and who the source was. Keep the prose simple and descriptive in this section, leave the analysis of the results for the discussion section. Discussion: The discussion section is where you interpret your results. Your results section may be nothing but tables and graphs with a few accompanying sentences. Your discussion section is where you make sense of those tables and graphs and explain how they relate to the problem or question the report is trying to research. The discussion also explains what the results mean to the company. In some reports, mainly shorter ones, the discussion and facts sections may be put into one to make reading the report shorter and easier. Conclusion: The conclusion section explains why the results are important and how they affect the reader. It is a good practice to summarize your facts and restate the problem so the reader clearly understands the importance of your findings. This is your chance to tell the reader how they or the company will benefit from your findings. The conclusion usually does not make recommendations for action but will inevitably get the reader thinking about it. Recommendations: Here is where you state the purpose of the report and what you want to be accomplished after the readers are done with your report. This section may not be in some reports because the decision to be made may be beyond your knowledge and power.

NSOU ? PGSW-VII 298 10.3 Editing for Accuracy and Neatness Revising isn't the first step in the process of writing a research paper, but it is perhaps the most important. Many students skip the revision process, mistaking editing for revision. While editing is also very important, revision is an integral part of any good writing process. During revision, you should try to see your work from different perspectives and different angles. When you revise, it's particularly important to keep your target audience in mind. You may need to make changes to content and organization. You may have to go back to the research stage of your process to find more information. You may need to cut out information that doesn't relate to your thesis or focus. Revision is about making big changes to your writing to improve flow, development, and focus. Editing is a stage of the writing process in which a writer or editor strives to improve a draft by correcting errors and making words and sentences clearer, more precise, and as effective as possible. The process of editing involves adding, deleting, and rearranging words to cut the clutter and streamline overall structure. Revision and editing are both important parts of the writing process, yet many students skip revision and don't spend enough time editing. It's important to remember that these steps are separate and that each step takes time. The following pages will help you develop strong revision and editing strategies for your writing process. The revision process is an essential aspect of writing and one that you should build in time for before submitting your written work. Revision means to "re-see" the piece of writing. It isn't just proofreading your paper or correcting grammar, punctuation, or spelling errors. Revision is stepping back and looking at your paper as a whole and seeing if you are effectively saying what you intend to say. It is giving your paper a thorough look to see how you can make it stronger. Your goal should always be to write clearly, concisely, and in an engaging way. One way to go about re-seeing your writing is to do it in three stages. Many people skip the first stage, but looking at the big picture is crucial in making sure you have a well-developed essay that expresses your ideas. Importance of Editing: Whether you're working toward completing an assignment or hoping to get something published, tightening your writing and fixing mistakes

NSOU ? PGSW-VII 299 can actually be a remarkably creative activity. Thoughtful revision of a work can lead to clarification of ideas, a reimagining of images, and sometimes, even a radical rethinking of the way you've approached your topic. Types of Editing: There are two types of editing: the ongoing edit and the draft edit. Most of us edit as we write and write as we edit, and it's impossible to slice cleanly between the two. You're writing, you change a word in a sentence, write three sentences more, then back up a clause to change that semicolon to a dash; or you edit a sentence and a new idea suddenly spins out from a word change, so you write a new paragraph where until that moment nothing else was needed. That is the ongoing edit. For the draft edit, you stop writing, gather a number of pages together, read them, make notes on what works and doesn't, then rewrite. It is only in the draft edit that you gain a sense of the whole and view your work as a detached professional. It is the draft edit that makes us uneasy, and that arguably matters most. Editing Checkpoints The final step for the writer is to go back and clean up the rough edges... Here are some checkpoints: Facts: Make sure that what you've written is what happened; Spelling: Check and recheck names, titles, words with unusual spellings, your most frequently misspelled words, and everything else. Use a spell check but keep training your eye; Numbers: Recheck the digits, especially phone numbers. Check other numbers, make sure all math is correct, give thought to whether numbers (crowd estimates, salaries, etc.) seem logical; Grammar: Subjects and verbs must agree, pronouns need correct antecedents, modifiers must not dangle (make your English teacher proud); Style: When it comes to repairing your story, leave the copy desk feeling like the washing machine repair guy who has nothing to do. Editing is shaping and creating the writing as much as it is something that refines and polishes it. 10.4 Standard Formatting For Referencing In order to reach unity and standard through which articles, research reports and other scientific documents published, many different kinds of scientific writing styles have been provided to present final research reports in an acceptable and uniform manner. For this reason, different kinds of styles are introduced to the researchers. One of the most comprehensive one was presented by American Psychology

NSOU ? PGSW-VII 300 Association (APA). Another one is AMA which is presented by American Medical Association. In addition to the mentioned styles, there are many other styles like IEEE, Harvard and Chicago. Many journals and research centers, based on their scientific domain, choose one of these standard styles. Some journals and academic centers have their own styles and formatting, but theirs are mostly or slightly similar to standard styles introduced by (APA, AMA and on). Styles try to establish a simple set of procedures, or rules, which would codify the many components of scientific writing to increase the ease of reading comprehension. Rules of style in scientific writing encourage full disclosure of essential information and allow us to dispense with minor distractions. Style helps us express the key elements of quantitative results, choose the graphic form that will best suit our analyses, report critical details of our research protocol, and describe individuals with accuracy and respect. It removes the distraction of puzzling over the correct punctuation for a reference or the proper form for numbers in text. The authors of all scientific papers, whether university students or researchers, need to have enough knowledge about the specific styles based on which they are going to write. Among authors, university students are the largest group who are asked to prepare many different kinds of scientific essays during their academic years. Styles and formatting have an important role in increasing access to the content and meaning of text. The importance of obeying styles and formatting rules is of significant importance so that many articles and research reports may be rejected due to lack of adherence to these styles. In this regard, all authors must have a comprehensive knowledge about writing and formatting style so that they could be able to produce their contents according to the standards which are required by each style. Any research article and research report typically has a standard structure. This structure helps to ease communication and interaction between reader and writer. This standard structure is known as IMRAD which stands for introduction, method, results and discussion. IMRAD is a method to make any scientific text look much more logic. It provides many facilities to writer in expressing his or her ideas in more systematic way and also helps the reader to effectively get the main ideas and gist

NSOU ? PGSW-VII 301 of the text and enables the reader to scan or skim for information in a more rapid way. IMRAD shape the skeleton and frame of research reports. Cargill and O'Connor in their book "Writing Scientific Research Articles: Strategy and Steps" considered the needs of those who are early-career researchers in the sciences. This book uses a practical approach to develop scientific skills. The book consists of three necessary stages for providing any successful text like: Developing strategy, developing story and using language. The materials provided in this book are presented in a step by step manner to help the authors prepare their manuscript scientifically. Booth and Colomb and Williams in their book known as "The Craft of Research" provided some information to meet the needs of all researchers in any field such as academic, political, or commercial. It provides the researchers with information about how to extract a research problem from a topic or a question, how to organize and provide a draft as well as how to revise a research report in order to make it more understandable and comprehensive. APA stands for the American Psychological Association. Most papers that use APA formatting and citation style are those written in the Social Sciences: Psychology, History, Political Science, Economics, Geography, and Sociology. In addition to the Publication Manual of the American Psychological Association from time to time, the APA maintains its own website with multiple examples of how to format your paper and cite your sources. Papers constructed according to APA guidelines generally include the following elements: Title Page, Abstract, Body, Subsections within the body, with headings, Tables and Figures, Basic Form: APA style dictates that authors are named with their last name followed by their initials; publication year goes between parentheses, followed by a period. The title of the article is in sentence-case, meaning only the first word and proper nouns in the title are capitalized. The periodical title is run in title case, and is followed by the volume number which, with the title, is also italicized. If a DOI has been assigned to the article that you are using, you should include this after the

NSOU ? PGSW-VII 302 page numbers for the article. If no DOI has been assigned and you are accessing the periodical online, use the URL of the website from which you are retrieving the periodical. Author, A. A., Author, B. B., & Author, C. C. (Year). Title of article. Title of Periodical, volume number (issue number), pages. <https://doi.org/xx.xxx/yyyy> Basic Format for Books Author, A. A. (Year of publication). Title of work: Capital letter also for subtitle. Publisher Name. DOI (if available) Edited Book, No Author Editor, E. E. (Ed.). (Year of publication). Title of work: Capital letter also for subtitle. Publisher. DOI (if available) Edited Book with an Author or Authors Author, A. A. (Year of publication). Title of work: Capital letter also for subtitle (E. Editor, Ed.). Publisher. DOI (if available) A Translation Author, A. A. (Year of publication). Title of work: Capital letter also for subtitle (T. Translator, Trans.). Publisher. (Original work published YEAR) DOI (if available). Article or Chapter in an Edited Book Author, A. A., & Author, B. B. (Year of publication). Title of chapter. In E. E. Editor & F. F. Editor (Eds.), Title of work: Capital letter also for subtitle (pp. pages of chapter). Publisher. DOI (if available) Article in Print Journal Scruton, R. (1996). The eclipse of listening. *The New Criterion*, 15(3), 5–13. Article in Electronic Journal Baniya, S., &

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NSOU ? PGSW-VII 303 Article in a Magazine Peterzell, J. (1990, April). Better late than never. *Time*, 135(17), 20–21. Article in a Newspaper Schultz, S. (2005, December). Calls made to strengthen state energy policies. *The Country Today*, 1A, 2A. Book Review Baumeister, R. F. (1993). Exposing the self-knowledge myth [Review of the book *The self-knower: A hero under control*, by R. A. Wicklund & M. Eckert]. *Contemporary Psychology*, 38(5), 466–467. MLA stands for the Modern Language Association. Most papers that use MLA formatting and citation style are those written in the humanities, especially in languages and literature. In 2016, the MLA Handbook was updated in an effort to simplify much of the documentation process in MLA format. The Chicago Manual of Style, favored by some fields in the humanities, such as history, uses a raised numeral in the text after the item cited, and then either a footnote at the end of the page or an endnote at the end of the essay. These notes contain full bibliographic information about the source. Additionally, a complete bibliography is typically included at the end of the paper.

10.5 Footnotes and Bibliography The foot/end note list is a list of all the sources that have been cited in the assignment. The list is in numerical order showing books, journals, webpages and other sources. All sources are in this list regardless of type. There may be items which you have consulted for your work, but not cited. These can be listed at the end of your assignment in a bibliography. These items should be listed in alphabetical order by author and laid out in the same way as items in your foot/endnote list. Footnotes are a very useful way of providing extra information to the reader. Usually, it is non-essential information which can be placed at the bottom of the page. This keeps the main body of text concise. You can either have a footnote list where all the references are at the bottom of each page or an endnote list at the end of the assignment/chapter.

NSOU ? PGSW-VII 304 • The list should be in numerical order and each number matches and refers to the one in the text • Books, paper journal articles, e journal articles, and so on are laid out in a particular format that must be followed • Ibid. can be used when the details of an item have been referred to directly before in the previous reference • Op. Cit. can be used when the details of an item have been referred to before but other references have occurred in between • You can use square brackets or superscript

The Use of Footnotes Footnotes are the acceptable method of acknowledging material which is not your own when you use it in an essay. Basically, footnoted material is of three types: 1. Direct quotations from another author's work. (These must be placed in quotation marks). 2. Citing authority for statements which are not quoted directly. 3. Material of an explanatory nature which does not fit into the flow of the body of the text. In the text of an essay, material to be footnoted should be marked with a raised number immediately following the words or ideas that are being cited. Bibliography The bibliography should be on a separate page. It should list the relevant sources used in the research for the paper. This list should be arranged alphabetically by the surname of the author. (Unlike the footnote reference, the surname is shown first, set off from the rest of the information.) The information required is: author, title, place of publication, publisher and date of publication.

10.6 Dissemination of findings Research dissemination, as the written or oral representation of project findings, usually happens at the end of a research project. Dissemination refers to "a planned

NSOU ? PGSW-VII 305 process that involves consideration of target audiences and the settings in which research findings are to be received and, where appropriate, communicating and interacting with wider policy and...service audiences in ways that will facilitate research uptake in decision-making processes and practice" (Wilson, Peticrew, Calnan, & Natareth, 2010, p. 91). In other words, dissemination of research findings involves careful planning, thought, consideration of target audiences, and communication with those audiences. Writing up results from your research and having others take notice are two entirely different propositions. In fact, the general rule of thumb is that people will not take notice unless you help and encourage them to do so. Successful dissemination of your research findings requires you to determine who your audience is, where your audience is, and how to reach them. When considering who your audience is, think about who is likely to take interest in your work. Your audience might include those who do not express enthusiastic interest but might nevertheless benefit from an awareness of your research. Your research participants and those who share characteristics with your participants are likely to have some interest in what you've discovered in your research. Other scholars who study similar topics are another obvious audience for your work. Perhaps there are policymakers who should take note of your work. Organizations that work in an area related to the topic of your research are another possibility. Finally, any and all inquisitive and engaged members of the public represent a possible audience for your work.

10.7 Preparing research abstract

Communicating research findings is an essential step in the research process. On occasion, you need to write a short abstract of the research paper that precedes the introduction. When you write an abstract, pay attention to these issues:

- o Position the theme or case within the framework of theories and discussions
- o Formulate a clear objective
- o Briefly describe the most significant results of the research
- o Make a list that contains at least three relevant keywords

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1. Title (short title) Title should be short but informative
2. Abstract An abstract must accompany every article. It should be a brief summary of the significant items of the main paper. An abstract should not normally exceed 200 words. It should not contain literature citations or illusions to the tables or illustrations. All non-standard symbols and abbreviations should be defined. It may be strictly written by following the subheadings.
 - i. Purpose of the study: In simple words tell readers about the aim of this study. No discussion, no story only aim of this study .
 - ii. Methodology: Give name, brand, type of tools, methods, software, review, and survey that has been used to do this study. No discussion or explanation.
 - iii. Main Findings: Write only the main results in few words. No discussion or explanation.
 - iv. Applications of this study: where this study can be useful, give the name of area, disciplines etc.
 - v. Novelty/Originality of this study: what is new in this study that may benefit readers or how it is advancing the existing knowledge or creating new knowledge in this subject?
3. Keywords List of all keywords proposed by the authors, separated by commas. Avoid big phrases
4. Text
 - introduction: subject, scope of the subject, goals of your paper and finally the organization of your paper are to be mentioned
 - main text: all important elements of your scientific message are to be mentioned
 - conclusion: summary of the paperResults and Discussion - may be combined or kept separate and may be further divided into subsections. This section should not contain technical details. Abbreviations and acronyms should be used sparingly and consistently. Where they

NSOU ? PGSW-VII 307 first appear in the text, they should be defined; authors may also explain large numbers of abbreviations and acronyms after the conclusion part.

Computational Part - in theoretical papers, technical details such as the computational methods, and models applied or newly developed models should be presented in an appropriately named section. Sufficient detail should be provided to enable readers to reproduce the calculations.

Acknowledgements - Information concerning research grant support and the assistance of colleagues or similar notes of appreciation should appear in an Acknowledgements section.

Tables Authors should use tables only to achieve concise presentation, or where the information cannot be given satisfactorily in other ways. Tables should be numbered and referred to in the text by number. Each table should have an explanatory caption which should be as concise as possible.

Figures Authors may use line diagrams and photographs to illustrate these from their text. The figures should be clear, easy to read and of good quality. Styles and fonts should match those in the main body of the article. Lettering and lines should be of uniform density and the lines unbroken. Axis labels should be in bold face. Units should be placed next to variables in parentheses. All figures must be mentioned in the text in consecutive order and be numbered.

Schemes These are sequences of reactions. They should have brief titles describing their contents. Schemes should be numbered.

Images Authors can attach files in formats like BMP, GIF, JPEG formats.

5. Reference list

A complete reference should give the reader enough information to find the relevant article. Please pay particular attention to spelling, capitalization and punctuation here. Completeness of references is the responsibility of the authors. A complete reference should comprise the following:

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10.8 Book review

A book review describes, analyzes and evaluates. The review conveys an opinion, supporting it with evidence from the book. Writing a book review can help increase your understanding of, and appreciation for books you read. Reviews you write can help others decide whether or not to read the book. If this is an assignment, or if you have decided to share your opinions of a book you have recently read, this course can guide you in writing a helpful review.

89%**MATCHING BLOCK 83/88****W**

Book reviews typically evaluate recently-written works. They offer a brief description of the text's key points and often provide a short appraisal of the strengths and weaknesses of the work. Readers sometimes confuse book reviews with book reports, but the two are not identical. Book reports commonly describe what happens in a work; their focus is primarily on giving an account of the major plot, characters, and/or main idea of the work. By contrast, book reviews are most often a college assignment,

100%**MATCHING BLOCK 87/88****W**

but they also appear in many professional works: magazines, newspapers, and academic journals. They typically range from 500-750 words, but may be longer or shorter. A book review gives readers a sneak peek at what a book is like, whether or not the reviewer enjoyed it, and details on purchasing the book.

The objectives of this course are to: 1. Describe the purpose and elements of a book review, 2. Explore examples of good book reviews, 3. Help you form opinions about a book as you read it, 4. Identify questions to consider as you read, assess, and report on a book, 5. Suggest topics to include in a book review, 6. Help you organize and write a book review While this course specifically refers to book reviews, the same approach can be followed to review articles or similar publications. Begin by deciding if you are writing a book report or a book review. A book report is an essay discussing the contents of a book, written as part of a class

NSOU ? PGSW-VII 309 assignment issued to students in schools, particularly in the United States at the elementary school level. In contrast, a book review is a form of literary criticism in which a book is analyzed based on content, style, and merit. This course focuses on writing a book review.

100%**MATCHING BLOCK 84/88****W**

Book reviews typically evaluate recently-written works. They offer a brief description of the text's key points and often provide a short appraisal of the strengths and weaknesses of the work.

In general, a review is a critical evaluation of a text, event, object, or phenomenon. A book review describes, analyzes, and evaluates. The review conveys an opinion, supporting it with evidence from the book. Above all, a review makes an argument consisting of commentary, not merely a summary. A book review addresses the question: "Does the book deliver on its promise?" The two resulting questions: "What does it promise?" and "What does it deliver?" are then answered by citing evidence. Steps to be followed: When writing the review, use the notes gathered above to address the following topics in approximately this order. 1. Introduction— Identify the title, author, publisher, date, length, ISBN, genre (i.e. Fiction, non-fiction?), audience (i.e. age, reading level, interests, specialties...) 2. Content Summary— Briefly summarize the book. If you can convey both the tone and the message of the book in a single sentence, your review will be off to a good start. For nonfiction books identify or formulate the book's thesis statement. Describe the general argument and evidence provided to support that thesis. For fiction books, include a plot summary, themes, character descriptions, background context and how the story corresponds to reality or similar books. Avoid plot spoilers. 3. Analysis and Evaluation—Focus on your subjective evaluation of the book. Consider the list of analysis topics to cover and address those topics that are most relevant and important to this review. Consider the list of questions to answer and address those questions that are most relevant and important to this review. Much of this section will consist of paragraphs of the form: Conclusion, evidence, evidence, and evidence, or Evidence, evidence, evidence, and conclusion. 4. Conclusion—Briefly state your opinion of the book based on the preceding analysis. Answer the question, "Does the book deliver on its promise?" Make a clear recommendation to any prospective readers.

NSOU ? PGSW-VII 310 Reread, reflect, refine, and revise—Read over your first draft and revise it to improve its flow, coherency, clarity, and overall impact. Ensure the review makes clear what you want to say. Request Comments from a colleague— Ask someone who's opinion you trust to read over your draft and suggest how it can be improved. Use their feedback to improve the review. If you are a student ensure this form of collaboration is permitted by the academic policies of your school.

100%

MATCHING BLOCK 85/88

W

When you are ready to write Begin with a short summary or background of the work, but do not give too much away. Many reviews limit themselves only to the first couple of chapters or lead the reader up to the rising action of the work. Reviewers of nonfiction texts will provide the basic idea of the book's argument without too much detailed. The final portion of your review will detail your opinion of the work. When you are ready to begin your review, consider the following: •••• Establish a Background, Remember your Audience: Remember that your audience has not read the work; with this in mind, be sure to introduce characters and principles carefully and deliberately. What kind of summary can you provide of the main points or main characters that will help your readers gauge their interest? Does the author's text adequately reach the intended audience? Will some readers be lost or find the text too easy? •••• Minor principles/characters: Deal only with the most pressing issues in the book. You will not be able to cover every character or idea. What principles/ characters did you agree or disagree with? What other things might the author have researched or considered? •••• Organize: The purpose of the review is to critically evaluate the text, not just inform the readers about it. Leave plenty room for your evaluation by ensuring that your summary is brief. Determine what kind of balance to strike between your summary information and your evaluation. If you are writing your review for a class, ask your instructor. Often the ratio is half and half. •••• Your Evaluation: Choose one or a few points to discuss about the book. What worked well for you? How does this work compare with others by the same author or other books in the same genre? What major themes, motifs, or terms does

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100%

MATCHING BLOCK 86/88

W

the book introduce, and how effective are they? Did the book appeal to you on an emotional or logical way? •••• Publisher/Price: Most book reviews include the publisher and price of the book at the end of the article. Some reviews also include the year published and ISBN. Revising When making the final touches to your review, carefully verify the following: • Double-check the spelling of the author name(s), character names, special terms, and publisher. • Try to read from the vantage point of your audience. Is there too much/ enough summary? Does your argument about the text make sense? • Should you include direct quotes from the reading? Do they help support your arguments? Double-check your quotes for accuracy. 10.9

Conclusion This unit gave us a detailed understanding about writing the Research Report. Now it will be easier for our learner to also write their Dissertation which they are supposed to submit in MSW-II. 10.10 Exercise 1. What is the structure for writing any Research Report. 2. What is the Importance of Book Review. 3. Explain "Disseminations of finding". 4. How do we prepares the Research Abstract. 5. Davis, F. "The Effective Editor." Poynter, 2000 6. Anderson, Jeff. "Everyday Editing." Stenhouse, 2007 7. Zinsser, William. "On Writing Well." Harper, 2006 8. <https://owl.purdue.edu/>

84%

MATCHING BLOCK 88/88

W

[owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.](https://owl.purdue.edu/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

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NSOU ? PGSW-VII 312 Unit 11 ? Open Educational Resources 11.0 Objectives 11.1 Introduction 11.2 Open Educational Resources (OER) 11.3 History and Development 11.4 Challenges of using OER 11.5 OER and resource based learning 11.6 Conclusion 11.7 Exercise 11.8 References 11.0 Objectives The learners will know about Open Educational Resources and how effectively it can be used with CC-licences. 11.1 Introduction OER are teaching resources that have an open-copyright license (such as one from Creative Commons), or they are part of the public domain and have no copyright. Depending on the license used, OER can be freely accessed, used, re- mixed, improved, and shared. Open educational resources (OER) are teaching, learning, and research resources that, through permissions granted by their creator, allow others to use, distribute, keep, or make changes to them." 11.2 Open Educational Resources (OER) Open Educational Resources (OER) are teaching, learning, and research materials that are either (a) in the public domain or (b) licensed in a manner that provides everyone with free and perpetual permission to engage in the 5R activities. • Retain – make, own, and control a copy of the resource • Reuse – use your original, revised, or remixed copy of the resource publicly 312

NSOU ? PGSW-VII 313 • Revise – edit, adapt, and modify your copy of the resource • Remix – combine your original or revised copy of the resource with other existing material to create something new • Redistribute – share copies of your original, revised, or remixed copy of the resource with others

The Open Education program at Creative Commons works to minimize barriers to effective education, supporting the CC mission through education, training, advocacy and outreach on using open licenses and open policies to maximize the benefits of open education (content, practices and policy). Our work spans all levels of education, industry and government. One goal of Creative Commons is to increase the amount of openly licensed creativity in “the commons” – the body of work freely available for legal use, sharing, repurposing, and remixing. Through the use of CC licenses, millions of people around the world have made their photos, videos, writing, music, and other creative content available for any member of the public to use. Examples of OER Types of OER include (but are not limited to) syllabi, lesson plans, learning modules, lab experiments, simulations, course videos, discussion prompts, assignments, assessments, library guides, and course design templates. Open educational resources (OERs) are learning materials that can be modified and enhanced because their creators have given others permission to do so. The individuals or organizations that create OERs—which can include materials like presentation slides, podcasts, syllabi, images, lesson plans, lecture videos, maps, worksheets, and even entire textbooks—waive some (if not all) of the copyright associated with their works, typically via legal tools like Creative Commons licenses, so others can freely access, reuse, translate, and modify them.

OER Definitions The William and Flora Hewlett Foundation Open Educational Resources are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and repurposing by others. OER include full NSOU ? PGSW-VII 314 courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge. The term “open education” to encompass the myriad of learning resources, teaching practices and education policies that use the flexibility of OER to provide learners with high quality educational experiences. Creative Commons defines OER as teaching, learning, and research materials that are either in the public domain or licensed in a manner that provides everyone with free and perpetual permission to engage in the 5R activities—retaining, remixing, revising, reusing and redistributing the resources.” OECD (Organization for Economic Co-operation and Development) “digitised materials offered freely and openly for educators, students, and self-learners to use and reuse for teaching, learning, and research. OER includes learning content, software tools to develop, use, and distribute content, and implementation resources such as open licences.” UNESCO “teaching, learning and research materials in any medium, digital or otherwise, that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions.” The Cape Town Open Education Declaration “Open educational resources should be freely shared through open licenses which facilitate use, revision, translation, improvement and sharing by anyone. Resources should be published in formats that facilitate both use and editing, and that accommodate a diversity of technical platforms. Whenever possible, they should also be available in formats that are accessible to people with disabilities and people who do not yet have access to the Internet.” The Wikieducator OER Handbook “The term “Open Educational Resource(s)” (OER) refers to educational resources (lesson plans, quizzes, syllabi, instructional modules, simulations, etc.) that are freely available for use, reuse, adaptation, and sharing.”

NSOU ? PGSW-VII 315 Why are open educational resources beneficial? Applying open licenses to educational materials allows educators to collaborate when building materials specifically differentiated for their students. For example, a mathematics teacher might acquire openly-licensed word problems for her students, but re-write the exercises to include language that is more geographically specific or demographically relevant. In turn, she can share her modified problems with others who may wish to use them. At the same time, collaborating on OERs allows educators to work together when ensuring consistency among their materials. Public school teachers in the United States, for instance, may wish to share resources they’ve developed in order to adhere to government-mandated educational standards, like the Common Core State Standards. Some educators suggest that OERs might help reduce costs associated with producing and distributing course materials in both primary and secondary educational institutions. Teachers can download these materials—often at low costs—for use in their classrooms, but they can also update these materials and share their contributions with others, keeping content timely, relevant, and accurate. In this way, they needn’t wait for textbook companies to issue entirely new editions of their (traditionally copyrighted) learning materials. Students also benefit from open educational resources when they access these materials to supplement the education they might receive in a classroom. Some students do not have access to a high-quality education, but using OERs affords them opportunities to enhance their knowledge independently—in spite of the barriers preventing them from acquiring the knowledge and skills they seek. Using OER can provide tremendous cost savings for students as well as impact student success and completion rates. The cost of textbooks can be a huge financial burden on students, which not only affects student success, but could also delay graduation for students who are taking fewer classes per term because of that cost, further increasing financial costs for students over time. OER provide students with day one access to free course materials, and research reviewed by the Open Education Group shows that most students perform as well or better using OER course materials compared with students using traditional textbooks.

NSOU ? PGSW-VII 316 Open Educational Resources allow students to have learning materials as soon as the course starts, so they can make the most of them to support their learning. They no longer have to wait for financial aid disbursements or delayed shipments from online orders. Open educational resources are most useful when educators distribute them in open formats, so teachers and students can use those resources regardless of the particular technical platforms their schools have adopted. Projects like the OER Commons act as repositories for high-quality open educational resources. What are MOOCs? Massive open online courses (MOOCs) are online courses accessible to anyone with a computer and access to the Internet. People call these courses “massive” because their enrollment is open to more students than traditional educational institutions might permit —meaning that hundreds (even thousands) of students might participate in a particular MOOC. Today, many colleges and universities have joined organizations committed to providing high-quality education through MOOCs. One example is edX, a non-profit education partnership that in 2012 grew from a collaboration between MIT and Harvard (Stanford joined the effort in 2013, and now several dozen colleges and universities from around the world have, too). edX offers students tuition-free opportunities to enroll in courses on a variety of subjects from instructors across the globe. Students register, attend, and complete their classes online. In 2013, edX released the source code for its online learning platform, so programmers could download and help improve it. Others could even use it to build their own education platforms. Similar online educational ventures include Khan Academy and Coursera. The extent to which various MOOCs license their course materials for remixing and reusing differs from one institution to another. 11.3 History and Development OER and the open movement have recently evolved, and in many ways they challenge age-old educational traditions and conventions. The catalyst has been the pervasiveness of the Internet and the ability to copy and distribute digital content. In

NSOU ? PGSW-VII 317 1999, both the University of Tübingen (Germany) and The Open University (UK) released some educational resources for free. However, the most commonly known OER initiative came from the Massachusetts Institute of Technology (USA) in 2001; by 2002, it had released 32 courses with open licences and set a precedent in terms of openness of university courseware. Taking note of this development, UNESCO in 2002 convened the Forum on the Impact of Open Courseware for Higher Education in Developing Countries, where the term OER was coined. Since then, many other education service providers around the world have used open licences and the Internet to share teaching and learning resources. The Cape Town Open Education Declaration (2008) and the Paris OER Declaration (2012) provided guidelines and encouragement for governments to release educational resources—especially those created using public funding—with open licences. The integration of OER into national policy is an ongoing and slow process, but there have been successes in countries such as the USA, South Africa, Kenya, Ghana, Poland, the Netherlands, and the United Kingdom.¹² In 2013, Antigua and Barbuda adopted an OER policy within the framework of its national policy on information and communication technology (ICT) in education. In 2014, the National Mission on Education through ICT (NMEICT) in India adopted an open licence policy¹³ for all of its outputs, releasing as OER all content generated with its funding. Types of OER OER can be divided into as many “types” as there are needs within the education sector. While assets—such as worksheets, lesson plans, lesson resources, reference articles and so on—are perhaps an obvious category, you will remember from lesson 1 that the term also encompasses open courseware (OCW). Although there is no consensus regarding OER categories, Creative Commons⁴⁸ has a useful list that includes the following types: • Digital learning objects (individual digital assets); • Digitised object libraries (online collections of assets); • OER encyclopaedias (collaborative written reference materials); • Open online archives (repositories of collected OER);

NSOU ? PGSW-VII 318 • Open textbooks (free and adaptable texts); • OER courseware (open online university courses and programmes); • OER courses (short courses); • Open course archives (libraries or indexes of courses); • Online tools that support the open community It is useful to keep these categories in mind when searching for OER on the Internet, as each will generate different results. For example: object libraries are more likely to identify individual assets; an OER encyclopedia will yield definitions and descriptive content; OER courseware repositories will have course materials loosely linked together so that one could, theoretically, run the course again; and OER courses provide both content and a learning pathway through the materials. Directories, Platforms and Repositories Another way of organising or categorising OER is according to the level of functionality offered by the OER website. For example; • Directories: A directory provides lists of OER and links to resources available elsewhere on the Web. Examples include COL’s OER Directory and, in the case of open access journals, the Directory of Open Access Journal (DOAJ), which links to research articles in the same way. • Platforms: By platform, we mean specific digital tools designed to “do” something with the OER. This could include tools to develop new, or adapt existing, OER. Alternatively, the platform could be designed to license new OER with an open licence. An example of the former is WikiEducator, which provides an online environment for authoring new resources. We saw in the previous lesson an example of the licensing platform designed by Creative Commons. • Repository: A repository is a database or collection of OER, usually ones developed by a particular institution. A well-known example of an institutional repository is the MIT’s Open Courseware Repository. Of course, some organizations and institutions offer combinations of the above functionality, so it is quite possible to find a mix of these functions within the same OER website.

NSOU ? PGSW-VII 319 11.4 Challenges of using OER Despite the noble intentions behind OER, it turns out that using OER is not always straightforward! Practitioners face various challenges when it comes to harnessing OER. Current frustrations for users of OER often include:

- Sourcing appropriate OER: This is an issue because there is no one-stop shop for OER. They are scattered across the Internet (this problem is explored in lesson 3).
- Understanding open licences: Not everyone is familiar with different open licences and what they permit (to overcome this problem, see lesson 2).
- Adaptation of OER requires new skills: To adapt and repurpose OER, the practitioner needs more than basic ICT skills and also needs practice in revising and remixing resources.
- Traditional mindsets predominate: Many educators feel it is wrong to use other people's work, and thus they protect, rather than share, their own resources
- Robust Internet connectivity and good ICT availability are essential to access and adapt OER.

Schools and universities seldom incentivize lesson creation Institutions Promoting OER The list of institutions, organisations and individuals involved with developing and promoting OER is ever expanding, and growth has accelerated in recent years. Below, however, are three globally active institutions that are worth highlighting. Commonwealth of Learning (CoL) is an intergovernmental organisation created by Commonwealth Heads of Government to encourage the development and sharing of open learning/distance education knowledge, resources and technologies. COL has for many years been at the forefront of the OER movement, facilitating numerous initiatives. It was the first intergovernmental organisation to adopt an open licence for all of its publications. COL encourages governments to officially recognise the importance of sharing OER, through policy development—either as a stand-alone policy or within the broader realm of ICT-in-education policy. COL has developed several resources on OER to build teachers' capacity and develop teaching and

NSOU ? PGSW-VII 320 learning materials as OER. Many such resources are available on its website, and also that of its regional office in New Delhi: the Commonwealth Educational Media Centre for Asia (CEMCA). The United Nations Educational, Scientific and Cultural Organization (UNESCO) believes that OER "provide a strategic opportunity to improve the quality of education as well as facilitate policy dialogue, knowledge sharing and capacity building." The Paris OER Declaration, adopted during the World OER Congress held in June 2012 at UNESCO headquarters, was a significant step for the development of national policies supporting OER. The declaration's ten points encourage governments to contribute to the awareness and use of OER and to develop strategies and policies to integrate OER in education. In 2013, UNESCO adopted an open access policy for all of its publications, in line with its commitment to promote and support OER and OA. OER and e-learning OER is not synonymous with online learning or e-learning, although many people make the mistake of using the terms interchangeably. Openly licensed content can be produced in any medium: paper-based text, video, audio or computer-based multimedia. A lot of e-learning courses may harness OER, but this does not mean that OER are necessarily e-learning. Indeed, many open resources being produced currently – while shareable in a digital format – are also printable. Given the bandwidth and connectivity challenges common in some developing countries, it would be expected that a high percentage of resources of relevance to higher education in such countries are shared as printable resources, rather than being designed for use in e-learning. OER and open learning/open education Although use of OER can support open learning/open education, the two are not the same. Making 'open education' or 'open learning' a priority has significantly bigger implications than only committing to releasing resources as open or using OER in educational programmes. It requires systematic analysis of assessment and accreditation systems, student support, curriculum frameworks, mechanisms to recognize prior learning, and so on, in order to determine the extent to which they enhance or impede openness. Open learning is an approach to education that seeks

NSOU ? PGSW-VII 321 to remove all unnecessary barriers to learning, while aiming to provide students with a reasonable chance of success in an education and training system centred on their specific needs and located in multiple arenas of learning. It incorporates several key principles:

- Learning opportunity should be lifelong and should encompass both education and training;
- The learning process should centre on the learners, build on their experience and encourage independent and critical thinking;
- Learning provision should be flexible so that learners can increasingly choose, where, when, what and how they learn, as well as the pace at which they will learn;
- Prior learning, prior experience and demonstrated competencies should be recognized so that learners are not unnecessarily barred from educational opportunities by lack of appropriate qualifications;
- Learners should be able to accumulate credits from different learning contexts;
- Providers should create the conditions for a fair chance of learner success. (Saide, n.d.)

As this list illustrates, while effective use of OER might give practical expression to some of these principles, the two terms are distinct in both scope and meaning. 11.5 OER and resource based learning There has been significant emphasis placed in OER discussions on the quality of OER. This makes the concept of resource-based learning of particular interest. Despite this, debates over OER have typically made little reference to the concept of resource-based learning until recently. This may be because the emphasis in most global OER discussion has been on the sharing and licensing of existing materials, a significant proportion of which has included simply sharing lecture notes and PowerPoint presentations used in face-to-face lectures. What does the notion of resource-based learning mean, in essence? It means moving away from the traditional notion of the 'talking teacher' to communicate curriculum; a significant but varying proportion of communication between students and educators is not face to face but

NSOU ? PGSW-VII 322 rather takes place through the use of different media as necessary. Importantly, the face-to-face contact that does take place typically does not involve simple transmission of knowledge from educator to student; instead it involves various forms of student support, for example, tutorials, peer group discussion, or practical work. Resource-based learning is not a synonym for distance education. Rather, resource based learning provides a basis for transforming the culture of teaching across all educational systems to enable those systems to offer better quality education to significantly larger numbers of students. Many courses and programmes at all levels of education now incorporate extensive use of instructionally designed resources, as educators have learned the limitations of lecture-based strategies for communicating information to students. The use of resource-based learning does not of course imply any intrinsic improvements in quality of learning experience. The extent to which shifting the communication of curriculum to instructionally designed resources leads improves the quality of education depends entirely on the quality of the resources developed. To summarize:

- There is no direct relationship between OER and resource-based learning.
- Many OER available online have not explicitly been designed as part of a deliberate strategy to shift to resource-based learning.
- Likewise, most practice in resource-based learning currently uses fully copyrighted materials rather than OER. Nevertheless, linking OER and resource-based learning provides an opportunity to leverage both most effectively.

Understanding Copyright Copyright is an exclusive, transferable right given by law to a creator/author for a fixed number of years to copy, print, publish, perform, film, record or otherwise control the use of literary, musical, dramatic or artistic works. Copyright is a legal protection given to the original creator of a work, which may be in any form. In this context, "work" means an explicit description or expression of an idea, not just the ideas themselves; the law only protects the specific and original expression of ideas. Copyright is a legal right created by the law of a country that grants the creator

NSOU ? PGSW-VII 323 of an original work exclusive rights to its use and distribution, usually for a limited time, with the intention of enabling the creator (e.g., the photographer of a photograph or the author of a book) to receive compensation for their intellectual effort. The exclusive rights are, however, not absolute and do not give the creator total control of their work, because the rights are bound by limitations and exceptions to copyright law. Copyright is a form of intellectual property, applicable to any expressed representation of a creative work. The rights that copyright reserves include control over reproduction, derivative works, distribution and public performance, as well as "moral rights," such as attribution. Although copyright law varies by jurisdiction, there is generally a clause that makes special permission for "fair use" or "fair dealing"; normally, this allows a written work (for example) to be copied for the purpose of private study, research, book review, reporting and similar non-commercial uses. Fair use does not give permission to use copyrighted materials in full. Moreover, the extent of the use is limited and not clear, which can lead to litigation. Normally ownership of the intellectual property of an article or book resides with the author, except when the author's employer claims ownership under the conditions of employment. This may be the case when teachers are employed by universities to write learning content. However, works for hire are handled differently in various institutions. As long as the copyright of a work remains with the author, legally the author can undertake economic activity associated with the work. This economic right introduces conflict when certain types of works are developed using public funds. The issue of the "moral rights" related to the work arises when the right of the work is with the employer or the funding agency. The Creative Commons Licensing System In recent years, Creative Commons (CC) has, in education, become the most popular licensing system. Creative Commons has designed a collection of licences to ensure that there is a suitable licence for sharing content under various conditions. The advantages of using a Creative Commons licence are:

- There is almost certainly a ready-made licence that will suit the publisher's requirements, saving time and effort in drawing up a custom licence.

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- Creative Commons licences are easily understood and commonly used, so a potential reader or reuser of a work will immediately understand the conditions of the licence.
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- Legal code: Expansive legal language, tested in several cases.
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- Attribution:** All CC licences require that others who use your work in any way must attribute it – i.e., must reference the work, giving you credit for it – the way you request, but not in a way that suggests you endorse them or their use of the work. If they want to use your work without giving you credit or for endorsement purposes, they must get your permission first.
- Non Commercial:** You let others copy, distribute, display, perform, modify (unless you have chosen No Derivatives) and use your work for any purpose other than commercially. If they want to use your work commercially, they must get your permission first.
- No Derivatives:** You let others copy, distribute, display and perform only original copies of your work. If they want to modify your work, they must get your permission first.
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Hit and source - focused comparison, Side by Side

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1/88	SUBMITTED TEXT	24 WORDS	53% MATCHING TEXT	24 WORDS
<p>All rights reserved. No part of this Self-Learning Material (SLM) may be reproduced in any form without permission in writing from Netaji Subhas Open University.</p> <p>SA BGEOSA-21 Statistics_All Units.pdf (D138088887)</p>				
2/88	SUBMITTED TEXT	20 WORDS	100% MATCHING TEXT	20 WORDS
<p>Scientists gather information about facts in a way that is organized and intentional, usually following a set of predetermined steps.</p> <p>W https://scientificinquiryinsocialwork.pressbooks.com/chapter/1-2-science-social-science-and-socia ...</p>				

3/88	SUBMITTED TEXT	39 WORDS	100% MATCHING TEXT	39 WORDS
<p>More specifically, social work is informed by social science, the science of humanity, social interactions, and social structures. In sum, social work research uses organized and intentional procedures to uncover facts or truths about the social world and it also relies 7</p>		<p>More specifically, social work is informed by social science, the science of humanity, social interactions, and social structures. In sum, social work research uses organized and intentional procedures to uncover facts or truths about the social world and it also relies</p>		
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4/88	SUBMITTED TEXT	20 WORDS	92% MATCHING TEXT	20 WORDS
<p>and social change. Science is a particular way of knowing that attempts to systematically collect and categorize facts or truths. 1.2</p>		<p>and social work Science is a particular way of knowing that attempts to systematically collect and categorize facts or truths.</p>		
<p>W https://scientificinquiryinsocialwork.pressbooks.com/chapter/1-2-science-social-science-and-socia ...</p>				

5/88	SUBMITTED TEXT	19 WORDS	100% MATCHING TEXT	19 WORDS
<p>A key word here is "systematically," because it is important to understand that conducting science is a deliberate process.</p>		<p>A key word here is "systematically," because it is important to understand that conducting science is a deliberate process.</p>		
<p>W https://scientificinquiryinsocialwork.pressbooks.com/chapter/1-2-science-social-science-and-socia ...</p>				

6/88	SUBMITTED TEXT	156 WORDS	99% MATCHING TEXT	156 WORDS
<p>Science and Scientific Research What is research? Depending on who you ask, you will likely get very different answers to this seemingly innocuous question. Some people will say that they routinely research different online websites to find the best place to buy goods or services they want. Television news channels supposedly conduct research in the form of viewer polls on topics of public interest such as forthcoming elections or government-funded projects. Under- graduate students research the Internet to find the information they need to complete assigned projects or term papers. Graduate students working on research projects for a professor may see research as collecting or analyzing data related to their project. Businesses and consultants research different potential solutions to remedy organizational problems such as a supply chain bottleneck or to identify customer purchase patterns. However, none of the above can be considered "scientific research" unless: (1) it contributes to a body of science, and (2) it follows the scientific method. This chapter will examine what these terms mean. 1.3</p>		<p>Science and Scientific Research What is research? Depending on who you ask, you will likely get very different answers to this seemingly innocuous question. Some people will say that they routinely research different online websites to find the best place to buy goods or services they want. Television news channels supposedly conduct research in the form of viewer polls on topics of public interest such as forthcoming elections or government-funded projects. Undergraduate students research the Internet to find the information they need to complete assigned projects or term papers. Graduate students working on research projects for a professor may see research as collecting or analyzing data related to their project. Businesses and consultants research different potential solutions to remedy organizational problems such as a supply chain bottleneck or to identify customer purchase patterns. However, none of the above can be considered "scientific research" unless: (1) it contributes to a body of science, and (2) it follows the scientific method. This chapter will examine what these terms mean.</p>		
<p>W https://courses.lumenlearning.com/suny-hccc-research-methods/chapter/chapter-1-science-and-scient ...</p>				

process of systematic logical reasoning called rationalism. In particular, Aristotle's classic work *Metaphysics* (literally meaning "beyond physical [existence]") separated theology (the study of Gods) from ontology (the study of being and existence) and universal science (the study of first principles, upon which logic is based). Rationalism (not to be confused with "rationality") views reason as the source of knowledge or justification, and suggests that the criterion of truth is not sensory but rather intellectual and deductive, often derived from a set of first principles or axioms (such as Aristotle's "law of non-contradiction"). The next major shift in scientific thought occurred during the 16th century, when British philosopher Francis Bacon (1561-1626) suggested that knowledge can only be derived from observations in the real world. Based on this premise, Bacon emphasized knowledge acquisition as an empirical activity (rather than as a reasoning activity), and developed empiricism as an influential branch of philosophy. Bacon's works led to the popularization of inductive methods of scientific inquiry, the development of the "scientific method" (originally called the "Baconian method"), consisting of systematic observation, measurement, and experimentation, and may have even sowed the seeds of atheism or the rejection of theological precepts as "unobservable." Empiricism continued to clash with rationalism throughout the Middle Ages, as philosophers sought the most effective way of gaining valid knowledge. French philosopher Rene Descartes sided with the rationalists, while British philosophers John Locke and David Hume sided with the empiricists. Other scientists, such as Galileo Galilei and Sir Issac Newton, attempted to fuse the two ideas into natural philosophy (the philosophy of nature), to focus specifically on understanding nature and the physical universe, which is considered to be the precursor of the natural sciences. Galileo (1564-1642) was perhaps the first to state that the laws of nature are mathematical, and contributed to the field of astronomy through an innovative combination of experimentation and mathematics. In the 18th century, German philosopher Immanuel Kant sought to resolve the dispute between empiricism and rationalism in his book *Critique of Pure Reason*, by arguing that experience is purely subjective and processing them using pure reason without first delving into the subjective nature of experiences will lead to theoretical illusions. Kant's ideas led to the development of German idealism, which inspired later development of interpretive techniques such as phenomenology, hermeneutics, and critical social theory. At about the same time, French philosopher Auguste Comte (1798-1857), founder of the discipline of sociology, attempted to blend rationalism and empiricism in a new doctrine

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called positivism. He suggested that theory and observations have circular dependence on each other. While theories may be created via reasoning, they are only authentic if they can be verified through observations. The emphasis on verification started the separation of modern science from philosophy and metaphysics and further development of the "scientific method" as the primary means of validating scientific claims. Comte's ideas were expanded by Emile Durkheim in his development of sociological positivism (positivism as a foundation for social research) and Ludwig Wittgenstein in logical positivism. In the early 20 th century, strong accounts of positivism were rejected by interpretive sociologists (antipositivists) belonging to the German idealism school of thought. Positivism was typically equated with quantitative research methods such as experiments and surveys and without any explicit philosophical commitments, while antipositivism employed qualitative methods such as unstructured interviews and participant observation. Even

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of positivism, such as American sociologist Paul Lazarsfield who pioneered large- scale survey research and statistical techniques for analyzing survey data, acknowledged potential problems of observer bias and structural limitations in positivist inquiry. In response, antipositivists emphasized that social actions must be studied through interpretive means based upon an understanding the meaning and purpose that individuals attach to their personal actions, which inspired Georg Simmel’s work on symbolic interactionism, Max Weber’s work on ideal types, and Edmund Husserl’s work on phenomenology. In the mid-to-late 20 th century, both positivist and antipositivist schools of thought were subjected to criticisms and modifications. British philosopher Sir Karl Popper suggested that human knowledge is based not on unchallengeable, rock solid foundations, but rather on a set of tentative conjectures that can never be proven conclusively, but only disproven. Empirical evidence is the basis for disproving these conjectures or “theories.” This metatheoretical stance, called postpositivism (or postempiricism), amends positivism by suggesting that it is impossible to verify the truth although it is possible to reject false beliefs, though it retains the positivist notion of an objective truth and its emphasis on the scientific method. Likewise, antipositivists have also been criticized for trying only to understand society but not critiquing and changing society for the better. The roots of this thought lie in Das Capital, written by German philosophers Karl Marx and Friedrich Engels, which critiqued capitalistic societies as being social inequitable and inefficient, and recommended resolving this inequity through class conflict and proletarian revolutions. Marxism inspired social

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revolutions in countries such as Germany, Italy, Russia, and China, but generally failed to accomplish the social equality that it aspired. Critical research (also called critical theory) propounded by Max Horkheimer and Jurgen Habermas in the 20 th century, retains similar ideas of critiquing and resolving social inequality, and adds that people can and should consciously act to change their social and economic circumstances, although their ability to do so is constrained by various forms of social, cultural and political domination. Critical research attempts to uncover and critique the restrictive and alienating conditions of the status quo by analyzing the oppositions, conflicts and contradictions in contemporary society, and seeks to eliminate the causes of alienation and domination (i.e., emancipate the oppressed class).

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Science What is science? To some, science refers to difficult high school or college-level courses such as physics, chemistry, and biology meant only for the brightest students. To others, science is a craft practiced by scientists in white coats using specialized equipment in their laboratories. Etymologically, the word "science" is derived from the Latin word *scientia* meaning knowledge. Science refers to a systematic and organized body of knowledge in any area of inquiry that is acquired using "the scientific method" (the scientific method is described further below). Science can be grouped into two broad categories: natural science and social science. Natural science is the science of naturally occurring objects or phenomena, such as light, objects, matter, earth, celestial bodies, or the human body. Natural sciences can be further classified into physical sciences, earth sciences, life sciences, and others. Physical sciences consist of disciplines such as physics (the science of physical objects), chemistry (the science of matter), and astronomy (the science of celestial objects). Earth sciences consist of disciplines such as geology (the science of the earth). Life sciences include disciplines such as biology (the science of human bodies) and botany (the science of plants). In contrast, social science is the science of people or collections of people, such as groups, firms, societies, or economies, and their individual or collective behaviors. Social sciences can be classified into disciplines such as psychology (the science of human behaviors), sociology (the science of social groups), and economics (the science of firms, markets, and economies). The natural sciences are different from the social sciences in several respects. The natural sciences are very precise, accurate, deterministic, and independent of the person m

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aking the scientific observations. For instance, a scientific experiment in physics, such as measuring the speed of sound through a certain media or the refractive index of water, should always yield the exact same results, irrespective of the time or place of the experiment, or the person conducting the experiment. If two students conducting the same physics experiment obtain two different values of these physical properties, then it generally means that one or both of those students must be in error. However, the same cannot be said for the social sciences, which tend to be less accurate, deterministic, or unambiguous. For instance, if you measure a person's happiness using a hypothetical instrument, you may find that the same person is more happy or less happy (or sad) on different days and sometimes, at different times on the same day. One's happiness may vary depending on the news that person received that day or on the events that transpired earlier during that day. Furthermore, there is not a single instrument or metric that can accurately measure a person's happiness. Hence, one instrument may calibrate a person as being "more happy" while a second instrument may find that the same person is "less happy" at the same instant in time. In other words, there is a high degree of measurement error in the social sciences and there is considerable uncertainty and little agreement on social science policy decisions. For instance, you will not find many disagreements among natural scientists on the speed of light or the speed of the earth around the sun, but you will find numerous disagreements among social scientists on how to solve a social problem such as reduce global terrorism or rescue an economy from a recession. Any student studying the social sciences must be cognizant of and comfortable with handling higher levels of ambiguity, uncertainty, and error that come with such sciences, which merely reflects the high variability of social objects. Sciences can also be classified based on their purpose. Basic sciences, also called pure sciences, are those that explain the most basic objects and forces, relationships between them, and laws governing them. Examples include physics, mathematics, and biology. Applied sciences, also called practical sciences, are sciences that apply scientific knowledge from basic sciences in a physical environment. For instance, engineering is an applied science that applies the laws of physics and chemistry for practical applications such as building stronger bridges or fuel efficient combustion engines, while medicine is an applied science that applies the laws of biology for solving human ailments. Both basic and applied sciences are required for human development. However, applied sciences cannot stand on their own right, but instead relies on basic sciences for its progress. Of course, the industry and private enterprises tend to focus more on applied sciences given their practical value, while universities study both basic and applied sciences.

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Scientific Knowledge The purpose of science is to create scientific knowledge. Scientific knowledge refers to a generalized body of laws and theories to explain a phenomenon or behavior of interest that are acquired using the scientific method. Laws are observed patterns of phenomena or behaviors, while theories are systematic explanations of the underlying phenomenon or behavior. For instance, in physics, the Newtonian Laws of Motion describe what happens when an object is in a state of rest or motion (Newton's First Law), what force is needed to move a stationary object or stop a moving object (Newton's Second Law), and what happens when two objects collide (Newton's Third Law). Collectively, the three laws constitute the basis of classical mechanics – a theory of moving objects. Likewise, the theory of optics explains the properties of light and how it behaves in different media, electromagnetic theory explains the properties of electricity and how to generate it, quantum mechanics explains the properties of subatomic particles, and thermodynamics explains the properties of energy and mechanical work. An introductory college level text book in physics will likely contain separate chapters devoted to each of these theories. Similar theories are also available in social sciences. For instance, cognitive dissonance theory in psychology explains how people react when their observations of an event is different from what they expected of that event, general deterrence theory explains why some people engage in improper or criminal behaviors, such as illegally download music or commit software piracy, and the theory of planned behavior explains how people make conscious reasoned choices in their everyday lives. The goal of scientific research is to discover laws and postulate theories that can explain natural or social phenomena, or in other words, build scientific knowledge. It is important to understand that this knowledge may be imperfect or even quite far from the truth. Sometimes, there may not be a single universal truth, but rather an equilibrium of "multiple truths." We must understand that the theories, upon which scientific knowledge is based, are only explanations of a particular phenomenon, as suggested by a scientist. As such, there may be good or poor explanations, depending on the extent to which those explanations fit well with reality, and consequently, there may be good or poor theories. The progress of science is marked by our progression over time from poorer theories to better theories, through better observations using more accurate instruments and more informed logical reasoning.

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We arrive at scientific laws or theories through a process of logic and evidence. Logic (theory) and evidence (observations) are the two, and only two, pillars upon which scientific knowledge is based. In science, theories and observations are interrelated and cannot exist without each other. Theories provide meaning and significance to what we observe, and observations help validate or refine existing theory or construct new theory. Any other means of knowledge acquisition, such as faith or authority cannot be considered science. Scientific Research Given that theories and observations are the two pillars of science, scientific research operates at two levels: a theoretical level and an empirical level. The theoretical level is concerned with developing abstract concepts about a natural or social phenomenon and relationships between those concepts (i.e., build "theories"), while the empirical level is concerned with testing the theoretical concepts and relationships to see how well they reflect our observations of reality, with the goal of ultimately building better theories. Over time, a theory becomes more and more refined (i.e., fits the observed reality better), and the science gains maturity. Scientific research involves continually moving back and forth between theory and observations. Both theory and observations are essential components of scientific research. For instance, relying solely on observations for making inferences and ignoring theory is not considered valid scientific research. Depending on a researcher's training and interest, scientific inquiry may take one of two possible forms: inductive or deductive. In inductive research, the goal of a researcher is to infer theoretical concepts and patterns from observed data. In deductive research, the goal of the researcher is to test concepts and patterns known from theory using new empirical data. Hence, inductive research is also called theory-building research, and deductive research is theory-testing research. Note here that the goal of theory-testing is not just to test a theory, but possibly to refine, improve, and extend it. Figure 1.1 depicts the complementary nature of inductive and deductive research. Note that inductive and deductive research are two halves of the research cycle that constantly iterates between theory and observations. You cannot do inductive or deductive research if you are not familiar with both the theory and data components of research. Naturally, a complete researcher is one who can traverse the entire research cycle and can handle both inductive and deductive research.

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15/88	SUBMITTED TEXT	64 WORDS	100% MATCHING TEXT	64 WORDS
<p>It is important to understand that theory-building (inductive research) and theory- testing (deductive research) are both critical for the advancement of science. Elegant theories are not valuable if they do not match with reality. Likewise, mountains of data are also useless until they can contribute to the construction to meaningful theories. Rather than viewing these two processes in a circular relationship, as shown in Figure 1.1, perhaps they</p>		<p>It is important to understand that theory-building (inductive research) and theory-testing (deductive research) are both critical for the advancement of science. Elegant theories are not valuable if they do not match with reality. Likewise, mountains of data are also useless until they can contribute to the construction to meaningful theories. Rather than viewing these two processes in a circular relationship, as shown in Figure 1.1, perhaps they</p>		
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16/88	SUBMITTED TEXT	81 WORDS	100% MATCHING TEXT	81 WORDS
<p>can be better viewed as a helix, with each iteration between theory and data contributing to better explanations of the phenomenon of interest and better theories. Though both inductive and deductive research are important for the advancement of science, it appears that inductive (theory-building) research is more valuable when there are few prior theories or explanations, while deductive (theory-testing) research is more productive when there are many competing theories of the same phenomenon and researchers are interested in knowing which theory works best and under what circumstances.</p>		<p>can be better viewed as a helix, with each iteration between theory and data contributing to better explanations of the phenomenon of interest and better theories. Though both inductive and deductive research are important for the advancement of science, it appears that inductive (theory-building) research is more valuable when there are few prior theories or explanations, while deductive (theory-testing) research is more productive when there are many competing theories of the same phenomenon and researchers are interested in knowing which theory works best and under what circumstances.</p>		
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17/88	SUBMITTED TEXT	90 WORDS	100% MATCHING TEXT	90 WORDS
<p>Theory building and theory testing are particularly difficult in the social sciences, given the imprecise nature of the theoretical concepts, inadequate tools to measure them, and the presence of many unaccounted factors that can also influence the phenomenon of interest. It is also very difficult to refute theories that do not work. For instance, Karl Marx's theory of communism as an effective means of economic production withstood for decades, before it was finally discredited as being inferior to capitalism in promoting economic growth and social welfare. Erstwhile communist economies like the Soviet Union and China</p>		<p>Theory building and theory testing are particularly difficult in the social sciences, given the imprecise nature of the theoretical concepts, inadequate tools to measure them, and the presence of many unaccounted factors that can also influence the phenomenon of interest. It is also very difficult to refute theories that do not work. For instance, Karl Marx's theory of communism as an effective means of economic production withstood for decades, before it was finally discredited as being inferior to capitalism in promoting economic growth and social welfare. Erstwhile communist economies like the Soviet Union and China</p>		
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eventually moved toward more capitalistic economies characterized by profit-maximizing private enterprises. However, the recent collapse of the mortgage and financial industries in the United States demonstrates that capitalism also has its flaws and is not as effective in fostering economic growth and social welfare as previously presumed. Unlike theories in the natural sciences, social science theories are rarely perfect, which provides numerous opportunities for researchers to improve those theories or build their own alternative theories. Conducting scientific research, therefore, requires two sets of skills – theoretical and methodological – needed to operate in the theoretical and empirical levels respectively. Methodological skills (“know-how”) are relatively standard, invariant across disciplines, and easily acquired through doctoral programs. However, theoretical skills (“know-what”) is considerably harder to master, requires years of observation and reflection, and are tacit skills that cannot be “taught” but rather learned through experience. All of the greatest scientists in the history of mankind, such as Galileo, Newton, Einstein, Neils Bohr, Adam Smith, Charles Darwin, and Herbert Simon, were master theoreticians, and they are remembered for the theories they postulated that transformed the course of science. Methodological skills are needed to be an ordinary researcher, but theoretical skills are needed to be an extraordinary researcher! Scientific Method
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In the preceding sections, we described science as knowledge acquired through a scientific method. So what exactly is the "scientific method"? Scientific method refers to a standardized set of techniques for building scientific knowledge, such as how to make valid observations, how to interpret results, and how to generalize those results. The scientific method allows researchers to independently and impartially test preexisting theories and prior findings, and subject them to open debate, modifications, or enhancements. The scientific method must satisfy four characteristics: ? Replicability: Others should be able to independently replicate or repeat a scientific study and obtain similar, if not identical, results. ? Precision: Theoretical concepts, which are often hard to measure, must be defined with such precision that others can use those definitions to measure those concepts and test that theory. ? Falsifiability: A theory must be stated in a way that it can be disproven. Theories that cannot be tested or falsified are not scientific theories and any such knowledge is not scientific knowledge. A theory that is specified in imprecise terms or whose concepts are not accurately measurable cannot be tested, and is therefore not scientific. Sigmund Freud's ideas on psychoanalysis fall into this category and is therefore not considered a "theory", even though psychoanalysis may have practical utility in treating certain types of ailments. ? Parsimony: When there are multiple explanations of a phenomenon, scientists must always accept the simplest or logically most economical explanation. This concept is called parsimony or "Occam's razor." Parsimony prevents scientists from pursuing overly complex or outlandish theories with endless number of concepts and relationships that may explain a little bit of everything but nothing in particular. Any branch of inquiry that does not allow the scientific method to test its basic laws or theories cannot be called "science." For instance, theology (the study of religion) is not science because theological ideas (such as the presence of God) cannot be tested by independent observers using a replicable, precise, falsifiable, and parsimonious method. Similarly, arts, music, literature, humanities, and law are also not considered science, even though they are creative and worthwhile endeavors in their own right.

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The scientific method, as applied to social sciences, includes a variety of research approaches, tools, and techniques, such as qualitative and quantitative data, statistical analysis, experiments, field surveys, case research, and so forth. Most of this book is devoted to learning about these different methods. However, recognize that the scientific method operates primarily at the empirical level of research, i.e., how to make observations and analyze and interpret these observations. Very little of this method is directly pertinent to the theoretical level, which is really the more challenging part of scientific research. Types of Scientific Research Depending on the purpose of research, scientific research projects can be grouped into three types: exploratory, descriptive, and explanatory. Exploratory research is often conducted in new areas of inquiry, where the goals of the research are: (1) to scope out the magnitude or extent of a particular phenomenon, problem, or behavior, (2) to generate some initial ideas (or "hunches") about that phenomenon, or (3) to test the feasibility of undertaking a more extensive study regarding that phenomenon. For instance, if the citizens of a country are generally dissatisfied with governmental policies regarding during an economic recession, exploratory research may be directed at measuring the extent of citizens' dissatisfaction, understanding how such dissatisfaction is manifested, such as the frequency of public protests, and the presumed causes of such dissatisfaction, such as ineffective government policies in dealing with inflation, interest rates, unemployment, or higher taxes. Such research may include examination of publicly reported figures, such as estimates of economic indicators, such as gross domestic product (GDP), unemployment, and consumer price index, as archived by third-party sources, obtained through interviews of experts, eminent economists, or key government officials, and/or derived from studying historical examples of dealing with similar problems. This research may not lead to a very accurate understanding of the target problem, but may be worthwhile in scoping out the nature and extent of the problem and serve as a useful precursor to more in-depth research. Descriptive research is directed at making careful observations and detailed documentation of a phenomenon of interest. These observations must be based on the scientific method (i.e., must be replicable, precise, etc.), and therefore, are more reliable than casual observations by untrained people. Examples of descriptive research are tabulation of demographic statistics by the United States Census Bureau or employment statistics by the

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Bureau of Labor, who use the same or similar instruments for estimating employment by sector or population growth by ethnicity over multiple employment surveys or censuses. If any changes are made to the measuring instruments, estimates are provided with and without the changed instrumentation to allow the readers to make a fair before-and-after comparison regarding population or employment trends. Other descriptive research may include chronicling ethnographic reports of gang activities among adolescent youth in urban populations, the persistence or evolution of religious, cultural, or ethnic practices in select communities, and the role of technologies such as Twitter and instant messaging in the spread of democracy movements in Middle Eastern countries. Explanatory research seeks explanations of observed phenomena, problems, or behaviors. While descriptive research examines the what, where, and when of a phenomenon, explanatory research seeks answers to why and how types of questions. It attempts to "connect the dots" in research, by identifying causal factors and outcomes of the target phenomenon. Examples include understanding the reasons behind adolescent crime or gang violence, with the goal of prescribing strategies to overcome such societal ailments. Most academic or doctoral research belongs to the explanation category, though some amount of exploratory and/or descriptive research may also be needed during initial phases of academic research. Seeking explanations for observed events requires strong theoretical and interpretation skills, along with intuition, insights, and personal experience. Those who can do it well are also the most prized scientists in their disciplines.

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rely on an ontology, or a set of assumptions about what is real. We assume that gravity is real and that the mitochondria of a cell are real. With a powerful microscope, mitochondria are easy to spot and observe, and we can theorize about their function in a cell. The gravitational force is invisible, but clearly apparent from observable facts, like watching an apple fall. The theories about gravity have changed over the years, and those improvements in theory were made when existing theories fell short in explaining observations. If we weren't able to perceive mitochondria or gravity, they would still be there, doing their thing because they exist independent of our observation of them. This is a

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idea called realism, and it simply means that the concepts we talk about in science really and truly exist. Ontology in physics and biology is focused on objective truth. You may have heard the term "being objective" before: it involves observing and thinking with an open mind and pushing aside anything that might bias your perspective. Objectivity also

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involves finding what is true for everyone, not just what is true for one person. Gravity is certainly true for everyone, everywhere, but let's consider a social work example. It is objectively true that children who are subjected to severely traumatic experiences will experience negative mental health effects afterwards. A diagnosis of post-traumatic stress disorder (PTSD) is considered objective because it refers to a real mental health issue that exists independent of the social worker's observations, and it presents similarly in all clients who experience the disorder. Objective, ontological perspective implies that observations are true for everyone, regardless of whether we are there to observe them or not observe them. Epistemology, or our assumptions about how we come to know what is real and true, helps us to realize these objective truths. The most relevant epistemological question in the social sciences is whether truth is better accessed using numbers or words. Generally, scientists approaching research with an objective ontology and epistemology will use quantitative methods to arrive at scientific truth. Quantitative methods examine numerical data to precisely describe and predict elements of the social world. This is due to the epistemological assumption that mathematics can represent the phenomena and relationships we observe in the social world. Mathematical relationships are uniquely useful because allow us to make comparisons across individuals as well as time and space. For example, let's look at measures of poverty. While people can have different definitions of poverty, an objective measurement such as an annual income less than Rs25,000 for a family of four is insightful because (1) it provides a precise measurement, (2) it can be compared to incomes from all other people in any society from any time period, and (3) it refers to real quantities of money that exist in the world. In this book, we will review survey and experimental methods, which are the most common designs that use quantitative methods to answer research questions. It may surprise you to learn that objective facts, like income or mental health diagnoses, are not the only facts that are present in the social sciences. Indeed, social science is not only concerned with objective truths, but it is also concerned with subjective truth. Subjective truths are unique to individuals, groups, and contexts. Unlike objective truths, subjective truths will vary based on who you are observing and the context you are observing them in. The beliefs, opinions, and preferences of people are actually truths that social scientists measure and describe. Additionally, subjective truths do not exist

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of human observation because they are the product of the human mind. We negotiate what is true in the social world through language, arriving at a consensus and engaging in debate. Epistemologically, a scientist seeking subjective truth assumes that truth lies in what people say, in their words. A scientist uses qualitative methods to analyze words or other media to understand their meaning. Humans are social creatures, and we give meaning to our thoughts and feelings through language. Linguistic communication is unique. We share ideas with each other at a remarkable rate. In so doing, ideas come into and out of existence in a spontaneous and emergent fashion. Words are given a meaning by their creator, but anyone who receives that communication can absorb, amplify, and even change its original intent. Because social science studies human interaction, subjectivists argue that language is the best way to understand the world. This epistemology is based on some interesting ontological assumptions. What happens when someone incorrectly interprets a situation? While their interpretation may be wrong, it is certainly true to them that they are right. Furthermore, they act on the assumption that they are right. In this sense, even incorrect interpretations are truths, even though they are only true to one person. This leads us to question whether the social concepts we think about really exist. They might only exist in our heads, unlike concepts from the natural sciences which exist independent of our thoughts. For example, if everyone ceased to believe in gravity, we wouldn't all float away. It has an existence independent of human thought.

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One area that social workers commonly investigate is the impact of a person's social class background on their experiences and lot in life. You probably wouldn't be surprised to learn that a person's social class background has an impact on their educational attainment and achievement. In fact, one group of researchers in the early 1990s found that the percentage of children who did not receive any postsecondary schooling was four times greater among those in the lowest quartile (25%) income bracket than those in the upper quartile of income earners (i.e., children from high- income families were far more likely than low-income children to go on to college). Another recent study found that having more liquid wealth that can be easily converted into cash actually seems to predict children's math and reading achievement (Elliott, Jung, Kim, & Chowa, 2010).

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27/88

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These findings—that wealth and income shape a child’s educational experiences—are probably not that shocking to any of us. Yet, some of us may know someone who may be an exception to the rule. Sometimes the patterns that social scientists observe fit our commonly held beliefs about the way the world works. When this happens, we don’t tend to take issue with the fact that patterns don’t necessarily represent all people’s experiences. But what happens when the patterns disrupt our assumptions? For example, did you know that teachers are far more likely to encourage boys to think critically in school by asking them to expand on answers they give in class and by commenting on boys’ remarks and observations? When girls speak up in class, teachers are more likely to simply nod and move on. The pattern of teachers engaging in more complex interactions with boys means that boys and girls do not receive the same educational experience in school (Sadker & Sadker, 1994).

These findings—that wealth and income shape a child’s educational experiences—are probably not that shocking to any of us. Yet, some of us may know someone who may be an exception to the rule. Sometimes the patterns that social scientists observe fit our commonly held beliefs about the way the world works. When this happens, we don’t tend to take issue with the fact that patterns don’t necessarily represent all people’s experiences. But what happens when the patterns disrupt our assumptions? For example, did you know that teachers are far more likely to encourage boys to think critically in school by asking them to expand on answers they give in class and by commenting on boys’ remarks and observations? When girls speak up in class, teachers are more likely to simply nod and move on. The pattern of teachers engaging in more complex interactions with boys means that boys and girls do not receive the same educational experience in school (Sadker & Sadker, 1994). [3]

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History of Scientific Thought It may be interesting to go back in history and see how science has evolved over time and identify the key scientific minds in this evolution. Although instances of scientific progress have been documented over many centuries, the terms “science,” “scientists,” and the “scientific method” were coined only in the 19 th century. Prior to this time, science was viewed as a part of philosophy, and coexisted with other branches of philosophy such as logic, metaphysics, ethics, and aesthetics, although the boundaries between some of these branches were blurred. In the earliest days of human inquiry, knowledge was usually recognized in terms of theological precepts based on faith. This was challenged by Greek philosophers such as Plato, Aristotle, and Socrates during the 3 rd century BC, who suggested that the fundamental nature of being and the world can be understood more accurately through a

History of Scientific Thought Before closing this chapter, it may be interesting to go back in history and see how science has evolved over time and identify the key scientific minds in this evolution. Although instances of scientific progress have been documented over many centuries, the terms “science,” “scientists,” and the “scientific method” were coined only in the 19 th century. Prior to this time, science was viewed as a part of philosophy, and coexisted with other branches of philosophy such as logic, metaphysics, ethics, and aesthetics, although the boundaries between some of these branches were blurred. In the earliest days of human inquiry, knowledge was usually recognized in terms of theological precepts based on faith. This was challenged by Greek philosophers such as Plato, Aristotle, and Socrates during the 3 rd century BC, who suggested that the fundamental nature of being and the world can be understood more accurately through a

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29/88	SUBMITTED TEXT	75 WORDS	100% MATCHING TEXT	75 WORDS
<p>People who object to these findings tend to cite evidence from their own personal experience, refuting that the pattern actually exists. However, the problem with this response is that objecting to a social pattern on the grounds that it doesn't match one's individual experience misses the point about patterns. Patterns don't perfectly predict what will happen to an individual person, yet they are a reasonable guide. When patterns are systematically observed, they can help guide social work thought and action. 1.4</p>		<p>People who object to these findings tend to cite evidence from their own personal experience, refuting that the pattern actually exists. However, the problem with this response is that objecting to a social pattern on the grounds that it doesn't match one's individual experience misses the point about patterns. Patterns don't perfectly predict what will happen to an individual person, yet they are a reasonable guide. When patterns are systematically observed, they can help guide social work thought and action.</p>		
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30/88	SUBMITTED TEXT	70 WORDS	95% MATCHING TEXT	70 WORDS
<p>Practice-based research is a conceptual framework that allows a researcher to incorporate their creative practice, creative methods and creative output into the research design and as a part of the research output. Smith and Dean note that practice-based research arises out of two related ideas. Firstly, "that creative work in itself is a form of research and generates detectable research outputs". The product of creative work itself contributes to the outcomes of a research</p>		<p>practice-led research is a conceptual framework that allows a researcher to incorporate their creative practice, creative methods and creative output into the research design and as a part of the research output. Smith and Dean note that practice-led research arises out of two related ideas. Firstly, "that creative work in itself is a form of research and generates detectable research outputs" (2009, p5). The product of creative work itself contributes to the outcomes of a research</p>		
<p>W https://prag-uk.org/glossary-of-terms/methodology/</p>				

31/88	SUBMITTED TEXT	147 WORDS	95% MATCHING TEXT	147 WORDS
<p>process and contributes to the answer of a research question. Secondly, "creative practice — the training and specialised knowledge that creative practitioners have and the processes they engage in when they are making art — can lead to specialised research insights which can then be generalised and written up as research" Smith and Dean's point here is that the content and processes of a creative practice generate knowledge and innovations that are different to, but complementary with, other research styles and methods. Practice-based research projects are undertaken across all creative disciplines and, as a result, the approach is very flexible in its implementation able to incorporate a variety of methodologies and methods within its bounds. A helpful way to understand this is to think of practice-based research as an approach that allows us to incorporate our creative practices into the research, legitimises the knowledge they reveal and endorses the methodologies, methods and research tools that are characteristic of</p>		<p>process and contributes to the answer of a research question. Secondly, "creative practice — the training and specialised knowledge that creative practitioners have and the processes they engage in when they are making art — can lead to specialised research insights which can then be generalised and written up as research" (2009, p5). Smith and Dean's point here is that the content and processes of a creative practice generate knowledge and innovations that are different to, but complementary with, other research styles and methods. Practice-led research projects are undertaken across all creative disciplines and, as a result, the approach is very flexible in its implementation able to incorporate a variety of methodologies and methods within its bounds. A helpful way to understand this is to think of practice-led research as an approach that allows you to incorporate your creative practices into the research, legitimises the knowledge they reveal and endorses the methodologies, methods and research tools that are characteristic of</p>		
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32/88	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
<p>Social Science Research: Principles, Methods, and Practices. Authored by: Anol Bhattacharjee.</p>		<p>Social Science Research: Principles, Methods, and Practices. Authored by: Anol Bhattacharjee.</p>		
<p>W https://courses.lumenlearning.com/suny-hccc-research-methods/chapter/chapter-1-science-and-scient ...</p>				
33/88	SUBMITTED TEXT	101 WORDS	96% MATCHING TEXT	101 WORDS
<p>In the world of monitoring and evaluation (M&E) three approaches can be identified: result-oriented, constructivist and reflexive. Every approach includes principles, methods and tools that can be used for projects that have the ambition to contribute to (system) innovation. But they differ widely in their vision on reality, the on-going processes and their results and how to support, manage or adjust these processes. Deciding which method is the best depends heavily on the nature of the project, its context, and the monitoring and evaluation objectives. In practice, it may be desirable to use a selection of methods from the different approaches in order to combine their strong points.</p>		<p>In the world of monitoring and evaluation (M&E) three approaches can be identified: result-oriented, constructivist and reflexive (see table p.32). Every approach includes principles, methods and tools that can be used for projects that have the ambition to contribute to (system) innovation. But they differ widely in their vision on reality, the on-going processes and their results and how to support, manage or adjust these processes. Deciding which method is the best depends heavily on the nature of the project, its context, and the monitoring and evaluation objectives. In practice, it may be desirable to use a selection of methods from the different approaches in order to combine their strong points. &lt;&lt;</p>		
<p>W https://edepot.wur.nl/185027</p>				
34/88	SUBMITTED TEXT	17 WORDS	62% MATCHING TEXT	17 WORDS
<p>Nominal level of Measurement 5.3 Ordinal level of Measurement 5.4 Interval level of Measurement 5.5 Ratio level of Measurement 5.6</p>				
<p>SA BGEOSA-21 Statistics_All Units.pdf (D138088887)</p>				
35/88	SUBMITTED TEXT	117 WORDS	100% MATCHING TEXT	117 WORDS
<p>When social scientists measure concepts, they sometimes use the language of variables and attributes (also called values). A variable refers to a phenomenon that can vary. It can be thought of as a grouping of several characteristics. For example, hair color could be a variable because it has varying characteristics. Attributes are the characteristics that make up a variable. For example, the variable hair color would contain attributes like blonde, brown, black, red, gray, etc. A variable's attributes determine its level of measurement. There are four possible levels of measurement: nominal, ordinal, interval, and ratio. The first two levels of measurement are categorical, meaning their attributes are categories rather than numbers. The latter two levels of measurement are continuous, meaning their attributes are numbers, not categories. 103</p>		<p>When social scientists measure concepts, they sometimes use the language of variables and attributes (also called values). A variable refers to a phenomenon that can vary. It can be thought of as a grouping of several characteristics. For example, hair color could be a variable because it has varying characteristics. Attributes are the characteristics that make up a variable. For example, the variable hair color would contain attributes like blonde, brown, black, red, gray, etc. A variable's attributes determine its level of measurement. There are four possible levels of measurement: nominal, ordinal, interval, and ratio. The first two levels of measurement are categorical, meaning their attributes are categories rather than numbers. The latter two levels of measurement are continuous, meaning their attributes are numbers, not categories.</p>		
<p>W https://uta.pressbooks.pub/foundationsofsocialworkresearch/chapter/5-2-levels-of-measurement</p>				

36/88

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We shouldn't confuse our labeling of attributes or measuring of a variable with the objective truth "out there." Another example could be children of parents from different races were often classified as one race or another in the past, even if they identified with both cultures equally. The option for bi-racial or multi-racial on a survey not only more accurately reflects the racial diversity in the real world but validates and acknowledges people who identify in that manner.

We shouldn't confuse our labeling of attributes or measuring of a variable with the objective truth "out there." Another example could be children of parents from different races were often classified as one race or another in the past, even if they identified with both cultures equally. The option for bi-racial or multi-racial on a survey not only more accurately reflects the racial diversity in the real world but validates and acknowledges people who identify in that manner.

W <https://uta.pressbooks.pub/foundationsofsocialworkresearch/chapter/5-2-levels-of-measurement>

37/88

SUBMITTED TEXT

327 WORDS

100% MATCHING TEXT

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Nominal level of measurement Hair color is an example of a nominal level of measurement. Nominal measures are categorical, and those categories cannot be mathematically ranked. There is no ranking order between hair colors. They are simply different. That is what constitutes a nominal level of measurement. Gender and race are also measured at the nominal level. When using nominal level of measurement in research, it is very important to assign the attributes of potential answers very precisely. The attributes need to be exhaustive and mutually exclusive. Let's think about the attributes contained in the variable hair color. Black, brown, blonde, and red are common colors. But, if we listed only these attributes, people with gray hair wouldn't fit anywhere. That means our attributes were not exhaustive. Exhaustiveness means that all possible attributes are listed. We may have to list a lot of colors before we can meet the criteria of exhaustiveness. Clearly, there is a point at which trying to achieve exhaustiveness can get to be too much. If a person insists that their hair color is light burnt sienna, it is not your responsibility to list that as an option. Rather, that person could reasonably be described as brown-haired. Perhaps listing a category for other color would suffice to make our list of colors exhaustive. What about a person who has multiple hair colors at the same time, such as red and black? They would fall into multiple attributes. This violates the rule of mutual exclusivity, in which a person cannot fall into two different attributes. Instead of listing all of the possible combinations of colors, perhaps you might include a list of attributes like all black, all brown, all blonde, all red, multi-color, other to include people with more than one hair color, but keep everyone in only one category. The discussion of hair color elides an important point with measurement—reification. You should remember reification from our previous discussion in this chapter. For many years, the attributes for gender were male and female. Now, our understanding of gender has evolved to encompass more attributes including transgender, non-binary, or

Nominal level of measurement Hair color is an example of a nominal level of measurement. Nominal measures are categorical, and those categories cannot be mathematically ranked. There is no ranking order between hair colors. They are simply different. That is what constitutes a nominal level of measurement. Gender and race are also measured at the nominal level. When using nominal level of measurement in research, it is very important to assign the attributes of potential answers very precisely. The attributes need to be exhaustive and mutually exclusive. Let's think about the attributes contained in the variable hair color. Black, brown, blonde, and red are common colors. But, if we listed only these attributes, people with gray hair wouldn't fit anywhere. That means our attributes were not exhaustive. Exhaustiveness means that all possible attributes are listed. We may have to list a lot of colors before we can meet the criteria of exhaustiveness. Clearly, there is a point at which trying to achieve exhaustiveness can get to be too much. If a person insists that their hair color is light burnt sienna, it is not your responsibility to list that as an option. Rather, that person could reasonably be described as brown-haired. Perhaps listing a category for other color would suffice to make our list of colors exhaustive. What about a person who has multiple hair colors at the same time, such as red and black? They would fall into multiple attributes. This violates the rule of mutual exclusivity, in which a person cannot fall into two different attributes. Instead of listing all of the possible combinations of colors, perhaps you might include a list of attributes like all black, all brown, all blonde, all red, multi-color, other to include people with more than one hair color, but keep everyone in only one category. The discussion of hair color elides an important point with measurement—reification. You should remember reification from our previous discussion in this chapter. For many years, the attributes for gender were male and female. Now, our understanding of gender has evolved to encompass more attributes including transgender, non-binary, or

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38/88	SUBMITTED TEXT	92 WORDS	100% MATCHING TEXT	92 WORDS
<p>Ordinal level of measurement Unlike nominal-level measures, attributes at the ordinal level can be rank ordered. For example, someone's degree of satisfaction in their romantic relationship can be ordered by rank. That is, you could say you are not at all satisfied, a little satisfied, moderately satisfied, or highly satisfied. Note that even though these have a rank order to them (not at all satisfied is certainly worse than highly satisfied), we cannot calculate a mathematical distance between those attributes. We can simply say that one attribute of an ordinal-level variable is more or less than another attribute.</p>		<p>Ordinal level of measurement Unlike nominal-level measures, attributes at the ordinal level can be rank ordered. For example, someone's degree of satisfaction in their romantic relationship can be ordered by rank. That is, you could say you are not at all satisfied, a little satisfied, moderately satisfied, or highly satisfied. Note that even though these have a rank order to them (not at all satisfied is certainly worse than highly satisfied), we cannot calculate a mathematical distance between those attributes. We can simply say that one attribute of an ordinal-level variable is more or less than another attribute.</p>		
<p>W https://uta.pressbooks.pub/foundationsofsocialworkresearch/chapter/5-2-levels-of-measurement</p>				

39/88	SUBMITTED TEXT	17 WORDS	71% MATCHING TEXT	17 WORDS
<p>Characteristics of Nominal Scale 1. In nominal scale a variable is divided into two or more categories,</p>				
<p>SA MGEOSE-21 All.pdf (D133844839)</p>				

40/88	SUBMITTED TEXT	103 WORDS	100% MATCHING TEXT	103 WORDS
<p>This can get a little confusing when using Likert scales. If you have ever taken a customer satisfaction survey or completed a course evaluation for school, you are familiar with Likert scales. "On a scale of 1-5, with one being the lowest and 5 being the highest, how likely are you to recommend our company to other people?" Sound familiar? Likert scales use numbers but only as a shorthand to indicate what attribute (highly likely, somewhat likely, etc.) the person feels describes them best. You wouldn't say you are "2" more likely to recommend the company. But you could say you are not very likely to recommend the company.</p>		<p>This can get a little confusing when using Likert scales. If you have ever taken a customer satisfaction survey or completed a course evaluation for school, you are familiar with Likert scales. "On a scale of 1-5, with one being the lowest and 5 being the highest, how likely are you to recommend our company to other people?" Sound familiar? Likert scales use numbers but only as a shorthand to indicate what attribute (highly likely, somewhat likely, etc.) the person feels describes them best. You wouldn't say you are "2" more likely to recommend the company. But you could say you are not very likely to recommend the company.</p>		
<p>W https://uta.pressbooks.pub/foundationsofsocialworkresearch/chapter/5-2-levels-of-measurement</p>				

41/88	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
<p>Ordinal-level attributes must also be exhaustive and mutually exclusive, as with nominal-level variables.</p>		<p>Ordinal-level attributes must also be exhaustive and mutually exclusive, as with nominal-level variables.</p>		
<p>W https://uta.pressbooks.pub/foundationsofsocialworkresearch/chapter/5-2-levels-of-measurement</p>				

42/88	SUBMITTED TEXT	118 WORDS	100% MATCHING TEXT	118 WORDS
<p>Interval level of measurement At the interval level, the distance between attributes is known to be equal. Interval measures are also continuous, meaning their attributes are numbers, rather than categories. IQ scores are interval level, as are temperatures. Interval-level variables are not particularly common in social science research, but their defining characteristic is that we can say how much more or less one attribute differs from another. We cannot, however, say with certainty what the ratio of one attribute is in comparison to another. For example, it would not make sense to say that 50 degrees is half as hot as 100 degrees. But we can say it is 50 degrees cooler than 100. At the interval level, attributes must also be exhaustive and mutually exclusive.</p>		<p>Interval level of measurement At the interval level, the distance between attributes is known to be equal. Interval measures are also continuous, meaning their attributes are numbers, rather than categories. IQ scores are interval level, as are temperatures. Interval-level variables are not particularly common in social science research, but their defining characteristic is that we can say how much more or less one attribute differs from another. We cannot, however, say with certainty what the ratio of one attribute is in comparison to another. For example, it would not make sense to say that 50 degrees is half as hot as 100 degrees. But we can say it is 50 degrees cooler than 100. At the interval level, attributes must also be exhaustive and mutually exclusive.</p>		
<p>W https://uta.pressbooks.pub/foundationsofsocialworkresearch/chapter/5-2-levels-of-measurement</p>				

43/88	SUBMITTED TEXT	15 WORDS	80% MATCHING TEXT	15 WORDS
<p>Ordinal scale is the 2nd level of measurement that reports the ranking and ordering of</p>				
<p>SA MGEOSE-21 All.pdf (D133844839)</p>				

44/88	SUBMITTED TEXT	90 WORDS	100% MATCHING TEXT	90 WORDS
<p>Ratio level of measurement Finally, at the ratio level, attributes can be rank ordered, the distance between attributes is equal, and attributes have a true zero point. Thus, with these variables, we can say what the ratio of one attribute is in comparison to another. Examples of ratio-level variables include age and years of education. We know, for example, that a person who is 12 years old is twice as old as someone who is 6 years old. Just like all other levels of measurement, at the ratio level, attributes must be mutually exclusive and exhaustive.</p>		<p>Ratio level of measurement Finally, at the ratio level, attributes can be rank ordered, the distance between attributes is equal, and attributes have a true zero point. Thus, with these variables, we can say what the ratio of one attribute is in comparison to another. Examples of ratio-level variables include age and years of education. We know, for example, that a person who is 12 years old is twice as old as someone who is 6 years old. Just like all other levels of measurement, at the ratio level, attributes must be mutually exclusive and exhaustive.</p>		
<p>W https://uta.pressbooks.pub/foundationsofsocialworkresearch/chapter/5-2-levels-of-measurement</p>				

45/88	SUBMITTED TEXT	20 WORDS	55% MATCHING TEXT	20 WORDS
<p>The interval scale is a quantitative measurement scale where there is order, the difference between the two variables is meaningful</p>				
<p>SA MGEOSE-21 All.pdf (D133844839)</p>				

46/88	SUBMITTED TEXT	81 WORDS	98% MATCHING TEXT	81 WORDS
<p>Thurstone’s scaling method Louis Thurstone. one of the earliest and most famous scaling theorists, published a method of equal-appearing intervals in 1925. This method starts with a clear conceptual definition of the construct of interest. Based on this definition, potential scale items are generated to measure this construct. These items are generated by experts who know something about the construct being measured. The initial pool of candidate items (ideally 80 to 100 items) should be worded in a similar manner, for instance, by framing them as</p>		<p>Thurstone’s equal-appearing scaling method. Louis Thurstone. one of the earliest and most famous scaling theorists, published a method of equal-appearing intervals in 1925. This method starts with a clear conceptual definition of the construct of interest. Based on this definition, potential scale items are generated to measure this construct. These items are generated by experts who know something about the construct being measured. The initial pool of candidate items (ideally 80 to 100 items) should be worded in a similar manner, for instance, by framing them as</p>		
<p>W https://socialsci.libretexts.org/@go/page/26242</p>				

47/88	SUBMITTED TEXT	20 WORDS	100% MATCHING TEXT	20 WORDS
<p>Nominal—level of measurement that is categorical and those categories cannot be mathematically ranked, though they are exhaustive and mutually exclusive</p>		<p>Nominal- level of measurement that is categorical and those categories cannot be mathematically ranked, though they are exhaustive and mutually exclusive •</p>		
<p>W https://uta.pressbooks.pub/foundationsofsocialworkresearch/chapter/5-2-levels-of-measurement</p>				

48/88	SUBMITTED TEXT	48 WORDS	100% MATCHING TEXT	48 WORDS
<p>Ordinal—level of measurement that is categorical, those categories can be rank ordered, and they are exhaustive and mutually exclusive ? Ratio level—level of measurement in which attributes are mutually exclusive and exhaustive, attributes can be rank ordered, the distance between attributes is equal, and attributes have a true zero point 5.11</p>		<p>Ordinal- level of measurement that is categorical, those categories can be rank ordered, and they are exhaustive and mutually exclusive • Ratio level- level of measurement in which attributes are mutually exclusive and exhaustive, attributes can be rank ordered, the distance between attributes is equal, and attributes have a true zero point •</p>		
<p>W https://uta.pressbooks.pub/foundationsofsocialworkresearch/chapter/5-2-levels-of-measurement</p>				

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statements to which respondents may agree or disagree (and not as questions or other things). Next, a panel of judges is recruited to select specific items from this candidate pool to represent the construct of interest. Judges may include academics trained in the process of instrument construction or a random sample of respondents of interest (i.e., people who are familiar with the phenomenon). The selection process is done by having each judge independently rate each item on a scale from 1 to 11 based on how closely, in their opinion, that item reflects the intended construct (1 represents extremely unfavorable and 11 represents extremely favorable). For each item, compute the median and inter-quartile range (the difference between the 75th and the 25th percentile – a measure of dispersion), which are plotted on a histogram, as shown in Figure 6.1. The final scale items are selected as statements that are at equal intervals across a range of medians. This can be done by grouping items with a common median, and then selecting the item with the smallest inter- quartile range within each median group. However, instead of relying entirely on statistical analysis for item selection, a better strategy may be to examine the candidate items at each level and selecting the statement that is the most clear and makes the most sense. The median value of each scale item represents the weight to be used for aggregating the items into a composite scale score representing the construct of interest. We now have a scale which looks like a ruler, with one item or statement at each of the 11 points on the ruler (and weighted as such). Because items appear equally throughout the entire 11- pointrange of the scale, this technique is called an equal-appearing scale. Thurstone also created two additional methods of building unidimensional scales – the method of successive intervals and the method of paired comparisons – which are both very similar to the method of equal-appearing intervals, except for how judges are asked to rate the data. For instance, the method of paired comparison requires each judge to make a judgment between each pair of statements (rather than rate each statement independently on a 1 to 11 scale). Hence, the name paired comparison method. With a lot of statements, this approach can be enormously time consuming and unwieldy compared to the method of equal-appearing intervals. 5.7

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statements to which respondents may agree or disagree (and not as questions or other things). Next, a panel of judges is recruited to select specific items from this candidate pool to represent the construct of interest. Judges may include academics trained in the process of instrument construction or a random sample of respondents of interest (i.e., people who are familiar with the phenomenon). The selection process is done by having each judge independently rate each item on a scale from 1 to 11 based on how closely, in their opinion, that item reflects the intended construct (1 represents extremely unfavorable and 11 represents extremely favorable). For each item, compute the median and inter-quartile range (the difference between the 75th and the 25th percentile – a measure of dispersion), which are plotted on a histogram, as shown in Figure 6.1. The final scale items are selected as statements that are at equal intervals across a range of medians. This can be done by grouping items with a common median, and then selecting the item with the smallest inter- quartile range within each median group. However, instead of relying entirely on statistical analysis for item selection, a better strategy may be to examine the candidate items at each level and selecting the statement that is the most clear and makes the most sense. The median value of each scale item represents the weight to be used for aggregating the items into a composite scale score representing the construct of interest. We now have a scale which looks like a ruler, with one item or statement at each of the 11 points on the ruler (and weighted as such). Because items appear equally throughout the entire 11- pointrange of the scale, this technique is called an equal-appearing scale. Thurstone also created two additional methods of building unidimensional scales – the method of successive intervals and the method of paired comparisons – which are both very similar to the method of equal-appearing intervals, except for how judges are asked to rate the data. For instance, the method of paired comparison requires each judge to make a judgment between each pair of statements (rather than rate each statement independently on a 1 to 11 scale). Hence, the name paired comparison method. With a lot of statements, this approach can be enormously time consuming and unwieldy compared to the method of equal-appearing intervals.

50/88

SUBMITTED TEXT

13 WORDS

88% MATCHING TEXT

13 WORDS

Objectives By the end of this chapter, you will be able to 1. Describe

SA MATH 201 BUSINESS STATISTICS.pdf (D40557061)

51/88	SUBMITTED TEXT	10 WORDS	95% MATCHING TEXT	10 WORDS
<p>range is the difference between the largest and smallest observations. The</p> <p>SA 1. Introduction to statistics .pdf (D47853248)</p>				
52/88	SUBMITTED TEXT	14 WORDS	71% MATCHING TEXT	14 WORDS
<p>we take the positivesquare root of the variance, called the sample standard deviation. The</p> <p>SA MBA-Sem-1-Data Analytics.docx (D128714679)</p>				
53/88	SUBMITTED TEXT	24 WORDS	85% MATCHING TEXT	24 WORDS
<p>a potential outlier if it falls more than $1.5 \times \text{IQR}$ below the first quartile or more than $1.5 \times \text{IQR}$ above the third quartile.</p> <p>a potential outlier if it is less than $(1.5) (\text{IQR})$ below the first quartile or more than $(1.5) (\text{IQR})$ above the third quartile.</p> <p>W https://docplayer.net/31501386-Elementary-statistics-collection-editor-kathy-chu-ph-d.html</p>				
54/88	SUBMITTED TEXT	27 WORDS	50% MATCHING TEXT	27 WORDS
<p>of the observations fall within 2 standard deviations of the mean ($\pm 2s$). All or nearly all observations fall within 3 standard deviations of the mean (</p> <p>of the observations fall within 2 standard deviations of the mean 99.7% of the data falls within 3 standard deviations of the mean</p> <p>W https://quizlet.com/591439081/stats-chapter-one-quiz-statistics-math-flash-cards/</p>				
55/88	SUBMITTED TEXT	25 WORDS	52% MATCHING TEXT	25 WORDS
<p>box contains the middle 50% of the data. The line in the box marks themedian. Whiskers extend from the box to the smallest and largest</p> <p>box. The middle fifty percent of the data fall inside the box. The "whiskers" extend from the ends of the box to the smallest and largest</p> <p>W https://docplayer.net/31501386-Elementary-statistics-collection-editor-kathy-chu-ph-d.html</p>				
56/88	SUBMITTED TEXT	14 WORDS	73% MATCHING TEXT	14 WORDS
<p>above the mean. A negative z-score indicates the observation is below the mean. For</p> <p>above the mean. A negative z-score reveals the raw score is below the mean average. For</p> <p>W https://quizlet.com/591439081/stats-chapter-one-quiz-statistics-math-flash-cards/</p>				
57/88	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
<p>is the positive square root of the variance and is</p> <p>SA MATH 201 BUSINESS STATISTICS.pdf (D40557061)</p>				

58/88	SUBMITTED TEXT	21 WORDS	82% MATCHING TEXT	21 WORDS
<p>an action, or trial, through which specific results(counts, measurements, or responses) are obtained. The result of a single trialin a probability experiment</p> <p>W https://quizlet.com/591439081/stats-chapter-one-quiz-statistics-math-flash-cards/</p>		<p>an action, or trail, through which specific results (counts, measurements, or responses) are obtained. outcome the result of a single trial in a probability experiment</p>		
59/88	SUBMITTED TEXT	22 WORDS	52% MATCHING TEXT	22 WORDS
<p>rule states that for an approximately bell-shaped distribution,about 68% of observations fall within 1 standard deviation of the mean, 95%within 2 standard deviations,</p> <p>W https://www.sweetstudy.com/files/smartlab-docx</p>		<p>rule that states that for a normal distribution of data, 68% of datapoints fall within 1 standard deviation of the mean, 95.44% fall within 2standard deviations</p>		
60/88	SUBMITTED TEXT	13 WORDS	76% MATCHING TEXT	13 WORDS
<p>the probability of an event occurring, given that another event has already occurred.</p> <p>W https://quizlet.com/591439081/stats-chapter-one-quiz-statistics-math-flash-cards/</p>		<p>the probability of an event (A), given that another (B) has already occurred.</p>		
61/88	SUBMITTED TEXT	11 WORDS	100% MATCHING TEXT	11 WORDS
<p>probability of event B occurring, given that event A has occurred,</p> <p>W https://quizlet.com/591439081/stats-chapter-one-quiz-statistics-math-flash-cards/</p>		<p>probability of event B occurring, given that event A has occurred</p>		
62/88	SUBMITTED TEXT	12 WORDS	75% MATCHING TEXT	12 WORDS
<p>$P(A \text{ and } B) = P(A) \cdot P(B A)$. If events A and B</p> <p>W https://quizlet.com/591439081/stats-chapter-one-quiz-statistics-math-flash-cards/</p>		<p>$P(A \text{ and } B) = P(A) \times P(B A)$ Dependent. $P(A \text{ and } B) =$</p>		
63/88	SUBMITTED TEXT	35 WORDS	59% MATCHING TEXT	35 WORDS
<p>the probability of selecting a king and then a queen without replacementis about 0.006. Example 6 : A coin is tossed, and a die is rolled. Find the probability of tossing a headand then rolling a 6.</p> <p>W https://quizlet.com/591439081/stats-chapter-one-quiz-statistics-math-flash-cards/</p>		<p>the probability of selecting a spade and then selecting a diamond. .0637 A coin is tossed and a six-sided die numbered 1 through 6 is rolled. Find the probability of tossing a head and then rolling a</p>		
64/88	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
<p>the probability of tossing a head and then rolling a 6</p> <p>W https://quizlet.com/591439081/stats-chapter-one-quiz-statistics-math-flash-cards/</p>		<p>the probability of tossing a head and then rolling a</p>		

72/88	SUBMITTED TEXT	10 WORDS	100% MATCHING TEXT	10 WORDS
The set of all possible outcomes of a probability experiment		the set of all possible outcomes of a probability experiment		
W https://quizlet.com/591439081/stats-chapter-one-quiz-statistics-math-flash-cards/				
73/88	SUBMITTED TEXT	13 WORDS	76% MATCHING TEXT	13 WORDS
the probability of an event occurring, given that another event has already occurred.		the probability of an event (A), given that another (B) has already occurred.		
W https://quizlet.com/591439081/stats-chapter-one-quiz-statistics-math-flash-cards/				
74/88	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
probability of event B occurring, given that event A has occurred,		probability of event B occurring, given that event A has occurred		
W https://quizlet.com/591439081/stats-chapter-one-quiz-statistics-math-flash-cards/				
75/88	SUBMITTED TEXT	12 WORDS	75% MATCHING TEXT	12 WORDS
P (A and B) = P(A). P(B A). If events A and B		P(A and B) = P(A) x P(B A) Dependent. P(A and B) =		
W https://quizlet.com/591439081/stats-chapter-one-quiz-statistics-math-flash-cards/				
76/88	SUBMITTED TEXT	21 WORDS	90% MATCHING TEXT	21 WORDS
A coin is tossed, and a die is rolled. Find the probability of tossing a head and then rolling a 6.		A coin is tossed and a six-sided die numbered 1 through 6 is rolled. Find the probability of tossing a head and then rolling a		
W https://quizlet.com/591439081/stats-chapter-one-quiz-statistics-math-flash-cards/				
77/88	SUBMITTED TEXT	12 WORDS	100% MATCHING TEXT	12 WORDS
the probability of tossing a head and then rolling a 6		the probability of tossing a head and then rolling a		
W https://quizlet.com/591439081/stats-chapter-one-quiz-statistics-math-flash-cards/				
78/88	SUBMITTED TEXT	18 WORDS	82% MATCHING TEXT	18 WORDS
P (A or B) = P(A) + P(B) – P (A and B) If events A and B				
SA StatisticalMethodsSpring2010.docx (D3486631)				
79/88	SUBMITTED TEXT	13 WORDS	88% MATCHING TEXT	13 WORDS
Two events are independent if the occurrence of one does not change the				
SA StatisticalMethodsSpring2010.docx (D3486631)				

80/88	SUBMITTED TEXT	15 WORDS	71% MATCHING TEXT	15 WORDS
<p>rejecting the null hypothesis when it is true. (This is called a Type I error;</p> <p>W https://www.sweetstudy.com/files/smartlab-docx</p>		<p>Rejecting the null hypothesis when it is actually true is known as a Type I error (</p>		
81/88	SUBMITTED TEXT	13 WORDS	88% MATCHING TEXT	13 WORDS
<p>test is used to determine whether there is a statistically significant difference between</p> <p>SA 1. Introduction to statistics .pdf (D47853248)</p>				
82/88	SUBMITTED TEXT	22 WORDS	93% MATCHING TEXT	22 WORDS
<p>Weech, S. (2019). Data and experience design: Negotiating community-oriented digital research with service-learning. Purdue Journal of Service- Learning and International Engagement, 6(1), 11–16.</p> <p>W https://doi.org/10.5703/1288284316979</p>		<p>Weech, Shelton (2019) "Data and Experience Design: Negotiating Community-Oriented Digital Research with Service-Learning," Purdue Journal of Service-Learning and International Engagement:</p>		
83/88	SUBMITTED TEXT	76 WORDS	89% MATCHING TEXT	76 WORDS
<p>Book reviews typically evaluate recently-written works. They offer a brief description of the text's key points and often provide a short appraisal of the strengths and weaknesses of the work. Readers sometimes confuse book reviews with book reports, but the two are not identical. Book reports commonly describe what happens in a work; their focus is primarily on giving an account of the major plot, characters, and/or main idea of the work. By contrast, book reviews are most often a college assignment,</p> <p>W https://owl.purdue.edu/owl/general_writing/common_writing_assignments/book_reviews.html</p>		<p>Book reviews typically evaluate recently-written works. They offer a brief description of the text's key points and often provide a short appraisal of the strengths and weaknesses of the work. Readers sometimes confuse book reviews with book reports, but the two are not identical. Book reports commonly describe what happens in a work; their focus is primarily on giving an account of the major plot, characters, and/or main idea of the work. Most often, book reports are a K-12 assignment</p>		
84/88	SUBMITTED TEXT	28 WORDS	100% MATCHING TEXT	28 WORDS
<p>Book reviews typically evaluate recently-written works. They offer a brief description of the text's key points and often provide a short appraisal of the strengths and weaknesses of the work.</p> <p>W https://owl.purdue.edu/owl/general_writing/common_writing_assignments/book_reviews.html</p>		<p>Book reviews typically evaluate recently-written works. They offer a brief description of the text's key points and often provide a short appraisal of the strengths and weaknesses of the work.</p>		

85/88

SUBMITTED TEXT

289 WORDS

100% MATCHING TEXT

289 WORDS

When you are ready to write Begin with a short summary or background of the work, but do not give too much away. Many reviews limit themselves only to the first couple of chapters or lead the reader up to the rising action of the work. Reviewers of nonfiction texts will provide the basic idea of the book's argument without too much detailed. The final portion of your review will detail your opinion of the work. When you are ready to begin your review, consider the following: •••• Establish a Background, Remember your Audience: Remember that your audience has not read the work; with this in mind, be sure to introduce characters and principles carefully and deliberately. What kind of summary can you provide of the main points or main characters that will help your readers gauge their interest? Does the author's text adequately reach the intended audience? Will some readers be lost or find the text too easy? •••• Minor principles/characters: Deal only with the most pressing issues in the book. You will not be able to cover every character or idea. What principles/ characters did you agree or disagree with? What other things might the author have researched or considered? •••• Organize: The purpose of the review is to critically evaluate the text, not just inform the readers about it. Leave plenty room for your evaluation by ensuring that your summary is brief. Determine what kind of balance to strike between your summary information and your evaluation. If you are writing your review for a class, ask your instructor. Often the ratio is half and half. •••• Your Evaluation: Choose one or a few points to discuss about the book. What worked well for you? How does this work compare with others by the same author or other books in the same genre? What major themes, motifs, or terms does

When You Are Ready to Write Begin with a short summary or background of the work, but do not give too much away. Many reviews limit themselves only to the first couple of chapters or lead the reader up to the rising action of the work. Reviewers of nonfiction texts will provide the basic idea of the book's argument without too much detailed. The final portion of your review will detail your opinion of the work. When you are ready to begin your review, consider the following: • Establish a Background, Remember your Audience: Remember that your audience has not read the work; with this in mind, be sure to introduce characters and principles carefully and deliberately. What kind of summary can you provide of the main points or main characters that will help your readers gauge their interest? Does the author's text adequately reach the intended audience? Will some readers be lost or find the text too easy? • Minor principles/characters: Deal only with the most pressing issues in the book. You will not be able to cover every character or idea. What principles/characters did you agree or disagree with? What other things might the author have researched or considered? • Organize: The purpose of the review is to critically evaluate the text, not just inform the readers about it. Leave plenty room for your evaluation by ensuring that your summary is brief. Determine what kind of balance to strike between your summary information and your evaluation. If you are writing your review for a class, ask your instructor. Often the ratio is half and half. • Your Evaluation: Choose one or a few points to discuss about the book. What worked well for you? How does this work compare with others by the same author or other books in the same genre? What major themes, motifs, or terms does

W https://owl.purdue.edu/owl/general_writing/common_writing_assignments/book_reviews.html

86/88

SUBMITTED TEXT

109 WORDS

100% MATCHING TEXT

109 WORDS

the book introduce, and how effective are they? Did the book appeal to you on an emotional or logical way? •••• Publisher/Price: Most book reviews include the publisher and price of the book at the end of the article. Some reviews also include the year published and ISBN. Revising When making the final touches to your review, carefully verify the following: • Double-check the spelling of the author name(s), character names, special terms, and publisher. • Try to read from the vantage point of your audience. Is there too much/ enough summary? Does your argument about the text make sense? • Should you include direct quotes from the reading? Do they help support your arguments? Double-check your quotes for accuracy. 10.9

the book introduce, and how effective are they? Did the book appeal to you on an emotional or logical way? • Publisher/Price: Most book reviews include the publisher and price of the book at the end of the article. Some reviews also include the year published and ISBN. Revising When making the final touches to your review, carefully verify the following: • Double-check the spelling of the author name(s), character names, special terms, and publisher. • Try to read from the vantage point of your audience. Is there too much/enough summary? Does your argument about the text make sense? • Should you include direct quotes from the reading? Do they help support your arguments? Double-check your quotes for accuracy.

W https://owl.purdue.edu/owl/general_writing/common_writing_assignments/book_reviews.html

87/88	SUBMITTED TEXT	48 WORDS	100% MATCHING TEXT	48 WORDS
<p>but they also appear in many professional works: magazines, newspapers, and academic journals. They typically range from 500-750 words, but may be longer or shorter. A book review gives readers a sneak peek at what a book is like, whether or not the reviewer enjoyed it, and details on purchasing the book.</p>		<p>but they also appear in many professional works: magazines, newspapers, and academic journals. They typically range from 500-750 words, but may be longer or shorter. A book review gives readers a sneak peek at what a book is like, whether or not the reviewer enjoyed it, and details on purchasing the book.</p>		
<p>W https://owl.purdue.edu/owl/general_writing/common_writing_assignments/book_reviews.html</p>				

88/88	SUBMITTED TEXT	1 WORDS	84% MATCHING TEXT	1 WORDS
<p>owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.</p>		<p>OWL • Research and Citation • APA Style (7th Edition) • APA Formatting and Style Guide (7th Edition) • General Format •</p>		
<p>W https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general ...</p>				