

MSW

Paper-v

Social Work Methods

DDCE, Utkal University

SYLLABUS

Paper-V

SOCIAL WORK METHOD

UNIT-I

Social Case work

Meaning, Definition, Objectives and Nature of Social Case work. Components of Social Case work; The person, The problem, The place, The process. Phases of Case work; Intake, Study, Diagnosis, Treatment. Principles of Social case work. Case work relationship. Role of Social case worker.

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UNIT-I

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UNIT-I

Social Case Work

1.0. Objectives

After studying this unit you will be able to;

- Define social case work and understand its processes
- Analyze different principles of case work
- Understand the applications of different tools and techniques of social case work
- Relate social case work method with other methods of social work
- Articulate clearly about the role of social case worker

1.1. Introduction

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

1.2. Meaning, Definition, Objectives and Nature of Social Case work

1.2.1. Social case work in general

The social case worker is oriented towards the principle of social justice. Social justice provides everyone equal right to prowess. Therefore, social case work does not believe on the survival of the fittest. In other words, social case work is based on the assumption of human welfare. It provides help to every needy and disabled person. Its ultimate aim is to establish harmonious relationship between the client and the society to which he belongs.

Thus in the social case work individual client is treated as a total unit. Internal and external forces are motivated in such a manner so that he may solve his problems. Social case work covers the individual aspect of assistance as such; the method adopted in it is purely psychological. But side by, social worker has also to understand the various aspects of human

behavior. He must establish workable combination between the available social services and the psychological understanding. Therefore, as a method, social case work gives much emphasis on environmental reorganization and thereby attempt to bring about a change on clients attitude and behavior. Social case work does not make a person entirely free from his disabilities through social assistance. Besides, in certain favorable circumstances social case work makes prevention and treatment of pathological problems.

1.2.2. Definitions of Social Case work

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

Richmond (1915)

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

Richmond (1917)

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

Richmond (1922)

Social case work is the method of affecting the understanding of the needs, resources and reactions of individuals.

Porter R. Lee

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

Sanford

Social case work is the art of adjusting personal relationship.

Queen

Social case work is the art of changing human attitudes.

Lee

Social case work means Social treatment of a maladjusted individual involving an attempt to understand his personality, behavior and social relationships and to assist him in working out a better social and personal adjustment.

Taft (1920)

Social case work is a process concerned with the understanding of individuals as whole personalities and with the adjustment of these individuals to socially healthy lives.

Taylor (1926)

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

Perlman (1957)

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

1.2.3. Objectives of social case work

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

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

- ❖ To understand and solve the internal problems of the individuals
- ❖ To strengthen his ego power
- ❖ Remediation of problems in social functioning
- ❖ Prevention of problems in social functioning
- ❖ Development of resources to enhance social functioning.

1.2.4. Nature of social case work

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

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

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

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

(I) Social agencies

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

(II) Application

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

(iii) Continuing Service

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

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

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

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

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

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

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

1.2.5. Historical development of Social case work

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

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

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

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

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

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

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

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

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

1.3. Components of Social Case work

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

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

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

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

1.3.1. The person

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

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

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

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

1.3.2. The problem

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

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

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

Intrapersonal

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

Interpersonal

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

Types of problem

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

Physiological problem

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

Economic Problem

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

Psychological Problem

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

Relationship problem

Human being is a bio psycho social entity. Man lives in the society. He is engaged in different interpersonal relationship like family, neighbors, colleagues etc. sometimes there comes some problem in maintaining these relations. Divorce, family disturbances are the outcomes of all

these problems. When a person is unable to solve this problem by his own he comes to the social worker in an agency and get helped by the [professionals.

1.3.3. The place

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

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

There are three kinds of agencies,

Governmental agency

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

Nongovernmental agency

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

Semi governmental agency

Semi governmental organisations are those which are started by the people. The people realize a need for an organisational effort to lead a campaign agianst a social problem. The government gives them a littile financial support in the shape of grants. 30% by the government and 70% by

the people. It has an accountability system. It is accountable to government. Its staff include more paid employee and less volunteers.

1.3.4. The process

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

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

i) lack of material provision for it.

ii) Ignorance or misapprehension.

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

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

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

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

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

1.4. Phases of Case work

1.4.1. Intake

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

Areas for probing are (i) the stage of the problem at which the person, through whom and the reason because of which, comes to this agency; (ii) the nature of request and its relation to his problem, and the cause of his problem, as the client sees; (iii) does the request relate directly to his needs/problem; (iv) his adjustment to his social functions in job, family, etc.; (v) the state of his physical and mental health; (vi) his appearance including dress etc, in the first meeting; (vii) his personal and social resources including material and financial positions; (viii) appropriateness and intensity of feelings; (ix) nature of defense mechanisms he frequently uses; (x) level of motivation, i.e, that is how quickly he wants to get rid of his problems, the efforts he did in the past to solve it, sufferings because of the problems he had to face, and what efforts he is thinking to undertake to solve his problems; (xi) nature of family, its status, values, relationship pattern within family etc.; and (xii) reactions of the worker and seeking help from the agency and sex of caseworker who will be suitable to help the person.

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

1.4.2. Study

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

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

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

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

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

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

1.4.3. Diagnosis

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

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

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

1.4.3.1. Process of diagnosis

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

Gathering data

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

Diagnostic study

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

Evaluation

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

- Physical illness or disability, how the sufferer feels, how his family and others feel. Effect of physical illness—dependent, tired, irritable, depressed, self image lowering, distort relationship, disrupt communication.
- Psychological – the assessment is made of the quality of libidinal relationship, dependency, narcissistic tendencies, sexual identification quality of aggressiveness, channelization of aggressiveness, nature of super ego, consistency of ego and super ego, reality perception, self-analysis, self criticism, judgement, defence used, degree of discomfort the problem causes him, the nature of desire to change it, the effect that change may have upon other members.
- Social – the following facets of social environment generally come within the diagnosis.
 1. Income level – High, low, consistent, uncertain, effect on the present problem.
 2. Housing – Loan taken, rented, adjustment with landlord/tenant, overcrowding, basic facilities, lacking/sufficient.
 3. Neighborhood – Tolerant/intolerant/supportive/conflict, views toward client etc.
 4. Employment – Job availability, prospects, remuneration, level, security, status, condition of work, job satisfaction.
 5. Religion – beliefs in values, offering support, consolation, expressive outlets, sublimation, reinforcing problems – guilt, tension.
 6. Availability/quality/attitude and attitudes (client) to social organization and services, medical facilities, courts, credit organizations, legal advice centers, post-office, social security.
 7. Prejudice, tension etc.
 8. Educational problems.

Diagnostic product

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

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

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

1.4.3.2. Types of Diagnosis

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

1. Dynamic Diagnosis

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

2. Clinical Diagnosis

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

3. Etiological Diagnosis

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

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

1.4.3.3.Data for Diagnosis

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

1. Interviews

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

2. Checklists and Inventories

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

3. Direct Observation

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

Steps in Diagnosis

The following steps are taken while diagnosing a problem:

1. The worker begins to focus on problematic behaviors. He begins with the survey of both functional and disfunctional behaviors in the environment. He classifies the various comapplaints and problems in terms of excess and deficits. He evaluates clients personal strength as well as of his environment.

2. He specifies the target behaviors. This involves an attempt of breaking down complex behaviors into their component parts, being as clear and precise as possible about them.

3. baseline data are collected to specify those events that appear to be currently controlling the problematic behaviors.

4. The collected information is summarized in an attempt to anticipate any major problem in treatment and as a way of beginning to establish objectives of treatment.

5. Selecting priorities for treatment is the final step of the diagnosis. Concentration on one problem at one time makes treatment process more manageable and allows both client and worker to channel their energies into one area. It is the best of handling and proper use of available resources.

1.4.4. Treatment

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

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

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

Thus the objective of social case work treatment is to alleviate the client's distress and decrease the malfunctioning in the person-situation system. It is to enhance the client's comfort,

satisfaction, and self-realization. This may require enhancing the adaptive skills of his ego and the functioning of the person-situation system.

Social Case Work Treatment Process

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

I. Initial Phase

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

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

II. Motivation

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

III. Primary Contract

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

IV. Diagnosis and Assessment

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

V. Establishing treatment goals

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

Vi. Developing Treatment Plan

Treatment planning involves three major dimensions that is:

- Formulating of a strategy
- Selection of specific treatment procedures
- Developing a method for evaluating the impact of the treatment program.

Vii. Preparation for Actual treatment

This phase involves several specific steps such as:

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

Viii. Application of Treatment Methods

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

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

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

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

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

Direct treatment is given through counseling, therapeutic interviewing, clarification and interpretation to an insight. **Counseling** is a personal help directed towards the solution of the problem which a person find that he cannot solve it by himself and therefore seeks the help of a skilled person whose knowledge, experience and general orientation can be brought into play in an attempt to solve the problem. It is a psychological help in which information and clarification are used for making the client aware about the problem. It is always used for some particular purposes like marriage counseling, family counseling etc. Counseling is not possible without rapport and effective communication. Counseling enables the counselee to solve his future problem on his own. The counselor like the case worker work with the counselee to adjust to the situation though he never tries to change the situation of the counselee. The counselor neither undertakes home visits nor renders concrete services to the client as the social case worker does.

Professional representatives

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

1.5. Principles of Social case work

Principle of Acceptance

Social caseworker accepts the client as he is and with all his/her limitations. He/she believes that acceptance is the crux of all help. It embraces two basic ideas --- one negative and one positive. He/she does not condemn or feel hostile towards a client because his/her behaviour differs from the approved one. Later on, he/ she tries to modify his/her behaviour step by step. Acceptance implies liking the client irrespective of his negative qualities and conduct. It is an expression of good will towards the client and criticisms if any are done out of goodwill. It is conveying deep concern and active understanding to the client who is liked by the worker in spite of his problem—behavior for which he is hated or punished by the society. No effective relationship is possible without accepting the client. Unless we really accept the client we cannot work out his problem. When disliked by us, we may behave to keep him off from ourselves and no positive relationships will be possible. Acceptance involves observance of common courtesies and respect for his ideas and treating him as equal to self; for example leaving chair, wishing him, moving forward to receive, or see him off, respecting appointments, etc., are indicators of acceptance.

Principle of Confidentiality

Confidentiality is based upon the basic right of the client; it is an ethical obligation of case worker and is necessary for effective case work service. Everyone prefers to keep his things to himself and saves it from leaking out unless it's divulge is more beneficial to the person. Once the worker imbibes the value of worth and dignity of an individual, he will refrain from encroaching upon the client's privacy and maintain the confidence repose in him. Once the client loses confidence in him, he will not believe the worker and the while process of communication will break down, and impossible will be the task to assist the helpee in his problems or in fulfillment of his needs. Maintaining confidentiality for all the transactions, that take place between the case worker and client in correctional settings or other places where law needs information for justice purpose, is very difficult or impossible. In all such situations, the client must be made aware of these limitations. Concept of confidentiality in western society is much different than what it is in India. In our country wife and husband have minimum things to hide from each other as compared to their counterparts in the western, especially American, society. In majority of Indian families wife cannot be interviewed without explicit permission of the husband or the in-laws. Its roots lie in our culture beliefs and values (like seven vows taken during the Hindu marriage), norm and systems like joint family etc. Our society is more group oriented as compared to individual-oriented western society. Our society is more group oriented as compared to individual oriented western society. Our society's group orientation emphasizes on one's duty to others around us. It is these factors that limit the use of use of principles of confidentiality in our practice.

Principle of relationship

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

Principle of Resource utilization

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

Principle of individualization

No two persons are alike in all qualities and traits. Their problems may be the same but the cause of the problem, the perception towards the problem and ego strength differs in every individual. Therefore, each individual client should be treated as a separate entity and complete information is required to establish close relations in order to solve his/her problem from root. Individualization is the recognition and understanding of each client's unique qualities and the differential use of principles and methods in assisting each toward a better adjustment. Individualization is based upon the right of human beings to be individuals and to be treated not just as a human being but as this human being with his own personal differences.

Purposeful expression of feelings

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

these feelings sometimes even actively stimulating and encouraging them when they are therapeutically useful as a part of the case work service.

Principle of controlled emotional involvement

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

Principle of communication

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

Principle of self determination

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

Schools of Social Casework

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

Diagnostic School

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

Principles of Diagnosis

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

- 1) The diagnostic process consists of a critical study of a client and his/her situation and the trouble concerning which help is sought or needed for the purpose of understanding the nature of the difficulty with increasing details and accuracy.
- 2) Diagnosis is based on the knowledge of the worker about the interplay of social and psychological factors affecting the client.
- 3) The knowledge of interaction between inner and outer forces influencing the client makes the process of diagnosis helpful and therapeutic.
- 4) Every problem of the individual should be understood in the light of multiple factors theory.
- 5) In the initial stage also, relieving of pressure of stresses and strains on the client, helps the caseworker to arrive at a proper diagnosis.
- 6) The initial appraisal of personality and motivations and their significance in the development of client's problem provides the basis for planning the treatment of the client's problems.
- 7) For the solution of the problem of the client, it is of utmost importance to gain some knowledge of his/ her current capacity to work and to recognize the motivating forces in his/her behaviour.
- 8) The understanding of the psycho-dynamics and the pathological symptoms of the personality of the client provides the basis of determining the kind of help that can be appropriately offered.

Principles of Treatment

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

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

Use of Techniques

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

Use of Relationship

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

Functional School

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

- 1) Potentials for help to a person is inherent in the existence of service. In spite of the differences in the clients and ways of using of agencies services, the kind of service an agency gives and their purposes remain the same.
- 2) The use of agency service gives psychological experience that differs from the form of another kind of service regardless of the similarity of problem in the people using the two services.

Diagnosis

The diagnosis is most effective which is related to the need for some specific service and which is developed in the course of giving the service. This school does not recognize the significance of understanding the total situation of the client. Functional diagnosis recognizes that people

cannot be categorized and a plan with a specific kind of service may deny potential growth and change. In establishing a diagnostic conclusion each individual makes his/her own diagnosis of himself. Diagnosis is a way of engaging in a human relationship process, which frees the help seeker to determine his/ her own goal for himself/herself. The client is the centre for change capable of continuous growth and development.

Treatment

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

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

Difference between Diagnostic and Functional School

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

2) Diagnostic School believes that personality is a composite of many interacting forces, reacting not only in each other but also influences the social environment favourably or unfavourably. The strength and the nature of balance of these forces are the result of individual's experiences primarily of his/her relationship to parents and the other person. The functional school also believes that the process of development of personality takes place within the interaction of inner needs and environmental experiences, but such an interaction takes place and is directed by the human beings inborn will to individual development and autonomy.

3) According to diagnostic school, the ego is the chief of psychic energy, the strength of which is determined largely by the favourable or unfavourable course of one's psycho-social environment. But according to functional school the ego (self) is the result of the creative use of

inner and outer experience through the 'will' and is not the product of interaction of inner and outer forces.

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

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

6) Diagnostic School believes in doing planned and goal directed help to the client –both psychological and social. Functional school gives full freedom to the client to give direction to his/her own process of change. Agency services are made available.

7) The Diagnostic School accepts responsibility for 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.

Theories of Social Casework

Theories or models give the direction to the caseworker to handle the client in a way which is suited according to the client's need and social conditions.

1) Psycho-social Theory

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

Psycho-social Study

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

Diagnosis

On the basis of the collected data and available material social caseworker tries to assess the nature of client's trouble contributing factors and where changes can be brought in his/her behaviour without much efforts. Treatment Social Caseworker gives much emphasis on indirect treatment or environmental modification. He/she intervenes actively in the environment and provides necessary concrete help to the client. He/she provides financial help by locating such agency, proper health care and also educational resources. Direct treatment is also provided for the ventilation of the client to accept concrete help. Psychological support, counselling, suggestions, etc. techniques are used to establish close relations with the client.

II) Behaviour Modification Theory

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

Techniques of Behaviour Modification

The following techniques are used for behavior modification:

Simple Extinction

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

Systematic Desensitization

It is a technique to deal with a wide variety of maladaptive emotional behaviours, particularly involving anxiety, irrational fears and phobias and other forms of dysfunctions i.e. neurotic tendencies. There are five basic steps in systematic desensitization: (1) assessment, (2) construction of anxiety hierarchies, (3) training in muscle relaxation, (4) imaginary training, and (5) implementation.

Impulsive Therapy

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

Assertive Therapy

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

Aversion Therapy

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

Family Therapy

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

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

The social caseworker uses most of the techniques in one to one treatment, such as guidance, advice, education, suggestion, clarification, and interpretations. Self-control and Self Management Therapy Helping clients to help themselves is an old casework phrase. Self-control refers to the ability of individuals to change behavioural patterns that they or others perceive as harmful. The role of social caseworker in this process is to help the client to develop the knowledge about how, when and where to use strategies for change. The worker acts as an instigator and motivator to help the client to start the programme and have motivating force to complete it. A multi-step guide has been presented by Watson and Tharp to develop a 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 reinforcements. Answer three questions for each potential reinforcer.

(a) Is it a reinforcement or specially formed, (b) Is it a strong reinforcer ? (c) Is it accessible?

7) List and attempt to verify through observation possible antecedents to problem behaviours.
Devise

a plan for intervention for altering antecedents.

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

9) Select one of the plans that you have developed.

10) Continue to collect data on the problem behaviour. Make a graph of the data to determine that the

intervention plan is working.

11) If the plan is successful, consider termination of relationship.

The Problem Solving Theory

This theory was propounded by Helen Harris Perlman in the book "Social Case Work : A Problem Solving

Process". This model stands firmly upon the recognition that life is an outgoing problem encountering – problem solving process. Every person is involved every time in coping with his/her problems. Sometimes he/she is capable of coping and sometimes fails to resolve the crisis situation. Through problem solving process individual or family is helped to cope with or resolve some difficulty that he/she is currently finding difficult to solve. Thus the primary goal of problem solving model is to help a person cope as effectively as possible with such problems in carrying social tasks. In the initial phase the attempts are made to engage the client with his/her problems and to do something about it in a working relationship with the agency. The problem solving process starts at once, from the first movement with treating the person. The client is not treated for his/her problem but he is treated for the purpose of helping him/her to know himself/herself i.e strength and weaknesses and how to remove those weaknesses.

In short, the problem- solving casework process involves the following steps:

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

Role Theory

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

member's needs and resources, (ii) the solution in the social network, and (iii) the forces acting on the social network from the environment. When there are internal or external difficulties, which are beyond the capacity of an individual, he/she feels the problem and fails to perform his/her role. Social Caseworker with such clients suggests new ideas and ways of facing the problem and suggests solution for a difficulty that the external factors have encountered. He/she offers facts, which relate to his/ her own experience for understanding the problem. He/ she gives suggestions in terms of examples, and tries to explain how suggestion would work if followed by the client. He/she mediates between other members, attempts to reconcile disagreements, and relieves tension in conflict situation. His/her efforts are also directed to keep communication channels open by encouraging others to participate in the business of the client.

Rational Emotive Therapy

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

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

Rational Emotive Therapy includes four stages:

1. Presentation of Rationale

The worker attempts to elicit the problems or significance of self-statements in general without mentioning the client's problems.

2) Overview of Irrational Assumption

The worker presents a number of irrational self- statements before the client and tries to makes the client realize that his/her statements are irrational.

3) Analysis of Client's Problem

In Rational Emotive Terms Client is made aware of his/her problem rationally and is provided with the knowledge of how he/she has labeled the event.

4) Teaching the Client to Modify Internal Statement

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

1.6. Case work relationship

As the social animal, human beings cannot exist without the web of relationship. Growth and development of an individual largely depends on his/her relationships with others. Human relationships are indeed known for their warmth, comfort, security, nurture and emotions. Relationship is catalyst, an enabling dynamism in the support, nurture and freeing of people's energies and motivation towards problem solving and the use of help. Vital relationships between people arise out of shared and emotionally charged situations.

According to Helen Harris Perlman, relationship is a human being's

feeling or sense of emotional bonding with one another. It leaps into being like an electronic 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 in some heartfelt way. Relationship may be good or bad brief or enduring, complex and heartfelt or superficial and skin deep, swift and spontaneous or carefully built. But whatever 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 and felt and shared may be joy as well as anguish, gratifications well as deprivation, hope and despair. It is 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.

Case work relationship goes much beyond merely a friendly relationship between the case worker and the client. Clients bring into the case work relationship their feelings, attitudes and behavior which they have experienced with others. The client therefore tends to react to the case work situation in a manner derived from his/ her personal experiences. Case work focuses 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's 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. The professional relationship is formed with the purpose of developing in the client 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:

Empathy-empathy means feeling with and into another person, being able to get into the other person's shoes. It may occur spontaneously or may be a carefully learnt listening with the third ear and responding in tune to another person. Empathy involves looking at a situation/case

from another person's perspective. Through empathy the case worker is able to convey to the client his/ her understanding of client's problem with accuracy and oneness. Empathy is different from sympathy which gives a bond of feeling of being helped by another person. The case worker conveys sympathy by saying statements such as "I understand how you feel", "I can feel that you are feeling sad and upset". By feeling caseworker's empathy, the client feels understood and important. It may be noted here that empathy does not mean the loss of objectivity. Case worker in a professional relationship with the client, remains objective by being aware of his/ her own emotional and reactive responses to persons and situations.

Warmth-By exhibiting an open warm attitude, the case worker is able to convey to the client his or 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.

Genuineness -Genuineness is the product of life experiences that make it possible to be self observant, self aware and self accepting of strength and limitations. A genuine relationship consists of a consistent and honest openness and behavior matching with the verbalized intentions and values of social work.

Authority- Authority is an essential element of case worker client relationship. It does not mean domination or willful imposition. Client has the sole right to accept, reject or modify the advice given by the worker. 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. Client goes to the worker and seeks help from him who has the authority of knowledge and skills someone who knows more than him/her.

Transference in case work

Transference is a form of displacement in which the individual unconsciously displaces on to a current object with those drives, defenses, attitudes, feelings and responses which were experienced or developed in relationship with earlier persons in the individual's life. These transferred elements could be affection, attraction or repulsion, yearning or defensiveness, liking or dislike and may occur at any point in helping relationship. Transference is said to have taken place when the client reacts in appropriately with excessive or distorted feelings towards the case worker. As seen in many case work relationships, the client often remark to the worker, you are like a father, mother 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.

Counter Transference

The case worker may also be expected to unconsciously transfer into the professional relationship, certain positive or negative reactions that are realistically un called for, for example, distrust, hostility or strong feelings of attachment. This phenomenon is called counter transference. 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 the road accident. The man was in a tension state of emotional trauma while narrating about the love for his wife and how the accident had taken place. The worker so moved with the details of the case that she began to identify with the man and somewhere related to his life with her own. Finally when 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 had unable to provide the professional help that she ought to. The case worker must remain objective throughout the helping relationship and be aware of his/ her feelings. If at all they do crop up, they must be handled and controlled.

Significance of transference and counter transference

In case work practice, there are three stages in dealing and using transference in social work. 1. 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 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 all help. Therefore, the relationship does and should develop around the act of helping the client. Helping the client is the purpose of for which interaction takes place between the worker and client which is affected by their experiences of relating with people in the past, their expectations from each other and anxieties about the situation, values and principle governing their lives, likings and norms of behavior, knowledge and experience about the subject matter of interaction. If we know and remain aware of these, our interaction will be more realistic.

1.7. Helping Techniques in Social Case work

1.7.1. Interviewing in social case work

Interview is the communication between two persons with a conscious purpose. According to P.V.Young “interview may be regarded as a systematic method by which a person enter more or less imaginatively with the life of comparative strangers. It is to secure information from the client in a systematic way. It is an art which is used by the case worker for better understanding between him and the client and make the case worker process easier. It is the foundation of the case work as without interview the worker cannot get all the possible information about the client nor can the client gain any confidence in the worker.

Purpose of interview

- To obtain knowledge of the situation
- To understand other person
- To be understood by the other person
- For securing some information which cannot be gathered from any other source

Types of interview

(a) Structural interview

The structural interview is known as controlled, guided or directed interview. The interviewer is asked to get information for certain specific questions only. He cannot go beyond the questions and add on anything from his side.

b) Unstructured interview

In this type of interview no direct questions are asked to the subject concerning the problem. The interviewer initiates the conversation regarding topic and the client starts narrating all the happenings with his feelings and reactions pointing to the event. The case worker listens carefully to the client and find out the relevant information useful for the case work process.

(c) Focused interview

In this type of interview the client is shown a film or made to listen to a radio broadcast which is somehow related to his problem. The client is asked to express his feelings, reactions and attitude towards this problem. The film or broadcasting influences the mind of the client, which provokes the inner motivation, feelings and emotion. Such interview brings out more factual information and helps the case work process effective.

(d) Repetitive interview

This type of interview is repetitive in nature when it is asked. There is some gradual influences of some social and psychological process on the subject pertaining to the problem. The questions may be repeated again and again.

1.7.2. Recording in social case work

Recording has always been given considerable importance in social work. It is because the case worker has to know many clients intimately and it is essential that interviews and details should be recorded in a way that recalls the particular client with all his/her individual differences. The records serve various **purposes** and some of them are as follows:

- ❖ Documentation of social work activity: case records provide an ongoing picture of the nature of social work involvement with the client, progress in achieving social work goals and outcome.
- ❖ Continuity of Service: when a client contacts the social work agency, the service is provided by the entire setting. In case an individual staff member is not available the agency must be able to pick up where he or she left up. This would be possible with the help of record only.
- ❖ Quality control: The quality and quantity of services being provided could be known by reviewing written records that present a picture of social work activity. Record review is also a means of assessing the kind and quality of services being provided by the caseworker identifies the areas of strength and weaknesses where staff needs in service training to upgrade their skills.
- ❖ Statistical reporting: Case records are periodically used by social work agencies as sources of data to justify agency's activities, to seek and maintain funding, to substantiate the need for additional staff or to do programme planning.
- ❖ Organizing the worker's thought: recordings provide factual data and observations which could lead to more in-depth diagnostic assessment and treatment planning.
- ❖ Inter disciplinary Communication: Recording is means to communicate social diagnostic information and recommendations for consideration by other professionals who may be involved with the client in a team approach to treatment.

- ❖ Teaching and research: Properly maintained case records could be a mechanism for mutual assessment of practice skills and the teaching of new techniques. Case records contain a wealth of information for the professional researcher seeking to gather data on various categories of clients, problems faced by them.
- ❖ A therapeutic tool: recording can be used as a therapeutic tool with the client to help him to respond to treatment.

Types of recording

Records can be written in different ways. Those are **Process recording, Narrative recording, Role recording, Summary recording and Abstract.**

Process recording: Process is continuous development involving many changes. It is a series of actions, changes or functions that bring about an end result. Process recording tries to record these development and actions. These developments are directly or meaningfully related to understanding of the person in situation and the intervention process. It is selective in its recording. Interactions, which have direct bearing or meaning for intervention are recorded and the rest of the details of interactions are discarded. The focus is not on the development of the events as such but on the development related to understanding of and intervening in the person's psycho social life. In process recording the process of helping is recorded which includes the relevant conversations, observations and reaction of the worker in the developmental sequence. It gives an idea to the supervisor if the case worker has used his knowledge of human behaviour and social situations, if his reactions to the client's verbal and non verbal communications are appropriate and if planning for future is consistent with the presenting situation. The usefulness of the process recording depends to a considerable extent to the ability of the worker to recall exactly what had happened, and in what order and to look at the facts in an objective manner in order to get at underlying feelings and meanings. Process recording is time consuming, so should be used carefully.

Narrative recording: In narrative recording everything that has happened is recorded as it has happened whether it is positive or negative. It consists of all the statements, observations and comments of the worker. It is the narration of all the happenings and detailed accounts of all the events which go in the narrative recording. The attempt of narrative recording is to reproduce all the situations.

Role recording: It is the refined version of process recording. It is highly selective in its approach and focuses on the role of the case worker in his interaction with client from time to time.

Summary recording: Summary records are short and easy to use when considering the total service process. It tries to summarize the main events and avoid the details of all events. It include entry data , social history, a plan of action, periodic summaries of significant

information, action taken by the worker and a statement of what was accomplished as the case gets closed. Summary recordings save time and labour when process recording comparatively is very time consuming.

Abstract: It is the basic ideas of the case or action plan and does not provide the detail information. So it is a condensed form of summary recording.

1.7.3. Referral

In the case work process it is not possible always to solve the client's problem in the same agency and by the same worker. Therefore sometimes cases are transferred or referred to another agency for rendering expertise help to the client. The helping process does not end in referral but it is the contact with a particular case worker or agency who will take over the case. Referral is done for various considerations, when a different type of 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 decided that the client cannot be helped in this agency for some 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 of 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. When referral is done for availing of some concrete or specialized services, the case worker may, if required also assume the role of an advocate or liaison worker. The case worker links the client with the needed services. Advocacy may be required when the agency does not offer its services to the client. The social case worker tries to interpret the rules, looks for expectations and pleads for services to the client. While assuming either of these two roles, the case worker must assess the risk and the time involved. In this process, efforts can also be made to help the client to secure these services on his own with social, administrative and political pressures. If this is possible the social worker can work as an enabler. In all cases of referral consent of the client is important to help him to use the available services for his problems.

1.7.4. Home visits

Home visit is an important technique used by the case worker to make the treatment process much effective. Bernard (1964) states that 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 important tool in total intervention process. According to Cameron, "in a few minutes in home, an experienced observer can gain more pertinent information about the client and his environment, which can be gained during hours of probing in an office.

The main purposes of home visits are:

- Getting detailed information about the client and his family
- Persuading the client to utilize the services to the maximum extent
- Educating the family members in matters of the client
- Strengthening the relationship between the client, agency and the family
- Facilitating rehabilitation of the discharged clients from institutions
- Family care and after care services to the discharged client.

1.8. Role of Social case worker

The case worker has three major roles:

Clinical/behavioural change role;

Role of the consultant/educator, and

The broker/advocate role.

Some aspects of these roles have already been referred to in the previous paragraphs.

In the clinical/behavioural change role, the case worker focuses his attention on those aspects of the clients behaviour which cause stress to himself or others. As an educator, the case worker may impart information, transmit knowledge, give advice, correct perception or explain situational factors which are hidden from the client's view. The case worker may be required to give consultation to other social workers and professionals from other disciplines and to provide social work practice instruction to students of social work. The advocate/broker role is of two types. The first aspect, that is, the case worker commitment to the individual client or family as regards locating resources and services for meeting urgent material needs has been mentioned earlier. The second aspect of this role is with reference to groups of clients who have the same kind of problem or handicap. Here the case worker task is to help them to organize themselves around their problem and to activate them for collective action to find solutions to their common problem. For example, a case worker may have a number of mentally retarded children in his case load who do not derive any benefit from the educational and other services provided for normal children. He may help the parents of these retarded

children to organize themselves in order to get specialized services for their retarded children. Here the case worker goes beyond the case-by case approach to the application of community organization methods for helping clients groups. Since many of the case work clients are from the lower socio-economic levels who are plagued by problems of poor housing unemployment, and inadequacy of medical and educational services, the advocacy role becomes important. Traditionally the case worker has been delivering the person centred services. In addition to this task, the case worker of today has to be involved in system centred activities or activities related to the impact of various social systems on the lives of many clients. It implies that only a part of case work service is confined to the office and the rest is community based. The case worker must know the community he serves its demographic characteristics, its power structure and problems. He must be able to identify the needs of the community and work with the community to develop resources.

1.9. Let us sum up

Social case work involves helping individuals with their problems in social functioning through a systematic approach. Knowledge of human behavior and social situation and skills in human relationship is basic to its practice. It is an art when it uses various ways to effect change in human behavior and a science when it uses knowledge of human behavior and social situations. Social case work can thus be said to be scientific art to help an individual to live a socially productive and individually satisfying life limited by his capacities and social realities.

1.10. Key words

Case work, client, individualization, counseling, treatment, relationship, confidentiality, case work process,

1.11. Check your progress

1. Define Social Case work and discuss its nature.
2. What are the objectives of social case work?
3. Elaborate the case work process. What are the techniques and skills required in various phases of case work practice?
4. Write a note on helping technique.
5. What is the importance of case recording? What are the different types of records used in case work studies?
6. Write a short note on Case work relationship.

7. What is the role of Social case worker in case work process?

8. Can case work proceed without an agency? Explain.

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UNIT-II

Social Group work

2.0. Objectives

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2.2. Concepts, Definition, Objectives and Scope of Social Group work

2.2.1. Meaning and Definitions of Group work

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2.2.3. Characteristics of Group work

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2.9. Role of group worker

2.10. Stages of group development

2.11. Let us sum up

2.12. Key Words

2.13. Check your progress

2.0. Objectives

After studying this unit you will be able to

- Conceptualize what is social group
- Categorize different types of groups
- Explain the importance of group work in the society
- Specify the role of group worker.
- Implement the principles of group work

2.1. Introduction

Social group work is a method of social work which develops the ability of establishing constructive relationship in individuals through group activities. Group experiences are the essential needs of human being. The reciprocal and dynamic interactions and transactions between persons and environment are inherent in social group work practice. Sometimes due to his/her own fault or weakness and sometimes due to unfavourable environment, one fails to perform his/ her activities of the group life. Here group work helps the individual in removing weakness and strengthening internal power to perform his/her job satisfactorily. The social group worker must have the theoretical knowledge of social group work, its principles, its skills, its models, its assumption so that he/she may be able to perform his/her jobs most satisfactorily. All these concepts have been discussed in this chapter.

Group work is one of the methods used predominantly in the context of the face-to-face group and which uses the group also as a medium of action. It is a unique, exciting, dynamic way to help people make changes in their lives that they themselves desire. Groups are used effectively by social workers today to help people of all ages and all walks of life, enhance their social functioning and to cope more effectively with their problems. Group workers are involved in all fields of social work practice and are to be found in mental health, family counselling, child welfare, substance abuse, disability, correctional and many other settings. They are critically important to members of clinical teams attempting to respond to serious mental and emotional social problems.

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

2.2. Concepts, Definition, Objectives and Scope of Social Group work

For some people, group work is just another way of talking about teamwork. In this context, working in groups is often presented as a good way of dividing work and increasing productivity. It can also be argued that it allows for the utilization of the different skills, knowledge and experiences that people have. As a result, in schools and colleges it is often approached as a skill to be learnt the ability to work in group-based environments. Within schools and colleges, working in groups can also be adopted as a means of carrying forward curriculum concerns and varying the classroom experience a useful addition to the teacher or instructor's repertoire. But the focus of Group Work is somewhat different. In the process of working with groups, group members may undertake particular tasks and become environments where members can share in a common life, form beneficial relationships and help each other. Entering groups or forming them, and then working with them so that members are able to be around each other, take responsibility and work together on shared tasks, involves some very sophisticated abilities on the part of practitioners. These abilities are often not recognized for what they are for when group work is done well it can seem natural. Skilled group workers, like skilled counsellors, have to be able to draw upon an extensive repertoire of understandings, experiences and skills and be able to think on their feet. They have to respond both quickly and sensitively to what is emerging in the exchanges and relationships in the groups they are working with.

2.2.1. Definitions of Group work

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

(Newsletter -1935)

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

(Coyle 1937)

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

(H.Y.Siddiqui -2008)

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

(Konarka -1963)

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

(Hamilton -1949)

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

(Wilson & Ryland -1949)

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

(Association for the Advancement of Group Work-1948)

2.2.2. Objectives of group work

- ❖ To teach the individual to live & work together and participate in the group activities for their intellectual emotion & physical growth

- ❖ To live a good life within the group and family. The individual is also taught to work together with other people & participate in different activities.
- ❖ To develop individual personality & behaviour by using different group work process
- ❖ To prepare the individual to learn how to share 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, knowledge and interest
- ❖ To widen one's horizon
- ❖ To prepare people for social change
- ❖ To apply group therapy in need of physical, mental and emotional adjustment

2.2.3. Characteristics of Group work

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

Group work is practiced by group itself

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

Based on humanitarian philosophy:

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

It gives aspiration to help each other:

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

It provides more skill and information:

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

It develops human personality:

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

2.2.4. Scope of Social Group Work

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

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

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

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

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

2.2.5. Functions of group work

- ❖ Group work mainly sees the situation & the needs of all the individuals & try to solve the problems of the individuals. For every individual the group is the main source of strength & renders everybody helping hand.
- ❖ A group fulfill the social desires and need of each individual in the group
- ❖ Group work is carried on with voluntary group in the setting of social agency
- ❖ Group workers take care of social agencies in many fields as education, religious & recreational field.
- ❖ It is a helping process with dual purpose of individual & group growth.
- ❖ The function of the group work is always for the betterment of the individual as well as for the growth of the entire group.
- ❖ Group worker plays role of enabler & helping person, by earning an effective group. The group worker is a main person who by her/his better knowledge try to make the group better.

2.3. Historical development of Group work

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

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

The concept of a primary group was also an important contribution to the study of groups. Cooley in 1909 defined a primary group as a small informal group such as family or a friendship group, which has a tremendous influence on member's values, moral standards and normative behaviour. The primary group was therefore viewed as essential in understanding socialisation and development. Allport (1924) for example, found that presence of others improved task performance. After World War I, social scientists also began to study groups operating in the community. One of the earliest was Frederic Thrasher (1927) who studied gangs of delinquents in the Chicago area by becoming friendly with gang members and by observing the internal operations of gangs. Thrasher observed that every member of a gang had a status within the group that was attached to the functional role that the member played for the gang. Thrasher also drew attention to the culture that developed within a gang, suggesting there was a common code that all members followed. The code was enforced by group opinion, coercion and physical punishment. This work along with others have influenced the ways group work is practiced with youths in settlement houses, neighbourhood centres and youth organisations. Later some group workers relied on naturalistic observations of groups of boys in a summer camp to demonstrate how cohesion and intergroup hostility develop. Social scientists also learned more about people's behaviour in groups from studies done in industry and in the United States Army. During the 1950s an explosion of knowledge concerning small groups took place. The major themes that developed in the first half of the twentieth century includes conformity, communication and interaction patterns, leadership, interpersonal preference and social perception, that are important components while dealing with group process in social work. It is also important to mention the contribution of psychoanalytic theory, learning theory, field theory, social exchange theory and the system theory that explains group functioning, the details of which will be discussed elsewhere.

2.3.1. Development of Group work in west

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

special course in social work. However, as Schwartz points out, the real historical differences between the two is that casework soon became identified with social work profession where as group work did not begin to become formally linked with the profession until much later during the National Conference of Social Work in 1935. In 1936 the American Association for the study of group work was founded with an aim to clarify and refine both the philosophy and practice of group work. By 1939 group work began to be treated as a separate subject at the National Conference of Social Work. The identification of group work with social work profession increased during the 1940s although group workers continued to maintain loose ties with recreation, adult education, and mental hygiene until the 1950s when group workers joined together with six other professional groups to form the National Association of Social Workers in 1955.

The use of group work in settlement houses and casework in Charity Organisations was not an accident. Group work and the Settlement houses where it was practiced offered citizens the opportunity for education, recreation, socialisation and community involvement. Unlike Charity Organisations that primarily focused on the diagnosis and treatment of the problems of the poor, settlement houses offered groups as an opportunity for citizens to join together to share their views, to gain mutual support and to exercise the power derived from their association for social change.

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

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

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

Shared interaction, shared power and shared decision making placed demands on the group worker that were not experienced by caseworkers. Group workers frequently had to act quickly during complex and often fast paced group interactions while remaining aware of the welfare of all group members. The number of group members, the fact that they could turn to one another for help and the democratic decision making process that were encouraged in groups meant that group workers had to develop skills that were different from those of caseworkers.

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

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

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

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

The years after the war saw an immense rise in group work literature. Gertrude Wilson's *Social Group Work Practice* (1949), Harleigh B. Trecker's *Social Group Work* (1949), Grace Coyle's *Group Work with American Youth* (1948) and Gisela Konopka's *Therapeutic Group Work with Children* (1949) appeared in a time span of only two years. These books made the attempt to clarify the orderly process of social group work as part of the helping function of social work on the wide scale from healthy to sick individuals and groups.

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

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

2.3.2. Development of Group work in India

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

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

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

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

2.5. Principles of Group work

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

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

12) Purposeful and differential use of programme according to diagnostic evaluation of individual

members group purpose and appropriate social goals.

13) Ongoing evaluation of individual and group progress.

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

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

1) The social worker's goal is to enable clients or group members as a whole to move toward greater

independence and capacity for help.

2) The social worker must use the scientific method to prepare for action fact-finding analysis and diagnosis in relation to the individual, group and the social environment.

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

4) The social worker must use himself consciously. This includes self-knowledge and discipline in relationship but without the loss of warmth and spontaneity.

5) The social worker must accept members as they are, without condemning their behaviour. This involves deep understanding of group members as well as knowledge and identification of values regulating human beings.

6) The social worker must understand the origins of his own value system and be able to handle it in relation to the value system of others.

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

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

1) The group members must be encouraged to help themselves by the social worker playing as indirect or enabling role rather than a manipulative one. It means the group members be given the right of self-direction and self-determination.

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

3) Social worker must focus not merely on the immediate problem as seen by the group but on relation to the total situation.

4) Social worker must keep in mind that individual differences exist while dealing with the group members.

5) It should be kept in mind that the welfare of individual is inextricably interwoven with the welfare of the group. Therefore social worker must be concerned with the development of material, human and social resources to meet all the needs of all the members of the group.

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

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

2) In determining his/her way of life, the group worker uses the scientific method--- fact-finding, analysis and diagnosis in relation to the individual, the group or the social environment.

3) The group work method requires the worker to form purposeful relationship to group members and the group.

4) One of the main tools in achieving such relationship is the conscious use of self.

5) A basic respect and love for people without considering his weakness.

6) The work should be started from where the group is.

7) There should be constructive use of limitations. The group worker will mainly use himself, programme

materials, interaction of the group and awaking of insight in the group members.

8) Every member of the group should be understood separately. It means individualization is essential.

9) Interaction is a process through which group members develop their strengths and power. Therefore, social group worker should properly monitor this process.

10) It is also necessary that non-verbal activities and programmes should be understood and used alongwith the verbal material.

Trecker has explained the following principles of social group work.

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

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

- 1) Principle of planned organisation of the group.
- 2) Principle of understanding each individual as a member of a group and as an individual.
- 3) Principle of equality.
- 4) Principle of understanding relationship as tool for solving group problems as well as individual problems and also for development of the group.
- 5) Principle of encouragement of each member of the group.
- 6) Principle of recognition of variety of groups with different objectives.
- 7) Principle of self-development, i.e. full opportunity to the group to organise it programmes according to its needs.
- 8) Principle of self problem solving. Members should be involved in understating and solving problems themselves.
- 9) Principle of use of programme according to diagnosis of the group. Different types of programmes are needed according to the problems of the group.
- 10) Principle of experience development. Each member of the group should get opportunity to act and express his feelings in the group.

11) Principle of understanding the importance of group life in shaping and moulding one's character and personality. The group worker should believe the importance of group experience.

12) Principle of understanding the group process and its different elements, for example, group structure, role and status, division of responsibility, etc.

13) Principle of understanding familiarity with the process of cooperation, conflict, accommodation, resistance and ambivalence in the group. This knowledge is essential to handle the different group situation.

14) Principle of modification in-group process. The group worker always keeps in mind the result of group activities. If it is not as it is required he suggests the group members to modify their activities and programmes.

15) Principle of providing new opportunities. It is the job of group worker to make aware the group about the opportunities of work in different fields and also the ways and means to avail these opportunities.

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

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

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

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

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

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

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

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

Types of Social Work Groups

The social work groups can be classified on the basis of the purpose for which the group is conceptualised. The purposes may be to meet the socio-emotional needs of individual members or to accomplish a specific or a set of tasks of an individual member or group as a whole for its growth and development. Konapka (1983) classified social work groups as development groups and social action groups. Another classification is treatment and task groups as discussed by Toseland and Rivas (1984). They further divided treatment groups as remedial, educational, growth, and socialisation groups; and task groups into committees, teams, delegate councils, treatment conference and social action groups. This classification of groups into different types is not water tight, they tend to overlap. Therefore for our discussion, 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

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. 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 entrepreneurial abilities so as to improve income generating capacities and make them feel they are worthy members of the society, teaching children to acquire social skills and social etiquettes, so that they perform their social responsibilities properly and grow as useful adults. Task groups focus on 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.

These groups are formed in residential settings, day- care service centres, community settings and even an open or general public platform as well as in formal organisations.

2.6. Models of Social group work

On the basis of varied assumptions about the role of the worker, the group members and the content of the group, social workers proposed four distinct group work models. These are:

- 1) Remedial
- 2) Mediating
- 3) Developmental and
- 4) Social goal model

Remedial Model

Remedial model focuses on the individuals dysfunction and utilizes the group as a context and means for altering deviant behaviour. This approach to group work practice emphasizes its utility in removing the adverse conditions of individuals whose behaviour 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. He/she is the target point. 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 experience. The social worker plays a key role as he/she gives expertise knowledge through the following activities.

- 1) The social worker is the central person. The worker is the object of identification and drives.
- 2) He/she is a symbol and a spokesman. He/she tries to maintain norms and values of the society.
- 3) He/she is a motivator and stimulator. He/she helps the individual and group to understand their goal as a group member.

4) 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 organisational and institutional elements that are responsible for individual's dysfunction. Though this model focuses mainly on the individual client who is experiencing difficulty, the model is helpful for those likely to be affected. It means this model focuses on preventive aspects also.

Reciprocal Model or Mediating Model

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

- 1) People and society are interdependent because they have mutual needs. When there is interference with these mutual strivings, it results into conflict.
- 2) The resolution of this conflict is possible only when interested parties try to understand their dilemmas with all of these inner resources and they utilize that at that moment.
- 3) 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.
- 4) It is the relationship among the members that shows the characteristics of the group.
- 5) In this model emphasis is placed on the continuing and reciprocal transactions of sets of members with each other, the worker and the group.
- 6) It gives importance to the emergent goal and actions, which are based on feelings of the group. It believes that intensive involvement by the parties in the current realities will generate their own purposes and goals.
- 7) Client and worker together as well as separately challenge the current problems with their total capacity.
- 8) Basic educative processes are utilized which incorporate particularizing, synthesizing and generalizing the feeling and action components of the problem.
- 9) In this model distinctions are not made with respect to types and various 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 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 under the leadership of Berustein in 1965. Lowy is the main architect of the developmental model. In this approach, groups are seen as having "a degree of independence and autonomy, but the to and fro flow between them and their members, between them and their social settings, is crucial to their existence, viability and achievements. The chief characteristics of this model are:

- 1) It is primarily based on the dynamics of intimacy and closeness between the members over a span of time.
- 2) The degree of intimacy is taken into account for appropriate worker interventions.
- 3) Conceptualization of study, diagnosis and treatment is made at all three levels of individuals, group and the setting.
- 4) This model derives knowledge from Erikson's ego psychology, group dynamics and conflict theory.
- 5) The group worker is engaged in study, diagnosis and treatment.
- 6) The worker is connected with community, agency, group and individual member.
- 7) The group is envisioned as a microcosm of s
- 8) Thoughts, feelings, sentiments and behaviour are continuously assessed and attempts are made to improve them.
- 9) The social group worker tries to improve the situations among individual member, group agency and the social environment.
- 10) In short, it can be said that the developmental model is a compromise between the reciprocal, remedial and traditional approaches.

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. The skill of the leader lies mainly in 'programming' (Weinice 1964) (Konopka 1958).

There are other three interventions, which are considered as suitable models for effective practice in social group work.

1) Gestalt Therapy

2) Transactional Analysis

3) The Behavioural Model

Gestalt Therapy

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

Transactional Analysis

It is a process of analyzing and explaining intra-personal and interpersonal processes. This therapeutic model was developed by Berne. He proposes that personal change can be maximized through group psychotherapy where the social processes are much more varied than just one to one relationships. According to Berne, individuals are products of social processes and they use social processes. Within the group settings individuals can be made aware about their self-defeating behaviour. Once they are aware of their behaviour they can do something for changing it. The group provides a safe environment for practicing new behaviours. According to Berne, there are four major features of Transactional Analysis.

1) Structural Analysis: It is a method of analyzing thoughts and feelings and behaviour based on the phenomena of ego states.

2) Transactional Analysis: It involves the interactional processes that occur between the ego states of one person and the ego states of another.

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

4) Script Analysis: It is related to the early decisions and the positions taken by a person in childhood. The role of the group worker is of a teacher, and a leader who explains the key

concepts and helps the members to discover the disadvantageous conditions under which they made their earlier decisions, adopted life plans and developed strategies for relating to people.

Behavioural Model

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

2.7. Assumptions to social group work

One of the frameworks used in working with group is the assumption that many person lack the 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. For example, when a child moves out from a relatively contained, secure and static 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 create 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. 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. The inadequacy of life skills such as verbal and non verbal communications, asserting, handling feelings and conflicts, coupled with experience of functioning in a group consisting of members from multicultural background, increases the stress leading to maladjustment problems. This framework helps 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 also help them to learn new life skills to update their competence to cope with stresses and sources of stresses.

2.8. Skills of social group work

Trecker has listed the following basic skills of social group work.

1. Skill in Establishing Purposeful Relationship

- a) The group worker must be skillful in gaining the acceptance of the group and in relating himself to the group on a positive professional basis.
- b) The group worker must be skillful in helping individuals in the group to accept one another and to join with the group in common pursuits.

2.Skill in Analysing the Group Situation

- a) The worker must be skillful 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 on a basis of analysis and judgment.
- b) The group worker must be skillful in helping the group to express ideas, work out objectives, clarify immediate goals and see both its potentialities and limitations as a group.

3.Skill in Participation with the Group

- a) The group worker must be skillful in determining, interpreting, assuming and modifying his own roles with the group.
- b) The group worker must be skillful in helping, group members to participate, to locate leadership among them and to take responsibility for their own activities.

4. Skill in Dealing with Group Feeling

- a) The group worker must be skillful in controlling his own feelings about the group and must study each new situation with a high degree of objectivity.
- b) The group worker must be skillful in helping groups to release their own feelings, both positive and negative. He must be skillful in helping groups to analyze situations as part of the working through group or intergroup conflicts.

5.Skill in Programme Development

- a) The group worker must be skillful in guiding group thinking so that interests and needs will be revealed and understood.
- b) The group worker must be skillful in helping groups to develop programmes, which they want as a means through which their needs may be met.

6. Skill in Using Agency and Community Resources

a) The group worker must be skillful in locating and then acquainting the group with various helpful resources which can be utilized by the members for programme purpose.

b) The group worker must be skillful in helping certain individual members to make use of specialized services by means of referral that cannot be met within the group.

7.Skill in Evaluation

a) The group worker must have skill in recording the development processes that are going on as he works with the group.

b) The group worker must be skillful in using his records and in helping the group to review its experiences as a means of improvement.

2.9. Role of group worker

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.

As **enabler** the worker furnishes the necessary information to members so that member's doubts are clarified and their participation levels improve. 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.

As **advocate** the worker presents the case of the members to the agency authorities to secure certain additional facilities and concessions. 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.

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.

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.

2.10. Stages of group development

Groups, like individuals are each unique with their own experiences and expectations. However many commentators studying group development and dynamics have recognised that group development, as a generalisation, is more predictable than individual behaviour. Thus many theories of group stage development have been cultivated, some linear, others more cyclical, and it must be stressed that no definitive model of group stage development exists.

Two of the most useful theories of group stage development are those discussed by Tuckman (1965), and Rogers paper on encounter groups (1967). These models, like others (for example Heap, 1977) propose that as groups develop and change they pass through stages which may be conceptualised. Tuckman's model has been used extensively within youth work theory and practice and is an excellent model for attempting to analyse individual and group behaviour. A brief synopsis of each stage is outlined below, with examples from personal practice.

Stage 1: Forming

The first stage of this group process is joining, referred to as *engagement* by Rogers. This phase involves significant testing, and trial and error. Initial concerns about openness and support within the group are manifested by a lack of cohesion and a difficulty in sharing thoughts, feelings and experiences with each other. An internal appraisal of group value and how each individual belongs to the group are key features of this stage. Anxiety, isolation, inadequacy and frustration are common emotions felt by group members at this early stage in the life of a group, as well as being emotionally threatened by members of the group who are perceived to be stronger or better. Thus the group seeks to create a comfort zone in which individuals are not keen to upset the status quo for fear of alienation.

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. For example both the YAM and PTV groups I had experience with were set up to encourage social interaction and personal development. Having an awareness of group stage theory enabled my colleagues and myself to structure the early encounters for the groups to be;

- a) fun and enjoyable – to encourage continued attendance;

- b) relaxed - offering the promotion of effective communication and allowing members to get to know each other a little whilst gaining in confidence and trust.

To this end ice breakers, introduction and communication exercisers such as those provided by Brandes and Phillips (1979), Bond (1986), Leech and Wooster (1986) and Dearling and Armstrong (1994) were used. As Dynes describes `[games] stimulate the imagination, make people resourceful and help develop social ability and co-operation` (Dynes, 1990).

Stage 2: Storming

This stage sees group members begin to confront each other as they begin to vie for roles within the group that will help them to belong and to feel valued. Thus as members begin to assert their individual personalities, the comfort of the forming stage begins to come under siege. Members experience personal, intra and inter group conflicts. Aggression and resentment may manifest in this stage and thus if strong personalities emerge and leadership is unresponsive to group and individual needs, the situation may become destructive to the group's development. Indeed there is a high potential for individuals to abandon the group during this stage, as for some the pressures created by the group may become too much of a strain.

The potential for oppressive behaviour is strong within the storming phase as group members vie for 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.

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.

Stage 3: Norming

During this stage the group begin to work more constructively together towards formal identified or informal tasks. Roles begin to develop and be allocated within the group and although these may be accepted, some members may not be comfortable with the role or roles which they have been allocated. During this stage sub-groups are likely to form in order that a supportive environment is once more created. Acceptable and unacceptable behaviours within the group are created and reinforced and thus the `norms` for this group become fabricated.

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.

Stage 4: Performing

This stage sees the group performing effectively with defined roles, in fact at this stage it could be said that the group has transformed into a team. It is now that decisions may be positively challenged or reinforced by the group as a whole. The discomfort of the storming and norming phases has been overcome and the group has a general feeling of unity. This is the best stage for a group to complete tasks, assuming that task, rather than process and individuals, are the focus of the group.

An excellent example of performing within the PTV group came during a residential week. One of the group (A.) admitted to a fear of heights and thus did not want to take part in an abseiling exercise. The whole group supported this decision but offered encouragement and support in order to promote participation. One individual (M.) spent time and energy showing leadership and helped A. to overcome his fears. A. took part in the abseil, being assisted by M. and encouraged by the whole group.

Potential exists within this stage for oppression to begin if one or more group members does not appear to fit in with the group's view of its task, or is not performing as effectively as expected. Again it is important to challenge this if it occurs and to show how each member can benefit the group, through achievement of task, leadership, reviewing, moving on, or by monitoring the groups process.

Stage 5: Mourning

The final stage in the life of a group ultimately is its termination. Though often overlooked, this stage in group development is equally important to positive outcomes. 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.

2.11. Let us sum up

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 which cannot be solved without the help of the group. The development of personality is also dependent on the use of group life to some extent. The group worker should follow certain principles in her practice. These main principles are : planned group formation; specific objectives, purposeful relationship; continuous individualization; guided group interaction; democratic group self determination; progressive programme experience, resource utilization and evaluation. The social group worker also have certain skills that will make him effective in dealing with the group problems. These are :

establishing purposeful relationship, analysing group situation; participating in the time of need in the group process; dealing with group feelings; progressive programme development; using agency resources; etc. The social group worker practices either remedial model or reciprocal or developmental model with the group. When we talk about social work with groups today, it conveys a meaning not necessarily restricted in bringing about change in the lives of individual member, but also change in the group as such and also change in the larger community or society at large. The group work method evolved out of the developments in the field of practice in social work and from the practice in the disciplines. Even though social group work came to India ten years after it was formally recognized as a method of social work in the West, the social work practitioners and educators in India had not contributed much to evolve a culturally relevant theoretical perspective and practice models.

2.12. Key Words

Group, Primary group, Secondary group, Group process, Group worker, Group dynamics, Storming, Norming, Group work therapy.

2.13. Check your progress

Essay type questions

1. Define Group work and discuss the concept of group work as a method of social work.
2. Explain the principles of group work.
3. Differentiate between case work and group work.
4. Explain the phases of group work.
5. Describe the role of social group worker in different situations.
6. Discuss the models of social group work.
7. Explain the historical development of social group work.

Short type questions

1. Philosophy of social group work
2. Group development
3. Storming phase of group development
4. Characteristics of social group work
5. Skills of social group worker
6. Performing stage of group development

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UNIT-III

Community Organization

3.0. Objectives

3.1. Introduction

3.2. Meaning, Definitions, objectives and Nature of Community organization

3.3. Historical development of Community organization

3.4. Principles of Community Organization

3.5. Skills and techniques of Community Organization

3.6. Community Organization and Community development

3.7. Let us sum up

3.8. Key words

3.9. Check your progress

3.10. References

3.0. Objectives

After studying this unit you will be able to

- Understands the theories related to community organization
- Can develop the knowledge about the skills and techniques of community organisation
- Collect information about the basic principles of community organization
- Comprehend the principle of community organization and apply it in the field of social work
- Can get vivid information regarding community organization as a method of social work.

3.1. Introduction

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

3.2. Meaning, Definitions, objectives and Nature of Community organization

3.2.1. Meaning of Community Organisation

Before we get to know more about community organisation as a method of social work, let us first understand the meaning of the term we use. The term community organisation has several meanings. It is being often used synonymous to community work, community development and community mobilization. In general, community organisation means helping the community to solve its problems. In the context of social work profession in India, the term is used to denote a method of social work to intervene in the life of a community. In sociology we learn that society and social institutions are more than just a collection of individuals. It includes how those individuals are linked to each other. These are sets of systems such as economy, political organisation, value, ideas, belief systems, technology, and patterns of expected behaviours (social interaction). It means that just a collection of individuals living at a common place are not necessarily organised. To call them organised they need to have a set of common ideas and expectations. This gives them a social structure and some social processes that make the organisation something (social). It goes beyond the individuals that compose the community.

Further it is important to note that just forming various groups in community having some structure or form (e.g. having a president, treasurer, secretary, etc.) does not make the community organised. It is not the multiplicity of institutions, interest groups or set of activities,

which make an organized community. Actually it may create more conflicts and disrupt normal life. Thus the important determining factors of community organisation are interaction, integration and co-ordination of the existing institutions, interest groups and activities, and evolving new groups and institutions if necessary, to meet the changing conditions and needs of the community.

3.2.2. Definitions of Community Organisation

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

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

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

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

According to their explanations, it involves two major interrelated concerns: (a) the interaction process of working with an action system which includes identifying, recruiting and working with the members and developing organisational and interpersonal relationships among them

which facilitates their efforts; and (b) the technical tasks involved in identifying problem areas, analyzing causes, formulating plans, developing strategies and mobilizing the resources necessary to have effective action. The analysis of both these definitions reveals that they cover the “Need-Resources Adjustment” approach, “the Social Relationships” approach and a combination of the two ideas of meeting needs and development of co-operative attitudes. The distinguishing features of community organization practice are derived largely from the three dimensions.

(1) The nature of its setting and focus– the community and its problems, 2) from the nature of its goals – enhanced functional capacity of the community and its ability to influence the social welfare policy, and 3) from the techniques it employs towards effecting the inter-personal and inter-group relationships of the members of the community. The statements defining community organisation method, stress individually or in combination the above three factors and also refer to clientele and the total process and the way in which the method is applied.

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

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

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

Wayne Mcmillen in 1947 defined it as “Community organisation in its generic sense in deliberately directed effort to assist groups in attaining unity of purpose and action. It is practiced, though often without recognition of its character, wherever the objective is to achieve or maintain a pooling of the talents and resources of two or more groups in behalf of either general or specific objectives.”

C.F. Mcneil in 1954 defined it as “Community organisation for social welfare is the process by which the people of community, as individual citizens or as representatives of groups, join together to determine social welfare needs, and ways

“**Community**” in the sense in which it is used here, refers to two major groupings of people. Firstly it may be all the people in a specific geographic area, i.e., a village, a town, a city, a

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

3.3.3.Aims and Objectives of Community Organisation

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

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

The other objectives are:

1. To secure and maintain an adequate factual basis for sound planning and action.
2. To initiate, develop, and modify welfare programmes and services, in the interest of attaining a better adjustment between resources and needs.
3. To improve standards of social work to increase the effectiveness of individual agencies.
4. To improve and facilitate interrelationships, and to promote coordination, between organization, groups and individuals concerned with social welfare programmes and services.
5. To develop a better public understanding of welfare problems and needs, and social work objectives.
6. To develop public support of, and public participation in, social welfare activities. Financial support includes income from tax funds, voluntary contributions and other resources.

3.3.4. Nature of Community organisation

Community Organisation as Macro Method

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

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

Community Organisation as a Problem Solving Method

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

Community Organisation method is used for the following:

- a) To meet the needs and bring about and maintain adjustment between needs and resources in a community.
- b) Helping people effectively to work with their problems and plan to realize their objectives by helping them to develop, strengthen, and maintain qualities of participation, self-direction and cooperation.

- c) Bringing about changes in community and group relationships and in the distribution of decision-making power.
- d) The resources of the community are identified and tapped for solving the community problems.

Relevance of Community Organisation for Community Development

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

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

All the above aspects are related with community organisation.

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

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

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

(f) Development of leadership is an important aspect in community development. Leadership deals with influencing and enabling people to achieve the goals. Community organisation also emphasizes leadership. With the help of leaders the people are motivated to participate in action. Community organisation is a relevant method to develop and use leadership. This is applicable for community development also.

(g) Educational aspects in community development means helping people to know, learn, and accept concepts of democracy, cooperation, unity, skill development, effective functioning etc. In community organisation also the above mentioned aspects are considered very important. The process of community organisation emphasizes education of the community. Thus both are emphasizing the educational aspects for the progress of the community. Thus community organisation and community development are interrelated and mutually supportive. There are no opposing aspects in between community organization and community development as both emphasize democratic method and self-help principles. Thus they are relevant. So in all community development programmes community organisation method is used as implementing method.

3.3. Difference 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.

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. 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. 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 through their participation. But in community development planning is carried out by an external agency mostly by the government.

j) In community organisation people are organized 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. Even though there are differences, both are interrelated. The relationship is so close, so that community organisation process and principles are accepted fully. Both are like two sides of the same coin. The ideal community development takes places where community organisation method and its various steps and principles are effectively put into practice.

Community Work and Community Organisation in Social Work

Having discussed the meaning and definition of Community organisation let us now try to compare it in the context of community work and social work profession. In social work the term “community work” is often used with different meanings. In social work literature we find that the term “community work”, “community development”, “community organisation” and “community empowerment” are at times interchangeably used for the work with communities. Some authors have used these terms for the same types of work whereas others use them to refer to different types of work with communities.

Community work has a long history as an aspect of social work. It has passed through various phases. All over the world it has been recognized as an integral part of social work practice. History shows that community work even preceded social work education. In UK and USA community work in social work began in the 1800 with the charity organization movement and the settlement house movement. During the initial phase in UK, community work was primarily seen as a method of social work, trying to help individuals to enhance their social adjustment. The main thrust was to act as a means to coordinate the work of voluntary agencies. In India the experience of working with slum community in the city of Mumbai lead to the establishment of the first institution of social work education in 1936. Community work as a method of social work in India is largely seen as a process of developing local initiatives,

particularly in the areas of education, health and agricultural development. The focus of the work is, to encourage people to express their needs, and enable them to avail the existing resources, in order to meet these needs.

There are several ways in which social work practitioners and others work in the community. In social work we find three main approaches namely, Community Development, Community Organisation and Community Relations/Services. While these approaches represent different situations or areas of community work, there are fundamental similarities in what is being attempted. Their components are often interlinked and at times overlapping. What is important for us here is to understand that the community work is one of the basic social work processes. It is being used to attain the same basic objectives, as casework and groupwork. As you may be aware all the social work methods are concerned with removal of the blocks to growth of individual, group, or community, release of their potentials, full use of internal resources, development of capacity to manage one's own affairs and their ability to function as an integrated unit. In community organisation, social work is concerned with the initiation of that process which enables a community to overcome those blocks (apathy, vested interests, discrimination) which prevent the community from working together; and facilitate release of potentials, use of indigenous resources and growth of cooperative attitude and skills which make possible achievement of even increasingly difficult objectives.

Thus, community organisation started more as a product of the maturation process than as the beginnings of a profession. The increasingly complex and interdependent nature of modern society makes community organisation almost a pre-requisite for smooth functioning of any society.

3.4. Principles of Community Organization

Principles of community organisation, in the sense in which the term is used here are generalized guiding rules for the sound practice. Principles are expressions of value judgments. The principles of community organisation, which are being discussed here, are within the frame of and in harmony with the spirit and purpose of social work in a democratic society. We are concerned with the dignity and worth, the freedom, the security, the participation, and the wholesome and abundant life of every individual. This implies following the principles of democracy, involvement of the marginalized, transparency, honesty, sustainability, self-reliance, partnerships, cooperation, etc.

In the literature of community organisation we find various sets of principles. **Dunham (1958)** has presented a statement of 28 suggested principles of community organisation. He grouped those under seven headings.

- (i) Democracy and social welfare,
- (ii) Community roots for community programs,
- (iii) Citizen understanding, support, and participation and professional service,

- (iv) Co-operation
- (v) Social Welfare Programs,
- (vi) Adequacy, distribution, and organisation of social welfare services, and
- (vii) Prevention.

Ross (1967) outlined specific principles – the elementary or fundamental ideas regarding initiation and continuation of community organisation processes. These principles have been discussed in terms of the nature of the organisation or association and the role of the professional worker. The twelve principles identified by Ross are:

1. Discontent with existing conditions in the community must initiate and/or nourish development of the association.
2. Discontent must be focused and channelled into organisation, planning, and action in respect to specific problems.
3. Discontent which initiates or sustains community organisation must be widely shared in the community.
4. The association must involve leaders (both formal and informal) identified with, and accepted by major sub-groups in the community.
5. The association must have goals and methods and procedures of high acceptability.
6. The programme of the association should include some activities with an emotional content.
7. The association should seek to utilize the manifest and latent goodwill which exists in the community.
8. The association must develop active and effective lines of communication both within the association and between the association and the community.
9. The association should seek to support and strengthen groups which it brings together in cooperative work.
10. The association should develop a pace of work relative to existing conditions in the community.
11. The association should seek to develop effective leaders.
12. The association must develop strength, stability and prestige in the community.

Keeping in mind the actual practice situations in India H. Y. **Siddiqui (1997)** have worked out a set of 8 principles.

1. The Principle of Specific Objectives
2. The Principle of Planning
3. The Principle of Peoples Participation
4. The Principle of inter-group approach
5. The Principle of democratic functioning
6. The Principle of flexible organisation
7. The Principle of Optimum Utilisation of Indigenous Resources
8. The Principle of Cultural orientation

Community organisation in Indian context.

1. **Community organisation is means and not an end:** As discussed earlier the community organisation is a process by which the capacity of the community to function as an integrated unit is being enhanced. In this sense it is a method or a means to enable people to live a happy and fully developed life. It refers to a method of intervention whereby a community consisting of individuals, groups or organisations are helped to engage in planned collective action in order to deal with their needs and problems.

2. **Community Organisation is to promote community solidarity and the practice of democracy:** It should seek to overcome disruptive influences, which threaten the well being of the community and the vitality of democratic institutions. In community organisation discrimination and segregation or exclusion should be avoided and integration and mutual acceptance should be promoted.

3. **The clear identification of the Community:** Since the community is the client of the community organisation worker, it must be clearly identified. It is likely that there are several communities with which he/she deals at the same time. Further it is important that once the community is identified the entire community must be the concern of the practitioner. No programme can be isolated from the social welfare needs and resources of the community as a whole. The welfare of the whole community is always more important than the interest or the well-being of any one agency/group in the community.

4. **Fact-finding and needs assessment:** Community organisation programmes should have its roots in the community. Proper fact-finding and assessment of the community needs is the pre requisite for starting any programme in the community. It is generally desirable for local community services to be indigenous, grass-roots developments rather than to be imposed from without. Whenever possible, then, a community organisation should have its origin in a need felt by the community or by some substantial number of persons in the community and there should be vital community participation, and usually essential community control, in its development.

5. **Identification, Mobilization and Utilization of the available resources:** The fullest possible use should be made of existing social welfare resources, before creating new resources or services. In the absence of resources/services the worker has to mobilize the resources from various sources such as community, government, non-government agencies, etc. While utilizing the indigenous resources it must be recognised that these resources may sometimes need extensive overhauling before they will meet certain needs. Apart from mobilizing physical resources, indigenous human resources should be put to optimum use.

6. Participatory Planning: The community organisation worker must accept the need for participatory planning throughout the process of community organisation. It is important that the practitioner prepares a blue print in the beginning of what he/she intends to do with the community. This is done with the community taking into consideration the needs of the community, available resources, agency objectives, etc. Planning in community organisation is a continuous process as it follows the cycle of implementation and evaluation. The planning should be on the basis of ascertained facts, rather than an expression of guesswork, "hunches," or mere trial and error.

7. Active and vital participation: The concept of self-help is a core of community organisation. The community members' participation throughout the process of community organisation should be encouraged from the standpoint both of democratic principle and of feasibility- that is, the direct involvement in the programme of those who have the primary stake in it's results. "Self-help" by citizen or clientele groups should be encouraged and fostered.

8. Communities' right of self-determination should be respected: The Role of the Community organisation worker is to provide professional skill, assistance, and creative leadership in enabling peoples' groups and organizations to achieve social welfare objectives. The community members should make basic decisions regarding programme and policy. While the community organisation worker plays a variety of roles in different situations, he is basically concerned with enabling peoples' expression and leadership to achieve community organisation goals, and not with control, domination, or manipulation.

9. Voluntary cooperation: Community organisation must be based upon mutual understanding, voluntary acceptance, and mutual agreement. Community organisation, if it is to be in harmony with democratic principles, cannot be regimentation; it should not be imposed from outside, but must be derived from the inner freedom and will to unite of those who practice it.

10. The spirit of cooperation rather than competition, and the practice of coordination of effort: Community organisation practice should be based on the spirit of cooperation rather than competition. The community organisation practice has proved that the most effective advances are made through cooperative effort. It is by the coordinated and sustained programs attacking major problems rather than through sporadic efforts by various groups.

11. Recognition and involvement of indigenous leadership: Community organisation as it has been described requires the participation of the people of a community. However everyone in the community cannot be involved in face-to-face contact with all others in the community; therefore it is important to identify and recognize the leaders (both the formal and informal)

accepted by various groups and subgroups in the community. Inclusion of the respected and accepted leaders with whom the major subgroups identify provides a major step in integrating the community and makes possible initiation of a process of communication which, if it becomes effective, will nourish and sustain the process of community organisation.

12. Limited use of authority or compulsion: Invoking the application of authority or compulsion may sometimes be necessary in community organisation; but it should be used as little as possible, for as short a time as possible and only as a last resort. When compulsion must be applied, it should be followed as soon as possible by resumption of the cooperative process.

13. The dynamic and flexible nature of Programmes and Services: This principle is basic to sound community organisation. Social welfare agencies and programmes must be responsive to the changing conditions, problems, and needs of community life. Community is a dynamic phenomenon, which constantly changes and thus the needs and problems also keeps changing. Therefore it is necessary that the programmes and services are flexible enough.

14. Continual Participatory evaluation: As programmes are developed to meet community needs, sometime must be set aside for evaluation of the process. Regular feedback from the community is important. Criteria must be set up for evaluation of the programmes, to see how effective the action has been and what has been accomplished.

3.5. Skills and techniques of Community Organization

1. Skills in Rapport Establishment
2. Skills in Identification of Needs
3. Skills in Resources Mobilization
4. Skills in Programme Planning
5. Skills in Programme Management
6. Skills in Evaluation
7. Skills in Recording
8. Skills in Encouraging Community Participation
9. Skills in Working with the group
10. Skills in working with the individuals
11. Skills in Mobilizing Community Action

Skills of an Effective Community Organizer:

Problem Analysis – One of the major tasks of the community organizer is to assist the people in arriving at a solution to the problem. The organizer is capable of identifying the problem and

making the people to identify, analyse, give priorities, select an appropriate priority, mobilize resources, make a plan of action, implement, monitor, evaluate, modify and continue.

Resource Mobilization – Any problem of the community while working out the solution requires resources. The resources may be in terms man power, money material and time. On one hand the organizer is aware of the availability of the resources within the community or outside the community and on the other makes the people to identify the sources of resources and the way to tap such resources.

Settings of Community Organisation

There are different areas where community organisation has scope. The community organizer can practice community organisation in different settings. The settings can be identified based on certain characteristics like location and the nature of administration. Geographical Location Rural, Urban, Tribal Sector Institutional, Non- institutional Or Organised, un-organised Model Locality development Social planning Social action The target group with whom the community organizer is going to work with has to be identified and understood. The needs and problems of the community Role of Community Organiser in Different Settings in different settings will not be the same, and moreover, the characteristics of the people in different settings are likely to vary. Accordingly the methods and techniques of community organisation and the roles of community organiser will have to be used in such a way as to suit the differing settings and characteristics of people.

The organiser can use different methods to identify, assess the need, analyse and understand the situation. There are two levels of understanding, the first level is the understanding of the community by the organiser and the second level is making the community to understand their own situation. Different methods and techniques can be used to understand and make the community to understand. Participatory Rural Appraisal (PRA) and Appreciative Inquiry can be more useful in this regard. Since these are not within the scope of this unit, it is not discussed here. Whatever may be the settings there is a community or a group of people with needs and problems. In other words there is a general discontentment which has to be focused and channelised in such a way that the people come together, think together, plan together, implement and evaluate their actions.

In all the stages the community has to be fully involved and their capacity increases as a result of access and control over resources and decision making. Therefore in community organisation the community organiser has to play different roles in making the people to be on their own, without any dependency syndrome. The types of settings may be have limited. But it can be said that wherever there are people living together or where like minded people or the affected individuals come together, they form a community demand their due share from the society.

Social Work Intervention with Communities and Institutions In different settings depending on the needs and problems and the social situation of the community the roles and strategies have to be changed. Moreover, all the roles need not be applied in all the settings. In order to adopt

different roles the community organiser has to be very clear about the process or the steps involved in the practice of community organisation methods and skills and accordingly the roles can be selected and applied. Rural area is differentiated from the urban, based on the population size, density of population and occupation of the people. If any area the population is more than 5000, the density is more than 300 per square kilometer and more than 75 per cent of the people are engaged in agricultural activities, such areas are called rural area. Along with these characteristics if the geographical location in general is in the hills occupied by tribals it is called the tribal area. In the case of urban area the population is more than 5000, density is more than 300 per square kilometer and more than 75 per cent are involved in non-agricultural activities. Among the people inter-personal relationship and receptiveness is high and positive in rural and tribal areas, whereas in urban area the primary relationship within the community is rather low. Organising rural and tribal people is less difficult compared to urban people. In the institutional and non-institutional settings the people are organised and not organised respectively.

In an institution due to the organisational structure there is possibility to bring the people together for any common purpose, whereas in the case of non-institutional there is not structured pattern and hence it may be difficult to bring them together. Role of Community Organiser in Different Settings The three models of community organisation expect different sets of roles. In locality development model the people come together to discuss and decide about the improvement of an area, or locality, emphasizing the broader participation at the local level in goal determination and action. In the social planning model the people come together and gather pertinent facts about the problems, then decide on a rational and feasible course of action. It is a technical process of solving social problems. Arranging and delivering goods and services to people who need them. External help is more. Interested group members participate. Broader participation is less.

Social action model brings the people to destroy the oppressors. Basic changes in social situations are brought about by organising the affected segment of the population so that they make demands on the larger community for increased resources or better treatment in accordance with social justice and democracy and redistribution of power, resources and decision-making. The community organiser has to see, observe and understand all the settings and the models before responding or making the people to respond to the situation.

3. 6. Historical development of Community organization

In a broad sense we can say wherever people have lived together, some form of organisation has emerged. These informal associations of people always tried to do good to the people in need and protect the rights of the society. On the contrary the history talks about the formal organisations which were set up for the welfare of the community. The first efforts at community organisation for social welfare were initiated in England to overcome the acute problem of poverty, which led to beggary. The first effort of its kind was the Elizabethan Poor Law (1601) in England, which was set up to provide services to the needy. Another important

landmark in the history of community organisation is the formation of London Society of organising charitable relief and repressing mendicancy and the Origin of the Settlement House Movement in England during 1880.

In fact, these movements had a major impact in the United States of America. In 1880 the Charities organisation was set up to put rational order in the area of charity and relief. The major community organisation activities in the United States could be classified into three periods:

1) The Charity Organisation Period, 1870-1917

This era is the beginnings in social welfare in USA. The first citywide Charity Organisation Society (COS) was established in the Buffalo in 1877 in USA. This movement was started with the influence of London Charity Organisation established in 1869. In USA, Rev. S. H. Gurteen, an English priest who had some association with London Charity association and had moved to Buffalo in 1873 gave the leadership to this movement. Within a short span of six years the COS had reached to more than 25 American cities. Charity organisation was concerned about two things:

- Providing adequate personal services to families and individuals in need.
- Take steps to address the issues/problems in social welfare.

Apart from this service, the COS also took initiatives in promoting co-operation among the various welfare agencies. From this movement of charity organisation emerged many such service oriented organisations i.e. Social service exchange, Community welfare councils, Councils of social agencies.

2) The Rise of Federation 1917 to 1935

It is a period where we can see the growth and development of chests and councils. It started with the rise of war chests in 1917 and ended with the enactment of social security act, which set the stage for development of the public welfare programmes in 1935. A large number of chests and councils came up after first world war. The American Association for Community Organisation was organised in 1918 as the national agency for chests and councils and it later became known as community chests and councils of (CCC) America. The Cincinnati Public Health Federation, established in 1917 was the first independent health council in American City. It is in this period that the American Association of social workers organised in 1921, the first general professional organisations, set up its training for the social workers and others who specialized in community organisation.

A community chest is a voluntary welfare agency, co-operative organisation of citizens and welfare agencies, which is the powerful local force for community welfare that handles large

funds. It has two functions. It raises funds through a community - wide appeal and distributes them according to a systematic budget procedure. Secondly it promotes co-operative planning, co-ordination and administration of the communities social welfare.

3)Period of Expansion and Professional

Development 1935 to Present Time It is in this period that we see the greater use of the community organisation process in the field of public welfare. A marked significance of this era is the establishment of Federal Security Agency where we see maximum involvement of the Govt. in welfare programmes. In 1946 the agency was strengthened and re-organised following which in 1953 Department of Health, Education and Welfare was established.

Another important development during the period is the professional development that took place. Some of the important professional developments were: The National Conference of Social Work in 1938- 39 undertook a study on community organisation, which was later published under the title "Generic Community Welfare Organisation". Based on this, another study took place in 1940, but due to American involvement in World War II an active programme could not take off.

In 1946, at the National conference of social work in Buffalo, the Association for the Study of Community Organisation (ASCO) was organised. The main objective was to improve the professional practice of organisation for social welfare. In 1955, ASCO merged with six other professional organisations to form the National Association of Social Workers. Community organisation has been recognized as integral and important aspect of social work education in the American Association of Schools of social work education. At present there is an active committee of Council on Social Work Education involved in the production of teaching materials in community organisation. The first contemporary textbook on community organisation titled "Community Organisation for Social Welfare" published in 1945 has been written by Wayne McMillan.

Another development in the history of community development is seen in the wake of World War II. Wartime needs were very special and crucial. During this time many councils and community war services came to the forefront. Among them (USO) United Service Organisation is of prime importance as it was the union of many forces that served the needs of the military personnel and defense communities. The other striking characteristics of the period is the immense increase in the volunteer service i.e. defense council, American Red Cross and USO which co-ordinated and recruited the volunteers.

Another development that took place at the wartime is the growth of closer relationship between labour and social work, which is considered a great significant to community organisation.

The other developments that took place after the World War II that are very specific to community organisation area are as follows.

- The rehabilitation of the physically and mentally Challenged
- Mental health planning, problems of the aging
- Prevention and treatment of juvenile delinquency.

In order to address these issues separate bodies were set up and we see the entry of international agencies in the field of community organisation. The present situation in community organisation is the emergence of the new community development programmes, which aim at providing, services to the less developed areas in international social welfare. Therefore the present agenda is on working with the whole community and greater emphasis is on self-help.

Community Organisation in UK

Baldock (1974) has summed up the historical development in UK by dividing it into four phases.

The first phase : 1880-1920:

During this period the community work was mainly seen as a method of social work. It was considered as a process of helping the individuals to enhance their social adjustments. It acted as major player to co-ordinate the work of voluntary agencies.

The second phase : 1920-1950:

This period saw the emergence of new ways of dealing with social issues and problems. The community organisation was closely associated with central and state Govt.'s programme for urban development. The important development in this period was its association with community association movement.

The third phase 1950 onwards :

It emerged as a reaction to the neighbourhood idea, which provided an ideological base for the second phase. It was a period of professional development of social work. Most of the educators and planners tried to analyze the shortcomings in the existing system. It was also a period where the social workers sought for a professional identity.

The fourth phase:

It is a recent period that has seen a marked involvement of community action. It questioned the very relationship of community work and social work. It was thus seen as period of radical social movement and we could see the conflicts of community with authority. The association of social workers and the community were de- professionalised during this period. Thus it was during this period that conflictual strategies were introduced in the community work, although even now there is no consensus on this issue (Baldock 1974).

History of Community Organisation in India

A historical account of community organisation is not available in India, as there has been only limited documentation on social work literature in general and on community organisation in particular. Community organisation has its roots in the Charity organisations in the United States. They realized the need of the people and tried to organise the people to co-ordinate their work. The main activities were social welfare, raising funds, seeking enactment for social legislation and co-ordination of welfare activities. The spirit behind all these activities was charity. In India, the very concept of charity is deep- rooted in the religious philosophy. Even before the commencement of the social work education in India in 1936, the community work was in place, already in existence. But in the first phase from 1936 to 1952 the community work was in a dormant stage. During this period social work was in its infancy and not many were employed in the community settings because there were hardly any jobs that provided an opening for community organisation. Professionals preferred to work in casework settings.

It was in 1952 that the community development project was launched by the government of India and with this we find the emergence of a new era of community work. The basic objective of community development in India was to awaken the rural people of their needs, instilling in them a sense of ambition for better life and making them aware of their right and power to find a solution for their problems. According to Mukerji (1961) "Community development is a movement designed to promote better living for the whole community with the active participation, and if possible, with the initiative of community". According to him community development can be divided into two process. 1) Extension education, 2) Community organisation. Extension education was expected to improve the quality of human beings by improving his/her knowledge and skills. By community organisation Mukerji had in mind the setting up of three institutions in the village.

- Village Panchayat
- The village co-operative
- The village school

During this period the thrust of the community work remained in rural areas whereas social work remained mostly urban in character. From 1970 onwards we could see a new trend in the community work practice. The social workers expanded their scope and operational area from

their traditional approach of casework to other development fields. For example, people working with school children started working with the community. The NGOs and voluntary organisations adopted community approach. This shift has in-fact led to the use of process of community work. By and large the community work has remained welfare-oriented.

The current phase of community work in India is experiencing a growing dissatisfaction with its own practice or rather the outcome of its practice. So efforts are on to create alternate ways of working with communities. In spite of these, the professionals are involved in a variety of projects in both rural and urban areas, to promote better living for the community.

Another trend in the community work is the involvement of the Business houses in promoting welfare in their neighbourhood. This is commonly known as CSR. (Corporate Social responsibilities) The business houses i.e. Tata's, Escorts, and some of the multinational companies too have joined in this venture. This trend has attracted many professionals in this field.

The main objective of community development is to develop village communities by methods, which will stimulate, encourage and aid villagers themselves to do much of the work necessary to accomplish the desired goals. The changes conceived and promoted should have the involvement of the people and should be acceptable to them and put into practice by them.

There is a common philosophical link between community organisation and community development. Both aim to enable people to live happily and a fully developed life. Both have basic faith in the common man and his right to self-determination within the framework of the society. Both give emphasis to self-help and help the people to help themselves to solve their own problems. However, community organisation and community development should not be considered as synonymous.

CD is concerned with the promotion of all aspects of life including social, economical and cultural; both in rural and urban areas. While CO is concerned with adjustment of social welfare needs and resources in cities, states, nations as well as in villages. CO is practiced in the USA on a voluntary basis, while in almost all the developing countries CD is a government-sponsored programme. CO is a product of urbanization and industrialization. Here the main concern is problems of the population mobility, problems of the family, problems of the aged, problems of juvenile delinquency, of unemployment and provision of social security. But CD is concerned with how to induce people to meet their basic human needs. CO tends to be more process oriented while CD as practiced in India tends to be target oriented.

Approaches to Community Organisation

The History has witnessed diversity of efforts in community organisation and the emergence of new initiatives in the field. Most often these community organising efforts are centered on identity communities and issue-specific communities. History gives us a list of different kinds of

community organising methods. One such community organising method which the twentieth century has witnessed is the growth of neighbourhood organising. Neighbourhood Organising Neighbourhood organising is one form of community organising. This is nothing but an effort by the community to solve the day to day problems and help those in need.

There are three kinds of approaches to neighbourhood organising.

- ❖ The social work approach
- ❖ Political activists approach
- ❖ Neighbourhood maintenance/Community development approach

The Social Work Approach

In this approach, the society is viewed as a social organism and therefore the efforts are oriented towards building a sense of community. The community organiser whose role is of an “enabler or an advocate” helps the community to identify a problem in the neighbourhood and strives to obtain the needed social resources by gathering the existing social services and by lobbying with those in power to meet the needs of the neighbourhood. This method is more consensual and the neighbourhood is seen as a collective client. One example of this approach is the social settlement movement in USA and war on poverty programme of the Johnson administration in the 1960s.

The Political Activists Approach

Saul Alinsky, the Godfather of community organization is the founder of this approach. He emerged as a community organiser in the 1930s. The basic philosophy of this approach is based on his thinking that “the more the representatives of the organisation, the stronger the organisation.”

In this approach the community is seen as a political entity and not as a social organism. Here, the neighbourhood is viewed as a potential power base capable of getting power. The role of the community organiser is to help the community understand the problem in terms of power and necessary steps are taken to mobilize the community. The problem of the neighbourhood is always identified as absence of power and in the interest of gaining power for the neighbourhood, the organisers are faced with conflicts with groups, interests and elites. Since most of the community organisers come from outside the community, it has faced the problems of equality of power relations and leadership in the community.

Unlike the social work approach to community organisation this approach has the potential to create stable, democratic and effective organisations of neighbourhood residents by seeing its role as “meeting power with power”

Neighbourhood Maintenance/Community Development Approach

This approach has emerged out of both the previous approaches namely social work approach and political activist within the same neighbourhood movements. It is seen in the form of civic

associations. This association uses peer group pressure to provide services in the community. They use this strategy to pressurize the officials to deliver services to the community but sometimes this approach takes the form of political activists approach as they realize that their goals can be only achieved through confrontations. In this approach we see the characteristics of de- emphasis on dissent and confrontation and these organisations view themselves more as proactive and development minded.

It is a medium through which a person looks at the complex realities. Model is a simplistic version of a complex situation. Models serve as a reference for the work and give us a clear understanding of what would happen. They describe strategies for accomplishing a vision, and the appropriate steps to be taken to get there. Some models grow out of the specific ideologies of change and some in response to concrete situations. Jack Rothman has introduced three basic models of community organisation. They are:

Locality development
Social planning
Social action

Locality Development

Locality development model is a method of working with community groups. It was earlier used by the settlement houses. Here the important focus is about the process of community building. Leadership development and the education of the participants are the essential elements in the process. According to Murray Ross the “process of self-help and communal action is valuable in its own right”. The model of locality development is based on this particular thought process. It originated from the traditional community organisation practice. The main focus of this model is whole community or a part of it. The basic belief is that communities have some common needs and interests and once the people realize this need and work together democratically, they can take appropriate steps to improve the quality of life.

Here the role of the community organiser is to enhance the involvement of the people in the community and help the community members to plan and find a solution to the problem. It is similar to the work of community development, which is done in the underdeveloped world. It refers to the community organisation practice when a worker or an agency attempts to develop various schemes and programmes to meet the needs of the target population in a defined area. It also includes coordination of the work of various agencies providing a variety of services in the area.

Social Planning

It refers to the type of community work where a worker or agency undertakes an exercise of evaluating welfare needs and existing services in the area and suggests a possible blue print for a more efficient delivery of services, it is termed as social planning. It is concerned with social problems, for example, housing, education, health, childcare and so on. Its aim is to affect a large population. The community planner works in that capacity with the government and is

often identified with power structure of the community. But basically he is interested in the needs and attitudes of the community and help them plan their future.

.Social Action

According to Friedlander, W.A. (1963) "Social Action is an individual, group or community effort within the framework of the social work philosophy and practice that aims to achieve social progress, to modify social policies and to improve social legislation and health and welfare services". Another model of community organisation suggested by Rothman is that of social action. According to him social action is a strategy used by groups or sub communities or even national organisations that feel that they have inadequate power and resources to meet their needs. So they confront with the power structure using conflict as a method to solve their issues related to inequalities and deprivation.

In this type of community organisation the community organiser uses all means to apply pressure on the power structure to give in to demands. The role of organisers may differ depending on the issues they get involved in. The role may be that of advocate, activist, agitator, broker or negotiator. It is a process. This organising process goes through different stage. So the role of the organiser will also change as per the roles at the organiser is expected to play, depending upon differing social situations.

This model was commonly used during the 1960's. This has been used as a means to redress the social problems of the nation, redistribute the resources and power to the poor and powerless. Social action as model has an important role in community organisation.

3.7. Let us sum up

Community organization is one of the main methods of social work. It is the inter group process that attempts to help communities to understand social problems that exist and to utilize available community resources to bring about solutions that will strengthen the total community and enrich the lives of its members including in emergencies such as war, famine, earth quake etc. Many principles basic to community organization are shared with case work and group work, but there are many principles that are unique which are applied to sole the community problems in its own way. Thus community organization covers largets number of clients at a time to solve their socio economic problems.

3.8. Key words

Community, Locality, Social planning, Community organization, Community planning, Community mobilization, Community resources, Community development.

3.9. Check your progress

1. Define the concept of Community organization and its relationship with Community development.
2. Discuss the role of Community worker in organizing the community.
3. Effective community participation is the key to community organization. Discuss
4. How community organization and community development are different, explain?
5. Discuss various principles of community organizations.
6. Explain the use of Community organisation in Flood or Earthquake situation.
7. Write short notes on
 - a. Community planning
 - b. Community mobilization
 - c. Skills of Community organisation

3.10. References

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UNIT-IV

Social Welfare Administration and Social Action

4.0. Objective

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4.0. Objective

After studying this unit you will be able to

- Understand the concept of social welfare administration and social action
- Apply these two methods in social work practice
- Get information about various scope of social welfare administration
- Develop knowledge about various tasks related to social welfare administration and social action.

4.1. Concept of Social Welfare Administration

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

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

Meaning of Social Welfare Administration as a Method of Social Work

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

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

4.1.1. Definitions of Social welfare administration

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

John C. Kidneigh

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

Arther Dunhan

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

American Council of Social Work Education

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

Arther Kurse

4.1.2. Scope of Social Welfare Administration

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

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

(i) Social Problems

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

(ii) Social Services

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

(iii) Social Security

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

(iv) Social Work

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

(v) Social Policy

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

4.3. Tasks of Social Welfare Administration

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

(i) PLANNING

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

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

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

(ii) ORGANIZATION

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

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

number of persons affected and the amount of money spent, the best organization has become indispensable.

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

An organization insists upon certain principles for its effective functioning. It divides work among its members; it establishes standard practices by working out detailed procedures.

It provides a communication system. It has a hierarchical or process with lines of authority and responsibility running up and downwards through several levels with a broad base at the bottom and a single head at the top. It provides for unity of command which means that no individual employee should be subject to the orders of more than one immediate superior to avoid confusion and blurring of responsibility and it should recognize the distinction between line and staff as a working principle.

(iii) STAFFING

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

(iv) DIRECTION

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

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

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

(v) CO-ORDINATION

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

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

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

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

(vi) REPORTING

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

Reports are also made in regard to the discussions and conferences held within the agency and on inter-agency basis from time to time to sort out various issues. The higher authorities inspect periodically the subordinate offices to apprise themselves of their functioning and to detect irregularities committed if any and to suggest steps to avoid their re-occurrences. All social welfare agencies, without any exception, submit their annual reports to the Ministry/ Department concerned and the latter to the Head of the State for information of the legislature. The public gets informed about the activities of the welfare agencies through all these different types of reports. Reporting thus constitutes an important ingredient of any social welfare organization.

(vii) BUDGETING

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

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

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

Basic Understanding needed in Administration

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

- Understanding of self and meaning of being an executive, feelings about authority and responsibility.
- Understanding of the agency and its basic purpose in the community.
- Understanding of the individuals who make up the agency, their needs, ability and motivations.
- Understanding of groups, that is board, staff, and constituency, how they define their functions and approach to their work.
- Understanding of how the individual is related to his groups, his background, what he brings to the work with the group.
- Understanding of kind of help the group need in doing its work, how group asks for and accept help, how its evaluate its own progress
- Understanding of how the individual receives basic satisfaction from his work, how to provide recognition for genuine accomplishment.
- Understanding of how the group relates to and works with other groups in the agency and the community.

4.4. Essentials of Social Welfare Administration

Social welfare administration refers to those activities which are undertaken with regard to the systematic execution of social policy. It includes planning, organisation, staffing, directing and co-ordination. It is dynamic art taking human physical resources available and binding them to achievement of some required goal. In the broader context, the aims of social welfare administration are the progressive achievement of the justice, protection of decease and insecurity, the adjustment and compromise of conflicting groups and interest, in short, the attainment of good life. A good social administration involves the following essentials.

(i) Specialized Knowledge

Social welfare administration requires a specialized knowledge. The administrator should possess sufficient knowledge regarding the agency's aims, programmes, methods of social treatment and social resources. Such knowledge enables the administrator to perform his tasks. Further, he should know the technique of management, the principles according to which co-operative programmes are carried to success.

(ii) Humanitarian Attitude

The administrative process of any agency is based on its organisation's aim, structure's aim and scope. The administrator should have a humanitarian attitude towards his client's needs.

(iii) Proper Staffing

Social welfare administration needs proper staffing. In order to carry out the various functions, appointments of suitable persons to various posts under the organization are essential. By such appointments the organization attempts to achieve a pattern of positions and responsibilities which ensure unity of aim through supervision.

(iv) Knowledge Regarding the Social Work Principles

In public and private agencies, the administrator should have a sound knowledge regarding the social work principles. Such knowledge enables him to achieve co-ordination and co-operation.

(v) Division of Labour

Division of labour is essential for proper administration. The various functions of the agency should be divided between the various members in such a manner so that each can make maximum contribution to the task of the whole organization.

(vi) Feeling of Co-operation

There should be close co-operation between the various levels of social welfare administration. Social welfare administration is dynamic. The administrator has to deal simultaneously with individuals, groups, communities and his colleagues of several levels. In each instance he must accomplish the ability to manipulate individuals in an effort to solicit co-operation.

Types of Services and their Delivery Important types of social services are:

- 1) Education
- 2) Income transfer
- 3) Health and nutrition
- 4) Public housing
- 5) Employment and training
- 6) Personal social services
- 7) Services resulting out of social policy

There are seven types of social services and the main function of social welfare administration is to effect the administration of these social services. The first social service namely education can be conceptualized as pre-school/elementary/primary, secondary, vocational, higher education, adult, continuing and non formal education. It is delivered either publicly or through cooperatives, corporate bodies, non governmental organisation and private organisations. It includes schools, colleges, universities, training institutes, professional bodies, internet facilities and e-learning facilities.

The second social service namely income transfer is called social security in a general sense. The service can be provided in the event of illness, disability, destitution, unemployment, natural calamities, violence, war etc. It is provided through social insurance, social assistance, pension scheme or labour welfare fund benefits. It is often collectively administered. It is also delivered by Panchayat Raj institutions or through local agencies. As social security programmes have to reach a large population in India, professional social workers have a responsibility to administer internet facilities, electronic conferencing, e-governance at various levels in social work practice and service provisions. The third kind of social service namely "Health and Nutrition" may be private operated, public operated, or operated under health insurance system or through people's co-operatives. It can be non-profit or for profit. In India, there are a large array of health services for health care delivery. They include specialised hospital/sanatoria, Medical College Hospitals, District Hospitals, Taluk Hospitals, Community Health Centres, Primary Health Centres, Dispensaries, Nutrition bureaus and so on. In addition, there are aternal/Reproductive and Child Health Centres, Family welfare sub centers, anganvadies and so on at the local level.

The fourth social service is called "Public Housing". There are non profit housing corporations/boards, and housing co-operatives. There is also housing systems in plantations, slums and industrial townships. There are also privately operated housing systems in rural and urban areas. In India social welfare institutions, Government departments, and local bodies also deliver housing services. Indira Awas Yojana is an important housing scheme of government of India.

The fifth social service is "Employment and Training". Under social welfare administration, social work methods are used to upgrade services for employment. It is organised in the public

sector as well as private sector. It is also organised by special agencies, professional bodies and trusts. Here imparting of skills through training is an important function of social welfare administration.

The following list includes items which would generally be called "Personal Social Services". They are care, development, and welfare of the child, probation and correctional services for the juvenile delinquents, crime prevention programmes, welfare programmes for prisoners, victims and their families, institutional care for women and children, care and adoption by special parents, family services and counselling, family social work, continuance of community services and protective services for the aged or geriatric social work. Day care and pre-school programmes for the children, referral programmes, holiday/vacation camps for children, youth, parents, handicapped and the elderly, income-assistance and care programmes for average families, self-help and mutual aid programmes among disadvantaged and handicapped groups, counselling programmes for adolescents, marital counselling, planned parenthood counselling, disability counselling, aged counselling, specialized institutional services for destitute, infirm, beggars, poor, persons in moral danger etc. It also included De Addiction centres and programmes for the care of alcoholics and drug addicts, programmes for victims of HIV/ AIDS etc. It also includes human development programmes and other social welfare services.

The seventh social service is other services resulting from social policy. Transforming policy into social and social welfare services and use of experience and expertise in recommending modifications to policies comes under this broad area. We have to identify social inequities and social injustice and have to solve social problems. In this regard dynamics of leadership, job satisfaction and public relations are essential. Upliftment of disadvantaged, underprivileged and vulnerable section of society such as women, children, old and infirm, disabled and handicapped needs top priority. It also includes special services for scheduled caste, scheduled tribe and backward communities, and people of backward areas and slums. In the context of large population, relief and rehabilitation to migrants, social work practice among migrant families and rehabilitation of victims of natural disasters like floods, draughts, earthquake, landslides, tsunami and so on are situations in which social service is required.

The nature of social services requires social welfare administration to act as an essential method of social work practice. Administrative position of persons who are associated with the provision of these social services in India, are designated as secretaries/ administrator/directors, welfare officers, medical social workers, psychiatric social workers, geriatric social workers, family social workers, school social workers, rehabilitation social workers, child development project officers, block development officers, research officers, local authority, social workers, project directors/ officers, inspectors of welfare funds etc.

In addition, the various fields of social work such as medical social work, local authority social work, social work in industry, social work in agriculture, family social work, psychiatric social work, geriatric social work, rural, urban, tribal and coastal development, contain large scope for

services which need social work administration. Creative literature in social work is another method of social work used in administration. Creative literature and creative media are used to bring out literature on social work application in administration. It can be in the form of fiction, serial, drama, dialogue etc. which personalize social welfare administration. So it can be seen that the extent of use of primary methods in social work have wider coverage. Social welfare administration has to play an important role in the administration of creative, preventive, promotive, developmental and statutory social welfare services. Social welfare administration is not only needed in the Government sector but it is also largely used in the non governmental organisations, inter governmental organisations, community based organisations and in the cooperative sector.

4.5. Concept of Social Action.

Social problems and conflicts have remained an integral part of the society from the time immemorial. For providing relief and solution to these problems, social work and social welfare have also remained a part of human society. Professional social work utilizes certain methods of working with people, in view of empowering the people to solve their problems. Among the methods of social work, social action is a new introduction in the professional social work practice. Though its relevance is often felt in the field situations, social workers do not practice this method quite frequently. The inherent theme behind social action is re-adjustment of the social institutions and redistribution of power and resources for social justice and empowerment of the community. As a method of social work, social action mobilizes the general population to bring about structural changes in the social system.

Also the relation of social action with other methods of social work is very important to understand. Social action process heavily rests on other social work methods like group work and community organisation. In fact social action comes into the picture when people's needs and problems remain unmet and unsettled through other methods of social work. Social action seems to be a step forward to community organisation. Social work research helps in perceiving the social problem objectively. Group work and casework are the foundation to social action where people are mobilized to confront authorities. Social welfare administration gives the ground to social workers to prepare the community for social action. Social workers make use of the skills and experiences gained through other methods of social work in the process of social action.

Social action is a way of meeting mass social problems. It could be briefly defined as mass attack on mass social problems. In this type of social work the entire community or as large a number of members as possible – are made aware of any mass or social pathological problem eating at the vitals of the society. After this awareness is created, the social worker enlists the support of maintain to change the situation through social reform and collective action on suitable legislative measure. "A stitch in time saves nine" are adages which still inspire the

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

It coordinates effort of a group to effect concrete changes toward a greater measure of justice in society. Modern papal society thought emphasizes that social reconstruction requires both the reform of social institutions; within this context social action refers logically to the second requirement. In reality, however the two mandates are not conceived as separable but as simultaneously necessary and mutually interdependent. Institutionalised injustice commonly produces large scale misery and human degradation, and in the resulting environments the practice of virtue may become practically impossible. On the other hand, the prevalence of avarice moral indolence and the passion for power can thwart the institutional changes needed to protect and advance human dignity and freedom.

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

Social Action as a Method

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

All the helping activities approaches, social services and institutional innovations that are found in the developing nations today have been introduced through the method of development, Whereas, development has thus been the main level of changes in the new nations. Welfare, a

built in mechanism of the developed world is also concerned with social change, through it expresses such concern merely by reviewing and reorganising the structure of the welfare institution. Social action is the method that helps to bring in these changes.

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

4.5.1. DEFINITIONS

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

RICHMOND MARY (1922)

Social action is mass betterment through propaganda and social legislation.

LEE, PORTER (1937)

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

COYLE, GARCEL (1937)

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

FITCH, JHON (1940)

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

HILL, JHON L.(1951)

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

WICKENDON, E (1956)

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

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

FRIEDLANDER, W.A. (1963)

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

NANAVATI, M.C (1965)

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

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

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

4.5.2. Objectives of Social Action

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

4.5.3. History of Social Action

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

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

- (i) Although action might begin with the initiative of one or more individual, group action is essential for its fulfilment.
- (ii) Action has to be organized and given the shape of a movement.
- (iii) Belief in social progress should form the motivation of the participants.
- (iv) Action should be in accordance with the established democratic practices, within the constitutional right of the citizen.
- (v) The authority of the group arises out of the consent of its members.
- (vi) The force behind social action lie in group compulsion.

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

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

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

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

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

4.5.4. Elements of Social Action

(i) *Activeness of group or Community*

(ii) *Democratic Working*

The mode of method adopted in the process of social action should be based on democratic ideals. It is because the theory and practice of social work depend on the democratic values.

(iii) *Democratic Leadership*

The leadership emerged during the process of social action should be of democratic character. Leadership is not to be imposed but it should emerge through common consent.

(iv) *Arrangement of Resources*

(v) *Co-ordination between Problem and Resources*

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(vi) *Co-operation*

Social action can be successful only when co-operation of the community members is available. For this purpose social worker should inspire the members of participation in social action process. The social workers should also provide direction and guidelines to the community members so that the problems arising from time to time can be solved.

(vii) *Public Opinion*

The success and failure of social action is ultimately based on public opinion, therefore newspapers, radio, television and public meetings should be utilised for the emergence of healthy public opinion.

Social Action in Relation to Case Work

Social Action does utilize other social work methods in the process of attaining its goal of community empowerment. In fact, we see that the whole process of social action is the amalgamation of various methods of social work. In this section of the unit, we would try to understand the relation of other methods of social work with that of social action. Let us first pay attention to social casework. As we already know that social casework is a method of social work to help individuals to cope more effectively with their social problems. The psychosocial problem(s) of the client are dealt mainly in one- to-one relationship between the client and the caseworker. The relation of social action with casework can be understood with the fact that individuals and society are interdependent.

Most of the problems, which affect an individual, have connections with or repercussions to his/her inter-personal relations. These inter-personal relations could be within the family and/or with various institutions in the community, say, educational institutions, work place, legal, neighbourhood, friends, etc. So, casework process may involve interventions not only at the family level but also at the institutions in the larger community. The client may be having the same social problem, which the social worker is addressing, at the macro level through social action. In such a situation, caseworker needs to build confidence and faith among the client and prepare him/her to be a part of social action process. Let us view the relevance of social casework in social action. Apparently, there appears no connection between the two methods of social work. However, during initial process of credibility building in the community, the social worker makes use of casework in dealing with those members of the clientele group who are facing some adjustment problems and require therapeutic help for harmonious social functioning. To exemplify, if the social worker finds a member showing problematic behaviour in the group sessions, which is affecting the working and integrity of the group, he/she takes up separate casework sessions with that member. After making the social investigation (psycho-social study) adequate social diagnosis is done. Once the member having problematic behavior starts showing better social functioning, the group also becomes cohesive. It may be noted that casework is required not only in the initial stages of social action, it may be needed when the community is organised to take appropriate action against the authorities. At that time also, any member of the core group may start showing deviant behaviour and require counselling from the social worker.

Added to this, the skills a social worker uses for social investigation and diagnosis during casework process, learning human behaviour, psycho-social problems, using caseworker-client relationship for building confidence and courage in the client for solving his problems becomes quite handy in the process of social action when the social worker has to deal with not only one individual, but many types of personalities simultaneously and keep them integrated for the targeted social goals.

Social Action in Relation to Group Work

The importance of social group work can be understood with the fact that a man is considered a group animal. Group experiences are the essential needs of human beings. A human turns from a biological being to a social being through group life. Attention may now be paid to social group work, which is a method through which individuals develop the ability of establishing constructive relationships with each other through group activities.

Social group work acts as a building block in the process of social action. Group members learn organisation, cooperation and coordination. They learn interdependence and democratic values. In the group work process, while participating in the activities of the group, the group members learn to live and work together to attain some specific goals. Social group work solves adjustment problems and enhances positive interpersonal relations. It prepares the individuals to learn and share responsibility in working together. All these factors contribute to the success of social action taken up for a social cause influencing a large segment of the population.

During the social group work process, the group members learn to respect each other's views and take criticisms positively. They learn emotional control and tolerance, empathy and sympathy, breaking down of prejudices and enhance problem solving capacity. It teaches the individuals to keep their personal likes-dislikes, aspirations, perceptions, ego-hassles aside and work towards the goals planned by the group as a whole. Such a learning opportunity prepares the individuals for a social change and chances of failure of a movement due to internal conflicts are substantially minimized. Social group work also explores leadership qualities among its members.

These leaders, in turn, take up the responsibility of mass mobilization and targeted activities in social action process. Added to this, social group work also helps the social worker to refine his/her skills of dealing with different personalities to work for common goals. The social worker resolves various intra-group conflicts and personality clashes. These skills and experiences become handy while dealing with conflicting situations between different groups during the process of social action. The group worker makes use of programme media in social group work. It contributes to programme planning and management in a better way while dealing with many groups during social action process. Experiences of social group work with one group help a lot in managing many groups when the whole community is mobilized for a common social cause.

In addition, the social worker, during initial stage of group formation and during group work process establishes rapport with the community people and gains knowledge about various structural and functional aspects of the community, a precursor to studying a social problem, which is affecting a large section of the community and undertaking mass movement and social action for remedies. The social worker gains credibility in the community during the group work

process, which is one of the main requirements of social action. So, social group work acts as a slapping stone in the process of social action.

Social Action in Relation to Community Organisation

Social action shares many similarities with community organisation. Sometimes there is a debate whether social action is a part of community organisation or is completely a different entity. Some believe that it is a part of community organisation. The problem of confusing social action with community organisation arises mainly on account of lack of agreement as to what the term community stands for in social work. While community organisation is meant for a limited geographical area – the ‘community’, social action has larger context. It signifies the society, say, nation-state. Social action definitely has a larger scope and impact. Some of the techniques used by both the methods (social action and community organisation) may be common but they differ in their approach. Community organisation is a process of effective coordination of different agencies within a particular area and involves cooperative planning and implementation of social policy relating to the area. However, social action as a process is used for tackling issues, which are of a much wider nature than issues affecting a particular area.

Community organisation is an integral part of social action. It is the precursor or pre-requirement to social action. In fact, many of the social work professionals consider social action as an extension of community organisation. Community organisation, as defined by Ross (1955), is a process by which a community identifies its needs or objectives, orders or ranks these needs or objectives, develops the confidence and will to work at those needs or objectives, finds the resources (internal and/or external) to deal with these needs or objectives, takes action in respect of them, and in doing so extends and develops cooperative and collaborative attitudes and practices in the community. Social action is a conflictual process of varying intensity to bring about or prevent changes in the social system through the process of making people aware of the socio-political and economic realities conditioning their lives and by mobilizing them to organise themselves for bringing about the desired change, or to prevent the change that adversely affects them, through the use of whatever strategies they may find workable, with the exception of violence.

Thus we see that ‘organising people or community or target population’ is the common thread between community organisation and social change. In both the methods of social work, people are helped to realize their needs or problems and in finding out the solution of their felt needs. People organise themselves, collaborate and cooperate and work together for a commonly accepted goal. In both the processes, that is, community organisation and social action, need or problem identification is the first step. It is followed by making the people aware of their pressing need or problem, that is, prioritizing the problems. An environment is created in which the community people feel confidence and gain faith that together they would

be able to solve their pressing problems or meet their needs. Emotional impulse to meet the need and to take required action quickly is inherent in both the processes.

However, in social action, change of authority and power structure is involved which invariably requires some degree of conflictual process. It is the redistribution of resources and power. So, we see that social action is community organisation with the aim of bringing about or preventing long lasting social change where confrontation with the existing authority is involved. The strategies and tactics involved in social action like, propaganda, picketing, strike, boycott, sit-in, fast, etc. make social action different from community organisation. When just by integrating the community to work together and mobilizing the available resources the development is not sufficient for achieving the set goals, because of accumulation of power and resources is in the hands of a few people who are not ready to work for the community development, social action comes into play. The goal of social action is redistribution of power and resources so that all the sections of the community get equitable share and opportunity for optimum growth and development. Once this objective is achieved, people's participation is used for constructive activities in the community. People's participation is the key term common in both, community organisation and social action. Social action is, thus, one step further to community organisation.

Social Action in Relation to Social Welfare Administration

Before looking into the relation between social action and social welfare administration, let us first take a brief look at social welfare administration as a method of social work. It is the process by which we apply professional approach to certain goals and transform social policy into social action. It is a process of planning, implementing, directing, monitoring, organising, coordinating and evaluation of services rendered for the welfare and development of the people. Social welfare administration is mainly concerned with providing social welfare services like activities related to child care, women's development, etc., in an organisational set-up and thus translating the social mandates into operational policies. The organisation delivering these social services does have a definite set of goals, staffing pattern and adequate administrative and managerial skills.

Let us take an example in order to understand the social action in relation to social welfare administration. An NGO working with children in a slum area provides night shelter, mid-day meal, non-formal education and other developmental and recreational activities. Soon, the social workers realize that just providing these services is not providing any relief to the working children. Parents want their children to work and earn rather than participating in the activities of NGOs. The employers of these children not only pay very less for their hours of tedious work, but also abuse them physically, emotionally and even sexually. Many children are lured by drug peddlers and they are used for illegal work. Added to this, apathetic attitude of police towards the whole situation worsens the situation. In such circumstances, the NGO realizes it cannot play a substantive role for the well-being of the children just by adhering to its

already set policies and programmes. No matter how well the NGO is performing its services, it cannot improve the living conditions of the children unless and until it decides to take up firm steps for bringing about structural changes in the social system. It needs to take up interventions like shaking up the conscience of the family members, police, government administration, general public, school authorities and the most important the employers, change in government policies which are pro-child welfare and development and effective implementation of the same at the ground level. So, we see that unless strict and firm steps like confrontation, negotiation, demonstration, etc. are done, which is social action, the services rendered by a social welfare agency remain superficial. It clearly shows the relation of social welfare administration and social action.

Social welfare agency, working in the community, provides a working ground to take up social cause at the macro level with people's participation. All the preliminary works needed for social action, say, rapport building, in-depth knowledge about the community and its social problems, credibility building and the like are done by social welfare administration. Now, let us examine the skills a social worker acquires and/or refines in a social welfare administration. The social worker does planning of social goals and policies for the agency. Planning is an intellectual and crucial activity requiring adequate knowledge and vision about the social causes. A good planning is a pre-requisite of a successful service delivery. This skill is of key importance during carrying out social action for a social cause. Secondly, organising skills has been referred to as the administrator's raw material. Needless to mention how crucial this skill is for mobilizing people for taking up social action against authorities. The social worker also requires skills in staffing. Staffing means recruitment, training, orientation and supervision. During social action, though these skills are not applied apparently and directly but experiences of working with people, training them, dealing with their aspirations, different working patterns, conflicts, etc. help the social worker to manage the people participating in mass mobilization and collective action taken during social action. In the same way, skills acquired and refined by a social worker in social welfare administration like budgeting, evaluating, reporting, directing, all become handy during social action.

Social Action in Relation to Social Work Research

Social work research is the systematic and scientific study of social problems, and its objective is to produce knowledge that can be used in planning and carrying out social work programmes and (if the need arises) social action. Social work research is a very powerful tool in social action. It helps in 'knowing' the social problem, its intensity and extensiveness, its causal factors, its impact on the target population and its repercussions on social life of the people. It also gives the understanding of the factual ground realities (and not mere perceptions) of the social situations, which in turn helps in conceptualizing the pros and cons of various possible social interventions. So, a systematic study of a social problem, and looking for remedies through social work intervention, is a must for the attainment of goals through social action.

It is social work research, which helps the social activists to gain in-depth knowledge about the social problem, factors contributing to it and its impact on the socio-cultural and economic

aspects of life. The findings of the research help in formulating the goals for social change, design the intervention and plan their strategies and tactics accordingly. Research on the problems which affect the disadvantaged, and then conscientizing them (the public as well as the policy makers), can have considerable effects. Social work needs to highlight such research to a great extent than the ordinary surveys of “social problems” which tend to neglect the interplay of powerful social forces causing these problems.

Social work research is a careful, critical, scientific and objective way of investigation of the social need or problem. It is free from biases and prejudices. It gives clarity to the social issue. The social worker needs the base of social work research to carry out social action as its absence may lead to wrong and inadequate perception of the problem. The planning of interventions based on such inadequate data and findings would obviously be faulty. As a result, social action may fail to adhere to its basic philosophy of the goal of community well-being.

Social planning and social action would be ineffective without proper research. Social work research enables social workers to satisfactorily assess the needs of the community and make their interventions and programmes very effective, useful and worthwhile. The social worker shares the findings of social work research with the community people through groups and then with people’s participation; careful and meticulous interventions are chalked out for social action. It helps the social worker to observe and record the relationship of individuals and groups in actual operating situations. Through social work research, the social worker or social actionist gets the right perspective or picture of the social problem, which is essential for the success of social action in attaining its goal.

4.6. Principles of Social Action

Britto has described the following principles of social action which emerged out of the analysis of the methodology used by Gandhiji to mobilize the masses during the freedom movement.

➤ PRINCIPLE OF CREDIBILITY BUILDING

It is the task of creating a public image of the leadership, the organization and the participation of the movement as champions of justice, rectitude and truth. It helps in securing due recognition from the opponent the reference-public, and the peripheral participants of the movement. For the success of social action, the group or community concerned should be active and conscious. Besides the group or community activeness should who planned and organised.

➤ PRINCIPLE OF LEGITMIZATION

Legitimization is the process of convincing the reference public and the general public that the movement objectives are morally right. The ideal would be making a case for the movement as a moral-imperative. Movement makers might use theological, philosophical, legal-technical, public opinion paths to establish the tenability of the movement's objectives.

➤ PRINCIPLE OF DRAMATIZATION

Dramatization is the principle of mass mobilization by which the leaders of a movement galvanize the population into action by emotional appeal to heroism, sensational news – management, novel procedures, pungent slogans and such other techniques. Before proceeding towards the process of social action, proper consideration should be given to the material and non-material resources of the community concerned. Without sufficient resources, the aim of social action could not be achieved.

➤ PRINCIPLE OF MULTIPLE STRATEGIES

There are two basic approaches to development: Conflictual and non-conflictual. Taking the main thrust a program, one can classify it as political, economic or social. Four developmental strategies have been identified by Zeltman and Duncan. These are:

- (i) Educational strategy – (a) adult education (b) education by demonstration
- (ii) Persuasive strategy
- (iii) Facilitative strategy
- (iv) Power strategy

➤ PRINCIPLE OF DUAL APPROACH

Any activist has to build counter-systems or revive some moribund system which is thought to be beneficial to the needs of the mobilized public on a self-help basis without involving opponents. Counter system must be built up and traditional systems must be transformed or humanized in any developmental organization. In social action, problem should be selected only after evaluating the available resources. For it the social worker should be the pertinent literature which deal with that problem

➤ PRINCIPLE OF MANIFOLD PROGRAMMES

These are of three categories :

- (i) Social programmes
- (ii) Economic programmes
- (iii) Political programmes

4.7. Strategy of Social Action

It is generally considered that social action comes into play when a social problem is recognised. It is used to bring change. It implies that such a social change brings about the progress of the group or the community where social action is engineered. Social action can be the agent for preventing change as well, if such a change is against the interests of the community, if a state government proposed to reduce old-age pensions or per capita grants to child welfare institutions and if after due study of facts a movement was organised to prevent such a change in the rates, it would be social action. It seems that in both the instances, whether social action is for change or against change, it involves an element of group force or pressure. But it has to be non-violent, if it is to be genuine social action. This force is generated by educating the people into a willing co-operation for the need of action for or against change.

In the case of the bigger problem, a city community tackles its social problem. The social action programme includes establishing of an institution and introducing legislation.

PROCESS OF SOCIAL ACTION

Lees has suggested nine tactics which are used by social actionists.

1. Research
2. Education
3. Cooperation
4. Organisation
5. Arbitration
6. Negotiation
7. Mild coercion
8. Violation of legal norms
9. Joint action

The first step in the social action process is to make people aware about the social problems and situations and situations responsible for these problems. The next step is to develop an agency who will deal with the situations. It will prepare the strategies to solve the problem and then endeavour people's participation to achieve the goal.

There are few general steps of social action as follows,

- (i) An existing problem has first to be recognised. It may be recognised by an individual, a group of individual or a community.
- (ii) Facts about the problem must be collected by using scientific methods of research and survey, so that the knowledge so gathered is certain, relates cause and effect, and is capable of reasonable generalisation. It should not be too isolated facts which can not apply to more than few. Both in collecting facts and interpreting them, care should be taken that objective method should be used, so that the varying effect of a subjective judgement or interpretation based on emotion is avoided.
- (iii) Educate the people affected by the problem or concerned with it. This has to be done not by the method of throwing facts at the people but by consultation and group discussion, so that they are participants in the process from the start. An individual responds to social action only when he understands the problem and comprehends the facts. The knowledge must become his own, resulting in an inner urge to change the situation and not merely a response to external stimulus. The problem must be his own.
- (iv) The people must be convinced that the situation is remediable and that the solution is within their capacity. One of the obstacles of social action is a fatal acceptance of what is, as is. They will only agree to rebel against the condition or situation, when the educational process is within their comprehension and the change is shown to be to their advantage.
- (v) The problem must be of immediate concern. People cannot be enthused over remote causes. They must be directly affected by them. they must see and experience the problem, its effects and causes.
- (vi) Knowledge or awareness of the need for change or to solve a problem is not the same thing as the capacity to change or solve.
- (vii) Before a plan of social action is drawn up it is necessary to confer with all the people of the area or the people concerned with the problem. This eliminates or minimises opposition. A plan of action can't be given to them readymade. It has to evolve through discussions with the people.
- (viii) In working out a plan of action we have to consult not only the people immediately concerned but others, such as technicians local authorities, the government, that maximum support is worked up for social action.
- (ix) After the plan is worked out, organization of the campaign requires efficient administration measures. Work has to be shared and distributed among the people. Individuals and groups must have specific jobs. They must have a time schedule and they must report progress to a central cleaning office or organizing committee.

- (x) The campaign must then mobilize all resources of men, money and materials.

Lees had categorized three types of strategies for Social Action;

1. Collaboration

The social worker or the agency worker work together with the local leaders or the agency to focus on the existing social policy and find out ways to improve it. The basic assumptions of this approach are homogeneity of values and interests, through which substantive agreement on proposals is obtainable. No one stand to lose a great deal of power, authority or money since change occurs within a consensus that includes both values and interests.

2. Competition

In this strategy contending parties utilize commonly accepted campaign tactics to persuade, to negotiate and to bargain, with a willingness to arrive at a working agreement.

3. Disruption

This strategy signifies more militant approach and it may include strikes, boycotts, fasts, tax-refusal, sit-ins etc.

Richard Brynt postulates two sets of strategies – bargaining and confrontation. Bargaining means lobbying, submitting petitions, information and publicity campaigns, etc, whereas confrontations includes strikes, demonstrations and sit-ins.

Hornstein, has mentioned the following strategies for social intervention: individual change, techno-structural data-based, organizational development and cultural change, violence and coercion, and non-violent action- accommodation, exposures, living examples, public support, presentation of proposals, competition, lobbying, agitation and subversion, etc. Sharp has identified as many as 198 methods of non-violent action. Hornstein has classified them as under:

1. Direct action tactics : picketing, marches, fraternization, haunting, leafleting, and renouncing honours.
2. Non-cooperation : Strike, boycott, tax refusal
3. Intervention: Sit-in, fast, reverses strike, obstruction.

4.8. Models of Social Action

Britto has identified two types of social action:

1. Action initiated and conducted by the clients for the benefit of the masses.
2. Popular social action.

He identifies three sub-models of each type of social action. In the first model he has mentioned the following types:

- (a) Legislative action model: In this model clients try to modify the social policy creating public against the problems.
- (b) Sanction model: The clients by gaining control over some economic, social, political or religious weapon try to obtain benefits for the society.
- (c) Direct physical model: Elites take action and punish those responsible for the cause of injustice.

The second type of social has the following three sub-models:

- (a) Conscientization model based on Paulo Friere's concept of creating awareness among masses through education.
- (b) Dialectical model promoting conflict to exploit the contradictions in a system with the belief that a better system will emerge as result.
- (c) Direct mobilization whereby specific issues are taken up by the actionists and the masses are mobilized to resort to protests and strikes to achieve the objectives.

Singh has mentioned the following models of social action:

1. INSTITUTIONAL MODEL (STATE)

The state generally takes an indirect action and is directed for the benefit of the people with or without their participation. The approach is parliamentary, representational, bureaucratic and elitist.

The action is organized or sponsored within the framework of law, or may be legalized subsequently i.e, regularization of unauthorized settlements. State action may include residual/institutional (mixed) models.

2. INSTITUTIONAL SOCIAL MODEL

It visualizes social action by non-governmental institutions aided or unaided which initiate action directly or otherwise and in the course of time secure people's active support. In the beginning the action is initiated for the people but subsequently it progresses with and through them. The thrust of such action may be welfare or normative and may take place within the framework of law.

3. SOCIAL INSTITUTIONAL MODEL

Here the social action may be organized by the citizens, self help groups, elites, the deprived, and others for their benefit but in its progression and development may seek support from

formal groups and institutions which may like to espouse its cause. Depending upon its success it may institutionalize itself formally.

4. POPULIST /MOVEMENTAL MODEL

It relies on popular social base and power, rejects dependency and stresses self-reliance through collective effort, active participation and continuing education. This is an ideal form of social action, in that participants experience thinking, deciding and working together in helping themselves and in the process also strengthen their social base and power.

5. GANDHIAN MODEL

This model emphasizes on spirituality, purity of means and ends, non-violence as a creed, austerity (limitation of want), and moral rearmament of people.

4.9. Role of Social Worker in Social Action

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

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

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

Use of Social Action in Social Work Factors

Human behaviour is manifested in terms of actions. Therefore, analysis of social action occupies a central place among all the social sciences. The Economist seeks to analyse the system of allocation of goods and services. A political scientist concentrates his attention on the allocation of power and responsibility. Similarly, a criminologist attempt to analyse anti-social action. However, the subject matter of all these sciences represents the abstraction of social action. According to Talcott Parsons, "action is a process in the act or situation system which has motivational significance to the individual act or in the case of collectively, its component individual."

In social work, social action is an important aspect to study. Action is a subject of study so long as it forms the part of an individual or group problem. But along with this aspects, social action is an organised group process which is used to solve the social problems under this process. Public opinion is motivated towards attaining the aims of social work.

In other words, social action is a process which is used for the achievement of social objectives. It is used as an auxiliary method of social work. Changes occur in every society. Along with these changes also emerge many problems of various dimension. The process of social action aims to establish adjustment of society with these changes. Besides, the social action as an auxiliary method of social work is oriented towards the expansion of democratic values. It use is social work factors may be evaluated as follows:

(i) Removal of Social Problems

The principle aim of social action is to solve the social problems. From this point of view, there large scope of social action in Indian society which is confronted by many social problems, viz. Casteism, untouchability, prohibition of widow re-marriage, prevalence of women and child labour, etc, these problems should be solved in accordance to democratic ideals.

(ii) Solution of Individual and family Problems

The problems with regard to individual and family needs top priority. In this direction efforts are being made at the government and private level. These problems can be solved with the help of social action.

(iii) Spread of Democratic Values

Social work is based on the democratic ideals. Justice, equality and liberty are its main pillars. In practice, these ideals should be available to every citizen. Therefore, in order to accomplish these democratic ideals rapid changes in the present social structure are inevitable. For this purpose, social action can be used as a base.

(iv) *Encouragement to Organizational Function*

Social action is a process having various forms and as well as various modes of execution. Further, social process could be integrative or disintegrative. Therefore, with the help of integrative social process, the speed of social action can be increased.

(v) *Social Reform*

With the help of social action, we can encourage the process of social reform. It indirectly brings improvement in social conditions. There are many pathologies which emerge due to general economic conditions can be solved with the help of social action.

4.10. Let us sum up

Social action touches the very core of society and shapes its destiny. Indeed, social action is an aspect or phase of social action and appropriately link it to the process of social work, social action has not yet received the attention and analysis it deserves. Following Newall to Roy Sins, the Dictionary of sociology defines social action as thus. "any expenditure of effort by a group as such all conscious or unconscious, concerted or collective endeavour." The same dictionary gives the definitions of social action by Roger N. Baldwin as thus, "organized effort to change social and economic institutions as distinguished from social work or social service, theoretically cover movements of political from justice, religious freedom and civil liberty, its techniques in propaganda, research, lobbying. Organized effort towards social change is involved in social action. Walter A. Freidlander explains social action more satisfactorily "social action", he says is an individual, group or community effort within the framework of social work philosophy and practice that aims to achieve social progress to modify social policies and to improve social legislation and health and welfare services. He suggests that social action is the responsibility of every social work. Social action legitimately claim to be method in social work just as social case work, social group and community organization are methods.

4.11. Key words: Social welfare, social action, social welfare administration, social movement, social reform, planning, organizing, coordinating.

4.12. Check your progress

1. Define the concept of Social welfare administration and discuss its task.
2. Explain various principles of Social Welfare Administration.
3. What is Social Action? Explain the objectives of Social Action.

4. Narrate the history of Social action.
5. Discuss various principles of Social Action.
6. Describe the role of Social worker in the process of Social action.
7. Explain different models of Social action.
8. Write short notes on
 - a) Coordination
 - b) Staffing
 - c) Planning
 - d) Budgeting

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UNIT-V

Social Work Research

Concept of Social work Research. Social Work Research and Social Research. Classification of Social Work Research. Research Methods. Limitations of Social work research.

5.0. Objectives

5.1. Concept of Social work Research

5.1.1. Definitions of Social Research

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5.0. Objectives

After studying this unit you will be able to

- Understand the meaning of Social work research
- Define social work research
- Apply social work research in field work
- Find out the limitations of social work research
- Differentiate social work research from other research methods

5.1. Concept of Social work Research

Research is a systematic investigation which adds to available knowledge and find outs new facts. Social research deals with the social phenomena. It studies the behaviour of human beings as members of society, and their feelings, responses, attitudes under different circumstances. Social research means a careful, critical and systematic inquiry into or investigation or a problem, an effort to find fresh information by experimentation and study, and a process by which try to find answers to problems of social work. The solution to individual group and community problem is found out by research. In fact, social work research is an organized effort to acquire new knowledge about various aspects of society and social phenomenon. In the field of social work, social work research is an auxiliary method. Its scope is based on the nature of social work. From the practical point of view the scope of social work research consists of various methods of treatment, discovery of social needs and social resources. In its theoretical aspects, social work research covers the entire range of social philosophy. Man has always been interested in the facts and events that have been taking place around him. He has been exploring different sources of evidence concerning the facts and events to acquire reliable knowledge about the various aspects of human experience. However, it was observed that personal bias influenced the selection of sources of evidences and that care was not exercised to examine the authenticity of the evidence provided by these sources. The result was inconsistency in the explanation of the same facts and events time and again. Hence, to acquire reliable knowledge, scientists, thinkers and philosophers have used various methods (Lal Das, 2000).

5.1.1. Definitions of Social Research

We may define Social research as the systematic method of discovering new facts or discovering old facts, their sequences, inter relationships, causal explanations and the natural laws which govern them.

P.V. Young

Social research may be regarded as a method of studying, of analysing and conceptualizing social life to extend, correct or verify knowledge, whether that knowledge aids in the construction of a theory or in the practice of an art.

SLEISINGER and STEVENSON

Systematised investigation to gain new knowledge about social phenomena and problems, we call Social research.

MOSER

Social Research is the investigation of the underlying process, operative in the lives of person who are in association.

BOGARDUS

On the basis of these definitions the social research may be characterised as a method which is related to acquire knowledge in connection with the social life and social phenomena. New facts are discovered about the social life in the society and also old facts are verified. New laws are created in order to control social life. Social research investigates the inter relationship between different social phenomena.

5.1.2. Meaning of Social Work Research

In a very broad sense, social work research is the application of research methods to solve problems that social workers confront in the practice of social work. It provides information that can be taken into consideration by social workers prior to making decisions, that affect their clients, programmes or agencies such as use of alternative intervention techniques or change or modification of programme/ client/objectives and so forth.

Following are some of the situations which call for application of social work research methods and techniques:

- ❖ A social caseworker is interested in assessing the nature and extent of the problem of her client who has been facing marital maladjustment. She may be interested in obtaining information about the actual or potential effectiveness of the client. She may also be keen to know to what extent the intervention would be effective.

- ❖ A group worker wishes to assess the extent to which the technique of role play is more or less effective than group discussion in increasing knowledge of drug abuse among school going children.
- ❖ A community organiser wants to know the views of the community before he takes a decision to change the programme/objectives.
- ❖ A director of special school for mentally retarded children wants to know whether group therapy is as effective as individual therapy in increasing adaptability of mentally retarded children.
- ❖ A social work administrator is concerned about effectiveness of implementation of new programme launched.

5.1.3.Objectives of Social work research

- To study social issues and problems on a continuous basis
- To devise methods and means of enhancing public and private welfare services
- To contribute to development of a welfare society
- To influence social policy and social work practice through innovative research
- To create awareness about social issues and problems in the society
- To enhance social commitment and responsiveness to varying social needs through outcomes of research
- To study and establish strong linkages among education, research, action, implementation and dissemination.
- To study the adequacy of education in social work to meet the emerging need for trained human power.

5.1.4.Importance of Social work research

The methods of social science research are invaluable tools for social work practitioners at any level of practice. The nature of our social world is the starting point for our profession, because much of what we do is in response to social, political, and economic conditions. Social policies and programs and interventions provided by human service agencies are based on assumptions about the cause of a social condition (Martin & Kettner, 1996). Is homelessness due to individual behavior? Individual pathology? Local housing-market conditions? Insufficient wages? The responses to these questions shape social policy about homelessness and the types of programs offered by human service providers.

Our profession works with people from diverse backgrounds and promotes the social and economic participation of groups who lack access to full participation. Through research we can challenge perceptions and popular sentiment of those who are in need. Burt reflects common stereotypes about the homeless, namely that they are male and that they are substance abusers. Yet we now know, thanks to the work of many researchers, that increasing numbers of homeless people are women with children or people diagnosed with HIV; they have different

kinds of needs than Burt, and they require different types of services and interventions in the kinds of housing options offered.

Social science research provides methods to address these questions. Through systematic investigation, we begin to uncover the various dimensions of the social condition, the accuracy of our assumptions about what causes the social condition, the characteristics of people with a particular social status or social problem, and the effectiveness of our policies and programs to ameliorate the social problem.

5.2. Nature of Social Work Research

Research may be defined as systematic investigation intended to add to available knowledge in a form that is communicable and verifiable. Social work research begins with practical problems and its objective is to produce knowledge that can be put to use in planning or carrying on social work programmes.

Basic research (or fundamental or pure research) is usually taken to refer to investigation directed towards the accumulation of knowledge for understanding the world. The motivation in basic research understands, without regard to immediate practical consequences. Basic research serves the pure sciences, which represent the organization of general and systematic knowledge about various classes of phenomena. Social work research differs in motivation and emphasis from basic research. In contrast to basic research, social work research would be denoted as applied research. Applied researches usually refer to investigation directed towards the acquisition of knowledge in order to control natural phenomena. The distinction between basic and applied research may sometimes be a distinction without much difference.

Social work may lean upon the basic sciences in the sense that the body or bodies of knowledge that is put to use in practice is derived in part from the basic sciences. Some of the important features of social work research are as follows:

- (i) Social work research is applied research in that it derives from and contributes to the practice of social work.
- (ii) Social work research may be addressed to problems of varying degrees of generality.
- (iii) It has been well said that information is “inert knowledge”. But information – the-fact is the stuff of knowledge and theories are proposed to account for relationships among the facts. The point at which basic research ends and operational research begins, is indistinct.

- (iv) While the function of research in social work is to produce useful knowledge, the function may be discharged sequentially.
- (v) The function of social work research may be conceived to include production of knowledge of different sorts.

5.3.Scope of Social research

Social work profession has a scientific base, which consists of a special body of knowledge; tested knowledge, hypothetical knowledge and assumptive knowledge. Assumptive knowledge requires transformation into hypothetical knowledge, which in turn needs transformation into tested knowledge. Social work research has significant role in transforming the hypothetical and assumptive knowledge to tested knowledge (Khinduka,1965). Not all concepts or theories that are used by professional social workers have been tested and validated. Concerted efforts through social work research are very much required to conceptually articulate and validate the concepts and theories, which will in turn strengthen the scientific base of professional social work.

Identification of social work needs and resources, evaluation of programmes and services of social work agencies are some of the areas in which social work researches are undertaken. Social work research may be conducted to know the problems faced by professional social workers in social work agencies and communities in its concern with social work functions. Thus, social work research embraces the entire gamut of social work profession; concepts, theories, methods, programmes, services and the problems faced by social workers in their practice.

The areas of social work research may be broadly categorized as follows:

- 1) Studies to establish, identify and measure the need for service.
- 2) To measure the services offered as they relate to needs.
- 3) To test, gauge and evaluate results of social work intervention.
- 4) To list the efficacy of specific techniques of offering services.
- 5) Studies in methodology of social work.

Social work is a diverse profession, possible broad research areas could be:

- i) Community Development
- ii) Community Health (Including Mental Health)
- iii) Child Welfare
- iv) Women Welfare
- v) Youth Welfare
- vi) Aged Welfare
- vii) Welfare of SC & ST Groups
- viii) Poverty Alleviation

- ix) Physical and Mental Disabilities
- x) Juvenile Delinquency
- xi) Crime and Correction etc.
- xii) Management of Social Welfare Department and Organisation
- xiii) Disaster Management
- xiv) Industrial Social Work
- xv) Issues concerning Advocacy and Networking

The list is not exhaustive, it's only an exemplary list which enlists broad areas which is very frequently studied by social workers. Again, within one or more problem areas research might focus on individuals, families, groups, community organisations or broad social systems. It might deal with characteristics of a larger population, and the services available to them.

Relevance of Social work in research

Social work is a practice profession. As such, the major objective of social work research is to search for answers to questions raised regarding interventions or practice effectiveness. In other words social work research attempts to provide knowledge about what interventions or treatments really help or hinder the attainment of social work goals. In addition, it also helps in searching for answers to problems or difficulties faced by social work practitioners in the practice of their profession. Ultimately it helps building knowledge base for social work theory and practice. Social work research also deals with problems faced by professional social workers, social work agencies and community in its concern with social work functions. In other words in social work research the problems to be investigated are always found in the course of doing social work or planning to do it (Dasgupta, 1968).

It is obvious that in social work research the study of a problem is from the point of view of social work and that of professional social work. The designing of research problems, data collection and its interpretation will have to be attempted in a manner as would be useful to professional social work which would add new knowledge to the social work theory and practice and improve the efficiency of professional social workers.

Social work research is regarded as the systematic use of research concepts, methods, techniques and strategies to provide information related to the objectives of social work programmes and practices. Thus the unit of analysis of social work research could be individuals, groups, families or programme of the agency. That is, social work research typically focuses on assessment of practitioner's work with individuals, groups, families, communities or appraisal of agencies or programmes that involve the continued efforts of practitioners with many clients. As such, the research design, data collection and analytic strategies in social work research vary as a function of unit of analysis and programme of agencies of social work practitioner.

Social work research is the use of the scientific method in the search of knowledge, including knowledge of alternate practice and intervention techniques, which would be of direct use to the social work profession and thus enhance the practice of social work methods. Social work research focuses on or confines itself to select aspects of behavior and alternate models of behaviour modifications. Social work research helps to find ways and means to enhance social functioning at the individual, group, community and societal levels.

Social work research lays special emphasis on evaluation. This is one of the reasons that social work research is also understood as evaluative research. Under social work research, varieties of evaluative researches are undertaken. Some of the researches are on impacts or effects, efficacy and effectiveness. Evaluation of agencies and its projects and programmes are some of the specialized areas of social work research.

5.4. Steps of Social work research

The main steps of social work research are as follows:

(i) *Selection of Subject*

On the basis of experience and the available facts of social work, the social worker has to formulate the social problems. In the case of research, he either deals with specific aspects or includes the total aspects of the problem. The problem selected has to be relevant to the study that he makes and the branch of the social work which he is going to study.

(ii) *Formulation of Hypothesis*

For social work after selecting the problem, the social worker has to form the social ideas about the problem. This process is known as hypothesis.

According to George Lundberg, "The hypothesis is a tentative justification the validity of which remains to be tested." In its most elementary stage the hypothesis may be in high, imaginative ideas, which becomes the basis for action or investigation.

(iii) *Construction of the Research Design*

For social work research it is necessary to prepare a promulgated research design. The research design enables the social worker to carry on his work systematically. There are certain drawbacks in the preparation of the research design, but once the design has been prepared, it is easy to test the hypothesis, analysis data and take other steps.

(iv) *Survey of Literature Related to the Problem*

Mere selection of problem is not sufficient. For proper understanding of the problem the social worker has to survey the literature related to that problem.

- (v) *Investigation and Study of Material Related to the Problem*
No study is complete in itself. There are various matters and topics related to the problem. For proper study it is necessary to investigate and study the material related to the problem. This investigation and study is helpful in taking the future steps.
- (vi) **Collection of Data**
After preparing the research design the process of data collection is started. For this the first step is the collection of data or facts pertaining to the problem.
- (vii) **Tabulation of Collected Data**
Mere collection of data is not sufficient for research. By collection we get everything at one place, but for proper studying it is necessary that data be systematically tabulated and classified. This step helps the social worker to proceed in a correct direction.
- (viii) **Analysis and Interpretation of Data**
Once data has been tabulated and classified, the social worker proceeds to analyse and interpret it. On the basis of tabulation, the social worker is able to know that which data belongs to which field and what are the basic requirements of a particular data and what are its characteristics. These things can be found out through analysis and interpretation.
- (ix) *Verification of the Problem and Hypothesis*
After analysis and interpretation the social worker has to verify the problem and the hypothesis. Without verification, it is not possible to arrive at any correct result.
- (x) **Generalisation**
One hypothesis has been proved to be correct as a result of verification; certain general principle can be laid down. These general principles are based on the results of the analysis and verification of the data scientifically tabulated and classified.

5.5. Social research and Social work research

Social survey and social research are identical in nature in many respects. Both of them deal with social phenomena. The methods and the technique used in both of them are almost similar. Both are interdependent and are influenced by each other. Yet there are some fundamental differences between the two which may be classified as under:

- (i) It is concerned specific persons, specific problems and situations, e.g. prevalence of alcoholism among washer men in Bhopal. Whereas social research is

concerned with general and abstract problems, e.g. effect of family environment upon delinquency.

- (ii) In social survey the object is to fulfil immediate needs and use knowledge available at a given time. It is thus practical in nature. While in the social research the objective is long time research of broad perspective in order to develop more accurate procedures and theories. Thus, its primary aim is theoretical in nature.
- (iii) In social survey the purpose is to improve the lot of men. It is thus utilitarian in nature. Whereas in social research the purpose is to increase the general knowledge of man or devise improvement in the technique of study. It is thus purely scientific in nature.
- (iv) Social survey results in a social reform, an administrative change or a remedial measure for removing immediate evils. The social research results in formulation of new theories or discovery of new technique of study or modification of old concepts.
- (v) The social survey may form the basis of some hypothesis. Whereas the social research develops the hypotheses and thus evolves a theory.
- (vi) In the social survey a hypothesis is not necessary for it. Generally a social survey is best undertaken without any hypothesis which may be the result of it. While in the social research, a hypothesis is essential for proceeding on with the word of social research. The social research is mainly concerned with the testing of hypothesis thus formed.
- (vii) The social survey may be conducted on professional basis. Many surveys are conducted not for any interest in the topic but from payment from other interested parties, e.g. the habit of newspaper reading, opinion surveys, etc. Whereas the social research is never conducted on professional basis as no one stands to gain specially through such a type of study. Thirst for knowledge is the only incentive and its ultimate satisfaction is the only reward for a social scientist.

5.6. Classification of Social work research

(d) Classified of Social Work Research

The classifications of social work research are as follows:

- (i) *Research for Administrative Purpose*
It consists of the study regarding financing, accounting, staffing, public and executions of social policy.

(ii) *Research for Planning Purpose*

It includes the analysis, interpretation of routine data, evaluation of the functions of institutions of needs and functions etc.

(e) Functions of Social Work Research

Prof. Fletcher has classified the functions of social work research as follows:

- (i) To improve and enlarge the technique of diagnosis and treatment as they are used in social work practice.
- (ii) To develop the efficiency and define the functions of social work agency as the medium through which social work is practiced.
- (iii) To appraise and measure the community 's need for social work service.
- (iv) To add to the general knowledge of the etiology of social pathology so that social action can be directed towards the prevention of problems that might later require social work treatment.

(f) Social Survey

Surveys have their usefulness both in leading to the formulation of hypothesis and at a more advanced stage in putting them to test. Their functions in given research depends on how much is already known about the subject and on the purpose for which the information is required.

(g) Definitions of Social Survey

According to Shelby M. Harrison, "The social survey is a comparative undertaking which applies scientific method to the study and treatment of current-related social problems and conditions having definite geographic limit and bearing plus such a spreading of facts, conclusions and recommendations as will make them as far as possible the common knowledge of the community and force for intelligent coordinated action."

According to C.A. Moser, "The sociologists should look upon surveys as way and a supremely useful one of exploring the field of collecting data around as well as directly on the subject of study so that problem is brought into focus and points worth studying are suggested."

(h) Characteristics of Social Survey

The characteristics of social survey are as follows:

- i. Social survey is confined to the study of immediate problems of society, e.g. poverty, unemployment, delinquency, crime etc.

- ii. Its geographical scope is sufficiently limited and its field of study is geographically localised.
- iii. The purpose of survey is to prepare constructive programme of social research or removal of immediate evils.
- iv. The facts collected in a survey may form the basis of further social research on the matter. They may result in formation of a new hypothesis requiring further elaboration, but it is not always the object of a survey.
- v. Other necessary characteristics as mentioned by Harrison are 'co-operative effort' and use of 'scientific methods.' These however deal with the methodology and are equally applicable even to the social research.

(i) Objectives of Social Survey

According to Moser, "A survey may be occasioned simply by a need for administrative facts on some aspect of public life, or be designed to investigate some cause-effect relationship or to throw fresh light on some aspect of sociological theory." The survey may thus be motivated by a number of objects. The chief of them may be classified as follows:

i. Supply of Information on any Problem

According to Moser, "The purpose of many surveys is simply to provide some one with information. That some one may be a government department wanting to know how much people spend on food, a business interested to find out what detergents people are using, a research institute studying the housing of old-age pensioners." Most of the surveys are, thus, utilitarian in nature and are meant to provide information regarding practical problem. A survey may be carried on by the researcher himself, but there are also specialised bodies that carry on such surveys for others.

ii. Description of Phenomena

Surveys are also used for detailed description of phenomena. To quote Moser, to a social scientist a survey may formally have a further descriptive purpose as a way of studying social conditions, relationships and behaviour. No description of a phenomena would be accurate and complete unless we come face to face with it. Surveys help the researcher to come in direct contact with the phenomena under study and thus provide him with all the details that he needs. Anthropological surveys of small communities, socio-economic surveys describing living conditions of the people of a geographical area may be cited as illustration of this kind. The purpose of these surveys is to collect general information and they are not meant to prove or disprove anything. These

surveys may, therefore, be started without any specific hypothesis. Of course, an analysis of the data so collected may serve as a basis for a hypothesis later on.

iii. Exploration of a Phenomena

Many enquiries, according to Moser are aimed to explain rather than to describe. Their function may be theoretical to test some hypothesis suggested by sociological theory or practical to assess the influence of various factors can be manipulated by public action, upon some phenomena but which ever be the case, the purpose is to explain the relationship between a member of variables. This is the theoretical importance of survey. Before we embark upon such surveys we must have a hypotheses to test, or a problem upon which we require some specific information to establish some casual relationship. To illustrate the point let us suppose a hypotheses is formed that 'slums gives rise to delinquency', now this can be proved or disproved only by collecting data regarding delinquents both from the slums and non-slums areas. Necessarily the information collected would be highly specific and purposive and not a general nature as in case of description of a phenomena.

(j) Social Surveys in India

In India, as in other under-developed countries the survey movement has not made much progress. Poverty, lack of education, long distances and difficulties of transport multiplicity of languages and general apathy of the people and government alike are some of the main problems in the path of survey movement in India. Here we do not hear of the gigantic surveys as undertaken in France, England and America. Some small surveys mainly of anthropological type were undertaken by private individuals both Indian and foreigner. Most of them were either rural surveys or surveys of tribal areas.

Survey movement has received incentive since independence and especially after the planning period. One of the main difficulties experienced by the planners in India was the paucity of social data. The information collected under census was quite insufficient and left many important aspects uncovered. Government of India, therefore, launched a gigantic project under the name of national sample survey. The survey has since 1950 completed many rounds and collected information regarding size of family, expenditure pattern, housing, etc. A good deal of economic information was collected during the census of 1961.

National Council of Applied Economic Research (NCAER), Gokhale Institute of Pune and Indian Statistical and Economic data does processing of existing data. NCAER besides conducting a survey of savings of Delhi has conducted techno-economic survey of number

of states. The surveys of Bombay, Delhi, Kanpur and some other major cities have been conducted. The research programme's committee of the Planning Commission and University Grants Commission are giving adequate help to various research bodies for conducting surveys. Survey work in small scale is being carried on by large number of individuals and institutions but most of them are far from being scientific.

Following are the main defects of survey movement in India:

- (i) Most of the surveys are too small, unsystematic and unscientific. In many cases attempts has been made to generalise from too few cases e.g. from the survey of a single village.
- (ii) There is a lack of coordination. Most of the surveys conducted without any knowledge of the methodology adopted and data collection under similar surveys. They also differ from each other in regard to unit of study , method of data collection and the tools used, so that their results are not easily comparable.
- (iii) No attempt is made at the standardisation of the units of study, schedules and questionnaire, etc. There is need for orienting them in the context of Indian society. Many tools and techniques used in the foreign countries are hardly situated in India because of different social setting.

5.7. Research methods

Social research is a very complex problem and it is usually difficult to find out good and accurate results with the help of one method alone. Some of the important methods of research are:

Interview method

Under this method an investigator personally questions the informant and seeks the type of information required by him. The greatest advantage of this system is that the investigator can depend on the information collected by him and he can also understand the mood and nature of the respondents, which he can express in his research. But there is also difficulty in this method. It is just possible that the informant may not be prepared to provide information direct and at a particular time. One more problem of this method is that it entirely depends upon the investigator who may not be capable enough of extracting maximum information. He may also not be capable enough to probe deep into the mind of the respondent. It is also possible that he might not be in a position to establish necessary relationship with the respondent. The method is very time consuming because many person's interview cannot be taken in a day.

Case study Method

Young has defined case study method as an all inclusive and exclusive study of an individual, in which the investigator brings to bear all his skills and methods, or as a systematic gathering of enough information about a person to pursue one to understand how he or she functions as a unit of society. Case study method helps in organizing social data and preserving unitary character of the subject which is studied. Under case study method the study is undertaken and efforts are made to make a comprehensive study of the problem in its entire entirety, keeping in view unitary character, of the subject.

Though greatest advantage of this method is that it helps in maintaining unitary character of the subject yet it suffers from some serious limitations. Usually it is difficult to extract information from the parties particularly when the information called for is of confidential nature or brings lurking fear of some disadvantage at some distance date. Similarly character, personal interest and attitude of the investigator also goes a long way in this method. How questionnaire has been designed and the questions have been worded also matters. If the answers are given false and all categories of people are not covered by the case study, the very purpose of the case study will be defeated. The whole method therefore needs very careful selection of both the investigators as well as the respondents.

Questionnaire method

It is one of the popular methods of study the social problems. Under this method a comprehensive questionnaire is prepared and effort is made to see that the answers to each question are either in the negative or positive. The investigator tries to ensure that all aspects of the problems are covered in the questionnaire. Since the method is cheap and easy it is very popular. But still there some lacuna in this method that is the information given by the respondents may be true or may not be or given half heartedly. Then is the problem of data interpreting. This method can't be successful in societies where people are illiterate and also do not understand the importance of research in social life.

Schedule Method

Questionnaire is very close to schedule method the salient feature of this method is that here too is a questionnaire is prepared and the respondent is required to provide information. But here the investigator personally takes the questionnaire to the respondents and makes entries by him. In this method it is possible to get more information and to cover much wider field and scope. This method also suffers from that entire problem as questionnaire method.

Experimental Method

This method is widely applied to the study of physical and natural sciences. In fact the whole system is based on experiments to be carried out there. But in far so as social research is concerned this method is being applied in a very limited sense. The method implies that there should be controlled conditions and circumstances and under those circumstances some conclusions should be derived. It is with the help of these methods that social theories are tested and retested for arriving at certain conclusions. Attempts at social reforms e.g. the Hindu code bill and such social activities as family planning, trends in white collar, educated employed persons etc. are of various types and in a research design these occupy a very important place and position.

But this system has limited scope mainly because social research deals with society consisting of individuals and it is difficult to experiment with them. Moreover dependable results can be obtained at experimental stage only from such things which have less changing character. But in society individuals have changing nature and character and as such it is difficult to derive permanent and lasting results with the help of this method. In social research we deal with social institutions, customs and traditions, which again varies in society to society and country to country and it impossible to apply this method in their study as well.

Sample Method

This is very frequently used by the social researcher. By this method the whole area or all associations or institutions are not studied, but by a systematic method only a sample is taken out and studied e.g, if we are to study the expenditure pattern of Indian family in an area, in which about 5000 families live, it will be a costly and time consuming affairs. In order to save time and money both out of 5000 families some families are taken up after taking into consideration the size of the family, different ranges of income, educational qualifications of members of the family, the occupation to which the family belongs, the number of earning members etc. in this way we can pick 500 families out of the total families. These families are studied and it is believed that the results derived will be more or less applicable to the families which have been left out. Obviously this method is less costly and less time consuming and can also be easily supervised. But the difficulty with this method is that even if there is negligence even then wrong results derived are made applicable to the society as whole. It is usually difficult to pick up sample. In fact so far no adequate sampling method has been found out which can make the sampling representative.

Statistical Method

This has its own importance. As we that figures have their own importance in the study of a subject. Gidding was the first social scientist who applied this method in his study which was subsequently applied and modified by Ovetelet. Galton Odum also realized the importance of

this method by defining it as the 'science of numbering and measuring phenomena objectively'. He also felt that statistics was an important tool for research. Bogardus defined social statistics as mathematics applied to human facts. Statistics is used widely today for collecting data and tabulating those data. In social science it has been used for discussing problem like the distribution of population or calculating death and birth rate.

But this method of study has its own limitations. One of the important limitation of this method is that is quantitative rather than qualitative in nature and as such problem falling under later category cannot be covered in that. For example, it is difficult to find out solution of problems like the cause of changing pattern of marriage or social classification. Similarly cause of divorce cannot be studied with the help of this method. With the help of this method we can find out how many divorces took place in a particular society during a specific period but cannot know their causes and whether these were genuine or not.

Empirical Method

Social investigators who believe in empirical method are of the view that social problem should be studied with reference to facts and efforts should be made to ascertain as to what is social factual order. The method envisages that there should be proper formation of problem and hypothesis should be clearly formulated. In this method the investigator is required to make observations either by participating himself in the investigation or by indirect participation. He may collect data either by following interview or by following questionnaire method. In the end the observer analysis the data and writes his reports on the basis of facts collected by him. Empirical method is one such method which is widely used today and is very popular. But again the difficulty with method is that it inherits all the demerits of questionnaire method.

Analytical Method

For quite some analytical method was not applied or considered suitable for the study of society. George Simmel and Durkheim were first who applied this method for the study of sociology. Under this method the investigator presumes certain ideologies that are exist in the society and he either strengthens his presumption or tries to disprove that. In this method he also studies the cause and effects of social happenings.

But this method too suffers from various difficulties. One of the difficulties in this method is that the social ideals are not uniform throughout the society and vary from one society to the other. Thus whereas on the one hand a researcher, under certain circumstances may arrive at certain conclusion about certain social ideas, another researcher under different circumstances may derive at another conclusions about the same social ideas. Then another difficulty is that it is very difficult to easily analyse the cause and effects of every happening because of their complex nature and character. Not only this, but we also find that there is a difficulty in

isolating social cause and effects apart from political, cultural and economic effects because each one is closely linked or connected with the other. Still another difficulty is that there can be happenings which have so complex character that it might be fairly impossible to discuss their causes and effects in their entirety. War and revolutions can be quoted as such happenings. Due to these difficulties usually analytical method is not very much encouraged in the study of society.

Public Opinion Poll Method

This method has very extensively been used in western advanced countries and becoming popular in India. By this method the researcher can go personally to the parties concerned to find out opinion about a current problem and get his concrete opinion in the positive or negative. Obviously this method is quick for bringing out results but it cannot be applied at every stage. Similarly, this method also can be applied only to such problems where reply is sought either in yes or no or I do not know. But in the cases of complex problem it will become difficult to use opinion poll method particularly where the people are not educated. The success of this method also depends on the way the researcher approaches the person from whom the information is being sought. It usually becomes difficult to avoid bias in this method.

All these methods in the research are very essential for the sake of investigation and must be used as complementary and not contradictory to each other.

5.8. Limitations of Social work research

Social work research offers an opportunity for all social workers to make differences in their practice. There is no doubt about the fact that social worker will be more effective practitioner guided by the findings of social work research. Thus, social work research seeks to accomplish the same humanistic goals, as does a social work method. Social work research deals with those methods and issues, which are useful in evaluating social work programmes and practices. It explains the methodology of social research and illustrates its applications in social work settings.

A substantive part of social work practice is concerned with the micro-level practice, such as working with individuals, groups, or a community. Social work research has to take into consideration the limitations of micro level design of study and techniques.

Social work research is basically a practice based research which mostly draws its inferences through inductive reasoning. That is, inferring something about a whole group or a class of objects from the facts or knowledge of one or few members of that group/class. Thus, in practice based research inductive reasoning carries us from observation to theory through intervention/assessment. Practitioners, for example, may observe that delinquents tend to come from family with low socio-economic status. Based on the assumption that the aren't-

child bond is weaker in low socio-economic families and that such parents, therefore, have less control over their children, the practitioners may inductively conclude that a weak parent-child bond leads to delinquency.

A substantive part of social work practice is concerned with the micro-level practice, such as working with individuals, groups, or a community. Practice based research has to take into consideration the limitations of micro level practice. Accordingly, practice based research has to have special design of study and techniques.

Human relations and behavior are too complex and difficult to be amenable for tests in laboratory conditions. Ethical issues too come into play against application of experimental methods on human beings. Moreover, in the same situations behaviors of the person may vary. Even the behaviours of the same individual may vary if the same situation occurs more than one time. A social researcher comes across a number of difficulties while conducting social research applying scientific methods. Some of them are,

- Human behaviour is influenced by a number of socioeconomic, political, sociological and psychological factors. All these factors cannot be controlled to study some aspect of human behaviour.
- It is difficult to establish a cause and effect relationship in social research
- All the social issues are difficult to conceptualise and define.
- Societies are evolving. Certain results obtained using some technique in social research may not be true for future.
- Social researches are influenced by the perceptions and ideas of the researcher. Thus researches have subjectivity.
- In ever changing societies it is difficult to make predictions on the basis of research
- Results obtained may not be verified. Two researchers studying the same aspects of behaviours may get varying results.
- Researcher may not have in depth knowledge of various discipline, while human behaviour researches need an inter disciplinary approach
- Social science researches may not always have quantifiable variables. Qualitative methods of data collection and analysis become more important.
- Ethical issues may prevent application of pure experimental research designs which is possible in pure science research

5.9. Let us sum up

Social research is a search endeavor. Social work research has the function to search out answers to questions raised regarding alternate intervention or treatment in social work practice and to search out unaware to problems or difficulties faced by social work practitioners

in the practice of their professions. Man has always been exploring different sources of evidence concerning the facts and events to acquire reliable knowledge about the various aspects of human experience. To acquire reliable knowledge, the method of science is perhaps the most commonly used methods. Objectivity is the characteristic of scientific approach, which keeps the scientist away from his personal beliefs, perceptions, biases, values, attitudes and emotions. Notwithstanding the limitations, scientific method can be used for the study of social work problems because it helps to arrive at valid generalizations. Social work research is the application of research methods to solve problems that social workers confront in the practice of social work. The study of concepts, principles, theories underlying social work methods and skills are the major areas of social work research. It also includes the study of the relationship of social workers with their clients; individuals, groups or communities on various levels of interaction or therapy.

The process of social work research has some additional steps which helps social work researchers to know precisely what intervention was applied and how much effect was produced. The process also links research and practice.

Thus, social work research embraces the entire gamut of social work profession; concepts, theories, methods, programmes, services and the problems faced by social workers in their practice.

Social work research seeks to accomplish the same humanistic goals, as does a social work method. It offers an opportunity for all social workers to make differences in their practice. There is no doubt about the fact that social worker will be more effective practitioner guided by the findings of social work research.

5.10. Key words

Research, Social Research, Social work research, research methods, researcher, survey, data collection, primary information, secondary information.

5.11. Check your progress

1. What do you understand by research? Narrate some definitions.
2. What are the characteristics of Social research?
3. Write short notes on
 - (a) Quantitative research
 - (b) Qualitative research
 - (c) Primary research
4. What is Survey? Explain different types of survey
5. How social work research is different from other social research, Explain?
6. Explain the limitations of social work research.

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