

Block

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SOCIAL WORK PRACTICUM IN VARIOUS SETTINGS

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BLOCK INTRODUCTION

Field work practicum forms an important component of social work programme as it provides an opportunity for the student to develop skills. The students are provided opportunities to get exposed to the problems and needs prevailing in various settings and equip them to handle those problems. The present block, on 'Social Work Practicum in Various Settings', comprised of five units, will help you know your specific roles in some of the common settings for social work practice.

The **first unit** describes field work practice with individuals, field work practice with families and field work practice with communities. The unit is aimed at helping you to practice social work with family by gaining certain amount of maturity before you attempt to apply skills as family problems are complex in nature. In the community setting, you should be sensitive to the value systems of community as it may differ from your own value system.

Unit 2 is on 'Medical, Psychiatry and Child Care'. It explains the nature of social work practice in health care setting, mental health setting and child care setting. The unit makes the students aware that there is diversity as well as constant change in the field and therefore they should be prepared to deal with the changing scenario.

Unit 3 is on 'Education and Research'. It examines avenues for field work intervention in the schools, colleges and universities where students and youths are the targets. The unit has also provided a glimpse on social work research and evaluation research that assess the utility of social intervention and human service programmes.

Correction is one segment of criminal justice system by which the society seeks to protect the public, punish offenders, change behaviour and in some cases compensate victims. **Unit 4** on 'Correctional Services' is designed in this direction. It deals with the definition and philosophy of having correctional services, history of development of correctional services, correctional and administration and correctional social work.

In the recent years we find that several social workers are being employed in corporates, donor agencies and NGOs. The **last unit** explains the scope of field work in corporate sector, field work in NGO sector and field work in donor agencies. The five units of this block will provide you necessary information related to field work practice in various settings in the Indian context.

UNIT 1 INDIVIDUALS, FAMILY AND COMMUNITY

Structure

Hemalatha K.
Sushma Murthy*

- 1.0 Objectives
- 1.1 Introduction
- 1.2 Field Work Practice with Individuals
- 1.3 Field Work Practice with Families
- 1.4 Field Work Practice with Communities
- 1.5 Let Us Sum UP
- 1.6 Further Readings and References

1.0 OBJECTIVES

After reading the Unit, you should be able to:

- to know the opportunities of fieldwork practicum in different settings like individuals, families and communities; and
- to know the role of the student in these settings.

1.1 INTRODUCTION

Fieldwork Practicum forms an important component of social work course as it provides an opportunity for the student to practice social work skills. The student gets an exposure to the problems and needs prevailing in each setting and the training equips him/her to handle those problems with necessary skills. Here, we present the guidelines for fieldwork in different settings.

1.2 FIELD WORK PRACTICE WITH INDIVIDUALS

Professional education depends upon the applicability of its skills, methods and strategies in the field. The concurrent fieldwork component of social work education provides an opportunity to all students to **practice** their learning in the classroom. The students develop the capacities and abilities to work with individuals, groups and communities usually under the supervision of their faculty members. Through first hand observation and participation the students are able to imbibe the nuances of actual practice. This facilitates students to perceive the relationship between theoretical parts of social work with the practice in the field settings.

Objectives of Field work

- To offer purposeful learning experience to students through interaction with life situation under supervisory guidance for professional growth in terms of knowledge, skills and attitudes.
- To foster attitudes in the student towards professional self-development and increasing self-awareness.

- To help students develop skills in the practice all the methods of social work
- To integrate the class room learning with field practice
- To develop skills in problem solving.

Field work should provide effective learning experience to the students. The fieldwork objectives are realized when the field placement fulfills certain criteria of experiential learning, such as:

- The learning experience during fieldwork must give the student the opportunity to perform the kind of behaviour implied by the fieldwork objectives.
- Students should have opportunities to deal with the kind of content implied by the objectives.
- The field experience should be within the capacities of the students whether in dealing with individual clients or while working with the communities.
- The learnings from the field should be built on the past experience of the students. Each semester the students should have incremental exposure in terms of the techniques and skills used.
- Field experience should help students to have a better perception of himself and his career.
- Field experience helps the students to perceive all the necessary aspects of accomplishing the learning task and to bring the parts into a satisfactory whole.
- Through our field placement the students learning must be monitored and regular feedback makes learning effective.

Field work with Individuals

Social case work is understood as an approach to help individual in a systematic manner based on knowledge of human behaviour and various tested approaches. Helen Harris Perlman (1957) tries to understand this process of working with individuals in terms of a 'person' with a 'problem', who comes to an agency where the help he seeks is rendered. She was thus able to delineate the four basic components of social casework, viz., person, problem, place and process.

Field experience related to helping individuals would primarily involve placing the student in the 'place' which is an agency where he learns the entire process of working with the individual.

The problem that is presented by the person is tackled through a process, which is a progressive transaction between the professional and the client. This consists of the problem solving activities carried out within the relationship that is forged between the social worker and the client.

Students undergoing training in casework have to be provided this experiential learning so that the student while interacting with real person/client imbibes the process of problem solving.

Bowers (1949) defines casework as an "art in which knowledge of the science of human relations and the skills in relationship are used to mobilize capacities in the individual

and the resources in the community appropriate for better adjustment between the client and all or part of his environment". This view clearly establishes the requirement in terms of field experiences for students learning casework practice. It becomes a basic necessity to prepare the student with sound theoretical inputs before placing him/her in the field. This can enable the students to be prepared to carry out casework with clients in actual problem situations.

Learning goals for field practice with individuals

- 1) To provide the student with experiences in using case work concepts, components, principles and techniques.
- 2) To enable the student to develop his concept of 'professional self' and its differential use.
- 3) To facilitate the experience of going through the entire process of social case work viz Intake process, Diagnosis of the problem, Treatment plan, Implementation and Evaluation and Follow up.
- 4) To help the student to acquaint himself with the method of reporting and record the process followed by the student. This involves the development of the proper format to record Intake summaries with personal details, family details, issues related to referral and the presenting problem. The student learns the appropriate use of the features such as the Genogram and Ecomap. The student has to develop formats to record the sessions as well as summary recordings.

Students should learn the scope and the variations in casework practice in different settings.

Before beginning field practice the students need adequate grounding in the theory of casework practice. The concerned faculty has to reorient the students with the concepts, process and techniques before intake of clients. Individual and group conferences help in the minute planning of each session by the student.

Choice of cases/clients

It is usually the practice that the agency personnel themselves allot cases to students if the student is required to select the cases themselves; the guidance of the faculty supervisor becomes essential.

Preliminary session

This session is generally used to finish the Intake Process. Most schools provide comprehensive formats to gather all the information required. The student at this stage learns to build professional relationship with client. Rapport building skills should be used effectively during the stage. The student is exposed to the formalities of conducting interviews. The students collect all the information and review it with the agency staff for a proper interpretation of the client's situation.

The student has to understand the socio-economic milieu of the client. The cultural background of the client will help the student to comprehend the actualities of the case. Many times a psychological assessment of the client may be required for the completion of the first phase of casework practice.

Students have to learn to diagrammatically present the facts of the case. The genogram

as well as the Ecomap form part of the intake summary to help the student to understand the situational concomitants of the case.

Besides interviewing the client the Initial sessions should involve collateral interviews with members of the immediate family, neighbors and other significant members relevant to the case. A few sessions could be planned to interview them and solicit their observations and suggestions about the case.

Diagnosis

The student has to discuss the details of the case with agency personnel as well as the faculty supervisor to understand all the facets of the case. The subtlety and sensitivity of assessing the case has to be developed by the student. Proper diagnosis is at the heart of the casework practice. Fieldwork should help in understanding the variations in seemingly similar situations and learn not to view situations as stereotypes.

Field work practice should facilitate the students to make an *etiological diagnosis*. This provides the student the opportunity to focus completely on the 'problem'. The students understand the features of the problem such as the duration, consistency and its strength, the impact of these features on the 'person' and his present social functioning and the resulting inappropriate behaviours and relationship patterns should be assessed by the student.

Further the student has to be taught to make the *dynamic diagnosis*. This provides a cross sectional view of the forces currently operating in the client's problems. This process helps in establishing what the trouble is. The role-played by the psychological, social, environmental and in certain cases biological factors in the development of the problem is to be understood.

This should help the student to interpret the facts. He should be in a position to judge the validity and feasibility of various solutions and make predictions about operationalising the intervention planned. The student should understand the flexibility that initial diagnosis gives as this tentative diagnosis could be subject to modification and the treatment process could get crystallized with the progress of case work practice.

Treatment Phase

Students go to the field with the knowledge that treatment goals generally fall in four categories – curative, rehabilitative, preventive and promotional. The students generally are advised to administer concrete services. He may have to modify the environment, both social and physical, which are precipitating the client's situation. The student has to strengthen the client's capacities, work towards modifying existing attitudes, beliefs and values. The focus can also be the emotional well being of the client also.

The student has to discuss the issues with the experts and supervisors before finalizing the treatment plan. Student has to facilitate the process of helping the clients to reach decisions.

During the conferences with the student the faculty member has to help him to sharpen some of the skills to be used. Cognitive skill, interactive skill and assessment skill play an important role in the initial phases. Problem solving, decision making and climate setting skills will be employed in the latter stages of practice. Like wise the various techniques, which could be used – Adaptive behaviour, advocacy or mobilization techniques have to be understood fully before practice.

Evaluation

After the intervention phase, the students have to terminate the case. Client follow up is essential to evaluate the casework intervention. This stage will prove very beneficial for the learner. Assessing the various skills, techniques and principles can help students to rectify their misconceptions

Skills requirements of social case work

Students have to learn certain specific skills during field placement. Different phases of the case work practise require different skills to complete the activities required.

Skill in building relationships; this skill is vital as the entire process of case work is carried out through the professional relationship. This skill is developed through the practices of showing respect and expressing genuine interest in the client and his problem. The student also should be prepared to exhibit the correct professional attitude while building the professional relationship.

Skill in exploring problems; this skill is related to ‘probing’ for the correct details which help students to understand the problem in all its complexities

As well as understanding development pattern of the problem. The student’s analytical skills have to be developed so that he is capable to make the right judgment to formulate the treatment phase. The role of the supervisor becomes vital here.

Skills in locating and accessing resources; this requires the student to access the material as well as non-material resources. These could belong to the agency as well as the client’s family or from the environment.

Skill in establishing the treatment alternatives; this is the skill in envisaging different approaches to solve the problem of the client. The student has to develop different courses of action with associated advantages and disadvantages and limitations. The students should have the appropriate communication skills to help the client to comprehend the different courses of action.

Check Your Progress I

Note: Use the space provided for your answers.

1) What are the objectives of field work?

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2) Discuss some of the skills required for a social case worker.

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1.3 FIELD WORK PRACTICE WITH FAMILIES

Modern family social work is rooted in the early friendly visitor concept. Apart from working with individuals and groups, the social workers also have to work with the families in problem. This is gaining a lot of importance as the families are going through a stage of transition while meeting the changing demands of the present day society. This in turn is leading to a lot of problems in raising children, relationship of married couple, balancing multiple roles and so on. The important objective of family social work is to help families learn to function more efficiently while meeting the developmental and emotional needs of all the members.

Hence, as a part of field work practicum a social work trainee is exposed to families as one of the major areas of field work.

A student social worker has to deal with the families –in –problem under the effective guidance of the supervisor.

Following are the guidelines for a student to do his field work practicum with families.

- **Collecting and identifying information:**

This is the beginning phase where the trainee should collect the personal details of the client.

- **Assessing the client's needs:**

The trainee should understand the problems and needs of the client. This can begin by obtaining as much information as possible on the client and his family. The trainee can achieve this by reading material about the specific problems from files, if available.

- **Understanding the stages of family life cycle:**

It provides an opportunity to the student to understand the stage a family is going through and its related problems. This would help the student learn the strategies used to cope with these problems.

- **Home visit:**

The trainee needs to visit the client's house in order to understand the environmental factors contributing to the problem. This may be done in addition to holding the session in office. It is however, advised to conduct the session in the client's house. This would also help to assess the relationships and communication pattern present among the members.

- **Learn to draw a Genogram and Ecomap:**

The student can gradually engage in activities such as drawing a genogram or an eco map as these activities will help the trainee to understand the problem from the perspective of family's interaction with its environment.

- **Building a relationship with the client:**

The trainee needs to use his skills of building a rapport and empathetic understanding. The trainee needs to be non- judgmental and possess positive regard for the client and all his family members. This can be done under the close supervision of his/her guide.

- **Protecting confidentiality:**

Another skill to be used by the trainee is to maintain confidentiality by avoiding discussion about the client with others who are not related to the problem. The reports that are written should be kept highly confidential.

- **Developing attending skills:**

- 1) Non-verbal attending skills like eye-contact and appropriate facial expressions should be maintained.
- 2) Verbal attending skills include listening closely to what others are stating verbally and Para- verbally and non-verbally.

- **Developing interviewing skills:**

As the trainee gets to witness the superior doing the interview for the client and his family members, he/she needs to closely observe the process in order to develop skills in:

- 1) Listening.
- 2) Being sensitive about verbal and non- verbal communication about desires and goals from each family members.
- 3) Recognizing family difficulties related to effective problem solving.
- 4) Promoting skills, knowledge, attitudes and environmental conditions that contribute to effective family coping.

- **Focusing on important issues in assessment interview.**

When the interview is being carried out by the therapist, the trainee has to focus on the following aspects.

- 1) **Problem:**

This mainly includes aspects like why the intervention is needed, what is the extent of the problem and what is the history of the problem.

- 2) **Internal functioning of the family:**

A fieldwork trainee needs to understand the strengths of the family in terms of internal resources and internal support.

- **Problem identification:**

The trainee should develop the skills to identify the problem based on the information gathered about the family and its environment.

- **The task of goal setting:**

The trainee should learn the art of assisting families in goal setting. This again depends on self-determination and desires of the family. The trainee should observe the therapist in facilitating the family to arrive at the desired destination.

- **Working through the problem:**

This is again learnt by observing the therapist as to how the techniques like relaxation

techniques, assertive training are used on the family members. Here, the field work trainee will be learning the application of theory he has studied into practice.

The trainee should learn the skills to bring behavioural change through basic life skills.

- **Termination:**

The trainee should learn about terminating the process. It is done when the family is able to function on its own after developing effective coping mechanism to work through the problem.

- **Follow up:**

The student has to continue to follow up the case to ensure that the intervention has proved to be effective and the problem has not repeated.

- **Reporting:**

The fieldwork trainee should write the reports on daily basis where he has to record every detail of the session. He needs to evaluate the day's work at the end of the report before adding his plan of action for the next session.

Check Your Progress II

Note: Use the space provided for your answer.

- 1) Briefly explain some of the guidelines required for a social work student working with families.

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1.4 FIELD WORK PRACTICE WITH COMMUNITIES

Working with communities refers to the various methods of intervention whereby a professional change agent helps a community system composed of individuals, groups or organizations to engage in planned collective action in order to deal with social problems within a democratic system of values.

Community organization is the method of social work practice, which focuses on community intervention. This method follows a process which includes the understanding of needs of a community, facilitating interaction between the different parts of the 'whole' community namely the institutions, leadership – informal and formal as well as the geographical subdivisions. This process facilitates the maximum use of its internal and external resources, which at the same time strengthening its potential ability to undertake the solution of different complex and difficult problems.

Learning goals of field work Practice with communities

- To provide opportunities for the students to understand the features of communities – Urban, rural, tribal.

- To imbibe the skills required for practice in open communities such as skills in interacting with people, conflict management, resource mobilization etc.
- Understanding the unique needs of the different communities. Prioritizing the needs and assessing peoples' strength.
- Understanding the importance of people participation in implementing the intervention planned.

Many schools of social work strongly adhere to the practice that all students have to be placed in open communities during the first year of studies before they move on to various specializations. It becomes essential to first find out the feasibility of carrying out fieldwork in certain open settings. Physical accessibility, availability of basic amenities to students, compatibility with reference to languages spoken and familiarity with the local issues are necessary. Schools of social work usually undertake pilot visits before choosing a community for fieldwork placement.

Induction into the community

It is normal practice to encourage students to visit the local municipal office or the Panchayat office to collect information about the community. The information relating to population, households, occupation etc. are available in these offices. Besides these, a survey of the community is undertaken to collect information about the sex ratio, distribution of the population by caste and religion, family income, educational status etc.

Needs assessment

Community organization practice is based entirely on the assessment of the community vis-à-vis its felt needs. Student social workers have to develop the skills of interacting with people both at the formal and informal level and comprehend the outstanding felt needs of a community. Students have to be taught to formulate a simple baseline survey format to access all the vital information of the community. Meeting with local leaders, community heads, government officials and other functionaries to understand the needs of the community.

Intervention

Before planning intervention strategies, the student has to understand the extent of politicization of development processes in the community, anomalies that exist in the community. The student is likely to encounter apathy from certain section of the community. The basic tenet of community organization practice is to facilitate community integration and advocate self-help to the community. Broad cross section of people has to be involved in the determination and solving their own problems.

Planning interventions therefore involves developing communication networks between different interest groups in the community. The student has to involve the members of the power structure as collaborators in the interventions/initiatives undertaken. Students have to be helped in every way to develop organizational skills. Problem solving and interactional skills help in arriving at solutions for reconcilable differences of different members.

People participation in the implementation of all interventions planned is expected. The student had to depend on his interactional skills besides organizational skills to successfully negotiate this phase of community practice.

The success of fieldwork practice depends largely on the fieldwork content that the school of social work provides to its students. Effective community practice for example depends on the students' understanding of the legal framework besides administrative principles to effectively participate in the learning process. A sound knowledge of the resources available within the community becomes essential. Enlisting the participation of different stakeholders and ensuring their support is always a challenge to students as well as practitioners. Fieldwork therefore, has to provide the opportunities to develop and practice these skills.

The knowledge base for the student trainee will include a proper understanding of the concept of community and the nature of community problems. The problem solving concepts of study-diagnosis-plan of action has to be understood clearly. Relevant social science concepts including social status, social stratification, power structure and the manifest and the latent functions of organizations.

The training should include methods of community analysis techniques such as community surveys, priority studies, need assessment, resource identifications etc.

The student has to understand the professional roles that community workers would have to play. Special emphasis has to be given to imbibe skills to facilitate community participation. Students have to understand the distinctive norms that professional social worker advocates regarding the worker's relations to various community groups. Students need to be trained to locate and use the formal and informal networks of communication in the community.

Beyond the knowledge base, the students have to develop pertinent skills and attitude relevant to their work.

He/she needs to be able to carry himself/herself with ease in the field, in an appropriate fashion in speech, dress and manner while at the same time expressing his/her individuality.

He/she needs to view the participants with whom he/she works as partners with himself/herself in a common enterprise of serving the community and see himself/herself as enabling his/her partners to serve their communities via his/her particular expert competence.

He/she needs to learn to exercise a professional vision of what, when, where, why and how community tasks should be performed.

The student trainee needs to understand that the services and work of the community agency cannot be viewed as ends in themselves but as parts of a larger entity such as the communities' themselves. Viewing people's needs as those of unique individuals and not amorphous masses can forge this. Community work need not also always be viewed as being restricted to disadvantaged groups alone. Communities need to be understood as heterogeneous entities, with each group presenting distinct need profiles.

The student also should be able to impart to the community a philosophy grounded in a basic commitment and the importance of a democratic approach in carrying out work.

Some of the skills identified, which are relevant to community-based practice are:

Engagement skills; those that relate to establishing relationship with staff, local residents and community leaders, being able to function in unstructured and sometimes chaotic situations, use of self in different action situations.

Organizational skills; those relating to a grasp of mechanics of building organizations, working with committees and organizing public events.

Planning and policy skills; those relating to analysis of issues and problems, ability to generalize from the specific and relating individual grievances to organizational responses.

Action skills; those relating to the ability to work towards specific objectives, ability to make decision in situation where all the relevant information is never available, strategize and tactical options and their possible implication for action initiatives.

Communication skills; those relating to communication with others by written and spoken words, ability to adjust style and manner of communication according to different situational contexts.

Political skills; those relating to the ability to view local initiative with a broader socio economic frame work, a knowledge of the sociology of political decision making and a grasp of different varieties of political ideologies and their implication for change centered action, ability to work within a political framework.

Evaluation of the students

The faculty member has to look at several parameters while evaluating student's professional growth during fieldwork conferences and seminars.

These observations will aid teachers to intensify efforts to build the capacity of students to integrate theory and practice. Students have to imbibe professional ethics and values and express their utility in practice and record these in their reports.

Role of the faculty supervisor guiding fieldwork students

- Orienting students to the agency, help them identify with the agency and its objectives and client groups.
- Make student realize the opportunities available for the students to learn practice skills.
- Holding regular conferences – individual as well as group enabling student to share their learning experiences.
- Helping students to acquire good work habits besides punctuality in all their field activities.
- Continuous appraisal of students throughout the field placement and working towards augmenting their professional growth in a structured manner.

The supervisor can use different methods while facilitating student's development such as individual and group conferences, seminars and regular field visits.

Individual conferences are exclusively used for a face-to-face interaction between students and faculty members. This allows for individual attention given to all students and in developing supervisor- student relationship. These play a role in solving individual problems faced by each student. Student assessment can be effectively made during these conferences.

Group conference help students learning from one another, mutual support among students are facilitated, which acts as a reinforcement to student's experiences.

Seminars help in building case studies and developing literature related to different agencies and their philosophies.

Field visits by supervisor are considered essential for effective supervision of students.

A three-way conference between student teacher and agency personnel is possible to discuss various learning issues.

Check Your Progress III

Note: Use the space provided for your answer.

1) What are the learning goals of field work practice in community setting?

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1.5 LET US SUM UP

It is important to learn the basic skills like interviewing, attending, listening while working with individuals and families. However, they are important in all social work settings including community. Specific skills used in family settings are assessing relationships, application of therapies and goal setting. This would equip a student to undertake family counseling while handling a joint as well as an individual session depending on the situation. It is however advised that the students need to gain a certain amount of maturity before they attempt to apply their skills in the family settings as family problems are complex in nature.

However, the community setting gives you a wide opportunity to test your skills. It is also important to remember that the student should be sensitive to the value system of the community as it may differ from his/her own value system.

1.6 FURTHER READINGS AND REFERENCES

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UNIT 2 MEDICAL, PSYCHIATRY AND CHILD CARE

Structure

*Manju Gupta**

- 2.0 Objectives
- 2.1 Introduction
- 2.2 Social Work Practice in a Health Care Setting
- 2.3 Role and Responsibilities of Social Workers in Health Care Settings
- 2.4 Areas for Practice in Health Care Social Work
- 2.5 Social Work Practice in Child Care Setting
- 2.6 Let Us Sum Up
- 2.7 Further Readings and References

2.0 OBJECTIVES

The Purpose of this Unit is to provide you with an understanding of social work practice in healthcare, mental health and child care settings. After reading this Unit you would be able to:

- gain a better understanding of skills, values, and methods necessary to work effectively with children, families, health care providers and the community when practicing in the respective fields;
- understand the roles and responsibilities of social workers in these settings; and
- appraise the scope of social work professionals in these settings.

2.1 INTRODUCTION

Social work is a profession for those with a strong desire to help in improving people's lives. Social workers help people function better in their environment, deal with their relationships and solve personal and family problems. The constant growth, demands, and changes in health care have had a serious impact on the viability and need for social workers in all areas including settings of health care and child welfare and development. Access to timely, comprehensive and equitable health care for individuals varies considerably, with significant percentages of many segments of population having only limited access to health care. Ensuring rights to survival, development, protection and participation to children form the scope of social work profession.

Currently, health care social workers provide services across the continuum of care in various settings. Social workers are present in public health, acute and chronic care settings providing a range of services including health education, crisis intervention, supportive counseling and case management. Professional social workers are well equipped to practice in the health care field, because of their broad perspective on the range of physical, emotional and environmental factors that have an effect on the well-being of individuals and communities.

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Child welfare covers the entire spectrum of needs of children who by disadvantage – social, economic, physical and mental – are unable to avail of services provided by the community. Child welfare programmes thus seek to provide supportive services to the families of these children because one of the important responsibilities of the society and state is to assist the family in its natural obligations for the welfare of the children. Child welfare services in their various facets are preventive, promotive, developmental and rehabilitative in nature.

2.2 SOCIAL WORK PRACTICE IN A HEALTH CARE SETTING

The social work profession's earliest concerns were with making health care services available to the poor and with improving social conditions that bred infectious diseases such as tuberculosis. As the social work role expanded, social workers joined other health professions in the delivery of high quality services. Today, social workers can be found in every component of the health care system.

The basic values of social work, from promoting an individual's right to self determination to having an attitude of empathy for the individual, are the foundation of social work practice. When confronting dilemmas or needs in health care, social workers can use the principle of client's self determination in matters where client's faced with such issues. Social workers have skills in cultural awareness and cultural competence, in which social work practice respectfully responds to, and affirms, the worth and dignity of people of all cultures, languages, classes, ethnic backgrounds, abilities, religions, sexual orientation and other diverse features found in individuals. Social workers look at the person-in-environment, including all the factors that influence the total health care experience. Social workers practice at the macro and micro level of health care and thus have the ability to influence policy change and development at local, state and central levels and within systems of care. Social work research in health care benefits not only individuals and families, but also the very existence, effectiveness, and validation of the profession.

2.3 ROLE AND RESPONSIBILITIES OF SOCIAL WORKERS IN HEALTH CARE SETTINGS

In the public health arena, social workers are a valuable resource for the development of treatment plans for patients, for locating supportive resources, and in facilitating referrals. Under the auspices of government and non-government public health organizations and institutions, social workers often provide behavioural and social assessments along with mental health assessment, treatment, and short-term or ongoing case management. Social workers may also work in the community as planners or community organizers capable of engaging groups of people, neighborhoods, or entire communities to address social problems such as drug abuse or teen pregnancy.

Social workers working in health care settings should integrate theory and practice

The social worker uses knowledge about, and psychosocial implications of, illness, injury, and health conditions to provide social work services to clients and families to help them manage and cope with the impact of such health matters. Social workers have expertise in communication; navigating systems of care, resources, client and family coping skills; and the comprehensive impact of health conditions on the client. With the

person-in-environment perspective, social workers look at all of the influences and aspects of a person's life to complete a thorough assessment and treatment plan with the client, family and other health care professionals. Essential areas of knowledge and understanding about health care include:

- the roles and functions of social work in health care
- the psycho-social needs of clients and families
- the physiological elements of illness and their impact on psychosocial functioning
- the psychological and spiritual needs of clients and families and how to ensure that they can be addressed
- community resources to assist clients and families
- laws, regulations and policies affecting clients, families and social work practice
- evidence-based practices and social work research in health care
- the needs of special populations.

Assessment and intervention strategies

Assessment is a fundamental process of social work practice. Treatment and intervention strategies/plans require that social workers both assess and reassess client needs and modify plans accordingly. Social work assessments in health care settings include considering relevant factors and the needs of the individual client and the family. The health status of populations and of individuals is assessed for many reasons. A comprehensive, culturally competent assessment includes:

- past and current health status including genetic history of family health
- the impact of health conditions or treatments on cognitive, emotional, social, psychological, or physical functioning
- social history, including current living arrangement and household environment
- work, school, or vocational history
- stage in the life cycle and related and relevant developmental issues
- cultural values and beliefs, including views on illness, disability, and death
- family structure and the client's role within the family
- social supports, including formal and informal support systems
- behavioural and mental health status and current level of functioning, including history, suicide risk and coping styles
- financial resources.

Comprehensive assessments shall address unique needs relevant to special populations, including children, people with severe and persistent mental illness, people with substance use disorders, victims of violence or trauma, homeless people and people with physical or psychiatric disabilities.

Intervention through interdisciplinary input

Intervention plans are steps identified by the health social worker, in collaboration with the client and with other members of the team, to achieve objectives identified during assessment. Social workers should be able to adapt practice techniques to best meet client needs within their health care setting to work effectively with individuals across the life-span, with different ethnicities, cultures, religions, socioeconomic and educational backgrounds, and across the range of mental health and disability conditions. Intervention plans may include:

- strategies to address needs identified in the assessment
- information, referral, and education
- individual, family, or group counseling
- vocational, educational, and supportive counseling
- psycho-educational support groups
- financial counseling
- case management
- discharge planning
- interdisciplinary care planning
- collaboration
- client and systems advocacy.

Addressing client's multiple needs

In Social work case dealing requires the professional social worker to develop and maintain a therapeutic relationship with the client, which includes linking the client with resources that provide a range of services, resources and opportunities to enhance successful quality outcomes for the client. Culturally competent case dealing is both micro and macro in nature and requires interdisciplinary care planning and collaboration with other professionals to maintain a team-oriented approach. Case dealing may include having regular meetings with the client and family and assisting the client to navigate systems. The scope of services would include the following:

- psychosocial assessment including diagnosis, interventions and treatment plans
- financial assessment, planning and intervention
- case facilitation
- client and family counseling
- crisis intervention
- quality improvement
- resource mobilization
- outcome evaluation
- teamwork
- client/family education.

Social workers act as educators

Social workers have a formal role as educators. Social workers gain knowledge and expertise in the health practice setting from other professionals and from formal education, work, or teaching experience. They have the knowledge and skill to implement the principles of learning theories in education programs, activities and resources. They communicate and collaborate with departments and other staff to foster client education. They serve with other members of the health care team for program and resource development, planning, implementation and evaluation. Social workers use a variety of methods to define and identify learning needs of individuals and families. Assessment identifies the educational needs based on the expressed needs of individuals, family members and significant others. The social worker identifies deficiencies in the knowledge base of the client and works with the client to obtain the needed information and resources. Social workers collaborate with the health care team to design educational activities to meet the client's needs, to deliver the activities in a method that facilitates the learning needed, and to evaluate the process in an integral, ongoing and systematic manner.

Social workers should engage in Health education

Health education is concerned with change in the knowledge, feelings and behaviour of people. In its most usual form it concentrates on developing such health practices as are believed to bring about the best possible state of well being. Health education helps individuals, families, and communities to promote their health by their own actions and efforts. The health educator is there to help them to achieve their health goals through the educational process- a process based on the faith that every human-being has the inherent potential to develop, to rise higher and higher when suitable environment is created and opportunities are given. It recognizes the human worth and dignity. Health education involves health promotion and disease prevention (HP/DP) programming, a process by which a variety of interventions are planned, implemented and evaluated for the purpose of improving or maintaining the health of a community or population.

Social workers should maintain records or documentation of social work services

The importance of clear, concise and organized documentation reflects the features of quality social work services and often serves as the mode of communication between a social worker and other professionals and clients. There are core elements that need to be included and responsibilities to follow in record keeping. The elements and responsibilities of thorough and comprehensive documentation include the following:

- comprehensive assessment and services delivered to the client and client systems, including the development of a plan of care
- ongoing assessments, interventions and treatment planning
- referral sources and collaborations
- dates, times and descriptions of client and client system contacts
- documentation of outcomes
- reason for case closure or transfer
- written permission to release and obtain information, wherever appropriate

- documentation of compliance with confidentiality rights and responsibilities
- documentation of receipts and disbursements.

Health care social workers should actively participate in research activities

Social workers have a responsibility to be familiar with the literature crucial to their area of practice. As professionals, social workers in all settings have a mandate to improve the knowledge of the field and this can best be accomplished through participation in research activities. Venues where health care social workers might help to develop, implement, or evaluate research include in-client and out-client hospital-based settings, community or home health agencies. Rich data sources that permit opportunities for quantitative and qualitative research exist within these entities. Social workers may help physicians, nurses, pharmacists and others recruit individuals and encourage study participation and adherence to medication regimens; they can also help clients manage problems that may hinder adherence and retention, such as challenging life circumstances and demands from family members.

Social worker as a supervisor

The purpose of supervision is to enhance the clinical social worker's professional skills and knowledge, to enhance competence in providing quality client care. Supervision aids in professional growth and development and improves clinical outcomes. Experienced social workers shall offer guidance and consultation to students, interns, and less experienced peers. Consultation and guidance are separate from supervision, and may be offered in mentoring opportunities.

Check Your Progress I

Note: Use the space provided for your answer.

- 1) Why do we say that integrating theory and practice is important for social workers in health care sector?

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2.4 AREAS FOR PRACTICE IN HEALTH CARE SOCIAL WORK

Today, apart from the general hospitals and medical colleges, Social workers are placed in psychiatric hospitals, child guidance centres, cancer hospitals, family planning clinics, Drug de addiction centres, blood banks, etc. Social workers are also working with the community outreach programmes of hospitals and Non Governmental Organizations.

Social Workers in the General or Speciality Hospital

Social workers being an integral part of the health set up, their role bears special significance. Purpose of medical social work is to help each individual sick person in matters of personal and social adjustment including rehabilitation in the society through

the use of patient's capabilities as well as community resources. Medical Social Work Services are organized in various OPDs, Wards, Clinics and Casualty by professionally qualified social workers designated as Medical Social workers. They provide the following services to the indigent, needy and deserving clients:

- The Medical social worker acts as the doctor's mouthpiece and furnishes information to the client about the following: his or her illness, how it occurs, how it spreads, and how it can be controlled. She/he helps to remove the patient's doubt and misconceptions about the diseases and its treatment. She/he ensures the patient cooperates fully with the doctor and accepts the treatment wholeheartedly.
- For patients needing hospitalization, the Medical social worker helps in the smooth transition from home to hospital, and after discharge, back from hospital to home.
- She/he collects information about the patient's family, occupation and socio- cultural background and prepares his medico- socio history. She/he provides the social history to the doctor. She/he helps the doctor to see the correlation between the medical and the social data. She/he assists the doctor decide the social recommendation for solving the patient's medical problems.
- The Medical social worker works with the client and family and provides them emotional support and helps them with stress management. She/he explains to them the changes that have to be made in the home conditions, in cooking etc., for the benefit of the client.
- She/he conducts group sessions for the in- patients and their attendants.
- She/he participates in all the field activities of the hospital and medical college. She/he obtains people's cooperation in multidisciplinary camps, cataract camps, sterilization camps, blood donation camps, HIV/AIDS Awareness Camps.
- She/he arranges for financial assistance to the patient for treatment, hospitalization, transportation, etc. from welfare agencies in the community. If client requires legal help, she/he arranges for it. If client has come from a long distant place, she/he arranges for low cost lodging for his family members.
- If there is fear of the patient losing his job because of illness and myths associated with it, She/he meets the employer, dispel the myths and convince the employer not to terminate the services of the patient.
- The Medical social worker participates in the teaching and training activities of the department of preventive and social medicine. She/he takes classes for medical, nursing, dental and pharmacy students.
- She/he actively takes part in the research activities of the medical colleges or hospitals.
- She/he provides recreational services to the inpatient by organizing film shows, video presentations. etc., and by providing toys and playthings for children.

Social workers in the area of Psychiatric health

Social workers in the area of psychiatric health and substance abuse assess and treat individuals with mental illness or substance abuse problems, including abuse of alcohol, tobacco, or other drugs. Such services include individual and group therapy, outreach,

crisis intervention, social rehabilitation and training in skills of everyday living. They also may help plan for supportive services to ease clients' return to the community. Social workers are likely to work in hospitals, substance abuse treatment centers, or individual and family services agencies. These social workers may be known as clinical or Psychiatric social workers. They have a vital role to play in patients' wellbeing:

- The psychiatric social worker makes thorough study of the environment of the client covering such aspects as home, work and social life and brings out significant facts which have some bearing on his maladjustments. This study enables her to prepare a systematic case history of the client which throws light on the tension and difficulties in the client's life and also help him to assess the positive and negative aspects of the environment.
- The psychiatric social worker very often explains the client or relatives what the problem is and what is involved in psychiatric treatment, so that their anxiety is allayed and they can cooperate in the treatment. The social worker has to help the relatives of the mentally ill, to accept the diagnosis and the psychiatric recommendations. The social worker aids the psychiatric treatment by social treatment, i.e. treatment of environment problems. The social worker works with the clients, his relative and others, directly connected with him in modifying their attitudes. The social worker also tries to bring about a better adjustment between the client and his family. Social treatment is also geared towards after care. The social worker has to follow up a discharged case carefully. And also the client's ability to support himself and his ability to support his family must be restored.
- To enlist the cooperation of other social agencies for better discharge of functions of one's own agency and for stimulating interest in dealing with common problems effectively. By working cooperatively with various agencies, the psychiatric social worker is able to interpret her agency and its functions to the community so that the community can seek its aid in time and also give its timely assistance to the agency. A psychiatric social worker needs to bear in mind that she should not get so deeply involved in intensive treatment of the maladjusted individual that s/he fails to recognize the importance of general social problems and, therefore may not take interest in programmes for social change. She needs to study social conditions, develop resources in the community and participate in community planning.
- Students of psychiatric social work, nursing students, medical students and staff of the agency where the psychiatric social worker is employed as a mental hygiene supervisor or consultant may participate in the training programme.
- In prenatal and postnatal clinics and nursery schools the psychiatric social worker apart from direct casework service into the clients, when necessary, imparts mental health education to parents. Sometimes her services are required to promote mental health education in the community. Her work may involve community organization, publicity, assisting in community surveys, studying mental hygiene needs of communities, development of facilities for more adequate hygiene needs of communities, development of facilities for more adequate provision for prevention and treatment of mental disease and so on.
- Psychiatric social worker participates in the determination and formation of agency policies with a view to socializing the agency set up to meet the needs of clients better.

- Psychiatric social worker maintains social records for the purpose of social statistics. A full report enables a worker to diagnose the social problems better and check up her social treatment plan. This will also enable her to know whether s/he is going in the right direction or not. Recording also helps her in acquiring the habit of observing and writing description carefully.
- The psychiatric social worker can be of immense assistance in the field of research. S/he enables the patients to accept psychiatric recommendation and encourages the patient to continue the treatment. Thus, Psychiatrists are in a position to observe the result of any particular treatment in which they are interested. The psychiatric social worker can render help in promoting social research too. She observes the social component of illness, behaviour disorders, etc. and finds out that the Community resources are inadequate and can throw much light on the deficiencies. Case records of the agency provide ample data for social action for promoting the cause of welfare of patients and their families.
- This psychiatric social worker attached to hospitals has to respond to the problem of home sickness as well as the boredom of long treatment. S/he may organize a recreation club with the help of the members of the staff and the patients and encourage the latter to develop hobbies. Such activities contribute much to the patient's recovery. Through organized recreational programmes the patients learn group participation, take up responsibility for their behaviour, learn discipline in a congenial atmosphere and also overcome their personality defects like shyness, withdrawn behaviour, negativism etc.
- The psychiatric social worker is gaining wider acceptance in community planning. A large part of the Mental Health needs in many communities is for community-wide preventive services. It is natural that the psychiatric social worker be invited to contribute to the task of educating the general public in strengthening mental health. It requires that psychiatric social workers take part in various local and state programmes devoted to his end.

Role in the programmes for elderly

Psychiatric social workers are being employed increasingly in programmes for older persons. The rapidly growing elderly population will create greater demand for health and social services, resulting in particularly rapid job growth among gerontology social workers.

Role in the child guidance clinics

Most of the child guidance clinics are either part of the Department of Psychiatry of General Hospitals or run by a Social Welfare Agency. With regard to the staffing of the child guidance clinics, most clinics followed the team- approach and are staffed with psychiatrist, pediatricians, psychologists, social workers, play therapists, speech therapists ... etc. The individual problems in the children who attend the clinics are: antisocial behaviour, habit disorder, personality disorders, psycho-somatic disorders, epilepsy, mental retardation, neurosis and others. The child guidance clinics operate on the premise that if sound foundations of mental health are laid in childhood and adolescence, the same will continue into adulthood. The routine daily activities at the clinics consist of:

- Registration of new cases
- Review of old cases

- Psychometric evaluation
- Individual psychotherapy for the child or his parents
- Group psychotherapy for the child or his parents
- Play therapy
- Speech therapy
- Group therapy for teachers
- Case conferences
- Research projects
- Teaching programmes for undergraduate medical students, postgraduate psychiatric students, post graduate pediatric students and nurses, social work students.
- Other individual programmes in association with the W.H.O., U.N.I.C.E.F. ... etc.

Social Workers and Community Health

The term “community health” refers to the health status of a defined group of people, or community, and the actions and conditions that protect and improve the health of the community. Those individuals who make up a community live in a somewhat localized area under the same general regulations, norms, values, and organizations. For example, the health status of the people living in a particular town, and the actions taken to protect and improve the health of these residents, would constitute community health. The actions and conditions that protect and improve community can be organized into three areas: health promotion, health protection and health services.

Health promotion may be defined as any combination of educational and social efforts designed to help people take greater control of and improve their health. Health protection and health services differ from health promotion in the nature or timing of the actions taken. Health protection and services include the implementing of laws, rules, or policies approved in a community as a result of health promotion.

Factors that affect community health

There are four categories of factors that affect the health of a community or population. Because these factors will vary in separate communities, the health status of individual communities will be different. The factors that are included in each category, and an example of each factor, are noted here.

- 1) Physical factors—geography (parasitic diseases), environment (availability of natural resources), community size (overcrowding), and industrial development (pollution).
- 2) Social and cultural factors—beliefs, traditions, and prejudices (smoking in public places, availability of ethnic foods, racial disparities), economy (employee health care benefits), politics (government participation), religion (beliefs about medical treatment), social norms (drinking on a college campus) and socioeconomic status (number of people below poverty level).
- 3) Community organization—available health agencies (local health department, voluntary health agencies), and the ability to organize to solve problem (lobby city council).

- 4) Individual behaviour—personal behaviour (health-enhancing behaviours like exercising, getting immunized, and recycling wastes).

The social worker has to have a proper knowledge on the area in which s/he works. S/he would be well oriented with the traditions, practices of the community and should be able to identify the gaps in their health seeking behaviour. The Social Workers in the Health Care Settings has to focus on the following :

- Health Promotion
- Health Protection

Health promotion

Health promotion includes educational, social and environmental supports for individual, organizational, and community action. It seeks to activate local organizations and groups or individuals to make changes in behaviour (lifestyle, selfcare, mutual aid, participation in community or political action) or in rules or policies that influence health.

Two areas in which communities employ health promotion strategies are mental and social health, and recreation and fitness. Action to deal with these concerns begins with a community assessment, which should identify the factors that influence the health of the subpopulations and the needs of these populations. In the case of mental and social health, the need will surface at the three levels of prevention: primary prevention, secondary prevention and tertiary prevention.

Primary prevention activities for mental and social health could include helping the community members for personal stress management strategies such as exercise and meditation, or school and workplace educational classes to enhance the mental health of students and workers. A secondary prevention strategy could include the staffing of a crisis help line by local organizations such a health department or mental health center. Tertiary prevention might take the form of the local medical and mental health specialists and health care facilities providing individual and group counseling, or inpatient psychiatric treatment and rehabilitation. All of these prevention strategies can contribute to a communitywide effort to improve the mental and social health of the community or population. During and after the implementation of the strategies, appropriate evaluation will indicate which strategies work and which need to be discontinued or reworked.

Health protection

Community health protection revolves around environmental health and safety. Community health personnel work to identify environmental risks and problems so they can take the necessary actions to protect the community or population. Such protective measures include the control of unintentional and intentional injuries; the control of vectors; the assurance that the air, water and food are safe to consume; the proper disposal of wastes; and the safety of residential, occupational, and other environments.

The social worker can initiate a movement through advocacy group intervention for the provision of health protection in the community as these protective measures are often the result of educational programs, including self-defense classes; policy development, such as the Safe Drinking Water Act or the Clean Air Act; environmental changes, such as restricting access to dangerous areas; and community planning, as in the case of preparing for natural disasters or upgrading water purification systems etc.

Role in Mother and Child Health

Maternal, infant, and child (MIC) health encompasses the health of women of childbearing age from pre-pregnancy through pregnancy, labour, delivery, and the postpartum period, and the health of a child prior to birth through adolescence. MIC health statistical data are regarded as important indicators of the status of community and population health. Unplanned pregnancies, lack of prenatal care, maternal drug use, low immunization rates, high rates of infectious diseases and lack of access to health care for this population indicate a poor community health infrastructure. Early intervention with educational programs and preventive medical services for women, infants and children can enhance health in later years and reduce the necessity to provide more costly medical and/or social assistance later in their life. Infant and child health is the result of parent health behaviour during pregnancy, prenatal care, and the care provided after birth. Critical concerns of infant and childhood morbidity and mortality include proper immunization, unintentional injuries and child abuse and neglect. In a community setup all these areas often requires the support and services of a social worker in the form of individual and couples' counseling, guidance etc. and the social worker needs to work in association with the available local healthcare agencies like PHCs, anganwadies etc. The social worker can help the people to avail various government supports through advocacy and networking with the concerned agencies.

Adolescents' Health

The health of the adolescent and young adult population sets the stage for the rest of adult life. It is a time in life in which many beliefs, attitudes and behaviours are adopted and consolidated. Health issues that are particularly associated with this population are unintended injuries; use and abuse of alcohol, tobacco, and drugs; and sexual risk taking. There are no easy, simple, or immediate solutions to reducing or eliminating these problems.

A social worker needs to be aware on the vulnerable tendencies among the adolescents. Formation of peer groups, developing group dynamism, risk assessments and group and individual counseling sessions with a special focus on drug abuse, HIV – AIDS etc. are some of the major areas where social workers' intervention is required.

Tuberculosis

Tuberculosis (T.B.) should be considered as a public health problem of major importance. Persons suffering from pulmonary tuberculosis and exerting the germs of T.B. are the sources of infection for the healthy members of the family as also the community. This chain of transmission has to be broken effectively if T.B. is to be brought under control. Some of the steps could be taken by social workers are as follows:

- Helping to distribute anti TB drugs to clients cared for at home and to supervise the administration of these drugs.
- Ensuring that domiciliary clients regularly attend for check ups at the treatment centre.
- Persuading persons with suspicious symptoms to attend the diagnostic and treatment centres for examination in necessary action.
- Encouraging persons who live in contact with clients from open tuberculosis to attend diagnostic and treatment centres for examinations.

- Helping to assemble children and young adults for tuberculin tests and B.C.G. vaccination during organized campaigns.
- Undertaking health education campaign in close liaison with government measures.

Leprosy

Leprosy is not merely a medical problem but a social problem and can never be tackled in the same way as other diseases. Considering the fate of a leprosy client with his deformities, disfigurement, the attitude of his kith and kin and public towards him, the problem has become more a social problem. The special nature of this disease can only be tackled by specially trained social workers. Intensive education of the public in rural and urban areas by trained social workers is most needed, other actions needed include:

- Prevention of deformity by suitable education of the clients and provision of physiotherapeutic and surgical services. Even when they can not themselves provide the services they should constantly ask that these services should be provided.
- The setting up of sheltered industries.
- The care of the crippled clients in special homes.
- The care of vagrant clients in homes like the Chamber Home in Bombay or Daya Sadan in Madras.
- The prevention of destitution by a sympathetic help offered to those clients who are about to face destitution.
- The provision of vocational training, vocational guidance in placement services.
- Training of rehabilitation workers oriented in leprosy.
- The creation of favourable atmosphere for the rehabilitation of leprosy clients through channels of employment.
- Probably the area in which the voluntary agency can make itself increasingly useful is rehabilitation.
- Health education of the public leading to public participation can get full results out of our leprosy control campaigns.
- Camps for volunteers should be held in order to get them informed and interested so that they may become efficient evangelists of the message that leprosy is just another disease, that the leprosy client is just a client like others he can look forward to cure and normal life.

The health care social workers are increasingly employed at Hospitals, Tuberculosis clinics, Sexually Transmitted Infections (STI) clinics, Leprosy clinics, Family Planning clinics, Cancer control clinics, Mental health institutions, Pediatrics departments, rehabilitation department of spinal injury centres, Cardiac care clinics, Diabetes control clinics, Mother and infant health centres, School health services, Drug de addiction centers, HIV/AIDS education, Prevention and control centres, Integrated Counseling and Testing Centres (I.C.T.C.), Blood banks, Organ donation centres, Health related community outreach programmes, etc. . .

Check Your Progress II

Note: Use the space provided for your answer.

- 1) Discuss some of the major roles of a social worker in psychiatric settings.

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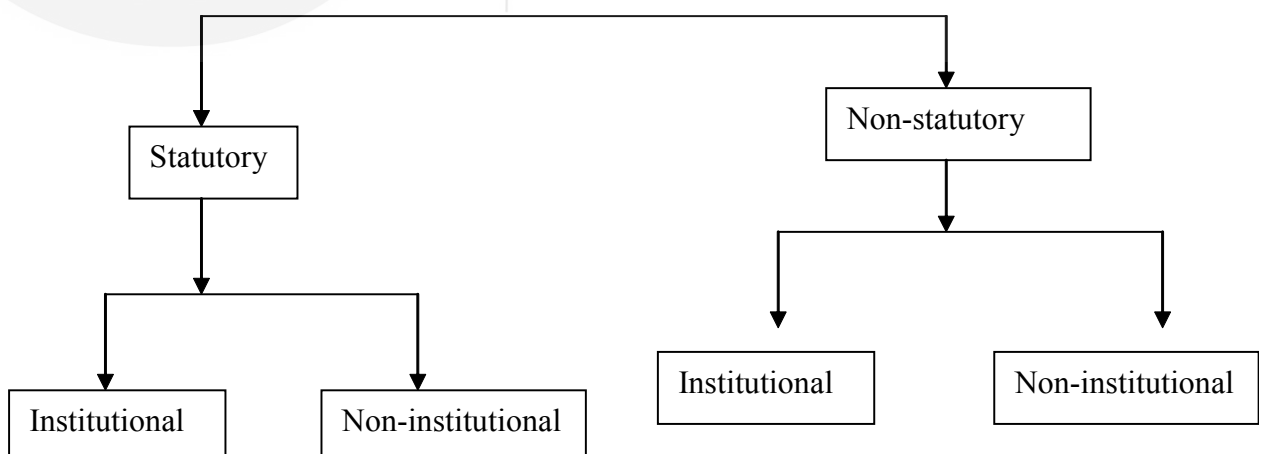
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2.5 SOCIAL WORK PRACTICE IN CHILD CARE SETTING

In this section, an overview of role of social work professionals in childcare setting would be presented. India is the home of 16% of the world's children. Social work profession responds to many developmental needs and problems of the children — ranging from female foeticide, high mortality rate, child malnutrition, immunization, accessibility and availability of quality education, child labour, destitution and beggary among children, discrimination against girl child, child abuse, juvenile delinquency, street children, child trafficking, drug addiction, suicide and homicide — to mention a few. Social work intervention may be categorized as follows:

Services for the Children in Need of Care and Protection



Statutory services: These services come under the legislative purview, especially implementation of Juvenile Justice Act (2006). Social workers play pivotal role, both in institutional as well as non-institutional services meant for restoration and rehabilitation

of children in need of care and protection as well as those coming in conflict with law. In **Institutional services**, social workers, as superintendents, Juvenile or child welfare officers, counsellors, as members of Child Welfare Committees and Juvenile Welfare Boards, take up numerable tasks in restoration and rehabilitation of children at institutional setting like at Juvenile Homes, Observation Homes, Special Homes, After care Homes, functioning under the juvenile justice system. **Non-institutional** services include adoption, sponsorship, foster care, probation, repatriation and the like. Social workers, in this, perform vital role in restoration and rehabilitation plan. Added to this, as NGO functionaries too, social workers are running programmes under Juvenile Justice Act like management of children's homes, short stay homes, night shelters for street and working children, innovative programmes including educational and vocational training, skill upgradation, counselling, health services, etc.

Non-statutory services, with no legal root, are proportionately more extensive and widespread. **Institutional services**, in this case, include orphanages, children's homes, short stay homes, institutions to prevent vagrancy among children like Bal Sahyog and such others. **Non-institutional** services cover an array of activities directed at the optimum development of children that may be preventive or rehabilitative, promotive or ameliorative, curative or developmental in nature. It would include services to meet the survival, developmental, health, and educational and recreational needs of children. Integrated Child Development Services is one of the Asia's most extensive services for overall growth and development of children. Social work professionals work as Child Development Project Officers, in this scheme, as part of government functionaries and others at various positions in civil society bodies and state system substantiate through research, training, community mobilization and such other inputs.

Let us take a look at strategies social workers generally adopt to ensure child care. These range from **research work** to explore magnitude and extent of problems, interplay of various causative and contingent factors, gaining insight for **planning** at various levels, **management** of schemes and programmes, **training** of stakeholders in service delivery, **awareness generation**, and **advocacy** and **social action**. With Rights' perspective (see United Nations Convention of the Rights of the Child: Right to Survival; Right to Development; Right to Protection and Right to Participation) many social workers are involved in advocacy to ameliorate conditions of exploitation and abuse that hamper realization of the said rights. Some of the salient advocacy campaigns where social workers have made their presence felt have been NGO Fora for Street and Working Children, Campaign Against Child Labour (CACL), Udaan: Forum of Street and Working children and Bachpan Bachao Andolan (BBA).

Right to Survival includes Right to Life and Right to Health. Social workers have been involved at various levels — legislation formulation, Pre-natal Diagnostic Techniques (Regulation and Prevention of Misuse) Act, 1994, advocacy and awareness generation, enforcement of Act and bringing necessary change in the patriarchal social structure that in many ways perpetuate gender discrimination.

Looking at the settings where social workers work for the welfare and development of children may be beneficial. Since Independence, government has heavily relied on voluntary organizations to deliver services for the welfare and development of children. These VOs have taken up innumerable field projects to address problems related to nutrition, education, health and development of children. Research work, advocacy, networking, mobilization have been other tasks carried out by social workers through

these VOs. School social work, though still in its nascent stage, has addressed many issues related to children in schools, families and community. Currently, there is vast state machinery in response to children under difficult circumstances that offer huge scope of intervention for social workers. The social work professionals, through these settings, have addressed many areas of child welfare and development, some of the salient ones are delineated below:

Health: Ensuring conditions that would lead to reduction in child mortality, eliminating hunger, nutritional deficiency and malnutrition, immunization and preventive health care services, are major areas of concern for social workers. As part of service delivery system, NGOs as well as government, social workers have been involved in planning, implementation, monitoring, improving and evaluation of many programmes like ICDS, Balwadi, Mid-day Meals, Pulse Polio (Eradication) programme, Universal Immunization Programme, National Rural Health Mission, RCH and effective functioning of Primary, secondary and tertiary Health Care system.

Education: Although there has been a steady increase in enrolment over the years, about 40% boys and 50% girls still remain unenrolled in the primary stage itself. Social work professionals are involved at various fronts in increasing accessibility, adequacy and appropriateness of the education system. Sarva Shiksha Abhiyan, District Primary Education Programme, Non-formal education, involving community to share responsibility of child education, scholarships of needy, counselling and casework services for those facing problems in formal education, through school social work, are a few of the interventions, social workers are involved with. The 93rd Constitutional Amendment making free and compulsory education as a matter of right to all the children below the age of 14 years has further widened the scope of social work intervention in both advocacy and programmatic approaches.

Differently Abled Children: Further, integrated and inclusive education that aims to include both 'normal' and 'differently abled' children in the same classroom setting has been a strong domain of social work professionals, where they work with a team of inter-disciplinary professionals. Special schools, community rehabilitation, implementation of district rehabilitation centre schemes, vocational training programmes, National Programme for Rehabilitation of Persons with Disabilities, bringing differently abled children in the mainstream education have been some of the programmes through which social workers have tried to make a dent into the vulnerable conditions of disabled children.

Girl Child: Social work professionals have attempted to ameliorate precarious condition of girl child in the constricting patriarchal social structure of Indian society. They have advocated for their 'Right to be Born', fought against female foeticide, infanticide, struggled against child marriage and denial of equal opportunities for growth and development for girl child.

Child Labour: India has highest number of working children in the world. Social work professionals have played a proactive role in abolishing child labour — bringing necessary changes in policies, conducting rescue operations, restoration and rehabilitation of child labour.

Child trafficking and child prostitution: Undoubtedly, trafficking of children and forcing them into sex trade has been a cause of concern for social workers. As NGO functionaries or as part of the state machinery, social workers have put in great efforts both at preventive as well as rehabilitative aspects.

Child abuse: The term encompasses wide spectrum of exploitations on children, denial of their dues and violation of their rights. Child abuse, at the familial level, community level, school level, have been addressed by social work professionals working in schools, as family welfare officers, counsellors, NGO functionaries and similar other settings.

These are some of the salient areas where social work professionals have been working for the care and development of children. You may also apprise that social workers involved with family welfare and development also address child related issues. Similarly, community development, urban as well as rural, may be indirectly, deals with child care issues. Social Defence, a significant field of social work practice, tackles child delinquency, beggary, drug addiction, suicide and other such issues.

2.6 LET US SUM UP

In the current situation, it was felt that Social Work graduates or those coming into the field from other areas of practice, were not always well prepared for health care and that the constantly changing nature of the field, plus its diversity, often seemed confusing to newcomers. It is hoped that a core of knowledge might be identified which would give them the grounding to become more effective practitioners more quickly.

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UNIT 3 EDUCATION AND RESEARCH

Structure

*Joselyn T. Lobo**

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- 3.1 Introduction
- 3.2 Social Work Practicum in the Education Sector
- 3.3 School Social Work: Implications and Possibilities
- 3.4 University, College Students and Youth Groups
- 3.5 Social Work Practicum in Research Settings
- 3.6 Let Us Sum Up
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3.0 OBJECTIVES

Social work educators and practitioners hold fieldwork or practicum to be the core of professional social work education. The practicum or placement may be defined as a planned educational experience in a social welfare setting, which provides for practice component of the field education curriculum. The student is helped to become conscious of skills he or she uses and to recognise general principles and theoretical concepts in specific practice settings. The broad objectives of this Unit are:

- to examine the avenues for field work intervention in the educational sector and specifically the role of school social work;
- to provide guidelines and techniques of working with students and youth in the context of educational institutions;
- to provide a glimpse of social work research and evaluation research in the Indian context; and
- to explore opportunities of practice in various social work research areas and institutes.

3.1 INTRODUCTION

Fieldwork, the practicum or placement, emphasises the application of theory to practice. The application of classroom learning in agency or fieldwork settings has been a characteristic of social work education since inception. Just as chemistry and language students practice in their laboratories, social work students reach out into agencies and communities to develop their skills. Education and research is an important placement area of field work. We shall look at education first.

It has been increasingly felt, that schools and colleges need social workers and counsellors for the proper development of students. A social worker will identify children with learning or adjustment problems, discuss and implement the subsequent course of action with the students, his family and the school authorities.

Before going into the intricacies of field practicum in the education sector it is better to provide a brief overview of the education system in India.

The educational system in India is a picture of both light and shades—some noteworthy achievements along with numerous failures and problems. The educational scenario can be neatly summed up in the paradox of the best educational institutions on par with international standards on the one hand and largest number of illiterates in the world on the other.

The formal system in India is a carry over of the British and much has not changed since Independence. It is characterized by rigidity, irrelevant syllabus, single-point entry, out-dated teaching and learning methods, poor infrastructure and an inhuman examination system. There is no scope for creativity and the school curriculum has no relation to the life and environment of the students.

As mentioned, our education system still continues to be dominated by models and value-systems adopted during the colonial regime. It lays emphasis on narrow individualism, unhealthy competition, mere acquisition of information and examinations. It places undue importance on the formal school and neglects both non-formal and recurrent education.

There is a dual system of education operating—highly sophisticated private schools for the rich and poor quality government schools for the poor. The situation of the rural schools is dismal and shocking. Most of the primary schools in our villages are conducted in dilapidated, crowded buildings or in the open air. Many more are single- teacher schools, and still more have no teacher for varying periods of time. The minimum requirements like blackboard, playgrounds, drinking water, toilet facilities are absent in majority of our schools.

Besides the structure, system and the infrastructure we constantly read about teacher-student issues. The stick is still adopted and in some cases physical torture is inflicted. Harsh treatments by inhuman teachers have resulted in permanent damages and even death of school children.

The above description will give glimpse of the school system in India. The need for a school social worker is obvious. Unfortunately, except for a few urban schools, the majority of the schools have neither appointed a social worker nor have felt the need for one.

3.2 SOCIAL WORK PRACTICUM IN THE EDUCATION SECTOR

The field of education covers a wide area and encompasses different age groups and thereby provides scope for social work interventions. Education levels range from pre-school to collegiate education and research institutions as well as adult and continuing education. Non-formal educational channels incorporate literacy and post-literacy programmes, distance education, open education, on-line education and other recent trends involving Information Technology.

Social Work Initiatives at Pre-school Level

Educational programmes for the pre-school child (age group 3-5) include Anganwadis, Children's Play Centres, Mobile Day-Care Centres and Crèches and Pre-Schools attached to Primary Schools.

Non-formal pre-school education is an important component of the ICDS Programme. The Anganwadi is the first stage in the process of education—before the child goes to primary school. Pre-school education becomes a link between the Anganwadi and the primary school.

The student social workers may be placed in the Anganwadis directly or may encounter them when placed in community settings. Whatever may be the contact, the students will have to work in close collaboration with the Anganwadi worker.

The Anganwadi worker is required to organise pre-school activities for about 40 children in the age group 3 to 6 years. She should be sensitive to the psycho-social needs of the child—the need for love, security, trust, praise, and recognition. Use of locally available and scrap material for pre-school education activities is encouraged.

Pre-school activities have been classified into the following five sections:

- 1) Activities for physical development.
- 2) Activities for language development.
- 3) Activities for emotional development and development of creativity.
- 4) Activities for social development and habit formation.
- 5) Activities for development of intelligence.

Pre-school education at the Anganwadi aims at the total development of the child—physical, motor, psychological and social, and the development of language and intelligence.

Role of the Anganwadi Worker in Pre-school Education

Student social workers may organise activities on the above lines. They can supplement the work of the Anganwadi worker whose role is explained below:

- 1) To organise pre-school activities aimed at the development of personality of the child.
- 2) Make use of local material of pre-school activities which can be acquired freely or with the minimum cost. Natural items (like sand, clay, pebbles, and shells) and waste material (like empty tins, newspapers, empty matchboxes and cloth pieces) may be used to make toys, puppets and masks. Use of your own imagination and that of the children is the guiding principle for these activities.
- 3) Keep space for both indoor as well as outdoor activities. Children can also be taken to the fields, markets, park and zoo.
- 4) Be sensitive to the psycho-social needs of the children. Children need love, praise, recognition and new experiences.
- 5) Display posters, dolls, toys, puppets, masks and any other items made by children in the Anganwadi to make the place look cheerful.
- 6) Involve the local community in general and parents of the children in particular in pre-school education. The community can provide free accommodation for the Anganwadi, playground and play materials.

3.3 SCHOOL SOCIAL WORK: IMPLICATIONS AND POSSIBILITIES

Having the second largest educational system in the world, schools form a major setting for field placements. Many undergraduate students of social work are placed in primary and secondary schools—both private and government. The majority of the schools in India do not appoint a social worker or a school counsellor either full-time or part-time and those schools which have one are mainly in urban areas. Let us now focus on the origin, nature and functions of school social work.

Beginnings in School Social Work

Social work services were first established in the schools of Boston, Hartford and New York in the beginning of the 20th century under the sponsorship of community agencies. The Psychological Clinic in Hartford initiated the first visiting teachers program (today frequently referred to as school social workers) in that area. The public school systems of Rochester, New York, in 1914 became the first school system to finance school social work from its regular budget.

Social work in the schools is in response to the passage of compulsory school attendance laws, new knowledge about individual differences among children and a realization of the strategic place of the school in the lives of children.

In the United Kingdom, the origins of education welfare service date from late nineteenth and early twentieth century legislation that aimed to ensure basic education for all children and recognized that social conditions may affect children's ability to benefit from school.

Social work in relation to schools is mainly undertaken by staff in the education welfare service, also called education social work service. The service has a long history but an ambiguous position in relation to both education and the personal social services.

Nature of School Social Work

School social work is embedded deeply in the roots of society's mandate to the schools to educate and train children to their fullest potential. Specialists are attached to the school for the purpose of helping children achieve their potential in the academic setting. One such specialist is the social worker who relates to the role performance of the child.

School social work is an application of social work methods and principles to the major purpose of the school. School social work is related to a particular school system, the outside community, the characteristics of the pupils, and the conditions they face. W.A. Friedlander maintains that the school social worker works with four parties:

- 1) The Child
- 2) The Family
- 3) The School Staff
- 4) The Community

School social work enables the school to pay attention to the unique individual needs of the child and to offer the opportunities for success and achievement to each child. The focus of school social work is on the following cognitive areas:

- Learning
- Thinking
- Problem-solving

as well as the traditional areas of concern i.e.

- Relationships
- Emotions
- Motivation, and
- Personality

The social worker focuses on social functioning and on the needs of the child to make the best possible use of the learning experience. He or she is concerned with the fact that forces within and outside the child may block the child's use of the school experience. The social worker works with teachers, principals, pupils and parents to deal with this problem.

School social workers are an "extended arm" of the educator in fulfilling educational objectives. The social worker acts as consultants as well as counsellors. He or she shares knowledge with students, teachers, parents and other stakeholders.

Social workers provide a link between the school and social agencies and are brokers for the services provided for pupils and their families. Social workers in the school provide diagnostic, counselling and treatment services to individuals or groups or arrange for such services.

Social work collaborates with the educational team and the social worker addresses tasks and problems surrounding the teaching-learning needs of students. The profession of social work has provided the school social worker with new knowledge and techniques appropriate for practice.

Social work practice addresses a wide range of problems and issues. Among the problems to be dealt with include absenteeism, behavioural problems, scholastic backwardness, economic backwardness, hostile home environment, disability and other health related problems.

Tasks for the School Social Worker

In the 1960s, social workers appeared to be comfortable with traditional roles and residual functions. The traditional role of the social worker is the worker-client approach, somewhat independent of the teacher. This approach neither brought educator and social worker together in mutual effort nor focused on the milieu of the school.

Lela B. Costin (1972) strongly suggests that more is needed in school social work than "a major emphasis upon traditional methods of work that have focused primarily upon the individual child in relation to his emotional problems and his personal adjustment." The following is an abridged version of her list of task and responsibilities for social workers in the schools:

- 1) The social worker should facilitate the provision of direct educational and social services to pupils.

- 2) The social worker should focus on the urgent needs of selected groups of pupils.
- 3) The social worker should consult with school administrators in order to jointly identify a problem situation toward which a planned service approach can be aimed.
- 4) The social worker should consult with teachers about techniques for creating a climate in which children are free and motivated to learn. For example, by facilitating the use of peers to help a troubled child.
- 5) The social worker should organize parent and community groups to channel effectively concern about pupils and schools and to act as a constructive force.
- 6) The social worker should develop and maintain a productive liaison between the school and critical fields of social work and legal practice.
- 7) Finally, the social worker should provide leadership in the coordination of interdisciplinary skills among pupil services personnel like guidance counsellors and psychologists.

A majority of the problems of students in schools can be handled on a one-to-one basis. Others require a group approach. Teachers in consultation with social workers frequently handle classroom problems. Another approach is referral to other members of the personnel team. The full range of community services is also available for students and their parents.

School social workers connect students with both the source and the means of existing services. Often students do not know where and how to seek help. Social workers know services and referral processes. Among the professionals, the social worker is the link between provision and people.

Knowledge Appropriate for the tasks of School Social Workers

Social workers in the schools should possess the minimum of a bachelor's degree in social work. In addition, their knowledge should include:

- 1) Knowledge of the school.
- 2) Theories in relation to work with individuals, including behaviour modification, transactional analysis, and basic relationship skills.
- 3) Learning and cognitive theories to make educational diagnosis and recommend corrective learning experiences.
- 4) Knowledge and understanding of learning disabilities.
- 5) Knowledge about social enhancement, socialization, educational and skill-learning groups.
- 6) Community knowledge and skill for mediation, advocacy, and social action processes appropriate for social work in the schools. Knowledge about the community, its structure and function is essential to social work.
- 7) Communication theory and teaching knowledge and skills.

Check Your Progress I

Note: Use the space provided for your answer.

- 1) List the tasks and responsibilities for school social workers recommended by Lela B. Costin.

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3.4 UNIVERSITY, COLLEGE STUDENTS AND YOUTH GROUPS

India's population of over a billion comprises 600 million under the age of 25. Of this, a sizeable chunk belongs to the category of youth. Youth are prone to many problems and are in a serious crisis of identity.

In our country, only 10 per cent of youth population is enrolled in higher educational institutions. The remaining 90 per cent who form the bulk of young India have no access to formal education. A large portion of the youth in the 15-25 age group who are illiterate or semi-literate have either not got involved in the primary schools at all, or have left primary school at an early age. The members of this group play a very important role in society. They are often engaged in economically productive occupations and are involved in many community activities as well.

Social workers can work in campuses across the country and reach out to the students who pursue higher education in colleges and universities. For the remaining youth, intervention may be through other avenues like Youth Clubs, Nehru Yuvak Kendras, Non-formal Education Centres, Vocational Institutes and Non-Governmental Organizations.

Characteristics of Youth

The youth of today form the administrative fabric of tomorrow's society. The young are idealistic and can be rallied around a cause. It is easy to remove prejudices from young minds.

Youth are generally alert, inquisitive, impressionable and capable of being inspired by emotional commitments to service of the people and the country. Some attributes of youth are:

- Youth are in the most dynamic stage—imbibed with both the potential and thirst for learning.
- Youth grow better in an environment of spontaneity.
- Young people dislike people who are not comfortable with themselves. They can easily detect those who wear masks.
- Society must regard young people as best capable of building a new society.

- Youth Groups must be promoted to give youth the power of mutual sustenance.

Attributes Required by a Youth Worker

To work with youth, a social worker requires the following attributes:

- Accept the young as they are and believe in their capacities.
- Accept each one's uniqueness.
- Provide opportunities for their growth.
- Give positive feedback/reinforcement.
- Foster trustworthy climate and maintain confidentiality.
- Recognize that they too have emotions.

Nature of Programmes for Youth

The content of the programmes will depend upon educational attainments and needs of the youth. As many young persons will be workers, a strong vocational element will have to be built in all educational programmes. New vocational skills will enable them to improve their economic status.

As the members of this group are of marriageable age or already married, an important component will be family life education, including family planning. A programme on family life will interest the young and will also be beneficial.

In brief, programmes for youth can include the following components:

- General education (including functional literacy, where necessary)
- Vocational training (to improve existing skills and learn new vocational skills)
- Family life education (including family planning)
- Leadership training and personality development programmes
- Recreational and cultural pursuits
- Participation in programmes of social service or national development
- Social awareness and citizenship training (to understand the problems facing the society and the country)
- Health and nutrition education

Adult and Continuing Education

Illiteracy is a major problem in India. We have the largest illiterate population in the world amounting to over 350 million people. Formal education has failed to solve the problem of illiteracy. Alternative channels of non-formal education for children and youth, and adult education for men and women are needed to tackle the problem. A programme of post-literacy and continuing education has to be planned in order that neo-literates do not lapse into illiteracy.

Social work students can be involved in a big way in traditional adult literacy centres and through literacy campaigns which are going on in different parts of the country as

part of the National Literacy Mission. Student social workers can involve in the following ways:

- Conducting literacy survey in their respective areas to identify the illiterates.
- Motivate learners to join the literacy classes.
- Participate in environment building and motivational programmes by organizing street plays, rallies, media campaigns on the issue.
- Act as volunteer teachers and teach groups of youth, men and women in their respective areas.
- Collaborate in the preparation of primer and other teaching-learning materials.
- Encourage neo-literates to continue learning by supplying reading material and monitoring their progress.

Check Your Progress II

Note: Use the space provided for your answer.

- 1) What are some of the attributes required by a youth worker?

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3.5 SOCIAL WORK PRACTICUM IN RESEARCH SETTINGS

Social work research has a unique role to play in enabling social work students, educators and practitioners to meet the growing demands of higher professional standards and accountability.

Social work educators must integrate the theory and practice of social work with research in social work. Training in social work research must get integrated into the training of social workers as part and parcel of the teaching of courses. The critical analytical tools of the students must be sharpened in their field work practice.

Field Work Placement in Research Institutes

Integrating research and practice can be initiated from the very first stage of fieldwork training. Students may be helped to develop a research design and undertake a study of the problems of individuals/groups/communities during their fieldwork training.

The field work placement is intended to enable the students to associate themselves with ongoing research in Institutes and Universities offering social work education and in other research organisations in the city. Students need to be introduced to the administrative and organisational aspects of research and research units.

The main problems related to field work placement are:

- 1) There are very few institutes or organisations which have full-fledged social research units.

- 2) The available research centres are usually located in cities. Small cities and towns and rural areas may not offer much avenues for field placement in research based settings.
- 3) The initiating of research projects and the duration of these projects do not always coincide with the field work period of the students. Hence, the active participation of students in all phases of these projects is not possible.
- 4) During the concurrent field work period, the students spend only two days a week in the research unit and so have to gain the greater part of their knowledge from the project research staff on what was done during their absence.

In spite of the problems of placement in research centres, research as an avenue for field placement cannot be ignored. Students need to be encouraged to take up research work while placed in community settings and also in NGOs who frequently undertake evaluation studies. Social work research offers an opportunity for social workers to make a significant difference in their professional standards and accountability to their intervention.

Let us now try to understand the nature and role of social research in general and social work research in particular. We will later examine the role of social surveys and evaluation studies.

Role of Social Research

Research may be described as systematic and critical investigation of phenomena towards increasing the stream of knowledge. Scientific research is defined as a systematic and critical investigation about the natural phenomena to describe, explain and finally to understand the relations among them. According to George Lundberg (1946), scientific method consists of three basic steps, viz., systematic observation, classification and interpretation of data.

Social sciences primarily deal with human behaviour, which is complex and dynamic in nature. The object of social research is the discovery of causal relationships in human behaviour. Unlike physical and natural sciences, in social research, the objects are conscious and active human beings.

Social research concerns with social data, which are much more complex than physical data. The complex nature of social data reduces the power of exact predication in social research. Much of the subject matter of social research is qualitative and does not admit quantitative measurement.

Social Work Research: Nature and Scope

Social work research is the use of the scientific method in the search of knowledge, including knowledge of alternate practice and intervention techniques. Social work research is the species that belongs to the category of social research, or more specifically referred to as social science research.

Functions of Social Work Research

Social work research basically deals with problems faced by professional social workers, social work agencies and the community. In social work research the study of a problem is done from the point of view of professional social work. As such the research design, data collection and their interpretation will have to be attempted in a manner as will be useful to professional social workers.

The functions of research in social work are multifaceted:

- 1) The perspectives and methods of science can provide a framework for practice activities.
- 2) Research helps to build knowledge for practice. It can generate and refine concepts, determine the evidence for theories, and ascertain the effectiveness of practice methods.
- 3) Research serves the practical function of providing situation-specific data to inform action, such as operations of programmes or efforts to achieve social change.

Content and Methodology

In a broad sense, social work research concerns itself with the problems faced by social workers. It encompasses the questions and problems encountered in social work practices or in administering social work services.

A rough idea of the content of social work research can be gleaned from various studies of the social work research literature. Literature on social work research can be divided into four categories studies of :

- 1) the behaviour, personality, problems and other characteristics of individuals, families and small groups;
- 2) characteristics, utilization and outcome of services;
- 3) attitudes, orientations and training of social workers, the profession, or interdisciplinary concerns; and
- 4) organizations, communities and social policy.

Social work research utilizes the same scientific methods and techniques, as does social research. However, when some designs are not suitable, social workers need to develop the tools which will be more appropriate to social work research.

According to analyses of published research, the major strategy in social work research is to study phenomena through naturalistic methods, that is, without experimental manipulation.

Social Work Research in India

Reasons for the stunted growth of social work research in India are many and include the following:

- 1) Inadequacy of funds,
- 2) Shortage of research personnel,
- 3) Inadequacy of research facilities,
- 4) Load of teaching,
- 5) Lack of research incentives,
- 6) Lack of research training,
- 7) Obstacles to communication and utilisation of research, and
- 8) Absence of machinery for research planning and coordination.

The survey movement was the predecessor of most contemporary forms of assessments of needs. Surveys have their usefulness both in leading to the formulation of hypotheses and at a more advanced stage in putting them to the test. 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.”

Difference between Social Survey and Social Research

Social Survey and Social Research, though identical in many respects, are not one and the same. The major differences between the two are:

- 1) Social surveys are concerned with specific persons, specific problems and situations, whereas social research is concerned with general and abstract problems.
- 2) 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 social research the object is long time research in order to develop accurate procedures and theories. Its primary aim is theoretical in nature.
- 3) In social survey the purpose is to improve the lot of men and, hence, it is utilitarian in nature. Whereas in social research the purpose is to increase the general knowledge or improve the technique of study. It is thus purely academic or scientific in nature.
- 4) Social surveys result in social reform or administrative change. Social research results in the formulation of new theories or modification of old concepts.
- 5) Social survey may form the basis of some hypothesis, whereas social research develops the hypothesis and thus evolves a theory.
- 6) Social surveys are conducted on professional monetary basis. Many surveys are conducted on payment from interested parties e.g. opinion surveys. In social research thirst for knowledge and satisfaction is the main incentive for a social scientist.

Evaluation Research in Social Work

Evaluation research is an area of social work research and implies the use of research designs. Evaluation provides objective assessment of the performance. All programmes are evaluated for the results they have achieved or failed to achieve.

Evaluation, apart from making an analysis of the progress made and problems faced in the implementation of a programme also indicates the corrective measures necessary. Evaluation is, thus, an indispensable tool in the organizational process of improving both activities still in progress and for future programme planning and decision making.

Concept of Evaluation

Evaluation, literally means, ‘assessing the value of’. Evaluations are undertaken in all spheres of life, in formal or informal ways, whenever one wishes to know and understand the consequences of some action or event. Evaluation of development work may be undertaken during the implementation of the development programme or project or after it has been completed.

The process of getting reliable data using scientific technique is known as evaluation. In a broad sense, the concept of evaluation research or programme evaluation connotes use of research methods to evaluation programmes or services.

According to Rossi and Freeman (1993), evaluation is the ‘systematic application of social research procedures for assessing the conceptualisation, design, implementation and utility of social intervention programs’.

Differences between Evaluation and Basic Research

Social research, in general, and basic research, in particular, is carried on for its own sake. In a very broad sense, evaluation research is applied social research.

Evaluation research is a special branch of applied research, designed to evaluate social programmes and projects, such as adult/non-formal education, welfare schemes, innovative intervention methods and health care systems.

The findings of evaluation research are not meant merely to add to our knowledge or construct theories. They are more concerned about whether the programmes should continue or be abandoned, whether budgets should be enhanced or reduced and whether the programme achieved its goals.

Evaluation research is designed with a shorter time span than basic research as it is carried out to evaluate ongoing programmes. The social problems are not solved immediately, but decisions about programmes are made immediately. The need for quick and definite answers makes evaluation research different from basic research.

Types of Evaluation Research

It is difficult to make precise categorization of numerous types of evaluation used by researchers. Some researchers prefer to classify evaluation research according to evaluators, i.e., the persons responsible for evaluation of the programme. Based on this classification, evaluation researches can be of three types:

a) Internal Evaluation

It is a continuous process of self-evaluation by principal actors and participants according to pre-established criteria. Here, the personnel and the executive of the agency and the group participate.

b) External Evaluation

Here, persons outside the agency do the evaluation. External evaluators are chosen mainly because the ‘outsiders’ are more objective or at least neutral. Besides, having specialists who possess expert technical knowledge can add fresh thinking and enhance the credibility of the results.

c) Joint Evaluation

Here, external evaluators and one or more representatives of the organization are involved. Joint evaluations, though difficult, enable training of agency personnel and gaining their ownership of results.

Social work practitioners are constantly evaluating effectiveness. A social case worker evaluates the extent to which changes in the anxiety of a particular client are associated with his or her treatment activities. Similarly, a group worker wishes to assess the extent

to which a film on birth control is more or less effective than group discussion in increasing knowledge of birth control.

All such evaluations are not ‘evaluation research’ because most of the time we do not think of applying scientific method. We use a term called ‘informal evaluation’ for all such evaluations.

Need for Programme Evaluation

NGOs and donor agencies need to prepare systematic evaluation reports of their effectiveness. Though NGOs have increased in number there have been very few evaluation studies on their effectiveness.

NGOs that undertake welfare schemes and provide services to individuals, groups and communities are concerned about the outcome of their services. They need to know whether the services are effective and relevant or whether the goals have been achieved. Besides, the funding organizations want reliable evidence to know if funds have been effectively utilized.

It needs to be mentioned that systematic evaluation has not been given due attention either by the NGOs or by the funding agencies. Most of the NGOs assess their outcome by presenting individual ‘success stories’ to justify their performance. The donor agencies mainly rely on annual progress reports and evidences collected during their field visits. NGOs and funding agencies need to realise that evaluation research is an integral part of the projects.

Evaluation research can play multifarious roles to make services more effective. The various role of evaluation research at different stages of programme planning, implementation and outcome can be classified into three categories:

- a) Evaluation research for programme formulation,
- b) Evaluation research for monitoring of programmes and
- c) Evaluation research for programme outcome.

Check Your Progress III

- 1) Differentiate between evaluation and basic research.

Note: Use the space provided for your answer.

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3.6 LET US SUM UP

This Unit has given you a broad framework for field setting in the area of education and research. From pre-school stage to higher education and research undertakings, social workers can play an important role.

School social work has changed with the dynamic changes of society. School social workers diagnose students' problems and arrange needed services, counsel children in trouble, and help integrate disabled students into the general school population. School social workers deal with problems such as learning difficulties, misbehaviour in class, and excessive absences. They also advise teachers on how to cope with problem students. School Social Workers are, thus, a vital part of the total educational team.

The purpose of evaluation research is to assess the utility of social intervention and human service programmes. Student social workers placed in NGOs can help the internal and external evaluation teams and thereby get knowledge of evaluating procedures besides helping the concerned organisation in undertaking evaluation.

Social workers can achieve their potential as a contributing member of the social work profession when they are competent with research methods. Research knowledge will enable you to reach higher goals.

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UNIT 4 CORRECTIONAL SERVICES

Structure

*Sangeeta Dhaor**

- 4.0 Objectives
- 4.1 Introduction
- 4.2 Definitions and Philosophy
- 4.3 History of Prison in India
- 4.4 Correctional Administration
- 4.5 Correctional Social Work
- 4.6 Role of NGOs
- 4.7 Let Us Sum Up
- 4.8 Further Readings and References

4.0 OBJECTIVES

Correctional services have been started with faith in humankind, that every human being must have a second chance to start a life afresh. Every convict is also a victim of certain circumstances which make him a convict. The objective of this chapter is to make the reader understand the:

- philosophy of having correctional services;
- the history of development of correctional services;
- settings in which the services can be provided; and
- the role and importance of social work profession in correctional settings.

4.1 INTRODUCTION

All societies place restriction and limits on human behaviour and establish both formal and informal means to deal with those who exceed the limits. Formal means find expression in written laws and institutional structure, that identify, charge convict and sentence violators. This crime control apparatus is called criminal justice system.

The response to crime is a complex process that involves citizens as well as agencies and branches of government. The criminal justice system is designed to control crime and contribute towards a safe and orderly society. There are really many levels of criminal justice systems and much of the response to crime usually involves local officials. The total system seeks to properly identify law violators establish guilt, issue an appropriate sanction and change offenders' behaviour. These responsibilities are carried out by police, courts and corrections component within a framework of democratic principles designed to protect all individuals' civil rights. Officials are legally permitted to exercise wide discretion in determining a person's entry into, movement through and exit from the system.

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4.2 DEFINITION AND PHILOSOPHY

Correction is one segment of criminal justice system by which the society seeks to protect the public, punish offenders, change behaviour and in some cases compensate victims.

Since a wide range of social and political objectives are expressed in criminal justice and correctional processes, various degrees of supervision are in operation. Supervision ranges from a minimal amount within the community to maximum security incarceration.

Criminals are not born but made. The human potential in every one is good and so one must never write off any criminal as beyond redemption. Mahatma Gandhi and Jawaharlal Nehru always maintained that harsh sentencing under rigorous conditions did not serve the humanizing purpose of punishment. On the subject of crime Mahatma Gandhi, the father of our nation, had once said “Crime is outcome of a diseased mind and jail must have an environment of a hospital for treatment”. We firmly believe in this principle and, during the last 56 years, we have tried to convert our prisons into the correctional institutions. The main goal of prison administration in India, today is to develop a sense of discipline and security among prisoners, and to reform and rehabilitate them in the given social milieu through appropriate correctional interventions. We also aim to equip the prisoners with such skills and abilities as will help them to lead a normal life as a citizen, once they are let out of prisons.

We share a universally held view that sentence of imprisonment would be justifiable only if it ultimately leads to protection of society against crime. Such a goal could be achieved only if incarceration motivates and prepares the offender for a law-abiding and self-supporting life after his release.

It further accepts that, as imprisonment deprives the offender of his liberty and self-determination, the prison system should not be allowed to aggravate the suffering already inherited in the process of incarceration. Thus, while certain category of offenders, who endanger public safety, have to be segregated from the social mainstream by way of imprisonment; all possible efforts have to be made to ensure that they come out of prisons as better individuals than what they were at the time of their admission thereto. Keeping this in mind in a number of judgments on various aspects of prison administration, the Supreme Court of India has evolved three broad principles:

- 1) A person in prison does not become a non-person.
- 2) A person in prison is entitled to all human rights within the limitations of imprisonment.
- 3) There is no justification in aggravating the suffering already inherent in the process of incarceration.

Obviously, these principles have serious implications for prison administration. They call for a thorough restructuring of the prison system in terms of humanization of prison conditions, minimum standards for institutional care, reorientation of prison staff, reorganization of prison programme and rationalization of prisons rules and regulations.

4.3 HISTORY OF PRISON IN INDIA

The historical account of jails in our country can be traced back to the Epic age. In Ramayana, when Bharata saw Rama at Chitrakut, the latter, while making detailed

inquiry about the state of polity and welfare of people of Ayodhya, did not forget to elicit the situation in jail there. References of jail are also there in the Mahabharata. In those mythological period there were eighteen important state officials and one of them was the head of the institution of jail (karagriha). In Manusmriti it is stated that the King should have all the prisons built on the royal highway, where the suffering and mutilated evil doers can be seen. There were also horrific punishments like feeding to animals, mutilations etc. We have locked up people in our country (in dungeons and cellars) to get them out of sight and often to await some other punishment such as banishing, ostracizing and death. This includes the locking up of Krishna's parents in a dungeon with seven doors in Mathura where Krishna was born. The pre-Buddhist jails were said to be very cruel. Here, the inmates were, kept in chains and under heavy loads. Whipping was a daily routine in these jails. Account of Ashoka's Naraka (hell) was included in the writings of Huien Tsang and Fa-Hien. Good and humane treatment of prisoners was unknown in this period. During Muslim period, old forts and castles served the purpose of regular prisons. These prisons were not as cruel as the pre Buddhist prisons.

Since Independence, a number of jail reforms committees have been appointed by state governments. There was a report on Jail Administration in India by the UN expert, Dr. W.C. Reckless in 1951-52. His recommendations resulted in the revival of the conference of Inspector Generals of Prisons after a lapse of 17 years. An All India Jail Management Committee submitted its report in 1960. This resulted in the settings up of the Central Bureau of Correctional Services, which was later redesigned as the National Institute of Social Defense.

Lord McCauley Commission Report, 1835

In this report Lord McCauley suggested the abolition of outdoor labor, general introduction of indoor work, the inauguration of separate system, better classification of convicts, careful separation of untried prisoners, the institution of central or convict prisons, and the regulation of prison system generally by employment of inspectors of prisons were the main recommendations of this report.

The Prison Discipline Committee, 1836

Lord William Bentick appointed the second committee on Jan 2, 1836 under the Chairmanship of H Shakespeare, a member of Governor General's Council. This committee is known as the Prison Discipline Committee. They submitted a report in 1838 to Lord Auckland. The major observations are "the rampant corruption in the establishment, laxity of discipline, and the system of employing prisoners on extra-mural labor". The committee recommended increased rigorous treatment and rejected all notions of reforming criminals through moral and religious teaching, education or any system of rewards for good conduct. It recommended separation of untried prisoners from the convicted ones. Another notable recommendation of this committee is the request for establishing the 'office of Inspector General of Prisons'

Commission of Jail Management and Discipline, 1864

A second committee was appointed in 1864 to reconsider the whole question addressed by the first committee. Sir John Lawrence's examination of the condition of the jails in India led Lord Dalhousie to appoint this Commission of Jail Management and Discipline.. This commission made specific recommendation regarding the accommodation, improvement in diet, clothing, bedding, medical care of the prisoners and for the

appointment of Medical Officers in jails. The commission also recommended the separation of male prisoners from females and children from adults.

The Fourth Jail Commission, 1888

In 1888, the fourth jail commission was appointed by Lord Dufferin to inquire into the facts of prison. This commission reviewed the earlier reports (reports of 1836, 1864, and 1877) and made an exhaustive inquiry into all matters connected with jail administration. It was of the opinion that uniformity could not be achieved without enactment of a single Prisons Act. It also recommended the setting up of jail.

The Prisons Act, 1894

Based on the 1888 Jail Commission's report, a consolidated prison bill was prepared. This bill was later passed. Thus came into being the Prisons Act, 1894 which is the existing law governing the management and administration of prisons in India. This Act, as it is, based on deterrent principles concerned more with prison management than with the treatment of prisoners and gave more consideration to prison offences and punishments than to their effect.

The Indian Jail Committee, 1919-20

The Indian Jail Committee 1919-20 made the first comprehensive study of the problems in the present century. This committee report was treated as a turning point of the prison reforms in the country. The committee departed from the vintage theoretical basis of prison administration-(deterrents) and advocated for a new outlook to the prisons. For the first time in the history of prisons, 'reformation' and 'rehabilitation' of offenders were identified as the objectives of prison administration. The committee also recommended the care of criminals should be entrusted to adequately trained staff, rejected the idea of excessive employment of convict officers and recommended the reduction of such excessive employment. The committee condemned the presence of children in jails and recommended the establishment of children's court and the juvenile homes.

Reckless Commission Report, 1952

Dr. W C Reckless, a UN Expert on correctional work, visited India during the years 1951-52 to study prison administration in the country and to suggest ways and means of improving it. His report 'Jail Administration in India' is another landmark in the history of prison reforms. He made a plea for transforming jails into reformation centers and advocated establishment of new jails. He opposed the handling of juvenile delinquents by courts, jails and police meant for adults. He also advocated the detention of the persons committed to the prison custody and for their reformation and rehabilitation. He recommended revision of outdated jail manuals.

All India Committee on Jail Reforms, 1980-83

In 1980 Government of India constituted All India Committee on Jail Reforms under the chairmanship of Justice Anand Narain Mulla. The recommendation of this commission, universally known as MULLA COMMISSION constitute a landmark in the reformatory approach to prison reforms. The commission made thorough study of the problems and produced an exhaustive document which is still considered as bible of correctional services. The Mulla Committee examined all aspects of prison administration and made wide-ranging recommendations, which if implemented would

go a long way to make prison administration efficient, humane and professional. The recommendations of the Mulla Committee touched upon legislative, operational, security aspects besides matters like classification of prisoners, living conditions in prison, medical and psychiatric services, treatment programs, vocational training for prison inmate, problems related to under-trials and other un-convicted prisoners, problems of women prisoners etc. The report laid emphasis on the management of prisons to be entrusted to a cadre of professionals.

Fragmentation of Corrections

There is a fragmentation of correction on the basis of a number of factors. Main sources of fragmentation are as follows:

By jurisdiction

- a) Central
- b) State
- c) Local

By criminal justice function

- a) Police
- b) Courts
- c) Corrections

By location

- a) Institutional
- b) Non-institutional

By age

- a) Adult
- b) Juvenile

By other factors

- a) Size of operation
- b) Sex of offender
- c) Type of offence
- d) Special program

All these fragments come under one master classification which is statutory and non statutory. Statutory is the category covered under Indian Penal Code and other laws. Correctional work with adult prisoners comes under this category wherein minor prisoners are sent to Welfare Homes and Nari Niketan (in case of females). Other statutory ones come under social legislations like JJ (Care and Protection) Act, 2000, Immoral Trafficking (prevention) Act, 1956, and Bombay Prevention of begging Act, 1959.

Check Your Progress I

Note: Use the space provided for your answer.

1) What is the philosophy behind correctional services?

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4.4 CORRECTIONAL ADMINISTRATION

The success of correctional administration mainly depends on the faith, philosophy and efficiency of the correctional personnel. Prison officers play a pivotal role and have a most difficult task on hand. Good professional relationship between staff and prisoners are essential elements of dynamic security.

Carefully selected, properly trained, supervised and supported staff goes a long way in performing efficiently.

The role of prison staff is to:

- i) treat prisoners in a manner which is humane, decent, and just;
- ii) ensure that all prisoners are safe;
- iii) make sure that dangerous prisoners do not escape;
- iv) make sure that there is good order and control in prisons; and
- v) provide prisoners with the opportunity to use their time in prison positively so that they will be able to resettle into society when they are released.

It is found that prison staff helps in guarding against this insularity. Staff needs to remain sensitive to changes in the society and consequential changes in prison administration.

Correctional programmes in prisons in nearly all parts of the globe show a significant trend towards specialisation, diversification and experimentation. Another important trend is the substitution of the individualized treatment to prisoners based on their reformatory requirements for the earlier doctrine of equal punishment for same crime (individualization). The third major trend in prison administration involves an attempt to reduce the social barrier between inmates of the correctional institutions and the civilian community. There is also increasing interest in the possibility that the society or groups of prisoners can be utilised for therapeutic purposes. Group therapy and other devices aimed at increasing inmates participation in the routine affairs of prison administration are designed to reduce the barrier between the society and the administrative policy and to give the inmates desired degree of self-esteem and confidence.

Tihar Prisons have a history of reformation programmes in tune with the current correctional philosophy. Education, Cultural activities, Vocational activities and Moral Education etc. have been going on in Tihar Jails for a long time as a part of the efforts of

the Prison Administration for reformation of the prisoners. In the last ten years the process has accelerated and received world wide attention. The reformation package tried out by the Delhi Prison Administration is popularly termed as “New Delhi correctional model”, the basic characteristics of which are:

- i) Bringing the community into the prison.
- ii) Formation of a self-sufficient community of prisoners
- iii) Participative management.

This model strikes a balance between the approaches of “Privatisation of Prison administration” and the “Half way houses”. The New Delhi correctional Model has been presented and discussed in Crime Prevention and Criminal Justice Branch at UNO, Vienna and other international and national conferences. It has been deeply appreciated.

Women in Detention

Respect for gender dignity and rehabilitative concern for women is very important consideration in all correctional institutions and personnel in the Criminal Justice System.

The police, prison, correctional and judicial personnel involved in the handling of women, are especially trained to ensure this and their knowledge are updated in laws and procedures applicable to women. Taking into account the special role of women in family life and social development and the vulnerability of girls, the current policy of the Criminal Justice System is to avoid the arrest and detention of women to the extent possible. In cases where women are taken into custody, all provisions regarding protection of their person and rights are scrupulously adhered to. At no stage, a woman arrestee is left unguarded by police women or other women authorised by the Government.

Whenever, women are detained or kept in custody, in addition to basic amenity and privacy, the prison administration makes every effort to provide the essentials for meeting the women's special needs

Juvenile Justice (care and protection of children) Act, 2000

Juvenile Justice (care and protection of children) Act, 2000 considers any person below the age of 16 as ‘child’. Person who has acquired the age of 16 but not 18 is considered a ‘minor’. JJ (Care and protection of children) Act, 2000 focuses on two kinds of juveniles,

- a) Juveniles in need of care and protection,
- b) Juveniles in conflict with law.

There is distinction between the children in need of care and protection and children in conflict with the law. Children in need of care and protection are the ones who do not have any place of abode and are found begging, working and in conditions of vulnerability. Such children are taken and produced before child welfare committee and later sent to juvenile homes till they attain the age of 18 and efforts are made towards rehabilitating them either into their own family or arranging for adoption, foster care, or sponsorship. If needed institutionalization of such children is also done though it is not a very favorable option.

Juveniles in conflict with law

These juveniles are identified through regular criminal justice process wherein when a person is caught in some offence, his/her age is verified. If that person happens to be a minor or juvenile, comes under the jurisdiction of JJ Act (Care and protection of children) 2000, such a person is produced before special courts which comprises of two social workers apart from one honorary magistrate.

The law pertaining to what are now called children in conflict with the law has undergone a few changes. The adjudicating authority has been redesigned as the Juvenile Justice Board and the composition has changed from an adjudicating authority which was a Magistrate with a panel of two social workers to assist her as prescribed under the old law to a Bench which is composed of two social workers and one Magistrate. This change in composition of the adjudicating authority is one of the more significant changes in the new law, as now the space exists for bringing about a change in the very nature of the inquiry. The primary inquiry of whether the child did commit the offence as mandated by a magistrate's training could now be displaced by a social worker's inquiry, which could focus in on why the child committed the offence, and how does one redress the same. The shift in composition of the Board can bring about a shift in the line of inquiry from intention to motive. Thus, what could change has been referred to as the criminal law mindset itself. This is infact an important step towards decriminalizing the administration of juvenile justice, provided the rules operationalize the same.

The role of social workers in this setting pertains to identifying the cause of the offence and making necessary recommendations for the rehabilitation of such children.

Children in need of care and protection

In case of children in need of care and protection adequate social investigation is done so as to rehabilitate them back to their families. If the families are not found to take care of the children adequately then other options are sought.

Social worker can serve in juvenile homes as well as observation homes by way of group work or social case work with the client; juvenile, in this case is helped to develop an understanding of his problem, look at the resources available to him and involve them in the decision pertaining to them. Involving community in activities of children such as celebration of some important days or cultural activities is also undertaken.

Immoral Trafficking (Prevention) Act, 1960

Another social legislation is Immoral Trafficking (Prevention) Act which deals with prevention of soliciting in public. Under this act two kinds of persons are caught-ones who are accused and the ones who are victims. Accused are the ones who are touts or pimps or who voluntarily work as sex worker and solicit client at public places or arrange clients. These people are dealt with as per the provision of the Act and sent to jail after trial. Another category is of the victims who indulge in sex work under pressure. Such victims are verified for age and in case of person being minor or juvenile the case is referred to Child Welfare Committee under JJ (Care and Protection of children) Act, 2000.

In case the victim being major she is sent to Nari Niketan where social workers work towards the rehabilitation of these women. They are sent back to their families or to the ones who claim only after thorough verification. In case the minor is trafficked from neighboring countries she is handed over to the concerned embassy.

Beggary is an offence. Under this, persons who are found begging are caught by the police and within 24 hours produced before the magistrate. In case of it being a first offence, bail is granted to the person. If the person is a habitual offender (Bagger in this case) he is sent to Beggar home and is given vocational training as to prevent him from begging in future. In this case also the persons are verified for the age and in case of offender being minor comes under the purview of JJ (Care and Protection) Act, 2000.

Check Your Progress II

Note: Use the space provided for your answer.

- 1) Differentiate between Juvenile in conflict with law and children in need of care and protection.

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4.5 CORRECTIONAL SOCIAL WORK

It refers to application of social work principles to correctional setting. Most individual who are performing therapeutic and quasi therapeutic functions in correction setting such as probation or parole officers and institutional counselors are operating under the umbrella of correctional social work. But it is not a smooth sail as there are many barriers in the administration of justice and rehabilitative approach to the offenders; Presence of such barriers endures belief that behaviour can be modified by coercive punishment and also militates against treatment advances.

Social work emerged as a profession in the twentieth century and today is the profession charged with fulfilling the social welfare mandate of promoting well-being and quality of life. Thus, social work encompasses activities directed at improving human and social conditions and alleviating human distress and social problems. Social workers, as caring professionals, work with people to enhance their competence and functioning, to access social support and resources, to create humane and responsive social services, and to expand the structures of society that provide opportunities for all citizens. In the main, **counseling** and in particular **casework** is the method that is being applied in prison social work, even though conscious efforts are being made to place emphasis on both **group work** and **community work**. Social work in prison does not follow any particular framework for practice. This makes it difficult for practitioners to clearly define their point of departure. To conclude, social work practitioners should acknowledge and respond to the real environmental and emotional crises that can be created by incarceration. Each offender has the capacity to grow and develop to be a constructive member of the family, community and society. Prisoners are responsible for their behavioural change. A central component of valuing the individual is recognizing the individual in relation to their family and community. Workers challenge attitudes and behaviours, which result in crime and cause distress, or harm to victims and others.

Initiatives such as diversion, community services, parole, probation, correctional supervision and the conversion of imprisonment sentences to those of a community-based treatment should be explored to minimize re-offending or recidivism. Social

workers in correctional facilities provide two types of services: supportive services within the institution and connections to resources in the community. Within a correctional facility, social work services might be utilized in the areas of mental health, substance abuse, education and vocational rehabilitation. This will help social workers to understand the prison environment and offender better.

Probation

The earlier penological approaches held *imprisonment* that is *custodial measure* to be the only way to curb crime. But the modern penological approach has ushered in new form of sentencing whereby the needs of the community are balanced with the best interests of the accused. Compensation, release on admonition probation, imposition of fines, community services are a few such techniques used.

Probation is derived from Latin word which means “to test or to prove”. It is developed as custodial alternative which is used where guilt is established but it is considered that imposing of a prison sentence would do no good. Imprisonment decreases his capacity to readjust to the normal society after release and association with professional delinquents often has undesired effects. During probation the probationer lives in the community. He regulates his own life under conditions imposed by court or other constituted authority and is subjected to supervision by a probation officer.

Court, if it is convinced that no previous conviction is proved against him, and with regards to age, sex and antecedents of the offender may order the release on probation of good conduct. The court may direct that he/she be released on his entering into a bond with or without sureties to appear and receive sentence when called up and in the meantime to keep the peace and be of good behaviour.

Section 361 makes it mandatory for the judge to declare the reason for not awarding the benefit of probation; often offender is under 21 years of age.

Probation in India mostly depends on the policy of the state. After care program has been set up to improve the lives of those released on probation.

In all the settings the after care and follow up are an integral part to prevent recidivism. After care is micro constituent of the principle of social defence which is a term used in correctional frame of reference.

After Care

Concept of after care

The term after care refers to the programme and services organized for the rehabilitation of inmates from correctional institution. It can be used to refer to the programme and services organized to complete the process of rehabilitation of socially and physically handicapped individual or group which have been begun and carried up to a particular stage in an institution. The model prison describes it as a bridge which can carry the offender or any other socially or physically handicapped individual from artificial and restricted environment of institutional custody; from doubts and difficulty and from hesitation and handicap to satisfactory citizenship; resettlement and to ultimate rehabilitation in the free community. After care thus is a continuation of the reformative rehabilitation endeavor for the helping service, guidance counseling support and protection of persons released from juvenile and adult institution meant for socially and physically handicapped individuals.

Social work approach in correctional setting implies a philosophy as well as application of techniques for problem solving. Operational philosophy of social work rests on three specific premises.

- 1) Function of intervention is to target on a problem in social function.
- 2) Social work conceives problem solving as a partnership activity between social worker and client.
- 3) Response to the client means most and equilibrium is best restored at the point of crisis so crisis, related social work should be emphasized.

Some of the important skills and techniques of social work with the clients are:

Counseling

It is a relationship in which one endeavor to help another understand and solve his problem of adjustment. It is distinguished from advice or admonition in that it implies mutual consent. It has as its goal the immediate solution of a personal problem or long range effort to develop self understanding and maturity.

Insight and empathy

Perceptive understanding is required on the part of the social worker who develops insight into the problem of the client/offender by empathy. Empathy is a critical ingredient in the therapeutic process: "Getting into the client's frame of reference."

Interviewing

Interviewing is a professional conversation with a purpose. Effective communication is at the heart of positive human interaction. Interviewing is different from intense psychotherapy and counseling. Interview is basic while counseling is the epitome of positive guided interaction.

In correctional setting there are a few issues which must be kept in mind :

The captive client

Here the client because of the constrained setting is captive. Presence during the sessions is not voluntary and somewhat imposed. Hence, it is a very responsible process and the whole environment should be lighthearted. There is needed a structured permissive relationship between the client and interviewer. This relationship should allow the client gain an understanding of himself to a degree which enables him take positive step in the light of a new environment.

Stigma and self esteem

Oxford Dictionary describes stigma as a "mark of disgrace". It should be kept in mind that becoming an offender and coming in conflict with law has a deeper impact on the self esteem of the client, as the society treats them as marginalized and stigmatized. Sometimes the client internalize the stigma and behaves in a very different way (defensive or abusive) Hence, the social worker has to keep these factors in mind before entering into any kind of intervention with them.

Check Your Progress III

Note: Use the space provided for your answer.

- 1) What do you understand by after care services in rehabilitation of offenders?

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4.6 ROLE OF NGOs

There is considerable scope for NGOs and voluntary agencies to work in the field of treatment, after care and rehabilitation of offenders. If the services of well organized NGOs could be obtained on a regular basis, it would be desirable to assign a role for them as visualized by the Mulla Committee in regard to the following:

- a) Services of experts in education, medicine, psychiatry, law, social work, the media etc. could be utilized in the formulation of correctional policy by associating them with advisory committees at the national and state levels.
- b) Appointments of eminent citizens interested in correctional work as visitors to prisons. They could also be appointed as non-official members on sentence reviewing boards for district and central prisons.
- c) In conducting adult education and free legal aid programs;
- d) Running health camps;
- e) Organizing recreational and cultural activities;
- f) Individual coaching to inmates pursuing higher studies; and
- g) The NGOs should play a greater role in creating the right kind of awareness about the prison administration and the core problems of correctional sub-systems with a view to eliciting public co-operation.

There is increasing public awareness in regard to human rights and the need to adhere to humanitarian laws and in issues like custodial violence and deaths, unduly long detention of persons under special laws like Tada.

A number of after care programmes are being run by the government with the help of non-governmental organizations (NGOs) which are acting as a bridge between the prisoners and the community. These services are offered to the prisoners on their release. The Prison Departments are also providing tool kits of trades to released prisoners to achieve self-employment. Prison Welfare Officer also helps released prisoners in availing grant or loan under various development schemes. In certain states, half-way homes have also been set up especially for women prisoners who are facing problems of rehabilitation.

There are many constraints pertaining to the role and position of social worker in correctional setting.

- The working conditions of social workers should be investigated and reengineered to effect better rehabilitation services to the offender. Re-visit social work salaries, positions and promotions to improve morale and level of job-satisfaction of social workers.

- The size of social problems in prison and the paucity of social workers call for a generalist social worker who is able to attend to the overall needs of a family. However, developments in social work attest to the need for specialization of social workers in some sectors of social work practice: e.g. youth centers, probation and parole and long-term

4.7 LET US SUM UP

Correction is one segment of criminal justice system by which the society seeks to protect the public, punish offenders, change behaviour and in some cases compensate victims. It took long to develop the concept of correction in Indian prisons, though the history of prisons is long and horrifying. It took the efforts of Mulla committee to light a ray of hope in the prison reforms.

The kind of efforts which are required for organizing correctional services and their delivery are taught in the form of various skills and techniques in the teaching of social work profession. The philosophy of correctional as well as that of social work get along well. It is realized that there is a very important role of social workers in the field of correctional services. The roles of social worker in correctional setting include those of advocacy, broker, mediator, catalyst, social control agent and community organizer among others. Social workers also provide services in the areas of advocacy, brokerage, and linkages between incarcerated individuals and their community ties. In addition to that the social worker's input may influence decisions regarding a residents' movement within and between facilities as well as decisions made by parole boards and courts of law.

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UNIT 5 CORPORATE SECTOR, DONOR AGENCIES AND NGOs

Structure

*Joseph Varghese**

- 5.0 Objectives
- 5.1 Introduction
- 5.2 Corporate Social Responsibility in India
- 5.3 Social Work Practicum in the Corporate Sector
- 5.4 Field Work in NGOs
- 5.5 Field Work in Donor Agencies
- 5.6 Let Us Sum Up
- 5.7 Further Readings and References

5.0 OBJECTIVES

After reading the unit you should be able to:

- know the opportunities of fieldwork practicum in different agencies such as corporate sector, Donor Agencies and NGO's; and
- know the role of the student in these agencies.

5.1 INTRODUCTION

The aim of any private enterprise is to maximize profit and give its owners/ shareholders the maximum return on their investment. However, even in free market countries private enterprises are not allowed complete freedom. Governments do administer a number of regulations related to pollution, labor, prices and quality standards. Controls are administered so that the functioning of the enterprises does not cause injury to the society then and in the future. Often these regulations are made in form of laws which the government implements. The enterprises are also taxed. The basis for the administration of these measures is that while enterprises are private initiatives they are very much part of the society and benefit from its resources. For example, an enterprise gets its clients/ buyers and employees from the society. Hence, the private enterprises have a responsibility towards the society also. Thus, the immediate stakeholders of any company are its owners, shareholders, employees, buyers and distributors. In the larger sense all members of the society are its stakeholders.

Industrialists during the early days of industrial capitalism did not have the idea of social responsibility. Consequently there existed 16 hours working days with no holidays, child labour, no security control on pollution. Gradually with the increased pressure from labour movements and growing awareness, industries allowed regulation in these areas by the state. Presently government and increasingly international bodies act as watchdog of the industry performance in these areas. For example, the issue of climate change has lead to intergovernmental cooperation to regulate the emission of greenhouse gases by companies. How much regulation is needed and its effectiveness is subject of perennial debate.

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Corporate social responsibility is presently used and advocates that corporate should do more than just follow laws, it should actively participate in efforts to enhance the well-being of the society. Corporate social responsibility (CSR) is defined in many ways. It has to be noted that “virtually all definitions of CSR include the notion that business firms (i.e. corporations) have obligations toward society beyond their economic obligations to shareholders” (Schwartz, 2011, p.19). Thus, all decisions, which affect all the stakeholders, are part of CSR.

There are many who feel that CSR can help the corporate in many ways. It has contributed to profitability and sustainability. The sustainability factors include governance and management, stakeholder engagement, environmental process improvement, environmental products and services, local economic development, community development and human resource management. It can prevent the loss customers, shareholders and even customers (ibid, p3).

5.2 CORPORATE SOCIAL RESPONSIBILITY IN INDIA

Indian industry has been engaged in the CSR initiatives for a long time. Mahatma Gandhi’s theory of trusteeship aimed at making the industry owners trustees of the industry. The industry would be run for the benefit of the society rather than for private benefit.

The first prime minister of India, Jawaharlal Nehru addressing a meeting said ‘... [Business has] responsibility to itself, to its customers, workers, shareholders and the community ... every enterprise, no matter how large or small, must, if it is to enjoy confidence and respect, seek actively to discharge its responsibilities in all directions ...and not to one or two groups, such as shareholders or workers, at the expense of community and consumer. Business must be just and humane, as well as efficient and dynamic.

A number of corporate and the business houses have initiated a number of initiatives. For example, the Tatas have supported a number of social initiatives. The Tata institute of social sciences is one of its significant initiatives, which started professional social work education. After liberalization process was started in the government it has asked corporates to participate more actively in social development.

According to a survey, three core elements in CSR exist in India which are as follows:

- 1) *Community development*: Most large companies either have their own foundations or contribute to other initiatives that directly support the community upliftment, notably in health, education and agriculture.
- 2) *Environmental management*: Environmental policies and programmes are now standardized, and many companies have implemented the ISO 14 001 system throughout their businesses.
- 3) *Workplace*: Growing out of long-standing commitments to training and safety a more recent emphasis has been on knowledge and employee well-being.

Professional social workers are mostly engaged in the first and third function.

Scope of Social Work in Corporate Social Initiatives

The professional social worker has to play an important role in CSR initiatives in the country. Indian CSR has focused mainly on the community development initiative and workers welfare. Social workers can assist CSR in the following ways.

1) **Assisting the corporate to convert social responsibility into initiatives**

Interpreting social responsibility is the primary responsibility of the social work. Often corporates are willing to spend resources for social initiatives but are unaware of how it should be operationalised. Most of them are busy running the business that they do not get enough time to conceptualize the initiative. Social work can identify the client groups, understand their needs, and formulate programmes to address their problems.

There is an increasing tendency to place MBAs in the role of managers of social initiatives as it is assumed that their management skill will result in greater efficiency. In fact, MBAs are being placed in social work agencies all over the world. However, many of them do not have an understanding of the client dynamics and provide unrealistic solutions. Therefore, while a multidisciplinary approach is useful the social worker has to educate the other professionals to understand client system.

Another tendency is to convert social initiatives into public relation exercises and get media attention. While this is a legitimate objective, it can result in paying lip service and publicity seeking initiatives.

2) **Implement the programme**

Various programmes can be implemented by the social worker through various methods of social work.

5.3 SOCIAL WORK PRACTICUM IN THE CORPORATE SECTOR

The option of doing fieldwork in the corporate sector is increasing as increasing number of industries are starting CSR initiatives. For students it is an opportunity to gain practical experience in an agency whose competence is not in community development, counseling, etc. CSR for the corporates are an important area of work but definitely not their priority. Secondly, often the relationship between the various departments and the department which handles CSR, is not clear or well defined. Defining the role of the department in the corporate and disseminating information about its initiative within the company is itself major exercise for the students placed in the corporates other areas of interest in practicum are:

1) **Assist in the formulation of the projects**

Activities to assist the formulation of the projects include determining the objectives, the target population, their needs and programmes.

2. **Implement the projects**

Tasks in implementing the projects include – breaking down the programme components, division of responsibilities, mobilizing the target population and performing various tasks and monitoring their progress. The methods of social work-casework, group work and community organization are used in this stage of work.

3) **Ensure publicity of the programme within and outside the corporate about the programmes.**

Publicity about the corporate's programme in the larger society is an important activity from its point of view. If the programme is sufficiently large, coverage by the press maybe expected. Even otherwise publicity in form of banners, handouts, and brochures can be prepared.

- 4) Another equally important area is the awareness about the programmes within the corporates itself among its employees. It is their involvement in the programmes and their appreciation that will encourage the corporate to continue to engage in similar programmes. Programmes have to be formulated so that it is possible for the employees to be part of the programmes and benefit from the moral satisfaction that is obtaining by helping the needy. For achieving this object the programmes have to be imaginative enough to catch the attention of the employees and be agreeable to their value system. It should be planned during such periods when the employees can spend their time and energy in these extra activities. It is only when the corporate investment's in CSR brings about tangible returns in form of publicity and morale of its employees will CSR be promoted and supported.
- 5) Evaluation of the programme seeks to study as to what degree the objectives of the programme are achieved and how far have been the participation of the employees.

CSR is an emerging area of the work for social worker. Increasingly government, associations, corporates and social scientists are calling for greater involvement of the corporate in the social sector. It is also an opportunity for social workers to gain entry in a sector which is bound to grow in the coming decades.

Check Your Progress I

Note: Use the space provided for your answer.

- 1) Which are the three core elements in corporate social responsibility in India?

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5.4 FIELD WORK IN NGOS

NGOs are characterized by the following characteristics: (1) Non profit orientation, (2) autonomy from state and its direct control, (3) initiative from the civil society, (4) working for public good on basis of mutual aid, self help and helping other.

The predominant feature of the NGO sector is its variety. The variety is seen in different aspects of the NGO movement. The NGO approaches the issues in different ways. The size and level of competence is also different.

Increasingly NGO's are professionalizing them. NGOs are hiring professionals like social workers, lawyers, doctors, scientists and management professionals. NGOs are run on formal lines and there are departments to handle the work. There is growing

awareness and acceptance of the work of NGOs among the people. Socially committed individuals are also opting for a career in this sector.

NGOs are also collaborating with governments to influence policy and implement programmes.

Functions of NGOs

1) implementation of development programmes, 2) provision of services like child care, counseling and legal aid, 3) mobilizing people to demand services and protest against injustice, 4) advocacy for unrepresented people, 5) research, 6) creating awareness among the people on important issues, 7) running homes for the destitute, refugees, disease afflicted persons, 8) de-addiction and rehabilitation centers.

Practicum in NGOs

- 1) Understanding the NGO, its services and the beneficiaries. The various aspects of the NGO can be as follows:
 - objectives of the organization
 - history of the organization
 - profile of the beneficiaries
 - geographical area of work
 - registered under which act
 - organizational structure
 - sources of funding foreign funding (institutional donors, individual donor, governmental and non governmental) and Indian funding (governmental, non governmental, corporate)
 - people support in form of contribution of funds
 - Infrastructure facilities of the agency
 - relationship with other agencies including other NGOs, government depts., Panchyat Raj institutions and community based organizations
 - opinion of the beneficiaries and public on the relevance and quality of services
 - problems of agency from within and outside the organization
 - future plans
 - recognition and awards.
- 2) The client and NGO relationship:
 - The nature of NGO-client relationship
 - the ideology of the NGO and the ideology-practice gap
 - the rationale for implementing the projects
 - the targets set and achieved

- the factors that have bearing to the attaining/not attaining the targets
- the agency view of the beneficiaries
- the relationship between the agency and the beneficiaries
- the relationship between the agency and community
- the number of projects the agency is implementing
- the intended tasks and the time frame for the same
- the ways and means how the project is monitored
- the indicators for evaluation
- the means adopted to obtain participation of the people
- means of improving cost effective programme implementation.

3) The student also has to go beyond the obvious information that he collects from the NGO's officials and documents. Some of the important inference you should make is regarding the following points:

- The value system of the agency. Does it adhere to the ideology that wants status quo or does it promote change? Does it empower its clients on a long-term basis or does it provide temporary relief making the client dependent on others?
- Do values of freedom, justice, dignity, democracy and liberty guide the functioning of the organization? It is often unrealistic to expect an organization to follow these values in all situations. However, it is upto you to infer whether the deviations are too great. How are employees treated?
- Is the NGO a learning organization i.e. an organization where continuous change is way of its functioning and its core assumptions because of its experience in the field. A learning organization should have a mechanism to obtain relevant information from the field, convert it to concrete knowledge, and share it to the members in the organization
- Many NGOs are indulging in wrongdoings like misappropriating funds, fudging accounts, creating fictitious clients etc. It can be rectified if transparency and openness are encouraged by the NGO. What is the position of the NGO on that and how does it maintain accountability towards the donor, government and the public at large?
- Does the NGO organize regular programmes for increasing the capacity of the agency to manage the new situations that are emerging?

4) Understand the client system

- Socio-economic profile of the client
- cultural and psychological problems that contribute to the problem
- factors causing the problem
- Government action to solve the problem and its limitations
- Non governmental actions to solve the problem.

- 5) Practice the methods of social work – casework, group work and community organization in the agency. The practice of the methods of social work depend on the following factors:
- the agency philosophy, methods, values and resources available
 - the community support to the programmes
 - the knowledge and skill of the students
 - the time and other resources available to the student.

The field work in the NGO is a very rewarding one. It allows the student to understand the NGO sector. The importance of this sector is growing in the recent times. The government is withdrawing from the economic and upto lesser extent from the social sector. Increasingly the social sector is going to be dominated by the voluntary sector. This sector will need social work professional to implement their programmes.

5.5 FIELD WORK IN DONOR AGENCIES

A donor agency is agency that funds other organizations to implement projects and to meet their administrative costs. The main functions of the donor agency is as follows:

- 1) To mobilize monetary resources from corporates, individual donors and interest groups.

Mobilization of resources is a major activity of the donor agency. It organizes campaign to create awareness about crucial issues like poverty, child rights and child care, violence against women or any other issue that the agency thinks is important. The agency then requests the individual to donate funds either through one time or periodically subscriptions. They can also make bequests in the wills in favor of the agency. Corporates also have a policy of providing funds for social causes. Prominent corporates give matching contributions to the amount of the contribution of their employees. They then donate the amount to donor agencies or to NGOs. Often the donor agencies have to do a lot of preparation in highlighting issues in the media so that people respond to the issue positively.

- 2) To select NGOs that are creditworthy, efficient and have a positive image among the targeted groups.

There are a large number of NGOs, which work in the different sectors. Many NGOs apply for aid to conduct their programmes. The donor agency has to study the NGO: (i) its philosophy and its approach, (ii) its track record in implementing programmes and projects, (iii) the agency's human resources and its leadership, (iv) its relationship with the target populations, (v) its area of work, (vi) its relationship with government, (vii) its financial situation.

The donor agency has to develop criteria in form of indicators to evaluate the agencies that have applied for aid. Investigators representing the agency would do a field visit to the agency and get information directly from the field. All this information is used to decide which agencies have to be selected for the fund.

- 3) To fund the agencies selected and monitor the progress.

The donor agencies fund the agency for a fixed period. Progress of the work is

monitored on the regular basis, again using indicators formulated for the purpose. Field visits are also done to get primary information from the field. Advice is rendered in the areas where improvement is needed. Corrections are made if there are errors in the implementation. Training is provided to enhance the capacity of the agencies.

4) Evaluation and follow up

Evaluation of the work is done by the donor agency and in many cases if an extension is needed, it is provided. Evaluation also needs indicators that will reveal the impact of the project on the community. Nowadays, the donor agencies are increasingly interested in determining to what extent the projects are sustainable and enjoy people's confidence and support.

Activities in donor agencies

Field work in donor agencies is relatively new area. Donor agencies usually do not provide opportunities for practice of social work methods of casework, group work and community organization. A few donor agencies also implement their own projects in which case there may be opportunities for the practice.

Student can perform the following activities:

1) Understand the politics of Aid mobilization and Aid distribution

The objective of aid is not always altruistic-it is often political. There are attempts to push surreptitiously a political or social agenda. Karat (1985) analyses the donor motives to fund NGOs activities in India and other developing countries and conclude that the funding agencies provide aid to further the interests of the MNCs and the developed countries. According to him the implicit aim of funding is to divide, the broad anti imperialist and anti capitalist movements into smaller splinters based on caste and gender, and replace the revolutionary ideals of the former with the reformists' aims of these movements. In other case, another donor agency is alleged to have the aim of reducing the poor of the world by providing them with birth control measures. Funding for religious purpose also takes place.

However, it is not to say that all aid is negative and will harm the society. An example is the food aid India received from European commission for operation flood, which was used judiciously and contributed towards making India the largest producer of milk. Therefore, the student should understand the dynamics of the functioning of the donor agency.

The student should be able to analyze the donor agency in the following terms:

What is the aim of the agency?

What are the major assumptions of the donor agency?

What role it visualizes for itself in the society?

What ideology does it follow?

Who are its major backers?

Why are they supporting the agency?

What changes has the agency been experiencing in the years after its initiating?

- 2) The student trainee can gain experience in using indicators for monitoring and evaluation

Action research is a tool often used by donor agency to obtain information about the progress of the project. It is an important area of research. Often a baseline survey is done at the beginning of the project to understand the existing situation in the target area and then compared with the research findings after the intervention is done. One important element in this type of research (before and after research) is the preparation of indicators for the change if any that has taken place in the behaviour of the clients due to the intervention. Indicators are to be carefully constructed. They have to be realistic, demonstrable and lucid. Often agencies borrow indicators from other agencies like World Bank. The use of this type of research is an important learning for the student placed in donor agency.

- 3) Exposure to reporting systems used by the agency

Related to the formulation of indicators and research are reporting systems, which is being increasingly used by the donor agency to understand the progress, caused by the intervention. Reporting in agencies has become a major activity and an important activity.

- 4) Exposure to project proposals and criteria for selection

A donor agency will receive a number of project proposals for funding from different agencies which they would evaluate using their own criteria. It can learn from different proposals available on the strategies used by the agencies to further their case for funding. The student can learn on what factors are proposals judged. Sometimes extraneous factors like personal factors may play a role in the selection of the projects. If the trainee can persuade a senior staff member to discuss how proposals are evaluated, it would be a major contribution to his learning.

- 5) Doing field visits to monitor progress

Donor agencies often visit the field to assess the work of the funded agencies. If permission is given for the trainee to accompany the donor agency officials on such field visits, it would be an invaluable experience as he/she would be exposed to the functioning of a variety of agencies. He/she could also observe how donor agency officials deal with the agency officials and what kind of questions and clarifications are asked.

- 6) Dealing with inefficiency, corruptions and mismanagement

Most of the donor agencies encounter inefficiency, corruption, and mismanagement in the agencies that they fund. How they take action against the guilty parties is important. NGOs are increasingly losing credibility in the society as they are seen as money making ventures. To check these trend donor agencies are taking recourse to a number of means including litigation, blacklisting of NGOs and suspension of funding.

Most donor agencies have evolved a procedure to deal with complaints. They include conducting an enquiry and asking for written explanation. Conducting a spot investigation and checking the accounts, are other measures.

7) Observe and participate in capacity building programmes

Corporate Sector, Donor
Agencies and NGOs

Donor agencies often conduct or arrange for conducting organizational development programmes, training programmes and collaborative programmes to improve the effectiveness of the organizations. The student can gain exposure to the planning and execution of these programmes.

It is quite possible that the donor agency does not allow you to participate directly in the various processes. However, the student can ask for information from the staff members.

It is strongly recommended that the student gets experience in the practice of social work methods – casework, group work and community organization and direct experience in the field before he/she does her field work in a donor agency. His/her field work would be incomplete if he/she does not have direct experience in the target groups.

Check Your Progress II

Note: Use the space provided for your answer.

1) What are the major functions of a donor agency?

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5.6 LET US SUM UP

Corporates, donor agency and NGOs will be important areas where the social workers will be employed in the future. Field work in these areas will be very rewarding for the student. Each of the sectors has their own strengths and weakness. Each of them presents a different kind of challenge to the social work and the social work trainee.

However, the main objective is to practice the social work methods. The exposure to these sectors should teach you which methods to be used, how to use them and how to satisfy various stakeholders in the process.

5.7 FURTHER READINGS AND REFERENCES

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