

Field Work Manual for Students

MSW

Social Work Practicum

(Retain this Manual till Completion of MSW Programme)

In MSW (First Year) there are two blocks under MSWL-013. Block-1 is on Field Work Manual and Block-2 facilitates you to provide detailed field work report.

While you can retain Block-1, Block-2 must be submitted to Study Centre through your Field Work Supervisor. The Coordinator at the Study Centre will forward this to Registrar (SED), IGNOU, Maidan Garhi, New Delhi-68

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INTRODUCTION

Dear student,

Welcome to the first year of MSW Programme. At the end of the two year study, you will be a post graduate in social work and sufficiently be equipped to practice in the field of welfare and development. A new job or a promotion may be the happy result of completing the course. This manual has been developed for you with the aim to provide a quick and systematic source of information about the field work process in MSW programme.

There are four field work journals for MSW i.e. MSWL-013, MSWL-014, MSWL-015 and MSWL-016. You will be provided a field work supervisor (FWS) at the study centre who is MSW qualified -either a faculty member in some college/university or an NGO personnel who will supervise you for completing various components in field work journal. FWS will help you by providing academic counselling, giving you feedback in the field work journal and writing comments on field work journal.

The activities for each year include agency visits, concurrent field work, individual and group conferences, self-assessment and evaluation. During the first and second year, 45 days of concurrent field work is mandatory. Besides this, there are 30 days of internship and block placement in first and second year respectively. The major task is to understand the local situation, gain maximum benefits from the placement and to ensure that the minimum requirements mentioned in the field work journal are fulfilled.

You are expected to also practice the social work methods-case work, group work, community organisation, social welfare administration and social action. For practising social work research there is another course-MSWP-001 (Project Work) which is offered as an elective course. Thus, you get to understand each of the social work methods both through theoretical input as well as practical exposure. Please go through the field work manual thoroughly before starting your field work and also during doing your field work and report writing. Most importantly ask your supervisor for guidance and clarify your doubts with him/her on a regular basis.

This volume on “Field Work Manual for Students” is to be preserved by you till you complete your MSW programme. While doing your practicum and writing the reports, you must keep referring this guide so that you will be able to present a very good report as a learner. After completing your practicum in all respect, you will submit the MSW first year Field Work Journal (MSWL-013) and Block Placement report (MSWL-014) to the study center through your field supervisor. Similarly, MSWL-015 and MSWL-016 in the second year.

Dr. Saumya
Programme Co-ordinator

FIELD WORK PRACTICUM: A BRIEF OVERVIEW

Successful completion of Field Work Practicum (MSWL-013 and MSWL-014) in the first year is a necessary condition to take up Field Work Practicum (MSWL-015 and MSWL-016) in 2nd year. Details are given in this manual as well as Field Work Journal for 1st and 2nd year respectively. Field Work Journal for each year provides space for writing reports of various activities such as:

Pre-term self assessment form: 1

Orientation Visits (such as Institutional visits like Media Centre, Financial institution, Corporate sector, Educational institution, correctional setting, health setting etc.) : 5 (minimum). The orientation visits are to be done before starting your concurrent fieldwork. This helps you to understand the importance of fieldwork in the MSW Programme and gives exposure of different settings to you.

Concurrent Field visits: 45 (compulsory). This is an ongoing field work learning which provides you an opportunity to learn skills of intervention and relate the theoretical inputs provided to you with reality situation.

Individual Conference with FWS: 5 (compulsory). Fieldwork is a supervised activity. During the year, a minimum of 5 individual conferences should be held with your FWS. It's a one to one meeting with the FWS. You can discuss the learning plan, all the problems and other issues pertaining to field work practicum in individual conferences.

Group Conference with FWS and peers: 5 (Wherever feasible). GCs are to be held between the FWS and a group of students of MSW. It's an opportunity to learn from peer group as well as share your exposure and experience about the organization where fieldwork placement is done.

Term-end self assessment form: 1

Field Work Placement: Why and How

Why?

- Fieldwork gives an opportunity for learning from the other: Service users, social work colleagues and other workers besides gaining practice skills from prior learning.
- A trainee gets to work alongside professionals, taking greater responsibility.
- To understand and address social issues in a practical way: 'doing the real thing'.

How?

- It is done in partnership with social work agencies under the supervision of FWS.
- Fieldwork Supervisor identifies agency and/or community according to students learning needs and areas of interest.
- FWS has to be sensitive in addressing the specific needs of the learners including those registered from far-flung remote areas.
- If a permission/request letter is required by the agency, the FWS or the Coordinator at the Study Centre may issue such letters (copy attached).
- Students use social work theory and research findings in their practice & demonstrate a commitment to professional values and ethics.
- Students, supervisors, academic counsellors review a learning agreement for each placement and how this learning is facilitated and evaluated.

Concerns in Placement

- Being diligent/ industrious; observe professional standards and agency protocols in relation to confidentiality in all agencies matters during placement.
- Keeping in touch with FWS is compulsory, being regular and punctual
- Dress code which are culturally and socially acceptable to local environment.
- Fieldwork supervisor should be **MSW/M.A (Social Work)**. Only an approved FWS/Academic counselor is eligible to supervise fieldwork practicum. Journals will be returned back if found supervised by faculty from any other discipline.

Guidelines for Learner

- It is compulsory to attend Induction Meeting at one's Study Centre. Academic counsellor/FWS will organize an induction meeting. In this meeting necessary guidance regarding purpose, expectation from fieldwork, responsibilities of the students, teaching learning process, guidance for writing fieldwork journal, importance of IC and GC etc. will be discussed. Besides this, details of first orientation visit, time, place, etc. will also be discussed.
- Orientation Visits as mentioned in Fieldwork Journal are to be undertaken. You are expected to visit 5 agencies/projects to have exposure to social welfare programs. Do not repeat the organizations of first year. Report should be based on guidelines for agency profile given in fieldwork manual. Extra information can be provided by attaching sheets.
- 45 days of concurrent field visits should be done for 1st year and 2nd year respectively. Field work placement can be done in a development project/Agency/open community by FWS. Report writing should be done according to the format provided in journal. First a draft can be written in fieldwork diary and subsequently in journal.
- Attend ICs regularly – Minimum 5. Get the reports evaluated periodically when you come for IC. Write reports of the ICs in the journal.
- Stay in touch with FWS so that periodic evaluation of fieldwork reports by FWS is carried out.
- Face sheet, pre-term assessment form, post-term assessment, self-evaluation, summary should be completed before submission of the journal for evaluation.
- Face sheet and in the award list the supervisor's (at study centre) name should be written clearly with address, email address and contact number and it should be duly signed by the fieldwork supervisor at study centre along with their seal/seal of study centre coordinator.
- Action will be taken by the university against learners who indulge in malpractices including copying, impersonation etc.
- The fieldwork journal after evaluation should be mailed directly by the study centre to Registrar (SED) and **NOT** by the individual students.
- A student should collect an acknowledgement slip while submitting the completed journal to the supervisor/ study centre.
- Keep a xeroxed copy of journal/project (to be used in case of any loss)
- A student may be permitted to do concurrent field visits in an agency where he/she works only for the first year. For fieldwork practicum for subsequent years he/she must be placed in other agencies or open community setting.
- A MSW student gets 2 to 5 years to complete all the field practicum journals along with the theory component.
- A student is not allowed to undertake field practicum for 2nd year before completing and submitting the journal of the previous year.

Report Writing

WHAT?

You should organize and present information, observation, reflection and action in a systematic and concise manner. You should exhibit purposeful observation in your records. You can maintain an objective approach to field situation and evaluate your role of trainee along with field situation.

- Read field work journal and programme guide carefully.
- Make a field diary, note down work done, observations etc. in rough and then write in the journal neatly
- Use of one medium: either Hindi or English
- Follow the format for report writing mentioned for each activity in the journal. For eg: concurrent visit reports should reflect work done, observation, analysis, learning, social work skills and intervention etc.
- Do not copy from brochures/pamphlets/books on different social issues to write in journal.
- Reports should be based on your work done in the field.

Field Work in First Year

In the first year, you are expected to complete two fieldwork journals MSWL-013 and MSWL-14. MSWL- 013 is concurrent field visits journal and MSWL-014 is your block placement journal. Before starting fieldwork, fill the pre-term self assessment form. The study centre will notify you to attend the induction meeting organized at the study centre. You should attend this meeting, meet your fieldwork supervisor (FWS) and understand about fieldwork. Attend 5 Orientation visits organized by the study centre to different organizations and write reports according to format given in the fieldwork manual.

You can then either choose an organization working in your interest area or request your FWS to assign an organization to you. The format of initial letter to organization is attached in the manual as well as programme guide. You can get it signed by the FWS or study centre coordinator and submit it at the organization seeking their permission and acceptance for you to do your concurrent field visits of 45 days. You must remember that concurrent field visits has to be done in one organization itself for 45 days. You must write reports in rough notebook on your fieldwork days so that you do not forget any detail. Later you can write a fair copy in the fieldwork journal MSWL-013/MSWL-014. While you are doing fieldwork you must maintain contact with your FWS for supervision and guidance. Meet your FWS at least five times during your fieldwork and get your reports checked regularly while you go to attend ICs so that over a period of 45 days your report writing skills can improve based on the inputs provided by your FWS. Attend GCs whenever they are held along with other students who are pursuing MSW. Write reports of ICs and GCs in the journal. Fill your log sheet (provided in the field work journal) every fieldwork day and get it signed by your agency supervisor. Write summary reports, self evaluation and term-end self assessment form and then finally submit it to your FWS for evaluation. Your FWS will write global comments based on your performance in the fieldwork and assign marks out of 100. Then he/she will dispatch your journal to Registrar, SED, IGNOU, Maidan Garhi, New Delhi-110068 for external evaluation.

MSWL-014 is your block placement journal and in the first year after completing and submitting MSWL-013, you can start with block placement in a different organization. While MSWL- 013 can be done spread over a period of time depending on your convenience, block placement in a different organization is to be done continuously for 30 days. Here, you are expected to practice any of the two primary methods of social work – Casework, Group Work or Community Organization and write reports based on your sessions. The details of these methods are given in this fieldwork manual. The theoretical aspects are explained in MSW 007, 008 and 009 respectively. You can read both the Self Learning Materials (SLMs) and explanations of these methods provided in fieldwork manual for better understanding. Attend ICs with your supervisor and discuss about the methods and ways of practicing it. Write detailed reports according to the format given in

this manual. Attach certificate of your concurrent fieldwork and Block Placement in MSWL-014 in the space provided, fill face sheets, get the last page filled and signed by your agency supervisor. After completing all the required components, submit your journal to FWS for evaluation.

Field Work in Second Year

In the second year, you are expected to complete two fieldwork journals MSWL-015 and MSWL-016. MSWL-015 is concurrent field visits journal and MSWL-016 is your internship journal.

Similar to MSWL-013, for MSWL-015 the process of concurrent visits, ICs, GCs, report writing, submission etc. has to be done. After completion and submission of MSWL-015, MSWL-016 can be undertaken. In MSWL-016, you are expected to prepare an agency and community profile. The format and explanation of preparing these profiles are explained in the later parts of this manual. After preparing a comprehensive profile, write the reports in rough first and later a fair copy in the journal in consultation with your FWS. Attend ICs and take supervisory inputs from time to time. Besides the agency and community profile you can choose either of the activity – either a detailed project proposal or a baseline survey. Write a project proposal based on your agency's ongoing programmes on your own and write it in the journal. Do not copy from any source. It should be in your own words. You can also do a baseline survey of 15 households, one Asha worker, One Panchayati Raj Official (for rural/tribal region) or Counsellor (for urban region), One government primary school teacher and collect their demographic, socio-economic details, information related to government schemes and programmes which they have benefitted from individually as well as part of their community.

Nature of Social Work Settings

Field work can be done in any of the following settings:

- Health settings: hospitals, community health centres, primary health centres, clinics care and support agencies, counseling centres etc.
- Correctional settings
- Civic administration
- Educational settings
- Home for destitute, disaster afflicted, refugees and migrants
- Homes for women, children, beggars and elderly
- Community services
- De-addiction and rehabilitation centres
- Palliative care centres
- Corporate sector (Corporate social responsibility)

You can choose any organization working in any of the above settings based on your interest area and work both in the agency and their outreach program in the community.

Fieldwork : Process at Glance

- Induction meeting with FWS.
- Orientation visits in consultation with FWS.
- Identify agency for concurrent field visits in consultation with FWS.
- Attend ICs/GCs with FWS after every 9 field visits along with field work reports
- Incorporate suggestions/feedback provided by FWS and peers.

(refer to pg. 8 for more details)

FIELD WORK PRACTICUM

Field work is an important component in the MSW programme. Being a professional programme much focus and more weightage in terms of credits and marks are given to this component. There are two components in field practicum for 1st year namely: (1) MSWL-013 social work practicum-I on concurrent field visits and (2) MSWL-014 Block Placement and its report based on one month of placement in welfare agency.

MSWL-013 and MSWL-015 Concurrent Field Work

As a student you are required to put in 45 concurrent field work visits and 5 orientation visits in the first and second year which are to be with social and welfare agencies focusing on different aspects such as open community, institution, health, education, correctional setting etc. Each year you are expected to successfully complete the 45 concurrent field work visits in one organization/institution/social welfare agency under the guidance of a professionally qualified social worker who has done MSW/MA (Social Work). The study centre coordinator will assign a qualified and approved supervisor for you. You have to meet the field work supervisor and discuss the plan for the concurrent visits. These meetings are termed as “Individual Conferences”. Minimum 5 Individual conferences are mandatory for the concurrent field visits each year.

The University has prepared a separate Field work journal for concurrent field visits. Each year the student has to complete the required number of field visits. It is mandatory for a student to write reports. A Field work report provides the student with a number of learning opportunities. Firstly, the student gets a chance to present record in a professional manner. A professional record is one which is written in systematic manner. The format for the record is given in the journal. After each of the concurrent field visit the student is expected to write reports in their own handwriting in the journal. The student has to write 45 concurrent field visits report, report of 5 individual conferences and group conference reports (wherever group conference (GC) is not feasible, it is not mandatory to write the reports of GC). The reports are to be regularly corrected by the field supervisor who will assign marks out of 100 after you have completed all the components of field practicum.

Evaluation

The evaluation of the students for the concurrent field work is done based on the performance during their field visits. The field work supervisor (internal) will be giving marks out of 100 and the faculty(external) SOSW, IGNOU will be assigning marks out of 100. The field work supervisor would evaluate the students based on various criteria given below:

Criteria	Marks
1. Induction Meeting attendance and Report	: 10
2. Orientation visit Attendance and Report	: 20
3. Concurrent Field visit Attendance and Recording	: 50
4. Individual Conference/Group Conference Attendance and Report	: 15
5. For completing Checklist Provided on Page No. 299	: 05

A student needs to secure a minimum of 50% marks by both internal and external supervisors in order to pass. If he or she fails in the Social Work practicum, the student is expected to re-do the entire practicum of MSWL-013/015. **The student is expected to keep a duplicate/photocopy of MSWL-013/015 before submitting it to the study centre for forwarding to Registrar, Student Evaluation Division, IGNOU Maidan Garhi, New Delhi – 110068.**

MSWL-014 Block Placement

The Block placement should be done in one organization/institute/social welfare agency for one month which is mandatory under the supervision of a professionally qualified social worker who has done MSW/MA (social work) provided at the study centre. The Block Placement is required to be done under the guidance of your field work supervisor from the agency. The university has prepared a separate journal MSWL-014 for writing block placement reports. The student is expected to practice exclusively any one or two of the methods viz; Case Work, Group Work, community organization, Social Welfare administration, Social action and Social Work Research during their placement in discussion with the field work supervisor from the agency. The field work supervisor of MSWL-013 will facilitate the student for block placement by helping the student in finding an agency, seeking necessary permission, issuing necessary letters and finally forwarding the record duly signed to Registrar, Student Evaluation Division, IGNOU Maidan Garhi, New Delhi-110068.

The models for report writing of various methods of social work mentioned above are given with illustration in the journal. Apart from writing reports for the methods practiced by the students, they are also expected to submit the detailed report of the organization where they are placed based on the following guidelines:

1. Name of the agency/institution
2. History of the agency/institution
3. Institutional objectives
4. Administrative structure – executive body, board members, registration details
5. Type of work (programme/projects)
6. Funding sources
7. Number and target group of beneficiaries
8. Organizational structure
9. Infrastructure facilities
10. Success stories, limitations
11. Future plans
12. Detailed report of the work done by the student in the agency during block placement namely practice report on any one of the methods of social work.

MSWL-016 INTERNSHIP

The internship should be done in one organization for one month which is mandatory under the supervision of a professionally qualified FWS provided at the study centre. The organization/ agency chosen by you should be other than the ones where you have completed your first and second year field work and block placement.

The activities to be undertaken are:

- Agency Profile
- Community Profile
- Household Survey

You are required to do a survey of 15 households and 5 community stakeholders. Conducting survey on households and collecting socio-economic and demographic details will provide you with an opportunity to gain first hand knowledge of social service systems in rural/urban settings, apply theoretical knowledge to social problems such as poverty, socioeconomic disadvantage, social injustice and discrimination and to understand how these impact the rural/urban client system. In addition, you will learn to communicate oral,

written, and technological information reflecting professional social work skills. The communication and dialogue in the community with different stakeholders will help you understand self in the professional context and accept the value of diversity and differences. (Details are discussed later in this manual on page 64).

Evaluation

The evaluation for block placement as well as Internship would be done both by the field work supervisor and by the faculty from SOSW, IGNOU HQ. The field work supervisor (internal) will be giving marks out of 100 and the faculty(external) SOSW, IGNOU will be assigning marks out of 100. Minimum 50% marks, both by the supervisor and the faculty separately are required to qualify in Block placement. In case if the student fails to secure 50% the student has to repeat the block placement/Internship and rewrite the journal for re-evaluation.

MSWL-014 (Block Placement report)/MSWL-016 (Internship Report) is finally forwarded to Registrar SED, IGNOU, Maidan Garhi, New Delhi-10068. **The student should keep a duplicate/photocopy of MSWL-014/MSWL-016 before submitting the same to the study centre for forwarding to The Registrar, Evaluation Division.**

Institution based candidates (like jail inmates etc.) may choose a topic related to jail inmates and design and complete the survey accordingly. Some of the problem areas could be: emotional, social, economic, religious etc. Consult FWS for appropriate supervision and guidance.

FIELD WORK COMPONENTS

Field Work Objectives

- 1) To acquire the necessary skills and knowledge to understand social reality beyond the obvious.
- 2) To develop critical understanding of client system and identify structures which inhibit their growth towards greater utilization of their potentiality.
- 3) To further understanding of welfare and development agencies, their ideologies and functions.
- 4) To develop ability and skills to intervene effectively in diverse situations and bring about changes at different levels.
- 5) To reflect on policies and practices and their impact of clients.
- 6) To develop capacity for planning, organizing and evaluating different agency/community programmes.
- 7) To develop skills in report writing, use of supervision, and for facing interviews.
- 8) To develop an inbuilt system in yourself to enable life long learning.

Orientation Visits

In your first year you would be visiting various development and welfare projects, corporate centers, media centers and financial institutions. These visits are arranged so that you get exposure to variety of agencies. In your first year you are exposed to development projects. As you would have learnt in your theory course, development projects are implemented to improve the socio-economic situation of the people. Welfare programmes carried out by various agencies aim at providing temporary relief to people who are acutely distressed. Helping them to stand on their feet again is the purpose of welfare.

Every individual faces a number of problems in his/ her lifetime and not all problems are called social problems. Problems are categorized as social problems when large number of people are severely affected by it. Social problems occur due to breakdown in certain parts or sections of the society or in the society as a whole. The society expresses its concern at the situation and tries to restore this breakdown. These efforts may be undertaken by individuals, voluntary organizations or by the government. You have to study how these problems are dealt by the agencies which you are handling. You also have to find out the causes of specific problems, the agency officials' view of the problem and the remedial measures undertaken. Your focus while visiting the agencies and preparing your report should be on these areas.

GUIDELINES FOR AGENCY PROFILE

Name of the Institution:

Address:

Mission statement/Motto(if any):

Institutional objectives:

Chief Executive Officer/ Executive Officer:

Board members:

Type of Work (Programme/projects):

Number and target group of beneficiaries:

Geographical area of work:

Whether the agency is registered or not:

Organizational structure (A simple diagram may be drawn. If the agency is a branch of a larger organization its place in the larger organization can be shown)

Number of staff members and position held

LEVEL	NUMBER	QUALIFICATION	POSITION HELD
Professionals			
Support staff			
Volunteers			
Total			

History of the Organization

Trace briefly the history of the organization from its inception, the growth or decline in the number of activities, the increase or decrease in the areas in which these services are being offered, and changes in the staff strength over the time can be noted. Most importantly, the agency’s rationale for the services provided, the reasons for the changes in approach over the years and the results of the changes are to be studied and reported.

Sources of Funding

Foreign funding has become a controversial issue in the recent past. Special care should be taken while dealing with this sensitive issue. *You should not insist on knowing the funding sources and details of funds received, if the agency officials are reluctant to divulge that information.* The following categories are suggested for collecting the information:

Foreign sources and Indian sources.

Foreign sources: International organizations, Governmental and non-Governmental resources. And within non-governmental – private institutional donors and private individual donors.

Indian sources: Governmental -central, state governments and panchayats. Non-governmental sources- private institutional donors, private individual donors.

Community owned resources.

Methods for raising funds and achieving financial stability.

Infrastructure Facilities

Buildings

You should see whether the building wherein the agency operates is suitable for the activity it has undertaken. For e.g. a short stay home for women will require the necessary rooms, toilets and bathrooms so that women can stay with necessary comfort. Besides the area should be secure so that inmates live without fear.

Transport

You should see whether the agency has the required transport facilities to perform its function. For e.g. in community development programme there may be need for regularly travelling to far flung areas and the staff may be depending on a number of transport facilities. In hospitals or old age homes there may be need for ambulance to transport the patients.

Communication Aids

Phone, Internet, etc. In your own placement agencies, you can familiarise yourself with the logistics and see whether they can be better utilized.

Audio/video equipment

Projectors. Video players and radio meant for public education purposes etc.

Relationship with other Agencies

1) *Relationship with other Welfare Agencies*

Coordination, cooperation and networking with other NGOs working in similar areas. Are there other agencies working with the similar objectives in the area? Is there any cooperation between the agencies working in the area? Are there any conflicts between the agencies working in the same area or field? A brief report may be provided.

2) *Relationship with Government Departments*

Whether the agency receives government funding or not. Whether the agency cooperates with the government in implementing programmes. In the opinion of the agency, how do government officials deal with them. Do the Banks in the area support the agency?

3) *Relationship with Panchayati Raj Institutions (PRIs)*

Is the agency cooperating with the PRIs? What are the areas in which the agency is cooperating with the PRIs? Do the agency officials think that PRIs are functioning well?

4) *Relationship with Community Based Organizations (CBOs)*

The number of Community Based Organisation (CBOs) working in the field. The method of their formation. Self-Initiated or started by government, by other agencies etc. How old are they and if they are being closed down, what are the reasons for the same. If the CBOs are increasing in strength, then the reasons for the same can be noted. What are the areas of cooperation between the agency and the CBOs?

5) Relationship with other organizations like religious organizations, associations etc.

- Opinion on the relevance and quality of services provided by the Agency
- Opinions can be collected from the staff members, clients, management and government officials working in the area.
- Collection of information will require talking informally to the beneficiaries.
- Problems faced by the agency and proposed remedies

i) Internal Problems

Internal problems can be related to funding, infrastructure, staff, management and objectives of the agency.

i) External Problems

External problems can be related to the target population. For e.g. the lack of cooperation from the community or hostility from the leaders. External problems can be related to the agency relationship with government departments, other NGOs, panchayati raj institutions etc. You can also note down how the agency plans to face these problems; relationship with the donors and their demands.

Future Plans

The agency plans for expansion and the future can be described. This will include new programmes the agency would like to start and how it plans to initiate the same.

Recognition and Awards

Mention whether the agency was awarded / rewarded / given recognition or its contribution towards humanitarian work.

Affiliations

Mention whether the agency is affiliated to any institutions such as councils, higher educational institutions, network etc.

Any other Information

For example the agency participation in relief activity, in disaster prone area or the political nature of the activity, if applicable.

Learning Process

Write your own impressions on the agency. Compare the agency with the other agencies you have visited and note down the strengths and weaknesses of the agency in comparison with the other.

Give your opinion on the importance of the agency to the community, its objectives and its functioning. You may agree or disagree with the method used by the agency to attain its objectives and give reasons for the same.

The gains in terms of knowledge, skills and attitude can be noted. Suggestions can be made to make these visits more productive.

Placement

The learner will be placed in an agency, which deals with social problems/human problems or if it is multi purpose agency one should focus on the study of problems, which the agency deals with. He/ she should be familiar with all the methods of social work. This is an excellent opportunity to try out all methods of social work in the field. An ideal task during this year will be towards alleviating a particular social problem/human problems using the integrated methods of social work.

Further, the answer to the question is that for two years the learners are provided with information regarding a wide variety of subjects and are also given a number of opportunities to use the skills learnt. This means that they are given in capsule form what non professionals take a long time in field to learn provided he/ she is open to such learning. Leadership role, therefore, at this stage of one's career will be performed in an indirect form mainly due to the learner's knowledge and greater commitment.

Agency-Client-Relationship

It is important that the learner understands the reality of the settings in which he/she is placed. Many individuals including the superiors may tell that in reality the process and values cannot be implemented. The learner can note these points and not forget to add one's own reactions to these observations. One may be demoralized by these observations or one may choose to ignore them. Either way one should report the same in one's journal and discuss it with one's supervisor.

The following points can be used for discussion:

- What are the agency's major activities?
- What projects does the agency have for its clients?

- What is the approach towards the clients? Rights- based, Secular, humanist, religious or philanthropical.
- How do the clients see the projects provided by the agency?
- Does the agency offer casework services in a professional manner?
- What are the opinions of the agency staff towards the casework process? Do they see the process as a waste of time or a useful activity?
- Do other professionals understand the value of case work? For example, what are the attitudes of the medical Practitioners towards the caseworker?
- Some of the principles of casework can be practiced only with the cooperation of other staff members, for example, Principle of Confidentiality: do other staff members understand the importance of maintaining records? Similarly do they provide the learner with a room with sufficient privacy and comfort?
- What is their attitude towards group work process? Do they differentiate between the ordinary functioning of a group and social group work?
- Do the agency staffs practice group work as part of their intervention?
- What is the opinion of the staff members regarding social group work?
- Do they provide with necessary infrastructure to do group work?
- What facilities do they provide to the learner for conducting group work process?

Assignment of Tasks

The focus will be to analyse and solve people's problems at different levels. A detailed study of the problem should be undertaken. If you are working in a community setting you can use the Performa used in the community organization section of social work process. Various sub-sections are given here. For example, in the initial stage one has to establish contact with the community or group. The learner must be able to deal with this situation by consciously using techniques in casework and group work. Equally important is that one reports it in the fieldwork journal and also discusses relevant issues in the group conferences. As the learner deals with the various problems, it will become evident that one needs to have an integrated approach to solving people's problems. For example, while organizing a community health camp one may be practicing community organization but may meet needy members of the community who do not feel the need to attend the camp. Motivating them and persuading them to attend the camp may require the skills of casework and group work.. The learner's theoretical knowledge of casework and group work and experience of previous years will help in dealing with the situation. Similarly, the family visits made for data collection, may also become useful in motivating people to participate in the health camp.

Example: Various steps followed to organize a health camp. You can use these steps to organize any event suitable to your placement.

I) Initial stage

- 1) Initial contact with the group.
- 2) Rapport building.
- 3) Study the situation and get to know the felt needs of the target population.

- 4) List out objectives of the programme in qualitative and quantitative terms.
- 5) Choose appropriate tasks or activity to attain these objectives after consultation with agency officials, community members and beneficiaries. If permission has to be taken from the concerned authorities, do so.
- 6) Develop a realistic time frame for conducting the activities.

II) Planning stage

- 1) Prepare a plan.
- 2) List out the tasks to be done.
- 3) Anticipate expected problems and perhaps some of the possible unexpected problems through brainstorming.
- 4) Assign the responsibilities to individuals and groups or both. Mention clearly the responsibilities. Communicate the responsibilities to concerned persons preferably in a meeting where every one involved is present.
- 5) Mobilize the internal and external resources. The community resources have to be mobilized.
- 6) Always keep notes of all the points involved in various interactions.

III) Implementation stage

- 1) Implement the plan.
- 2) Unexpected assistance that helped you to implement the programme needs to be mentioned.

IV) Evaluation and feedback

- 1) Have the objectives set been attained?
- 2) What is the impact of the programme on the target population?

Tasks that can be undertaken (some illustrative activities)

Individual related activities

- 1) Arrange a job for person who has to be rehabilitated.
- 2) Arrange a loan/ government scheme for a needy person by helping him/her during the various stages of his/her application.
- 3) Arrange for loan/ scholarship for the children/ adults from private/public sources.
- 4) Arrange for a patient to be taken to hospital using a volunteer. You should not take the patient yourself and claim that it's a valid assignment.
- 5) Arrange for cost of medication for the children/ adults from private/public sources.

Group/community related programmes

- 1) Organize a picnic, film show, visits to places of interest like museums, temples, historical places etc.

- 2) Arrange for adult education classes/ non-formal classes/ tuitions for the various categories of the people in the community.
- 3) Organize an awareness camp related to health, education, government programmes, or on human rights to improve the knowledge level of the people.
- 4) Organize street plays with the actors being the members of the community.
- 5) Conduct a health camp for the people. It can be a nutrition camp or immunization camp.
- 6) Conduct surveys for use in the formulation of future programmes.
- 7) Organize a fund raising event. For example, a bal mela fete can be organized in the school.
- 8) Organize a sport programme in the school or the community.
- 9) Organize leadership training programme for the informal leaders of the community.
- 10) Organize a dharna or demonstration for focusing on a common issue.
- 11) Arrange for filing Public Interest Litigation on a social problem.
- 12) Arrange for legal aid for the afflicted persons and follow up till the issue is satisfactorily resolved.
- 13) Arrange for the vocational training programme for the disadvantaged sections.

The problems encountered in organizing the event

Some of the problems can be as follows:

- 1) Lack of cooperation or even hostility from the people and target population.
- 2) Lack of resources. Internal resources include organizational resources like funds and staff. External resources like community resources, community participation and infrastructure.
- 3) Target population related problems:
 - First, the group or community may be riddled with factions whose previous conflicts may enter the planning and implementation of the current programme.
 - Two, the presence of dominant individual or group may reduce participation by others leading to dissatisfaction among others.
 - Three, some individuals and groups may try and use the common programme for private use.
 - Lastly, weaker sections of the population like women, schedule caste and the poor may not be able to participate due to lack of motivation or lack of convenience.
- 4) Problems related to participants:
 - Inconsistency in the task which the people have decided for themselves. There may be high enthusiasm in the beginning that may lower after some time.
 - Individuals who accepted responsibilities may neglect them later and give various excuses or may not appear at all.
 - In your reports, it would be beneficial to write down how these problems were faced by making alternative arrangements like giving the responsibility to someone else and so on. Within yourself:

that is controlling your emotions of being let down etc, from negatively influencing your performance. Discuss the situation with the concerned persons or confront the participants. **Discuss reactions with FWS.**

Describe the achievements of the programme

1) In terms of the objectives of the programme:

- Participation of the people: in terms of gender, communities and groups of the community especially the weaker sections of the community.
- Quality of participation.

2) In terms of the change wanted by you

3) In terms of the larger programmes of the agency

4) In terms of the people's needs

- What specific need did the programme satisfy?
- What further programmes should be conducted to attain the objectives set by you? (For example you want to improve the literacy of the village community. The learner organizes a mela to show the people the benefits of being literate and there is overwhelming response from the people. But will he/she be able to organize adult education programmes so that this enthusiasm is channelized and finally your main objective is attained?)

5) In terms of people's participation in future programmes

The reports written by you should cover these points if you are organizing any event during 45 days of your concurrent visits.

CASE WORK

Case work and group work are the primary methods of social work along with community organization and are virtually used in several settings and in different situations. Therefore, even when the social worker is using other social work methods like community organization or social work research, he/ she has to use the skills and knowledge he/she has learnt in casework and group work to achieve effective results. Thus, it can be safely said that mastery over these methods is crucial for becoming a good professional social worker.

The learner can learn casework and group work only by practicing these methods in the field under the supervision of a trained social worker. The main purpose of this year's fieldwork is to provide one with maximum opportunities for gaining the much needed experience in all the methods of social work. Theoretical knowledge alone cannot suffice if one is planning to practice any one of the methods in the field, and in particular, social case work.

Social case work is one of the primary methods of social work which is concerned with the adjustment and development of the individual towards more satisfying human relations. Satisfied and better family life, better housing, improved schooling, hospitals and medical care facilities, protected economic conditions and better relations between religious and other social groups helps the individual in his/her adjustment and development. The adjustment and development of an individual depends on the use of these resources by him/her. But sometimes due to certain internal or external factors, he/she may fail to avail the existing facilities and needs a person to help him/her. In such situations social case worker helps him/her out. Hence case work is one to one relationship which works in helping the individual for his/her adjustment and development.

Mary Richmond defined casework as "the art of doing different things for and with different people by cooperating with them to achieve at one and the same time their own and society's betterment". Social casework is concerned with individual and his adjustment to life and general social welfare. It does not concentrate on individual to the exclusion of social factors. In other words the basic objective of social casework is to promote social welfare with basic focus on individuals. Thus, it is both art and science of resolving individual problems in an area, for the individual and the society are interdependent and social forces influence the behaviour and attitude of an individual.

As you might have read in your theory, casework has five steps namely: Study, Assessment, Intervention, Termination, and Evaluation. In reality, casework practice may not adhere to these steps strictly. In most cases there will be overlapping of the various steps. For example, even after the caseworker has formulated an intervention plan and is implementing it, he/she may obtain information, which necessitates a revision in his/her assessment of the client's problem and subsequently the intervention model. This being a frequent occurrence in cases, the caseworker should be able to constantly modify his/her plan of action and be ready to implement it.

Secondly, you must remember that you are a learner and cannot take difficult cases. If you feel that a case is very difficult for you, you must not hesitate to refer the case to your superior or to a psychiatrist as the case may be.

SESSIONS IN CASE WORK PROCESS

STUDY

There are several ways clients approach the case worker. Some of them are given below:

- 1) On his/ her own initiative. The client feels that he/ she has a problem that he/she cannot resolve himself or herself and decides to approach the caseworker or the institution where he/she works.
- 2) On the persuasion and/or the initiative of individuals who are close to him/her. These individuals can be people who are close to him/ her like his/ her father, mother, brother, sister, uncle, aunty, neighbour, friend and others who matter.

- 3) On the initiative of his / her superior, colleagues, juniors or teachers. As can be seen these individuals have some influence over him/her and can force him/ her to approach the caseworker.
- 4) On being referred to by another institution like the educational institutions, correctional institutions and health care institutions.
- 5) On being required to do as a legal or procedural requirement. For example, in adoption cases, the prospective parents have to be interviewed by a social worker.
- 6) On being referred to by other professionals like doctors, lawyers or teachers.
- 7) In some cases the caseworker has to motivate the clients to seek counseling. This happens frequently when clients are street children, vagabonds, rag pickers, vagrants etc.

It is easy to see why many of your prospective clients may not have high opinion about the usefulness of the caseworker. In other words, they may not feel the need for your help or they may not even know that you can help them. In other cases the clients may have a different idea of what counseling means. She/ he may feel that you can give her money or job, which will solve his/her problem instantly. These misconceptions should be removed immediately.

Also important is the approach one adopts when you meet a client. This would depend on the nature of the client, the client's problem and the manner in which the client has approached the caseworker. For example, if the client is a street boy, the approach would be different from the approach you would adopt, if your client is a middle class woman with marital problems. In the first case if one meets him in the street where he is most comfortable and you may not even inform him that you are doing casework and that you are trying to help him. In the second case you would meet the woman in the privacy of the counseling room of your institution. Again with the street child you may talk to him informally about his likes and dislikes, which may be films, his job etc. On the other hand in counseling a woman, your approach would be rather formal and after the necessary introduction you may go to the problem directly. These differences will remain throughout the casework process.

In your first meeting you must be able to gain all the necessary information you need to initiate the casework process. Some of these information would need to be modified and some of the information provided may even be false. But you will have to record the information, as if it is completely true.

The information required will differ with the type of case. But the following are some of the areas you will need to collect the information about.

In the following page a sample is given only about various possible sessions. This does not mean that one has to strictly adhere to these sessions and the issues concerning them.

FIRST SESSION

Aims of the first session will include:

- To establish a working relationship
- To clarify and define problems
- To make an assessment
- To define goals and the roles of the case worker and client.

Name and address of the client

Age and sex

Educational qualifications, Religion, caste

Category: rural – urban – tribal etc.

Occupations and social status

Income

Family Background

When the client is an orphan or does not have immediate relatives, the people important to him/ her can be mentioned. Otherwise the following table can be used.

S.No.	Name	Relationship with Client	Age	Educational qualifications	Occupation and income
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

Relationships

Relation with the different family members and the relationship among the family members themselves are important. One may also collect any other relevant information.

In the first session one will be able to get only the client's opinions on the relationships and may not be able to verify its veracity Secondly the client would not be necessarily open about the details regarding his/ her personal life. In Indian society people rarely go to strangers with their personal problems. Relationship of the client with people who matters in his/her life is important. For example:

- Relationship with father
- Relationship with mother
- Relationship with siblings
- Relationship with others like uncle, aunty and cousins
- Relationship between the parents
- Relationship between the father and mother with the siblings
- Significant relationship (with any one else)
- Stepson-stepdaughter relationship, if relevant

Neighbourhood

You may mention the kind of neighbourhood where the client lives; the kind of peers he/she may have and the general socio-economic conditions that prevail in the area; the influence of these factors on the personality of the clients; relationship with the neighbours, shopkeepers and other important individuals and service providers.

School/educational institution

If your client is a student, then you must get details of his/her school. Type of school or educational institutions; the standard of education provided in the school; the relationship with his/ her classmates; relationship with teachers; his/her performance in studies and his/her performance in co-curricular activities.

Occupation/employment

If the client is unemployed, one can ask him/her about his/her last job (if employed earlier) and why he/she lost/left his /her job. Ask the client about the impact of that on himself/ herself and his/her relationships with others. One can also ask her/him about the efforts he/she is making to get a job or why he/she is not trying to get one.

Accident and trauma affected individuals

If the problem of the client is medical or psychological in nature, you must ascertain the type of the problem and its consequence on the client. The learner can ask the history of the problem, its initial symptoms and its later manifestations. One can ask about the steps he/she has taken to alleviate the problem.

In case of accidents or injuries, one must ask how it all happened. Care must be taken to ensure that you deal with the situation with sensitivity, which such cases deserve. In most cases he/she may have been fed up repeating the sequence of events to various individuals.

Future plans

The client can be asked what his/ her plans are for the future. This can give you an idea about the client's psychological/mental state.

Ending the session

The client has to be asked when you can meet him/her again. Fix a time and place. Take care to see that you honour your commitment in meeting the clients as agreed upon.

SECOND SESSION

By now the learner would have important information about the client, based on which one can formulate responses to the client and more importantly ask probing questions, to obtain further information about the client's problems and causes.

The learner would now be most likely to strengthen the rapport with the client, as he/she would be more comfortable in his/her presence and on the other hand will have enough information to ask more pointed questions. One can ask more information directly related to the problem., the client's own opinion on the nature and cause of the problem. You may ask whether the client considers other individuals as being responsible for the problem. He/ she can attribute negative characteristics to individuals around him/her. He / she can be asked whether others are causing problems for him/her, if so then, why? He / she can be asked why these individuals are creating problems. Illustrative examples can be asked which prove the point. In some cases one may feel that the client is lying, but one must remember that one should have unconditional positive regard for the client. You must never say "you are lying" or "please tell the truth". It is likely that the relationship may break as the client would lose face.

In this and the following session the learner's questions can frequently refer to what the client said previously, for example, one can say: "Last time you told me that you were unable to study at home, because your parents frequently fought with each other. What are the issues on which they fight?". Needless to say one should tactfully put across these sensitive topics. At the same time it is important to obtain this information from the client. Sometimes one may feel that the client is telling everything else except the problem because he/she does not want to face an embarrassing situation or talk about it. It is important that one looks for ways one can introduce the subject without the client feeling that one is forcing him/ her to reveal the problem.

It is a fact that in several cases, the problems initially presented by the client and the issues surrounding it, may not be true. It is possible that the client may be knowingly or unknowingly testing the learner's ability as a case worker or counselor.

THIRD SESSION

The learner should, by now, build a rapport with the client and conduct a home visit. A home visit is a good opportunity to gain information from sources other than the client. Information is obtained from observations and interviews..

Observations

The following observations can be recorded:

The characteristics of the place of residence/ description of surroundings.

Its orderly or disorderly nature; the level of the standard of living it exhibits; the family members present; their attitude towards the client; their opinions towards each other; etc.

The characteristics of the neighbourhood-kind of neighbours, relationship with others, social and psychological impact of living in the neighbourhood.

If the problem is related to the place of work, then these opinions can be ascertained from the colleagues, superiors and subordinates.

Interviews

The following members can be interviewed and their opinions can be recorded.

Father, mother, children, other relatives who share the common dwelling place; neighbours who seem to know something about the client; his/ her colleagues at work; and his/her superiors at work.

Ensure that information is obtained in a non-aggressive manner. The approach to get the information should be culture specific and purpose specific. Actually there are sub-cultures within the mainstream culture that are different from those of the mainstream. For example, in the slums you may not be able to get information without others knowing about it. In many cases others may already know the problem you are investigating. In such cases, one may not be able to follow the principle of confidentiality in its real sense and in those cases one should be as inconspicuous (tactful) as possible.

One can expect a variety of responses during home visits. The following are some of the reactions that can be expected.

- 1) The house dwellers may feel that you have come to solve a problem and may welcome you into their homes. They may discuss their problems freely and frankly.
- 2) The house dwellers may make you feel comfortable but they may not be forthright with their responses. Maybe they are not comfortable with a stranger in their house and asking them personal information.
- 3) The house dwellers may feel uncomfortable and also make you feel like an intruder in their house.
- 4) In other cases some members may behave in a friendly manner and others may be indifferent and some others may be hostile. These members have to be dealt in a different manner and may need more effort from the learner's side to elicit information.

The following information can be obtained.

S.No.	Name	Relationship with Client	Age	Educational qualifications	Occupation and income
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

One can seek the opinions of the client and details of his/her problem. The history of the client's problem and its different manifestations can be sought.

Further you could also enquire about the impact of the problem on the family members. The relationship and the nature of the relationship can be described. The inconsistency if any between the client's version and the version of the family members can be noted.

INTERVENTION

Most facts are now available which can be used to formulate an intervention strategy. One will be able to judge whether the problems can be resolved or not.

Most of the problems commonly found can be divided into four categories:

- 1) **Relatively easy problems which can be resolved by simple means:** The problem could be of a student who needs fee exemption from school as he/she is from a poor family or of parents who want to adopt a child or whether a child support grant can be given to a particular family or not, etc.
- 2) **Relatively serious and severe problem like alcohol addiction, drug addiction, schizophrenia and severe depression:** For these problems one may be the facilitator and refer the problem to the experts. One can do home visits, counsel the client and the client's family members with the guidance of the experts to some extent only.
- 3) **Relatively long term problems that would need care services:** These problems can be like finding suitable old age home for the client or finding care services for women, children, differently abled etc. These cases will require some kind of networking and rapport building with the service providers.
- 4) **Problems caused by severe social disabilities:** Caseworker is often criticized for focusing on the individual and his/her inability to solve problems some of what cannot be solved at the individual level and should be solved at the society level. This is a genuine limitation of casework, which should be recognized. For example, a farmer who has lost his crop due to severe drought cannot be helped by the caseworker beyond certain limitations. Another example is the problem of untouchability, which cannot be solved by the caseworker. You may only give them an opportunity to ventilate their feelings and, if possible, see that they get some government benefit/legal assistance or aid.

Based on the above observations you have to formulate an intervention plan. The intervention plan should have the following components:

- The diagnosis/analyses of the problem
- The causes of the problem
- Possible solutions
- Material and non material resources available
- Limitations of the situations- the client's, the agency's and yours. Client's limitations may be, for example, that being a woman, her mobility may be limited.
- Aims of the intervention plan
- Time framework for implementing the intervention models

FOURTH SESSION- SEARCHING FOR SOLUTIONS

Already some of the possible solutions may be emerging as you discuss the problem with the client. You may already have some of the skills mentioned at the beginning stages itself.

Unless the self of the client is totally disintegrated he/she will participate in the decision-making process. Some of the possible skills that can be used are the following:

Giving Advice

Giving advice in some cases can be one of the ways of helping the client to resolve the problem. On the other hand it may be rejected by the client if he/ she feels that you have not understood the problem from her/his perspective or if she/he feels that the advice is not realistic. Some individuals from socially stigmatized profession or background may take the advice as unnecessarily moralistic. These attitudes in the client will reduce, if not end the effectiveness of casework process.

Most importantly the social work principle of self-determination and social work value of believing that every person has the necessary ability to resolve his/ her problems is violated. Hence, one must avoid lecturing the client.

Some clients may want advice as they feel that they are not capable of making their own decisions or do not want to take the responsibility. This happens frequently in Indian situation with individuals who are not allowed to take decisions and are used to depend on others for making their decisions. This happens with children, some women, daily labourers etc. They may simply ask you questions like "what do you suggest that I should do?" and there may be a temptation to play *God in* the situation and advice them accordingly. As far as possible this temptation should be avoided and one must ask them the possible solutions and guide them accordingly.

Providing Information

At this level, providing information is an ideal task as it is helpful to the client and will give one immense satisfaction without much risk. But to give useful information one should have credible information from reliable sources. Apart from the resources available in the agency one may keep in mind the agencies visited in the first year and second year of orientation visits, and remember the facilities available. See if the client can be referred to any of those institutions or any other professionals known to you. You must also know the government programmes and institutions which can benefit the client. It will also help the client if you can have some basic information in legal matters and give advice on legal matters.

Providing Explanation

Explanations are of three types: (Brown 1950):

- i) Interpretative explanations – what?
- ii) Descriptive explanations- how?
- iii) Reasons- giving explanations- why?

Most explanations will involve some aspects of all three.

Interpretation Explanations

It will facilitate communication between the client and others involved as different interpretations of the same event can cause miscommunications. One can provide interpretations of others's viewpoint to the client which will help in removing misunderstandings.

Descriptive Interpretations

You can explain how things work and how the various services can be obtained. This will be required when the person needs guidance. Children will need this information if they have not been socialized in effective manner. Secondly, in the health related field, you may need to explain the need for procedures. For example, in 'HIV/AIDS pre-test counseling' one may need to tell the client what the tests is all about and what could be the consequences.

Reason- Giving Interpretations

Some clients may have lost the capacity to think rationally as the self is hurt. In such cases you have to provide rational explanations. In some cases, it may not be possible to give reasonable explanation. For example, an accident victim cannot be given a reply why the accident happened to him and not to another person.

But in some other cases, we may be able to give explanation to clients: For example, a patient admitted due to dehydration can be told why it happened and how to avoid it in future.

Offering Reassurance

Many clients do experience traumatic events in life. They are frightened and fearful about situations they have experienced and afraid that they will have to undergo that experience again. You must be able to give support and encouragement to them.

At times we may have to provide support and reassurance to the client in advance of an event. For example, appearing for an important exam, in other cases you may counsel the person after the event, for example, a student who has failed in the exam and needs assistance to cope with the situation. You must remember that your assurances should be truthful and honest. The purpose should not be to make the client feel better temporarily. For example, you cannot tell a terminally ill person that he/she is fine. Similarly knowing the Indian legal system you cannot promise a dowry victim quick justice from the courts.

Using Persuasion and being Directive

Sometimes the client may be totally wrong about what he/ she thinks about his/ her capabilities. Here, however, one must be careful before one makes a judgment. If the assessment is wrong then you are perhaps violating the principle of self-determination.

In certain matters, however it would be easy to know that the client is wrong. For example, a juvenile delinquent who thinks that he is right when he is stealing or a cancer patient who has to quit smoking and refuses to do so. You cannot obviously agree to client's self-determination there.

Providing Support

Providing emotional support is a key activity of the social case worker. Give an opportunity to the client to talk about his/her problems, listen and ask relevant questions, listen, give him/her an opportunity to vent their

feelings, offering sympathies and allowing catharsis (ventilation of emotions) in the client. There are four negative feelings usually exhibited by the clients namely, anger, fear, grief and embarrassment. You will need to support the clients when they express these feeling during the process of interview.

Providing Material and Practical Assistance

Many clients may not be able to sustain themselves without outside support. They may need institutional care. Some of those categories, which may need these services are orphans, destitute women, abandoned children, differently abled etc.

Another category that needs material and practical assistance are people who become temporarily incapacitated like victims of disaster, riots etc. They need material assistance for sometime before they can start rebuilding their lives. In many cases this seems to be the easiest solution possible. But you should check whether the client really needs this service and for how long. Institutional care is costly and encourages an attitude of dependency. This should be avoided as it is neither in the best interest of the client nor the agency. However the situation will be different in a rehabilitation camp.

Teaching Social Skills

Some clients may have to be given training in social skills so that they can function effectively in a social situation. This may need an elaborate programme along with vocational training which can help them to find a job.

Confronting the Client

In certain situations, the client has to be made aware about his/ her responsibilities and the need for action or change of behaviour. In most cases you will be using all the listed techniques presented in your learning material. You must also remember to record the specific techniques used and the reasons for doing so in your fieldwork record. Ask yourself whether you used these techniques in a professional manner, i.e. you are studying the client and his/her situation in a systematic manner and planning your intervention model accordingly. It should never be based on your subjective experience.

FIFTH SESSION

Once the intervention strategies are ready, the same can be implemented. The implementation of the intervention plan will take two or three sessions. By this time you must be aware about the various aspects involved in counseling. You need to make a check list about whether you have been able to perform as an effective caseworker. As has been repeatedly stressed, the social worker must have an increasing level of self awareness.

You can check the following: (From Philip Burnard in Counseling Skills Training 1950)

Empathy is the ability to feel like another person is feeling. It involves forgetting about our inner dialogue. This in most cases is easier said than done, as every thing the client says may trigger a train of thoughts in our minds which will lead us to our inner world and away from the client. In such situations there is a danger of misunderstanding the client problem, moralizing and advising.

Warmth towards the client is shown in different ways in different situations. Excessive warmth in the wrong situation can hurt the client's feelings. In India the exhibition of warmth will also be culture specific.

Genuineness means that one should be really interested in the client and his/ her problems. You cannot fake concern for your clients for a long time! Positive regard is an extension of the principle of acceptance and this is actually shown to the client through body language and careful choice of words.

Concreteness is a principle of non-judgmental attitude in action. The client's words are taken at face value and are totally accepted. Apart from these, a sense of humour or seriousness is recommended depending on the situation.

SIXTH SESSION

The plan you make when you start the casework process will have the objectives of the casework process, which will be clearly mentioned. When these objectives are met, then the case is closed. The case can be closed even if the objectives have not been attained and when the case cannot be handled by the caseworker. All through the casework process, you will need to record the process, carefully.

FOLLOW UP AND TERMINATION

Termination of the case takes place when you have reached the objectives you have set for each case.

Possible outcomes of case work

Client has experienced change in his/her behaviour which helps him/her to adjust better in his/ her environment. For example, an academically poor student is given counseling after which his/her motivation for study has increased and his/her relationship with his/her teachers has improved.

Client has been provided with a changed environment in which his/her requirements and/or limitations are better understood which helps him/her to improve his/her social functioning. For example, parents of a slow learner are made to understand that he/she cannot perform as well as others and that special care is needed for him/her. This will reduce the pressure on the student to improve his/her performance beyond his/her capacity.

Client has been provided with the service he/she required. For example, a loan has been sanctioned to him/her. Client has been assessed for his/ her ability/capacity to do a certain activity. For example, parents who want to adopt are judged whether they can be good parents. Client has been given information about a service, a disease or an event which may affect his/her life or enabled the client to lessen his/her anxiety. Client has been counselled to accept a damaging impact on his/ her life. For example, an accident victim has been helped. Client has improved his/her relationship with individuals or groups. For example, marital problems have been solved. Client has been given ego-support and encouragement to assist him/ her to go through a stressful event. For example, a nervous student has been helped to write an exam or face an interview. Client has given new ideas to solve his/her personal problems. For example, he/she has been suggested to refer his/ her child to a medical doctor. Earlier he/she had believed that evil spirit had badly affected his/her child.

EVALUATION

According to Mathew (1991) evaluation is the activity of ascertaining whether casework service has achieved the desired result in a case. It is the social worker's review of all the other components of the casework process in order to make an appraisal of the result. Evaluation seeks to find answers to some of the following questions:

Has the client been helped in accordance with the philosophical assumption and principles of case work? What tools and techniques were used and why? If the client's problem is still unsolved, has there been any forward movement in the case situation? If casework help has not produced any result, what are the reasons?

Evaluation is also an ongoing activity, although as a component of the casework process, it finds full scope and expression only after a period of activity. As a social worker continues to offer the service or services, evaluative discernment occurs to him/her at specific points of time regarding the strength, weakness or gaps in his/her social assessment and regarding the success or failure of his/her ways of helpfulness.

Evaluation of the case is done at four levels:

- 1) Evaluation done by yourself.
- 2) Evaluation done by the client herself/himself.

- 3) Evaluation done by the agency supervisor and the field work supervisor.
- 4) Evaluation done by agencies that have referred the case to your agency.

Some points for evaluation:

- 1) Your assessment of the client as the case progressed.
- 2) Your intervention formulated in relation to the problem. The reasons for choosing the particular intervention.
- 3) The appropriateness of the intervention.
- 4) The outcome of the intervention in terms of the desired effect on this client.
- 5) The effectiveness of the techniques used.
- 6) The professional nature of relationship between you and the client.
- 7) The support that agency has given you.

GROUP WORK

According to Trecker “Social group work is a method through which individuals in groups and social agency settings are helped by a worker, who guides their interactions in programme activities, so that, they may relate themselves to other people and experience growth opportunities in accordance with their needs and capacities to the end of individuals, group and community development”.

To a large extent, all of us are the product of our experiences with different groups. Family, peer groups and study groups are some of the primary groups that has had a significant influence on our personality. If group experiences influence our personalities to such a great degree is it possible to enhance or remedy some of our personality traits which require change? Certainly it can be done. Your ability to provide suitable and appropriate experiences in the limited time period to bring about changes in the group members will determine the quality of professional you will become.

You need group members to do group work and they must be sufficiently attracted to your group to keep coming to the sessions. Therefore it is better if you can do your group work in agencies where people are available in groups like in schools, orphanages, old age homes, daycare centres etc. Open community gives you opportunities to work with the Self Help Groups which have become an important component in development programmes. But here too the members should be motivated to attend your group sessions..

Type of Group Work Groups

There are several group work groups present in the society. Accordingly group work groups can be classified into (i) Treatment Groups and (ii) Task Groups.

Types of Treatment Groups include:

- 1) Educational groups
- 2) Personality development groups
- 3) Self help groups
- 4) Recreational groups
- 5) Therapeutic groups

Types of Task Groups include:

The section on group work has been divided into three parts.

- 1) Pregroup phase
- 2) Group work sessions (from the first session to the last session)
- 3) Evaluating group work and learning from it.

Pregroup Sessions

You should do a preliminary study of the agency, beneficiaries, community and the group worker (Yourself) before initiating your task.

According to Trecker the study should include the following:

Once the condition in the agency have been studied then you can identify one or two major needs of the beneficiaries that can be met with group work. It can be as simply as improving communication skills of adolescent girls in a slum or as complex as grief management of individuals suffering from terminal cancer. The important thing is that you should be able to handle the group sessions and provide meaningful experiences to the member leading them towards the commonly agreed objectives.

In pre-group phase the following elements should be taken into consideration:

- 1) The age group of the group member; the level of their psycho-social development, their interests and ideas.
- 2) Cultural background of the members, income levels, neighborhood details (when relevant).
- 3) The period of time available to you with the group members. One week, four weeks, two months etc
- 4) The time available to you for doing the session.
- 5) Interests and preferences of the group member especially which are common to all the members. Major differences can hamper the progress of the group.
- 6) The psycho-social stage of development of the potential group members
- 7) The ideal psycho-social stage of development of the potential group members
- 8) The place and resources available to you from the agency and the community.
- 9) Goals of the group work sessions.
- 10) Limitations of the group work sessions.
- 11) Type of group work group -homogenous/ heterogenous, open/closed, formed/ natural, voluntary/ involuntary
- 12) Ideal number of group members.
- 13) Any rules and regulations of the place which you have to adhere to which will influence conducting group work sessions.
- 14) A rough draft of the objective of the group work session.
- 15) A list of activities which can be done by the members which is appropriate for their age, sex and situation.

You can write down your observations in the Field Work Journal at the appropriate place BEFORE you proceed to do your first session of your group work.

Selection of Members

Selection of group members is very important. Group work being a collective action should include individuals who can get along with each other. You should screen your members whose behaviour are in extreme or whose behaviour is very different from other members.

Explaining group work to the group members

Unlike in the west where people are used to attend group work sessions, Indians have recently begun to make use of the groups as a professional tool to solve problems. You would also have to explain to them the following:

- 1) How groups can help you? A good way to begin is to point out that groups made us what we are. So groups can also be used to improve situation and solve our problems.
- 2) What can be expected from groups? Research shows that group members who have a clear and realistic idea of what can be achieved make better members.

- 3) Rules and regulations should be explained. That the basic rules of etiquette should be maintained. The principle of confidentiality should be followed and if needed a confidentiality contract should be signed by all the members.
- 4) Answering the clarification and doubts of the group members.

Group members should be allowed to ask doubts and seek clarification from you. You should be realistic in your responses and do not exaggerate so as to impress your group members.

An important suggestion is to break the group work objective into three or even more sub objectives. For example if the objective of the group work is to improve the public speaking among students, then the sub objectives can be: 1) to develop group feelings and group unity in the group (maintenance function) 2) to develop confidence in the group members and enable them to receive and give authentic feedback without feeling defensive 3) to give them information and training on public speaking 4) to give opportunities to the group members to speak in the group with provision to learn from the feedback and 5) Review, evaluation and termination.

These objectives can be assigned to the various sessions or group of sessions. For example, the first and second sessions can be assigned towards attaining the first objective and third and fourth sessions towards attaining the second objective. However there is no strict rule that only these objectives have to be attained in these sessions. It only means that the group worker has to give paramount importance to attaining these objectives when developing the programme and guiding the interaction of the group members. Every group is UNIQUE and will require a personalised approach and that is the beauty of group work.

FIRST SESSION

Suggested session content.

Already existing group- This type of group may not need any ice breaking session. However the members should be reminded that the group is different from other situations where the group members use to meet. Group work sessions have specific purposes and should be treated as such. The objectives can be discussed informally.

Group formed by you- Introduce the members to each other. You may use a game to introduce each other. It should have a physical component ; moving around or getting up, or swinging hands etc. Often group members behave very formally and do not want to open up which will result in slowing down the group's progress. A number of ice breaking games are available on the net. Choose one or two games that will be appropriate for your group members.

What you can expect?

Human behaviour is unpredictable. However most group members are curious to know what you are going to do with them, some of them will be anxious about what other group members think about them and whether they will be accepted by other group members. Others maybe be cynical and even negative. Children maybe excited or restless if group members are older, better educated, richer, poorer, married(and you are not) they may be skeptic about how you can help them without experiencing their problems thoroughly.

You should be prepared for all these kind of behaviours.

What you must do?

Prepare for the session carefully. Anticipate some of questions that members can ask or want to but do not. A review of their background will help you predict some of these questions Appear confident.

Recording

Record every thing which you can recall. Record the reasons why you formed the group and mention clearly the objectives.

Prepare a background note on each member. You can choose the information that is relevant for your group work. Some items that can be collected are given below:

If you are working in an old age home and your aim is to provide some events for the entertainment of the residents, then, it would be unnecessary to obtain details about educational qualifications, employment, individual problem, type of relationship with others etc. It would be more helpful, if you can get some idea on the kind of events they may like you to organize. Depending upon the type of group, you will collect information and prepare a note on each member.

Process recording of group work practice is important as it serves various purposes. In these records, workers describe what occurred in the group from beginning to end. The goal is to secure information about the verbal and non-verbal behaviour of members, the relationships and interactions between the members, the worker's interventions and the members' responses to what the worker did.

To evaluate each member's participation in the group, it is useful to add details of each member as per this format.

FACE SHEET

Name of the client

Agency/Community

Age

Sex

Educational qualification

Occupation

Income

Family background

When the client is an orphan or does not have immediate relatives, then the people important to him/ her can be mentioned. Otherwise the following table can be used.

Family Profile

S.No.	Name	Age	Relationship with Client	Educational qualifications	Occupation and income
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

Relationships

Relation of the member with the different family members and the relationship among the family members themselves will be useful.

- Relationship with father
- Relationship with mother
- Relationship with siblings
- Relationship with other relatives like uncle, aunty and cousins etc.
- Relationship between the parents
- Relationship of the father and mother with the siblings
- Any other significant relationship
- Stepson, stepdaughter relationship, if relevant.
- In the first session you may be able to get only the client's opinions on the relationships but may not be able to verify its veracity. Secondly, the client would not be necessarily open about the details regarding his/ her personal life. In Indian society people rarely go to strangers with their personal problems.
- **Neighbourhood**
 - You may mention the kind of neighbourhood where the group member lives; the kind of peers he/she may have and the general socio-economic conditions that prevail in the area; the influence of these factors on the personality of the member, relationship with the neighbours, shopkeepers and other important individuals.
- **School/Educational institution**
 - If your group member is a student, then you must get details of his/her school. Type of school or educational institutions; the standard of education provided in the school ; the relationship with his/ her classmates; relationship with teachers; his/her performance in studies and his/her performance in co-curricular activities.
- **Occupation/Employment**
 - If the group member is unemployed then you can ask him/her about his / her last job (if previous employed) and why he/she lost/ left it . Ask the client about impact of that on himself/ herself and his/her relationships with others. You can also ask her/ him about the efforts he/she is making to get a job or not trying to get one.
- **Accident and Trauma Affected Individuals**
 - If the problem of the member is medical or psychological, you must ascertain the type of the problem and its consequence on the client. You can ask the history of the problem, its initial symptoms and its later manifestations. You can ask about the steps he/she has taken to alleviate the problem.
 - In case of accidents or injuries, you must ask how it all happened. Care must be taken to see that you deal with the situation with the sensitivity, such cases deserve. In most cases he/she would have been fed up of repeating the sequence of events to different individuals.

- **Future Plans**
 - The member can be asked his/ her plans for the future. This can give you an idea about member's psychological state.
 - It would be good if you can select a name for your group. It should be done in consultation with the members. It can be the name of flower, player or an object that the members would like to identify themselves.
- **Ending the Session**
 - You should also ask and assess the following
 - Your own ability to manage the group.
 - Relate the objectives to the programme of the group work.
 - Your ability to utilize resources.
 - Areas which you may like to improve.

Report Writing for Each Session

Basic model for the process records can be prepared in the following manner:

- a) **Day and date**
- b) **Session**
- c) **Members present**
- d) **Objectives of the session**
- e) **Content and programme media to be used**
- f) **Detailed process recording**
- g) **Observation and evaluation by the group worker**

SECOND SESSION

It is expected that by the end of second session (group worker) and group members would be able to know each other better. You have a basic idea of the group climate. You are better prepared towards making predictions about the behaviour of the group members.

Before you conduct the session go through your record of your first session. Recall what happened in the first session and attempt to learn from what happened in the session. What did that teach you about group and about group members?

You would have got a better picture of the group members. Who are the ones who participate well and whose participation is less or even non-existent? Are some members interacting only with some members while avoiding others? Who are taking up the leadership roles and who are the ones only becoming followers.

Groups as you know exist at two levels- Group as a whole and groups as individual group members.

What you can expect in this session?

Many groups in the second session or in the third session come alive and there is a marked increase in the activity. Members begin to know each other and difference observed in the group members to interact is lessened. However these sessions can also mark the beginning of the storming stage described by Tuckman. At this stage there is lack of clarity of the roles that the group members have to take and

therefore there are conflicts and disagreements between the members. You should expect this and be ready to play the role of a mediator and negotiator. You should also be the norm setter and urge others to follow if they enter into heated arguments. These conflicts should be managed tactfully without hurting the feelings of members. But the real problem can be seen if there are absolutely no changes occurring in the group members. It may mean that the members are lukewarm and may not be interested in participating and benefiting from group work. However there is no need to panic as this will be confirmed only when the subsequent sessions follow suit.

Many other groups may need one or even two more sessions to be comfortable which means that you have to be ready with more than one ice breaking sessions. However the subsequent sessions, brain storming sessions should involve activities which will require greater self disclosure from the group member. Opportunities should be created so that the members become more comfortable with each other.

What should you do?

As mentioned earlier be prepared with a number of activities. For example in a session with teenage boys you may be expected to conduct a cricket match or a film show for them. Prepare yourself for this by collecting some interesting information (new or recent happening), joke or recent happenings. For example, if the boys are interested in the cricket and you can tell them something about the educational background

or family background of the cricketers, especially those who are well educated. They can be used as role models for the children. At the same time, avoid being too preachy and try too hard to derive moral from each and every story or event. We do not want your members to switch off every time you tell a story or an incident. Socialization and resocialization is a slow process and done by exposing the members to many opportunities to learn new values and skills. It cannot happen by using force and hard persuasive techniques. In any case using such techniques would go against social group work values and principles.

It is important to recall here the principles proposed by Trecker of programme development, namely the program should:

- i) evolve out of the interests of the group members;
- ii) take into consideration the level of psycho social development of the members;
- iii) provide opportunities to members which they voluntarily choose and be in accordance with their values
- iv) satisfy a variety of needs and
- v) evolve from simple to more complex tasks and from personal to group to community concerns.

Programmes are merely devices for you to engage the group members for interacting with each other and with you and it is not an end in itself. The aim is to provide members with experiences which will lead them to fuller psychosocial development.

You can also begin to note the group dynamics you observe in the group. The group dynamics is the most important source of information of the group for you. It is only by analyzing the group interactions that the future course of action can be decided. You must be aware of:

- Quantity and extent of participation of members.
- Existence of subgroups and cliques.
- Whether some members are talking only to certain members, while avoiding others?
- Conflicts between the members and its sources : personalities, differences in interests and concern.
- Are there any cases of non-participation, isolates?

You may note the emergence of these patterns in your mind and later put them down in your journal.

THIRD SESSION

The third and fourth sessions are periods during which you should sharpen your objectives. Your objectives can be narrowed down to concentrate on one or two elements of the problem. For example if your aim was to improve the personality of delinquents of a children's home, then at this stage you would be able to further narrow it down to two or three specific objectives like improve their confidence to responding to opportunities made available or teach them new learning strategies. Here you must remember the goals of the group work.

Maintenance

Members will have the need to maintain the relationships, motivation levels, etc.

Enhancement

To improve the social functioning by providing information, conducting role play, skill training, improving communication and interpersonal skills.

Eliminative

Some problems can be related to the behaviour of the individuals and have to be eliminated. For example, juvenile delinquents who have the habit of stealing may undergo behaviour modification exercises.

Alleviating

Self help groups and action groups may have alleviation of poverty of their community as one of their objectives. Similarly, the groups like Alcoholic Anonymous may have treatment of the addicts as their final objective.

Modification and Goal Setting

Changes in the behaviour of the individuals like improving study habits, improving public speaking skills or improving knowledge on subjects like HIV/AIDS can be the goals of the group.

For example, you are dealing with street children who are part of the population under risk for being infected with Sexually Transmitted Diseases. Your objective is to educate them about how they can protect themselves from getting infected. You start by developing a group for them. In the beginning itself, you observe that these children are not used to sitting in one place for even a short period of time and are easily distracted. So you focus on playing games and in between when you feel that they are listening you give them information about how they can protect themselves from risky behaviours. But after the third and fourth session some time you may feel that the sessions are becoming more of playing than educating them. If so, you need to rethink about your approach.

You can introduce activity based learning rather than relying on lectures. You can introduce some games which are based on the subject. You can encourage them to draw their own charts or show them movies which contain relevant materials. Thus this period is important to reflect on the direction, your group work is taking.

However since you now know clearly the needs of group, its limitations and strengths. a list of activities/ events can be made which you do with the group. The principle of democratic decision making and group self-determination will have to be followed so that the members are part of all decisions which will affect them.

Group Perception of the Group Worker

This is good time to check about the members' perception about you. You have studied about transference and counter transference and how it influences the relationship between the group worker and the members. But now you have become at least to some degree a part of their social lives.

You can write the following comments:

What are the role expectations of the group members from you?

If most group members tend to see you as a brother/ sister or friend, were you able to establish a professional relationship with the group members? How did you handle these feelings and respond?

Do you think that the perceptions of your group members have influenced your behaviour? This is quite natural, but you must be self conscious about this process and try to note down relevant details and discuss it with your supervisor.

Does the group member avoid accepting responsibilities and expect the group worker to do everything? Does the group worker take the initiative without an equal response from the group members?

Do the group members take you to be the leader rather than a group worker? Do they expect you to settle conflicts and maintain peace?

FOURTH SESSION

What you can expect?

The fourth session is the time the group should have finally settled down. The norming stage is over and the performing stage is to begin. Some groups may take one or two sessions. Norming means that most of the group members are comfortable with the role which the group has assigned to them.

You can expect the group sessions to be more orderly and stable now. If they are not, you should be ready with some team exercises which will bring them together. You should also be prepared to increase the number of sessions you have planned.

What you should do?

Prepare the group members for the next two or three sessions that will determine the success or failure of the group. Programmes you plan should be more challenging than the ones you have offered them so far. This is also the time for observing the more stable behaviour of the members such as:

- 1) Leaders of the group for maintenance and undertaking functions
- 2) Subgroups
- 3) Cliques that contribute to group malfunctioning
- 4) Isolates rejected and neglected
- 5) The level of emotional involvement of members
- 6) Members level of trust and openness exhibited in the group
- 7) Methods of decision making – consensus, majority or compromise
- 8) Members methods of resolving conflict
- 9) Members acceptance of group control and importance

Data received from these observations should be interpreted to gain information about group and the members. Information is then used to bring about changes in the approach. For example, if there is member who is found to be isolated how you can use guided group interaction to end the isolation.

It is also important at this stage to see the various categories of intervention available to you. Lindsay and Orton suggest six categories of intervention.

- 1) Supportive which means you continue to appreciate the efforts of the group members which will lead them to the objectives.
- 2) Catalytic, confronting and cathartic. Catalytic interventions will motivate the members towards the objective. You will encourage the members to generate new ideas by brainstorming and creative thinking.
- 3) Confronting is another technique in which the group members are given a feedback about their behaviour and its consequences. For example, members of a slum children group blame their situation on lack of good schools. You have been supportive at the beginning and have suggested new ways to deal with the problem. However, it is also important for them to realize that they too should take interest in their studies if things have to improve. Telling them points that will help them in the future.
- 4) Cathartic means the ventilation of feelings. Stressful experiences can lead to creation of negative emotion which needs outlet for flowing out. Groups often provide the situation for catharsis. Since group members often have similar experiences universalisation of experience takes place leading to effective catharsis.
- 5) Informative and prescriptive

Providing information and telling the members what kind of behaviours to be adopted in the future for interventions of the group worker.

All interventions have to be adopted by the group worker when he/she assesses that the group is ready for it. Assessing the group situation is done by understanding group dynamics.

FIFTH SESSION

What you can expect?

Group has reached the performance stage. Group development can be seen along the following criteria:

Interaction Pattern

- 1) more interaction among members
- 2) purposeful interaction that results in achieving material and non material goals
- 3) more inclusive circle of members i.e. more wider circle of members in which everyone interacts
- 4) greater liking for each other in the group
- 5) greater tolerance to other's mistakes and shortcomings
- 6) greater appreciation of the other member's achievement and cooperation.

Communication

- 1) better communication skills
- 2) purposeful interaction
- 3) removal of defects in communication skills
- 4) absence of abusive language and derogatory language etc.

Group Cohesion and Control

- 1) increasing group bonding and cohesion
- 2) increasing group influence over members and sub groups
- 3) increasing group control over members and sub groups
- 4) increasing ability to control deviant and unacceptable behaviour in groups

Group Method of Functioning

- 1) more democratic functioning
- 2) increasing participation in decision making
- 3) increasing sensitivity to members' individual needs
- 4) increasing sensitivity to members' individual emotions
- 5) increasing sensitivity to members' individual opinions
- 6) increasing ability to come to decisions without the group worker's assistance
- 7) increasing interest among the members' to participate in group activities

Group Development

- 1) increase in ability to take on more and more complex group tasks
- 2) increasing flexibility in group functioning
- 3) increasing ability to exchange roles with each other and facilitate achievement of group goals
- 4) increase in ability to take initiative to perform tasks
- 5) increasing motivation to do tasks assigned to them
- 6) increase in ability to take up leadership roles and the responsibility that comes with it.
- 7) Increasing ability of group members to recognize motivation and leadership roles in other members.

Group Climate

- 1) Increase in mutual trust and affection among the members
- 2) Increased sharing of ideas, emotions, feelings, relieving tensions
- 3) Lessening of the hesitation to reveal one's opinion in the group
- 4) Better physical and emotional proximity
- 5) Increased ability to suggest acceptable and alternate goals, ideas and opinions without fear of disapproval from the members
- 6) Increased ability to learn from past experiences

What You Should Do?

Your role in the group should have changed significantly from the first and second sessions. Your role in the sessions should be less now and the group members should be also able to manage their activities themselves. Some of the changes you would see are;

- 1) Lessening dependence on group worker for simple tasks
- 2) Roles of the group worker are lessened
- 3) Group worker's ability to predict behaviour increases.

But sometimes the group may slide down to a lower level and the group worker should be able to bring it back to the higher stage of development. This experience can be very frustrating to the social worker but is crucial for the recovery of the group. You can do some of the team building exercises that you had done earlier. Some of the signs of group sliding down in the level of development are:

- 1) Continued absence of members
- 2) Unresolved conflicts
- 3) Indifference and apathy of the members towards activities.

- 4) Long periods of silence and inactivity during group sessions

SESSION SIX TO SEVEN

Please repeat the information in the previous sessions for couple of sessions to come until the major objectives are achieved.

SESSION EIGHT

This session could be the penultimate session of the group work process. It is good time to prepare for termination. The group members will have to be prepared for termination. The **following** reasons can be given for termination.

- 1) The objectives of the group work have been achieved.
- 2) The field work period is over.
- 3) Members have dropped out of the group.
- 4) Members have moved out and shifted from their places.

What you can expect?

SESSION NINE

What you can expect?

Members may experience a number of emotions- some may be feeling anxious, some angry and some other feeling depressed. Members feeling towards the ending of the session should be addressed.

Secondly group members should be given an opportunity to consolidate the learning and review the group experiences.

What you should do?

Review the group experiences and learn from the experience.

Conduct the Evaluation process

Evaluation is done at four levels

- 1) Evaluation done by yourself.
- 2) Evaluation done by the clients(group members)
- 3) Evaluation done by your agency supervisor and your field work supervisor.
- 4) Evaluation done by agencies that have referred the case to your agency.

Some points for evaluation

- 1) Your assessment of the group members.
- 2) Your intervention formulated in relation to the problem.
- 3) The appropriateness of the intervention.
- 4) The outcome of the intervention in terms of the desired effect on group members.
- 5) The effectiveness of the techniques you have used.
- 6) The professional nature of relationship between you and the group members.
- 7) The support the agency has given you.

Another important aspect is to allow group members to meet without your presence. Phone numbers can be given so that they can remain in touch. Otherwise meetings can be arranged on a regular basis.

COMMUNITY ORGANIZATION

Community organization is macro practice while group work and case work are micro practice. The scope of community organization is enormous in a country like India. Even in developed countries many problems can be best solved at the level of the community.

Barker (1999) defines a community as “a group of individuals or families that share certain values, services, institutions, interests, or geographical proximity”.

Warren (1978) has identified five functions that all communities serve:

- 1) Socialization, defined as the transmission of values, culture, beliefs, and norms to new community members.
- 2) Production, distribution, and consumption of goods and services.
- 3) Social control
- 4) Mutual support and aid.
- 5) Participation of its residents in the efforts to improve the situation.

Community organization as method uses the conditions in the community to improve its conditions.

Younghusband (1973) defined community organization as a method primarily aimed at helping people within a local community to identify social needs, to consider the most effective ways of meeting them and to set about doing so, as far as their available resources permit.

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

Community organization is very slow process which takes a lot of time and effort of the community organizer. If process is successful it is very satisfying as the benefits of the programme go to the whole community not to a selected few as in group work and casework. However people in the community are not like clients in case work and group as they do not always set aside for community organiser. He has to meet them at the time of their convenience. He has to get them interested in the community work. Often he is asked by the clients “ how AM I going to benefit from the process?”. He has to convince the individual that any significant benefit to the community will lead to benefit for the families and the individuals living there.

Entry into community

Community organization begins with the entry into the community. Close knit community are likely to be suspicious of strangers and it is quite possible that some questions are asked by the members to you.

The best method to enter the community is to go along with the animators of the agency working in the area. They can introduce you to the community members. You can go with them a few times before the community members begin to trust you.

If there is no agency working in the area you should identify the community leader of the area. You can ask the community members who the leader is and proceed to meet her/him. Often the best place to begin is the local school and you can meet the teacher. The anganwadi is also a good place to start the process. Some information about the community will be available there. An important element in any programme is the welfare of the children. The condition of the children will tell you a lot about the condition of the community.

The first step in community organization is to study the community and prepare a profile of the community. The second step would be to identify problem areas which can be solved. The third step is to formulate the action plan. The fourth step would be to implement the action plan. The fifth step is to evaluate the process and finally take up another issue.

Planning involves the process of locating and defining a problem (or set of problems), exploring the nature and scope of the problem, considering various solutions to it, selecting what appears to be a feasible solution, and taking action in respect to the solution chosen. Community integration is a process in which the exercise of cooperative and collaborative attitude and practices leads to greater:

- i) identification with the community;
- ii) interest and participation in the affairs of the community; and
- iii) sharing of common values and means for expressing these values.

While working with the community you must keep in your mind that you are a trainee social worker and are not going to work for them but work with them for their benefits. You must also be familiar with the community needs, practices, conflicts, and community resources.

How to obtain Community Profile Information

The components given below are needed for making the community profile. You may need two or three visits to the community to gain the necessary information. Some information may be available in the internet- wikipedia may give a general introduction to the community.

You may need to go to the BDO and Panchyat office to get information about the community in rural areas while in urban areas you can go to the municipality and other statutory authorities.

COMMUNITY PROFILE (How to prepare a Community Profile)

What To Include

Name

Location

You can give the name of the state, district and block where your community is located. Also include the distance from other villages, district headquarters and state capitals. If the community is part of an urban area, give its location in terms of distance from the city center and its nearness to an area important to its residents. For example, if your community is located in a slum its distance from the industrial area where most residents work may be mentioned. Similarly, if your community consists mainly of housemaids then the distance to the housing colony where they are engaged.

Topographical profile

- What are the dominating physiological features?
- Is the place near a forest, sea or mountains?
- Does lack or excess of rain cause any problem in the area?
- How do all these factors affect the lives of the people?

Demographic profile

- 1) You should get the population statistics from official sources- government offices and also from the people. Usually every panchayat has relevant information about every household. At times there may be variation in the two versions.
- 2) You must find the demographic profile of various groups which reside in the community.

The information you will obtain will indicate the kind of problems you are going to deal with. For example, for dealing with problems of women you will have to look at the sex ratio of the community. You may find that in the community, most men may have migrated to the city for work and women are left behind. Further you may find that not many men are able to send money to their families. A lot of problems may be caused due to these reasons. Another instance can be that the sex ratio is unfavourable to women and declining because of the practice of infanticide/ female foeticide in the community. You must note such observations in your journal.

Similarly if you want to deal with a development project then you should enumerate the various caste groups living in the area. Their profile is an important element in the analyses of the society.

Economic profile

- 1) The pattern of ownership of resources: land in rural areas is an important asset. You must note the pattern of ownership: who has land, who is landless.
- 2) In urban areas you must note the type of occupation of the people.
- 3) Annual income of the family, regularity and irregularity of the income, its dependence on other factors, its seasons, the consequences of all this on the life of local people.
- 4) Annual expenditure of the family, its variability due to the seasons and time.
- 5) Expenditure on rent for the house/farming land etc.
- 6) Expenditure on travel and other necessities.

Social profile

Type of community: Homogenous or heterogeneous
Conflicts with other social groups
Cooperation with other groups

Power analysis: Who has power?
What are the social backgrounds of the power wielders? How the power is exercised?
What are the conflicts concerning political representations? Who are the main competitors to the power wielders?
What are the positions of the vulnerable sections: women, schedule castes and tribes and minorities?

Family profile. What are the types of family compositions in the community?
Are there many incidences of the women headed household in the community?
What are the average number of children in a family?
Is there any social mobility between father and son, mother and daughter?
E.g. Father may be labourer and son may be an officer.

Religious profile: What are the major religions found in the community?
Is there a history of conflict in the area?
Is there a division of labour based on religion, caste/social status?

Educational profile: What are the general educational standards of the population?
Are most people illiterate, elementary school complete, college educated?

Do most students attend school?

Is there an incidence of child labour?

What are the standards of schooling in public schools, government schools and private schools?

What are the major problems of the education sector in the area?

What are the opinions of the teachers about education and the community?

Political profile

Panchayat raj institutions play a crucial role in the activities-particularly at village level. Therefore, grass root level leadership and political influences do have a say in village life. You should make a note of the following:

- 1) Political representatives of the area.
- 2) Political parties functioning in the area.
- 3) Political leaders of the area who hold formal positions.
- 4) Political leaders of the area who hold party positions.
- 5) Political leaders who have no formal positions but have substantial influence.
- 6) A note on the relationship between leaders and the populations.
- 7) Methods by which the leaders influence the people and similarly find out how people approach their leaders and get their work done.
- 8) The rewards of holding political positions and how they use power to benefit themselves and others. You can meet political leaders and ask them about the political situation of the community.

Identification of the felt needs of the community will take two to three visits more. You can note down the major problems faced by the community. Your conversation with the people, officials and leaders will give insights into the community's problems. You must also ask the agency officials about their opinion on the community and its response to the agency's efforts to alleviate its problems. However there maybe some problems, which you may feel deserve immediate attention. While you are encouraged to bring it to the notice of the agency officials and the community itself, you are advised to stop pressing for your own solutions. There are many factors involved in finding solutions. One is that the community members may feel that the problem is not as serious as you think. The second factor is that agency should have necessary resources to implement the programme. Three, you may not be able to give enough time for solving complex problems. Finding out a felt need of the people is a crucial task. Some of these problems might have been known to other professionals earlier.

You may approach the formal leaders or the informal leaders. But while adopting this approach you must remember that most leaders have their vested interests in mind and will suggest programmes which may benefit their followers or even themselves. At the same time support of the leaders will add to your support in the community. There are no readymade solutions to every problem.

You may conduct a village level meeting. While this gives opportunities for everyone to voice their opinions, very often it is difficult to organize these meetings. You may have to do door to door campaign for mobilizing people and even then they may not come for the meeting. Also the meetings may be dominated by some individuals, which will make the meeting virtually a small group discussion defeating the very purpose of the meeting.

You can talk to various people, groups and other organizations in the area. But they too may have vested interests that may prove detrimental to your efforts. As a para professional all these will give you the much needed experience.

Many suggestions may come to you and a lot of demands as well. You must clearly say what is possible and what is not possible. Giving false hopes to the people should be avoided. If your agency does have an ongoing programme then you can conduct one such programme involving the community. Suppose the agency has a micro credit self-help group you can initiate steps to start one more group or conduct a mass programme to identify more women who are willing to join the existing groups.

You can consult the voluntary agencies working in the area. Some times the agency may ask you to find the felt needs of the people. You can give a detailed report to the agency on why you think a particular programme has to be done and why other programmes can wait or need not be done at all. Your proposal should be specific. Do not say 'poverty is the problem and something has to be done about it'. You can say that 'lack of water resources' has forced people to go for single crop. We suggest that a watershed may be built'. The community is willing to contribute a significant amount and the remaining amount should be provided by the agency. Of course, these proposals have to be supported by facts and figures.

Planning process

Once you have helped the community to decide what services they want, your third stage begins.

Create discontentment: You must convince the members that they really need programme. There should be discontentment with the existing situation. Otherwise halfway through the programme you will find that community members have lost interest in the programme. If you find that a specific programme will not be able to sustain the enthusiasm of the people for long then you must delay it and choose a simpler programme. *Mass enthusiasm like mass memory is very fickle!* You must be able to bring together all or majority of the members of the community.

Create unity of purpose: People who have difference of opinion should be convinced and special attention be given to this aspect of the problem. Once you convince the members of the worthiness of the programme and your sincerity in implementing the programme, you can start the planning process.

Create social profile of the potential beneficiaries: You can make a socio-economic profile of the beneficiaries based on the information performa which has been given earlier. Earlier the whole community was studied, now, problems specific to the group can be mentioned.

Choose a particular course of action: Many possibilities can be thought of and discussed. One thing you must remember is that while you may have a solution which you think is the best, never try and impose it on the community (respect community's self determination). Brainstorming in groups maybe a good idea.

Set targets: Along with choosing the course of action, you must also set the targets: number of beneficiaries, amount of money to be collected from the community and the extend of agency support.

For example, you can set a target, say educating 100 adults of the village. To which sections these adults should belong will depend on the need, as you have assessed. Depending on the situation, you can fix the criteria: either you can focus only on women or men or both. You will need to either get a volunteer for teaching or pay someone to teach. Also you will have to find money for teaching materials and other logistics.

Mobilize Resources: You must be able to mobilize material and non-material resources. Do not depend only on the agency resources. There is a need to mobilize local resources in terms of cash, expertise etc.

Break the programme into smaller tasks: Your tasks for the programme may be as follows: to identify 100 adults who can attend the programme; to find a volunteer to teach the adults and to find a place for holding the classes. For identifying the adults you may want to organize an awareness campaign in the form

of street plays. Home visits as well as motivating school children to bring their illiterate parents are other ways of getting community participation.

Assign responsibilities to different individuals and groups: Your responsibility does not end here. You must always check the progress of various groups. You must motivate the people to continue their efforts in spite of setbacks. Give them guidance and support.

Evaluation

Evaluation of the programme may be done along the following the points given below:

- 1) In terms of the objectives of the programme
 - i) Participation of the people: in terms of gender, and groups of the community especially, the weaker sections of the community.
 - ii) Quality of participation.
- 2) In terms of the change wanted by you.
- 3) In terms of the larger programme of the agency.
- 4) In terms of the people's needs
 - i) What specific need did the programme satisfy?
 - ii) What further programmes should be conducted to attain the objectives set by you?
- 5) In terms of the people's participation in future programmes.

This is part of the evaluation for the programme you have organized. As we have mentioned earlier, more important than the activity itself, are the lessons you have learnt from it and also how you show the supervisor that you have learnt it. In community organization you can evaluate your self by judging your performance as a guide, an enabler and an expert.

SOCIAL ACTION

Social action is one of the methods of social work used for mobilizing masses, in order to bring about structural changes in the social system or to prevent adverse changes. It is an organized effort to change or improve social and economic institutions. Dowry system, destruction of natural resources, alcoholism, poor housing, and health are some of the problems, which can be addressed through social action. The first Review Committee on social work Education (1965) felt that “for half a century the role of the social worker in India was that of the social reformer. Now that the main aim of social reform has been achieved, the task of the social worker has taken on a different form. He has to look after the needs of children in orphanages, to rehabilitate the unmarried mother and to save children from the stigma of illegitimacy.

Today the field of social work coalesces more or less with the field of the social worker in the West. Now that the social worker has ceased to be the social reformer in the old sense, it has become possible to benefit from the experience of social work training institutions in other countries (Siddiqui, 1984).

The second Review Committee on social work education (1978) in its report stated that “an inquiry into the causes of poverty and evolution of measures for its dominating was the responsibility of social work”. The present social work model follows the capitalistic model, which takes up the cause of assisting people in their adjustment to the social environment, instead of identification of the cause of poverty and its removal. It is being realized that industrialization cannot eliminate poverty even from the affluent societies. Hence, the emphasis is being given to teach social action, social policy and social administration.

Mary Richmond, the first social worker who used the word ‘Social action’ in 1922 defines social action as “mass betterment through propaganda and social legislation”. However, Sydney Maslin (1947) limits the scope of social action by considering it as a process of social work, mainly, concerned with securing legislation to meet mass problems. Lee (1937) says “social action seems to suggest efforts directed towards changes in law or social structure or towards the initiation of new movements for the modification of the current social practices”. According to Coyle (1937) social action is the attempt to change the social environment in ways which will make life more satisfactory. It aims to affect not individuals but social institutions, laws, customs, communities. Fitch (1940) considers social action as legally permissible action by a group (or by an individual trying to promote group action) for the purpose of furthering objectives that are both legal and socially desirable. Hill (1951) has given a broad outlook by describing social action as “organized group effort to solve mass social problems or to further socially desirable objectives by attempting to influence basic social and economic conditions or practices”.

Baldwin (1966) defines social action as “an organized effort to change social and economic institutions, as distinguished from social work or social service, the fields which do not characteristically cover essential changes in established institutions. Social action covers movements of political reforms industrial democracy, social legislation, racial and social justice, religious freedom and civic liberty and its techniques include propaganda, research and lobbying”. In the same line, Friendlander (1977) defines social action as an individual, group or community effort within the framework of social work philosophy and practice that aims to achieve social progress, legislation and health and welfare services.

When we look into the definitions and scope of social action from Indian point of view, Nanavati (1965) views it as “a process of bringing about the desired changes by deliberate group and community efforts. Social action does not end with the enactment of social legislation, but the execution of the policies was the real test of success or failure of social action”.

Moorthy (1966) states that the scope of social action includes work during catastrophic situations such as fires, floods, epidemics, famines etc., besides securing social legislation.

Some of the objectives of social action include: finding solution of mass problems; improvement in mass conditions; influencing institutions, policies and practices; redistribution of power and resources (human, material and moral); and improvement in health, education and welfare.

Hence, the social action method of social work is to be used to bring about changes in social system through the process of making people aware of the socio-political and economic realities that influence their lives. This is done by using consciously chalked out strategies to mobilize the masses to organize themselves for bringing about the desired changes.

Indications for Social Action

Hepworth, *et.al.* (2002), in their book *Direct Social Work Practice: Theory and Skills* have mentioned that social action may be appropriately employed in numerous situations, including the following:

- 1) When services or benefits, to which people are entitled, are denied to a group or community.
- 2) When services or practices are dehumanizing, confrontational, or coercive.
- 3) When discriminatory practices or policies occur because of race, gender, sexual orientation, religion, culture, family form, or other factors.
- 4) When gaps in services or benefits cause undue hardship or contribute to dysfunction.
- 5) When people lack representation or participation in decisions that affect their lives.
- 6) When governmental or agency policies and procedures, or community or workplace practices, adversely affect or target groups of people.
- 7) When a significant group of people have common needs for which resources are unavailable.
- 8) When clients are denied civil or legal rights.

Special circumstances for which social action may be indicated involve situations in which clients are unable to act effectively on their own behalf. Included in this group may be persons, who are institutionalized, children in need of protection, or those who have a need for immediate services or benefits because of a crisis situation or their legal status.

Some of the ways in which you can do social action in your field work are the following:

- Use the Right To Information Act (RTI)

You can identify the government agency that is entrusted with a particular activity. Apply for information which can be used to cross check with the information you have gathered from the field. Then you can hold the department responsible for its lapses by approaching higher authorities including the legal system..

The application should be submitted to the designated information officer of the department along with the fee. The fee for RTI is nominal.

Example 1. You can apply for information at the department of rural development which is responsible for implementing the National Rural Employment Guarantee Scheme (NREGS). You can ask for the following information (i) how many persons have been employed under the scheme (ii) What is the daily wage being paid to the persons (iii) How many projects with how many mandays have been allocated to the Panchayat (iv) How much of budget have been utilized etc.?

The reply to the application will have the list of beneficiaries under the Scheme. You can cross check with individuals whether they have received the employment for the number of days as per government records. This will help identify discrepancies and corruption in the Scheme (if any).

Example 2 The Public works department or the Block Development Office (BDO) which is responsible for building the roads. You observe that the roads are of very poor quality and do not last long. You can apply for information about the road. You can file the application at the office of the information officer of the concerned department. You can ask for the following information: When was the last time the road

was repaired by the department? What was the thickness of the road when it was built? Who was the contract or? How much was paid? What kind of conditions and guarantees were taken from the contractor etc.

The department is obliged to give information which can be used to identify the lapses in its functioning.

- File a Public Interest Litigation (PIL)

If a specific problem is serious and is violating the human rights of large number of people you can file public interest litigation (PIL) in the high courts or the supreme courts. Identify a socially sensitive and legally competent lawyer who will help you to draft the petition. Before that you should have studied the problem thoroughly and be armed with facts and figures to convince the court of the importance of the issue and your sincerity in bring up the issue. You must not use the PIL in order to malign the persons concerned or to get publicity. The court can punish you if it is revealed that your intentions were not honourable. Besides, the legal solutions may take time; could be costly and could leave many people bitter. Therefore this should be the last route you may like to take after all other routes are exhausted.

- File a complaint to National Women's Commission or to the National Schedule Caste and Schedule Tribe commission and the National Human rights commission
- These commissions are empowered to register and investigate complaints against atrocities against these vulnerable sections and against police atrocities. All states have state branches of these commissions where the complaints can be registered.
- File a complaint in the legal aid cell (formerly called free legal aid cells and now called Legal Resources)
- Find the state or the district cell of the legal aid authority and file a complaint there. The vulnerable sections like women, SC/STs, bonded labourers and individuals below the poverty line are given free legal aid including free legal counselling and if needed service of a lawyer who will represent the affected persons on court, free of cost.
- File a police complaint regarding the problem in the designated police station
- Refer the person to an activist / activist agency who will take up the case.
- Conduct a press campaign

Popular methods of social action

Conduct a dharna and protest marches on the issues. Some of the steps needed for a successful dharna are the following:

- 1) Identify an issue which has certain amount of emotive content. Issues related to vulnerable sections like women and children have emotive content in them.
- 2) Chose the right time or occasion for the protest.

An event or a situation should have occurred which would focus public attention on the subject. It can be a major crisis or the time for election or releasing of a report.

- 3) Contact like minded individuals and agencies personally for participation.

The presence of notable persons ensures press coverage and generates public interest in the issue.

The person can be a literary figure, prominent lawyer or doctor or any social activist of repute.

- 4) Inform the press and television channels
- 5) Personalizing the issue will have both negative and positive elements.

- 6) Something should be achieved from the protest: the concerned authorities should at least promise publicly to look into the matter. If the problem is solved to the satisfaction of all, then your protest is very successful. Even if it is not, you can feel satisfied that your protest has generated awareness about a major issue.

The success of social action depends not only on the level of people's participation and the press coverage the protest gets but also on the research that you do about the problem. You should be able to suggest solutions to the authorities which is feasible and pragmatic.

Issues should be narrowed down to specific problems which can be solved through the specific agency with the resources available to it. Apathy of the concerned agency should be the root of the problem. Once the issue is chosen you should be able to identify the agency concerned and work at it. There is no use of social action against agencies which does have the authority to deal with problem.

Example From Field Situation

Below is a very good example from a field situation which enumerates how social workers are able to bring about certain positive structural changes in the social environment of the drug users through social action (This example is cited in BSW – 003, Social Action for Social Change, PP. 24– 27).

A Delhi based NGO, ABC is working in the field of drug abuse and HIV/AIDS. Two NGO workers, Nishant and Anand (names changed) went to Yamuna Pushta area (at the bank of river Yamuna, North Delhi) to have a feel of field area. They met many drug users who were not in their senses and were under the influence of drugs. These drug users were almost in rags. They could hardly tell their name and native place. The social workers also met some of the shopkeepers and talked about the drug users. They were told that most of them do rag picking and some resort to stealing also.

After several interactions with the drug users and other people of the area, the social workers felt that there is a pressing need to establish an outreach centre to meet some of the needs of the drug users. One of the reasons for the urgency to start such a centre was that drug users were sharing the needles. This could increase the chances of HIV/AIDS among them many–folds. The social workers motivated the drug users to come to the centre and exchange the used needles for the new ones. Medicines were given for their minor health problems. For major ailments like abscess, referrals were made to nearby Lok Nayak Hospital. On various occasions social workers also accompanied them to the hospital.

Gradually, after rapport building, the social workers started calling the drug users for group activities, where some information was given to them about the spread of HIV/AIDS. These group activities were later regularized; say twice in a week. Social workers took up casework with the drug users facing certain pressing problems. Certain health check-up camps for the target group, drug users, in collaboration with other NGOs were organized.

Drug users had the experience of avoidance, neglect and rejection from the society. They were either not given employment anywhere or thrown out of the jobs once the employer came to know that they were drug users. They were labeled as thieves, burglars, picketers, 'having bad character' by the general public. As a result, they were victims of low self-esteem, self-hatred and feeling of hopelessness.

Gradually, through group work, they gained some confidence. The 'acceptance and non-judgmental attitude' of the social workers made a difference in their perception of the society and themselves. slowly, group work process gave them a feeling of self-worthiness and hope. In a few group sessions the social worker facilitated the group members to prioritize their needs and problems to be solved. After discussions and arguments, development of many sub-groups and again reunion, the group members made a list of their needs and problems on the priority basis. The first one was detoxification.

Collaborations were done with detoxification centers and the group members were sent there. However, after completing the course of detoxification, 19 out of 25, relapsed again. Main reasons were identified

such as, constraints at the family level, unemployment and unchanged negative prejudice of society towards them. The social workers then decided to intervene in their family situation also.

Through repeated interactions with wives of the group members and their children, the social workers gained some insight into their life-style. All the families were facing problems in interpersonal relations and in interactions with various institutions of the social environment like school, neighbourhood, work place, etc.

After rapport building, many small groups were formed like wives of drug users, drop out children engaged in rag-picking, etc. Many of them were engaged in drug peddling too. A group of adolescent girls and another comprising youth were also formed.

During several group activities specific to each group, the social workers came to know that frequent health problems was one of the major concerns of each group. The community had many quacks, registered medical practitioners and a few ojhas and tantriks. In the initial stages of group development, the members talked about minor health problems like frequent cough and cold, itching, etc. However, when the groups became cohesive and members gained confidence to shed out their inhibitions to discuss their pressing problems within the group, they came out with symptoms of urinary and reproductive tract infections, and sexually transmitted diseases. Their health seeking behaviour showed that most of them used to go to these local doctors and pay about Rs. 30/- per visit. Symptoms subside for few days and then they again crop up. Some group members also told that these local doctors often give injections from the used needles and syringes. On asking, why they did not utilize the services of the nearby Lok Nayak hospital run by the state government and hence free and proper treatment may be given there, the group of members shared their negative experiences. They told that going to such a government hospital means losing out one day's salary as it takes too long in queues. Also, once the doctors come to know that they have come from a slum or are drug users or are from the family of a drug user, without looking at any symptom, they ask for HIV test.

In addition, delays in treatment, discrimination, and early discharges were also reported by the patients who went for their treatment in the hospital. Many patients, who happened to be the group members told that corner beds or beds near toilets are earmarked for them, no doctor or nurse comes near them. They throw the medicine to them from a distance. Labels are put on their bed as 'HIV+' and the same entry is made on their files also. They are forced to bring their own medicines and even gloves. Prompt surgeries required are postponed for unlimited time. They face neglect and discrimination in the hospital.

All these factors indicated that the population is highly prone to HIV/AIDS infections and some structural changes are required to solve the problems. The social workers then called a meeting of the leaders of these groups and discussed with them the whole situation. The following interventions were decided with mutual agreement;

- 1) A survey on the health status and their needs to find out the gravity of the situation of the possibility of spreading of STDs/RTIs and HIV/AIDS.
- 2) Awareness generation about the modes of spread of STDs and HIV/AIDS.
- 3) Formation of a committee of people who would keep a check on the wrong practices of the local doctors.
- 4) Persuading hospital authorities for correct measures to deal with patients.
- 5) Approaching NACO and Ministry of Health to intervene.

A structured interview schedule was designed and administered on the general population. Findings revealed that as high as 50 percent of the population, between the age group of 15 to 45 years, showed symptoms

of RTIs and STDs. More than one-third have used or were using drugs. Results of qualitative analysis, after focused group discussions, showed that drug use had also resulted in broken families and unemployment, which in turn created a vicious circle. There were much of the financial, emotional and health constraints in almost all the families of drug users. There was an emotional surcharge in the population to bring about a change for a better future.

IEC (Information education communication) material like posters, brochures, leaflets were distributed to create awareness about STDs and HIV/AIDS. Nukkad-nataks, puppet-shows, group activities, etc. were organized/done to inform the people not only about the modes of spread of STDs/HIV/AIDS but also about the myths and misconceptions related to it and the emotional and financial cost involved therein.

Next step was confronting the local doctors and health care workers, who were engaged in practices like reuse of needles and syringes. Firstly, all those local health practitioners were invited in a meeting. Nobody turned up. The committee people went and talked to them but they became defensive and rejected the charges leveled against them. The committee members threatened that Public Interest Litigation would be filed against them if they resorted to wrong practices. Negative propaganda against the wrong practices like reuse of needles and syringes by local health practitioners was carried out in the whole community with the use of slogans like “bachao-bachao in doctoron ki kharab sui syringe se khud ko bachao” (save yourself from the contaminated needles and syringes use by these doctors). With repeated discussion and propaganda, the local doctors agreed that their stock of needles and syringes would be checked by the committee members every morning and evening. Patients were also asked to see that no doctor uses contaminated needles and syringes on them.

The next step of taking corrective measures at the hospital level was the most difficult one. A meeting with the Heads of the Department of Medicine, Skin and STD and Surgery was fixed and the matter of medical negligence and discrimination with patients, who are suspected to be HIV+ was put up. The Heads, however, showed least interest and defended their staff. The social workers left the meeting place with a mild threatening note. Meeting with the Medical Superintendent and sharing concerns with him also proved futile.

The NGO personnel formed a HIV/AIDS forum of representatives of different NGOs working in the same field. Another pressure group named ‘Delhi Network of (HIV) positive people’ also collaborated. The representatives of different groups of the Yamuna Pushta area also joined in. They formed a committee among themselves and approached the Delhi State AIDS Control Society. Lawyers fighting for social cause were also approached. They filed public interest litigation (PIL) against the hospital authority. Print and electronic media were involved to propagate the matter at larger scale. Newspapers and News channels came into action. A rally followed by a ‘sit-in’ was organized to pressurize the hospital to come up with a written policy for the care of HIV+ patients in the hospital and sincere adoption of the same into practice.

Finally, the hospital authorities came forward and asked the HIV/AIDS NGO forum to help in formulation of the policy. A sensitization programme for all the levels of staff, that is, doctors, nurses and Class IV employees was organized to orient them for better care for HIV patients and dealing with their negative attitudes. The policy guidelines were translated into Hindi and posters and brochures were put up all over the hospital for awareness generation. Strict guidelines were made for HIV testing and disclosure of results so that confidentiality was maintained.

Meetings were fixed up with the Ministry of Health and NACO, DSACS and a counselling centre was started for the counselling of HIV patients and their family members. The centre was linked up with the NGO forum for community out-reaches programmes.

Funds and other resources were collected through various corporate and private agencies and funding organizations. A small income generation centre of button fixing and interlocking was started for the drug

users in the community. It was linked with a popular branded mens' wear industry for supply of raw materials and delivery of finished products.

Remarks: This example gives us some clarity about the process of social action and different strategies and tactics used in the same. Here, the inherent theme behind the social action was the well-being of a number of community people, many of whom were either drug users or the member of the family of a drug user. The impact of drug use on the social and economic aspect of their life was clearly visible. We also see the use of group work and community organization in the process of social action. The field example also shows the use of different and appropriate strategies and tactics at different places.

After going through this example you must know how social action takes place in a social situation. Below is an activity for you

You can present a report of a strike, dharna or protest you have observed/witnessed. Otherwise you can talk to an activist who you know has lead a strike, dharna or protest.

- You can record the following observations:
- Who were the participants?
- What were the issues involved?
- Who were the targets of their action? Government/ private agency/individual.
- What were their demands?
- Was there any incident that precipitated the protest?
- For how long did this protest last?
- What modes of protest did they adopt?
- For how long they feel that the protest will go on?
- What will they do if there is no response from the authorities?
- Have they contacted the press for coverage?
- What symbolic acts have they done or are planning to do for furthering the protest?
- Where are the resources coming from?
- What was the public response to the actions?
- What was the response from the authorities?
- What was the response from the police and administration?
- Have they kept their line of communication with the authorities?

Analysis of the Narmada Bachao Andolan initiated by Dr. Medha Patkar (a professionally qualified social worker) is recommended for all the social work students. There are several similar examples including the National literacy mission which was initiated in the Kottayan District of Kerela as a grassroots level movement.

SOCIAL WELFARE ADMINISTRATION

Social Welfare Administration is yet another secondary method of social work. Being a secondary method, however, does not lessen its importance. It creates the necessary conditions for an effective performance of the primary methods of social work. Without a sound management, all activities of the agency will go haywire (unorganized) and the result will be chaos. Administration comes from the Latin words 'ad' which means to 'minister' which means 'to look after'. According to Ordway "administration is a process of direction, oversight, coordination and stimulation in an agency designed to carry out some agreed purpose with economy and effectiveness in the means employed (material and personnel) and with all possible regard for the claims of the individuals involved. Social welfare administration is a process through which social policy is transformed into social services. It involves the administration of public and private agencies.

Walter A. Friedlander (1958) states that administration of social agencies translates the provisions of social legislation of social agencies and the aims of private philanthropy and religious charities into the dynamic of services and benefits for humanity.

According to Arthur Dunhan (1962) "administration is the process of supporting or facilitating activities which are necessary and incidental to services by a social agency. Administration activities range from the determination of function and policies, and executive leadership to routine operations such as keeping records and accounts and carrying on maintenance of services.

According to Harleigh Tracker (1971) "social welfare administration is a process of working with people in ways that release and relate their energies so that they use all available resources to accomplish the purpose of providing needed community services and programmes.

Social welfare administration has been defined in the curriculum study of the American Council of Social Work Education: "Administration is the process of transforming community resources into a programme of community service, in accordance with goals, policies and standards which has been agreed by those involved in the enterprise. It is creative in that it structures roles and relationships in such a way as to alter and enhance the total product. It involves the problem solving process of study, diagnosis and treatment".

Hence, we find that social welfare administration is a process which includes definite knowledge, understanding, principles and ways of interaction focusing on the suitability and accessibility of social services to the needy. Social work enables the process of administration through guidance, planning, stimulation, organization, creating structure, coordinating and research. To fulfill the well defined main objectives of administration, policies are suitably amended; programmes are formulated and budget, finance, personnel and selection procedures are made.

According to Rosemary Sorri (1971) social welfare administration is concerned primarily with the following activities:

- 1) Translation of social mandates into operational policies and goals to guide organizational behaviour;
- 2) Design of organizational structures and processes through which the goals can be achieved;
- 3) Securing of resources in the form of materials, staff, clients and societal legitimization necessary for goal attainment and organizational survival;
- 4) Selection and engineering of the necessary technology;
- 5) Optimizing organizational behaviour directed towards increased effectiveness and efficiency; and
- 6) Evaluation of organizational performance to facilitate systematic and continuous solution of problems.

Principles of Social Welfare Administration

Social Welfare Administration suffers from the lack of any authoritative or officially established set of administrative yardsticks for all social agencies. Nevertheless, following principles are generally recognized

as being in accordance with social welfare practice and experience and are observed by well administered social agencies:

- 1) The objectives and functions of a social welfare agency should be clearly defined.
- 2) Its programme should be based upon actual needs; it should be limited in scope and territory to a field in which it can operate effectively; it should be related to social welfare needs, patterns and resources of the community; it should be regarded as dynamic rather than static and the programme should change to meet changing needs.
- 3) The agency should be soundly organized; it should have a clear cut distinction between policy making and execution; unity of command, that is, administrative direction by a single executive, logical allocation of administration; clear and definite assignment of authority and responsibility; and effective coordination of all organization units and staff members.
- 4) The agency should operate on the basis of sound personnel policies and good working conditions. Personnel should be employed on the basis of qualifications for their jobs; paid adequate salaries and they should be adequate in quantity and quality for the needs of the agency.
- 5) The work of the agency should be characterized by a basic desire to serve human beings; an understanding of the individuals whom it seeks to serve, and of their needs, and spirit of freedom, unity and democracy.
- 6) All those who are connected with the agency in any capacity should develop attitudes and methods of work which will build sound public relations.
- 7) The agency should operate on the basis of an annual budget; it should have an adequate accounting system and its accounts should be audited annually by a competent professional authority.
- 8) It should maintain its records in an accurate and comprehensive but simple manner to be easily accessible when needed.
- 9) It's clerical and maintenance services and facilities should also be adequate in quantity and quality and efficient in operation.
- 10) The agency should put itself to the test of a self-appraisal at appropriate intervals to take stock of its successes and failures in the past year, its present status and programmes, its performance as measured by objectives and established criteria, its strength and weaknesses, its current problems and the next steps it ought to take to achieve better performance in the service of its clientele.

Functions of Social Welfare Administration

Luther Gullick has given a magic formula (POSDCORB) to express the functions of social welfare administration. It means Planning, Organizing, Staffing, Directing, Coordinating, Reporting, Budgeting.

This easy-to-remember formula has become popular with management theorists. Social workers have also been using it to describe functions of social welfare administrators. It was felt that an important component namely Evaluation (E) and Feedback (F) were left out and so they were added and it became POSDCORBEF.

Planning:- Planning is to implement guaranteed minimum of resources, both physical and social according to the needs and necessities for better life conditions and adjustment. The work cannot be done without continuous, thoughtful and comprehensive planning. Planning is essential for membership and client selection, personnel and supervision, the management of resources, programme making and finance.

According to Terry and Franklin 'Planning is selecting information and making assumptions regarding the future to formulate activities necessary to achieve organizational objective'.

Urwick (1943) defines it as follows ‘planning is fundamentally an intellectual process, a mental predisposition to do things in an orderly way, to think before action, and to act in the light of facts rather than guesses’.

Every organization does some form of planning, as they have to prepare for the future. In large organizations, planning is done by a separate division or department which generally reports to the chief executive. The department includes experts from diverse fields such as economics, statistics, management, etc. In smaller organizations, the task is entrusted to staff members, who handle other work but have the competence and knowledge to do the planning function. Either way planning is an important activity of the administrator and very often this administrator is a professionally qualified social worker in NGO sector and welfare agencies.

Major steps in planning

- 1) Define the problem
- 2) Collect all relevant data and information about the activities involved.
- 3) Analyze the information.
- 4) Establish planning criteria and standards.
- 5) Preparation of different action plans for achieving the goal.
- 6) Decide on one plan from the different alternative plans.
- 7) Arrange detailed sequence and timing for the plan.
- 8) Provide channels for feedback.
- 9) Implement the plan.
- 10) Evaluate the plan performance.

Organising : Organizing means establishing effective behavioural relationship among persons, so that they may work together efficiently and gain personal satisfaction in doing selected tasks under given environmental condition for the purpose of achieving some goal or objective.

The need for an organization emerges when one individual cannot perform all the necessary tasks. As number of individuals increase, they are further divided into groups, each of which are given a specific set of tasks to perform. How and on what basis these tasks are divided among individuals and group is the role of ‘organizing’ in management.

The administrative job in the modern social agency differs from that of the administration of educational, governmental or business organizations. Trecker has given the following important factors that have to be taken into account in organizing his/her job:

- The administrative worker in the social agency must organize his work not solely as an individual but always in relation to many other people.
- The administrative worker in the social agency must organize his work with a comprehension of the whole job to be done.
- The administrative worker in the social agency must organize his work in relation to a clear set of goals and purposes which are inherent in the nature of the agency, which he represents.
- He must organize his job with a special regard for priorities and arrangement of tasks in terms of significance and importance.
- He must organize his job so as to take into account his own and the needs of others to divide large

assignments into manageable units, so that a sense of productivity is forthcoming without excessive delay.

- He must organize his job so as to consider his own readiness to do a certain thing and the readiness of others to respond.
- He must organize his job so that there is a systematic arrangement of tasks in relation to the capacities and capabilities of his associates.
- He must organize small units for smooth functioning.
- **Staffing** : Administration of staff in a welfare agency is very challenging. One needs to plan well before recruiting staff for various functions. A social work professional must be competent enough to do this very important task with efficiency. It is an important administrative function as the abilities and sincerity of staff determine the qualities of service provided by the social welfare agency. Even poorly devised machinery may be made to work, if it is manned with well trained, intelligent, imaginative and devoted staff. On the other hand, the best planned organization may produce unsatisfactory results, if it is operated by mediocre or disgruntled people. Staff, thus, constitutes an integral part of the social welfare organization, both governmental and non-governmental. Staffing includes recruitment, selection, service conditions, promotion, leave, working conditions, welfare, legal issues etc. Staffing also includes training, orientation supervision, grievance procedure, retirement rules etc.
- According to Kidneigh an executive's role involves the following:
 - 1) Personnel Practices: Sound administrative practice calls for three essential elements of personnel policy:
 - Clarity of formulation
 - Machinery for fair dealing of grievances, and
 - Reserving to the executive the final authority in matters where judgment of competence and discipline are involved.
 - 2) Staff coordination and development are essential works for the administrator. Each employee should be assigned clear responsibility in relation to the authority.
 - 3) Channels of Communication: Two way channel is essential for proper administration. The best channel is the staff meeting, where the executive and staff can, in face to face contact, take up problems and plans for discussion and decision.

Directing : Professional social workers are trained to be efficient directors. Several social welfare and development sectors have social workers as directors or in the Board of Directors: You are also expected to acquire the skills to be a good director. Directing is the managerial function of guiding, supervising and leading people. According to Chandan 'it is concerned with directing the human efforts towards organizational goal achievement'. Direction implies the issuing of necessary guidelines and instructions for the implementation of the programmes of an organization, and the removal of any difficulties which may arise in their execution. The directions relating to the procedure are to ensure efficient and smooth working of the organization for the achievement of its appointed purpose. In social welfare administration, directions are indispensable as these provide guidelines to the officials in the delivery of welfare services to the beneficiaries and also enlighten the latter about the procedure to be followed for applying for a specific kind of benefit they are eligible for.

The purposes of direction are:

- 1) To see whether the work is carried out in accordance with the instructions and rules.

- 2) To assist staff in keeping record of the work being done.
- 3) To harmonize team work between employees.
- 4) To maintain and develop standards of performance.
- 5) To produce orderliness in performance.
- 6) To get acquainted with the weaknesses of the programme and to correct them.

The administrator should keep in mind the personality traits, strengths and weaknesses of his staff members and instead of criticizing, he/she should suggest the ways and means which are suited to the programme. He/she should also develop in his/her staff that he/she is there as a helper and an advisor rather than a director.

Coordinating : Every organization is characterized by division of work and specialization. Its employees are assigned their respective duties and they are not supposed to interfere in the work of their colleagues. Thus, in every organization an effort is made to avoid overlapping and duplication of functions and to achieve maximum team work among the various personnel of the organization in order to achieve its objectives. This arrangement of ensuring cooperation and team work among the employees is termed as coordination.

Its purpose is to achieve harmony, unity of action and avoidance of conflict. In view of its importance, Mooney and Depiley (1947) consider coordination as the first principle of organization because it expresses the principles of organization in toto, and all other principles of organization are subordinate to it. According to Charlesworth (1951) “Coordination is the integration of several parts into an orderly whole to achieve the purpose of the undertaking. Newman describes coordination ‘as the orderly synchronization of efforts to provide the proper amount, timing and direction of execution, resulting in harmonious and united actions to a stated objective.

Coordination is very essential, not only for any agency but also for any program to be successful. A trained social worker would be a better coordinator than any efficient manager. A social worker with his acquired human relationship will be a better performer and achiever.

Reporting : An official presentation of facts is called report. It is a summary of activity covering a specific period of time. Reports are made periodically. They are the tools or devices for use in carrying on the work of the agency. On the basis of records maintained by the agency, it is easy to discover the extent to which, it has accomplished the objectives. They enable to summarize the results of work together and help the board to formulate new objectives. Agency planning can be sound only when it is based upon an adequate reporting. Social work students get unique opportunities to get themselves trained for this task. As a student, you are expected to record all your field work and later convert them into your Field Work Journal. Similarly, after conducting any programme, you must record all the details systematically.

Need for effective reporting :

- 1) Reporting keeps the management informed about the organization’s performance.
- 2) Reporting allows the management to take corrective actions, when things go wrong.
- 3) Reporting inculcates a sense of responsibility among employees, as they have to report the programme activities to the higher authorities.
- 4) Reporting is also essential for preparing projects for future funding.

Budgeting : The word ‘budget’ originally meant a bag, pouch or pocket attached to a person. But in modern sense, a budget is a complete statement regarding the organization’s income and expenditure of the past financial year and provides an estimate of the same for the coming financial year. The organization’s

budget is usually approved by the highest controlling body, the Board of Management or the Governing Council. A budget contains the expenditure, income and outcome planned for a specific period of time. Usually the manager controls the budget for various activities of the organization. Therefore budgeting refers to the controlling of the organization. A social work student is expected to acquire the much needed skill in preparing a budget which is not a difficult task. With computer facilities, things have become much simpler. Previous year's budget will be always handy to make budget proposals for the coming year. Similarly, for preparing a project proposal or for a programme in a community, one has to have basic knowledge of budget preparation. You may also explore the possibility of learning about financial targets and physical targets for a year.

Need for budgeting :

- 1) Finance is the fuel on which the organization runs. One of the most effective ways of directing and controlling the organization is by controlling the financial part of the organization.
- 2) Budgeting helps to control the excessive expenditure.
- 3) Budgeting helps in preventing administrative and financial malpractices.
- 4) Budgeting improves the coordination in the organization. Proper appropriation to different overheads within the organization helps prevent conflict and overlapping.
- 5) Budgeting helps in measuring the performance of the organization and is also a source of information. Budget allocations to various activities of the organization reveal the priorities of the organization.
- 6) Lastly, the very process of budget preparation is an educative exercise.

Managers review the existing situation, discuss the needs of the organization in the coming year, and keeping in view the priorities of the organization, prepare the budget. Thus, the budgeting process makes the managers aware of the objectives of the organization, its resource base and forecast trends and changes in the external environment.

Evaluation

Some of the parameters for evaluation have been mentioned in the orientation visits section. Evaluation can be done at different time periods – weekly, monthly, half yearly and annually. Evaluation can be done by different teams: intra – agency evaluation, funding agencies and outside evaluation teams.

Evaluation is an exercise which will show whether the programmes and projects are going in the desired direction. Periodical evaluation will help in identifying hurdles and areas that require special attention. It is always helpful in successfully completing any project well within the time frame. The report writing exercise by a student of social work is one such example. As a student, you also must help the agency in its evaluation work, which is a learning activity for you.

Feedback

Periodical feedback is an essential aspect of any programme and project. Feedback helps the organization to re-examine the success and failures and take appropriate action to rectify the wrong, if any. Feedback will only help in strengthening the project/organization. It will also enable in re-appropriation of funds for better results. Feedback will ultimately ensure the sustainability of any project/agency.

HOUSEHOLD SURVEY

In **MSWL- 016**, you are required to do household survey. If you are doing a survey of households, you have to understand what do you want to learn and why? You can do a household survey and collect data on demographic, socio-economic details, information related to government schemes and programmes which they have benefitted from individually as well as part of their community. **Demographics** are characteristics of a population. Characteristics such as race, ethnicity, gender, age, education, profession, occupation, income level, and marital status, are all typical examples of demographics that are used in surveys. **Socio-economic data** helps in providing us actual situation of that area. Through survey you can analyze what type of improvement can be implied there. You can think about the reforms of that area. At a macro level, government collects this information (in greater detail) through census which is done every 10 years. Socio-economic data of any area helps government in planning to improve the life of people.

You will be able to understand how many people face the problem of poverty in any particular area. You will also learn about the dependency and independency of population from total populations, the information on resources, about the annual income of family, per person income, how many people use vehicles and what type of vehicle they use, what type of technology they use, what kind of cropping pattern is found in that area and so on.

Following steps can be followed:

- Define your objectives.
- Prepare an interview schedule in consultation with your FWS to collect data. Keep the survey questions easy and simple so that people can answer comfortably. Be objective and avoid personal bias. It's important to choose your words carefully so that you do not influence the member.
- Test on a pilot group before you go to community for actual data collection.
- Collect responses. Write it in field diary. When you are back from field then write the report of data collection in fieldwork journal.
- Analyze the responses. After you have collected the responses from 15 households and stakeholders like Asha worker, Panchayati Raj Official (for rural/tribal area) / Counsellor (for urban area), government school teacher, Anganwadi worker etc., then you can analyze the responses collected and prepare a comprehensive report and attach it in fieldwork journal.
- Write report in the fieldwork journal mentioning the details of the community, households, and each day's data collection. So there should be 20 reports on data collection from 20 respondents (15 household heads/members and 5 other stakeholders as mentioned above). Besides the individual responses, there should be a data interpretation report which you can attach separately in the journal.

You should choose the households in such a manner to represent cultural diversity in terms of caste, class, religion, gender etc. Prepare sampling in consultation with your FWS. You should be careful to perform culturally appropriate client interviews and assessments. Try and understand equity and access to resources in your setting. By the end of survey, you should know the actual condition of area that what kind of people lives in that area.

The socio-economic and demographic details should include:

- Data on the age of the population
- Sex
- Permanent or migrant population/ Occupational mobility
- Marital status
- Religious affiliation

- Mother tongue
- Education
- Employment/Occupation
- Health status
- Income
- Housing and household facilities
- Water and sanitation- main source of drinking water, toilet facility
- Land holding/ agriculture
- The economic condition of people. What types of economic activities are they involved in?
- The social condition of the people in that area. What type of family, how the family survives, and what type of meal they use? It should tell us about their education and self dependency.
- What types of crops, livestock etc. if they are involved in farming

You should prepare the interview schedule for data collection in consultation with your FWS in such a way as to include the above mentioned points. Through the survey you should be able to collect varied socio-demographic data pertaining to conditions under which people live, their well-being, activities in which they engage, demographic characteristics and cultural factors which influence behavior, as well as social and economic change.

From your sample survey, you will select part of the population from which observations will be made or data will be collected and then inferences will be made to the whole population.

Lastly, you should keep in mind that all surveys require careful and judicious preparations if they have to be successful.

ADMINISTRATIVE ASSIGNMENTS

Your placement in an agency is for learning. You will find plenty of good things as well as unpleasant practices. Your aim is to learn and not criticize the agency. All the information you gather from an agency is for your learning purpose only. Therefore keep them confidential.

- 1) Read and report on the Memorandum of understanding and bye laws of the agency you are working in. If possible, get a copy of the bye laws and read it.
- 2) Read the minutes of the meetings of the general body and board of management (may be known as board of directors). Learn to write the minutes of the meetings
- 3) Evaluate the documentation process of the agency and see how it records its work
- 4) Presently reporting procedures of agencies are dictated by the donors. Each donor has a format which the agency has to fill in and send to the donor. The reporting is done at regular periods of six-month and yearly. Agencies spend a lot of time and human resources to produce good quality of reports, mainly to impress the donor (in several cases). Look at the reporting procedures of the agency critically and see whether the agency is spending more time in reporting rather than doing activities. (Mind you : you are a trainee and therefore not expected to enter into confrontation with the agency. Your purpose is to learn).
- 5) Find out the salaries of the staff and other working conditions like job tenure and security. It is observed that many agencies pay their lower level staff less than just salary. It leads to undesirable situation where agency talks about justice for others while being unjust to its own employers. Find out employees opinions on the issue. (Do not create a situation for agitation in the agency).
- 6) Attend staff meetings if possible. Understand the agency situation through its meetings. Is it held in a friendly and participatory manner which will help the agency.
- 7) Study the relationship of the agency with the donor.
- 8) Try to find out the attitude of the staff towards their work and discuss with your field work supervisor.

You can find out the underlying values of the organization and see whether they are compatible to social work/values. Some of you may get opportunities to involve in several administrative tasks like time keeping, record updating, monitoring of some of the projects, communications within the agency, supervisory and so on. In such cases, you are expected to write detailed report of all your activities in the agency.

Recording

The student should organise and present information, observation, reflection and action in a systematic and concise manner. You should exhibit purposeful observation in your records. Reporting should reflect the theory you have studied so far. You may make observations, which agree or disagree with the ideas presented in the textbook. For example, if it is mentioned that caste associations have no positive function and you observe that they are seriously trying to eradicate the dowry practice, then you must mention that along with the reasons why this particular association is performing a positive function. You maintain an objective approach to field situation and critically evaluate your role of trainee along with field situation. Write reports of methods as per the guidelines and format provided. Reports of concurrent field work should be as per the format provided in journal. Agency/Community Profile should be also prepared as discussed in this manual earlier.

Individual Conference and Group Conference

Your role in the fieldwork conferences should be qualitatively better. You can start making individual presentations followed by question and answer sessions. You can take the responsibilities of chairing sessions under the supervision of the supervisor. Your queries to the supervisor should be related to methodological problems. You can of course continue to seek guidance for programme related issues also. However, you must remember that a professional consciously applies the principles and values of his or her methods.

EXAMPLE OF RECORDING OF CASE WORK

CASE OF A FAMILY WITH MARITAL PROBLEM

The Beginning

The client Mrs. Asha Rajan, aged 42, voluntarily approached the worker with her problem on 4.12.1989.

Earlier Contact Between the client and the worker

The client and the worker were known to each other since 1982. They lived in the same colony. Although the client and the worker used to meet at social gatherings, the worker had no personal contact with the client except to say 'hello' and smile whenever they came face to face.

Nature of the Problem

According to Asha, her twenty five years of married life were by and large peaceful. However, since the beginning of 1989 (about ten months prior to the first interview) a lot of misunderstandings had taken place between Asha and her husband. She was being scolded for every action by him. Her suggestions and comments were not appreciated. She felt that her husband was not giving sufficient attention and love to her and the four children. There was tremendous change in his attitude to the family members. She also complained that often her husband used to be away during evening meals -the only meal when everyone in the family used to be present. The problem reached its climax on 29.11.1989 when Asha and her husband had heated arguments over the latter's behaviour. On that day Asha was badly beaten up by her husband. That incident caused her more mental than physical pain. That was the first time ever in her married life that her husband physically assaulted her. As Asha and her family were well accepted by the residents of the locality and as they maintained good social status, it was all the more difficult for her to share her problems with others.

Personal History of Asha

Asha was born in 1947. She lost her mother, when she was about one year old. Her father married another lady when Asha was about three years old. Since then Asha was taken care of by her aunty (father's elder sister) who had no children. When Asha was around five years old, she was admitted to a local government primary school. She studied up to class four and then discontinued her studies for reason not known to her. At the age of seventeen she was given in marriage to one Rajan, son of a businessman. They had their own independent bungalow. She was around five feet tall, fair and maintained good health.

Family background:

Husband: Asha's husband, aged 45, was a tall and fair looking gentleman. After matriculation he had some technical training which helped him to get a job in a factory in Indore. Later he managed to get sufficient loan for his own business in hardware.

Children: Asha and Rajan had four children. The eldest child was a boy aged 19 and was in B.A. second year. The other three were girls: one aged 17 was in class twelve and the other, twins aged 15 were in class ten. They were average in studies.

Interview with Asha

Asha came to the worker at the School of Social Work at around 2.00 p.m. Asha asked the worker, if he was free and could spare some time for her. The worker agreed and requested her to be seated. Asha sat down and kept silent for a while. The worker then initiated the conversation: What can I do for you? Asha tried to smile but remained silent. The worker again asked her in what way he could help her. Asha then bent forward, placed her hands on the table, and took a more comfortable position. Then she said that she wanted to talk to

the worker something very personal and wanted the worker to promise that he would not share it with anyone else. When the worker told her that he would not share anything with anyone and would keep things confidential, she began to narrate her problem. Asha told the worker that she was in tension since a few days. She was not having proper sleep. She had no appetite and that she was physically feeling very weak. After Asha spoke so much she kept silent for a while. The worker also kept quiet. Then she continued to say that she was facing some problems with her husband. She narrated that things had gone to such an extent that she stopped sleeping with her husband since one week. She spoke those words with a choked voice and burst into tears. The worker kept silent for a couple of minutes. When Asha wept for some time and began to wipe away her tears, the worker expressed sympathy over the matter and said that he was very sorry to hear about these developments. In the meantime the worker offered her a glass of water and told her to relax, for a while. Asha thanked the worker for the water and said, "I am sorry Sir. I should not have come here to disturb you. What a foolish lady I am! The worker then pacified her by saying that she had not disturbed him. The worker also told her that it was a wise decision that she took to share her problem with the worker. The worker further asked Asha to speak out the problem that she was facing. Asha seemed to be anxious and uneasy. The worker again told her to feel free to speak to him. Asha then explained that since almost a year she and her husband were not on good terms. Asha felt that she was given less importance at home. Her opinions and comments were not given importance by her husband. She felt that her husband was having a lot of misunderstandings about her dealings. Asha also said that she had doubts about her husband's morality. Her husband was found to be extraordinarily friendly with the accountant's wife. According to her, the accountant named Anand and his wife Sunita were cheating her husband and they were enjoying the profit of her husband's business. Asha made several attempts to persuade her husband to give up his relationship with the Anand family. Things reached its climax on 29.11.1989 when Asha was badly beaten up by her husband following a heated argument over the issue. The incident brought a shock to her life. Tears rolled down from Asha's eyes as she narrated the incident in choked voice. There was a pause for a while and Asha looked up to the worker expecting him to break the silence. The worker then asked Asha about the time of the incident. The client said that the incident took place around 9.00 p.m. in the evening. When the children 'heard her cry, they rushed to the bedroom and pleaded with their father to stop beating their mother. She said that they had a sleepless night and "that she felt sorry for her daughters who were preparing for their half-yearly exam. Since that day Asha did not sleep with her husband. The client stopped narrating her problem by saying, she did not know what to do. I have no place to go leaving my grown up girls to themselves. I do not know why God is so harsh with me. There was silence for a while.

The worker told Asha, not to be disheartened by what had happened. He explained to Asha that the incident was certainly an unfortunate one. The worker further told Asha that he was anxious to help her find a way to solve her problems. The worker also expressed his doubts about many possible reasons which had paved way for those developments. He told Asha that he needed more time to study the case and that probably they could meet after a couple of days, may be by the week end. That was agreed to by Asha and she suggested that she would meet the worker on 9.12.1989.

Observations

You might have noticed the following things:

- 1) *The client approaches the caseworker but is not sure what he can do for her. Since Indian society has traditional elements individuals are more comfortable asking family members, neighbours, religious figures and friends for advice rather than ask professionals. In urban areas however things may be different.*
- 2) *The caseworker in spite of knowing her still has to collect the information required in systematic manner before he can attempt a diagnosis. This is required because now he is entering a professional relationship with the client. Individuals in informal relations may tell exaggerated versions of events and impress others. This information can be misleading and prove detrimental to the diagnosis that the caseworker is making.*

- 3) *Personal history, the genesis of the problem according to the clients and the current happening are some of the information the caseworker obtains from the first session. Any intervention will be based on this primary information.*
- 4) *The caseworker applies the following techniques and principles. One: he gives unqualified positive regard to the client. He is gentle with her, allows her to settle down comfortably in the room and allows her some time before asking her the relevant questions. Two: he does not judge her on the basis of her sex, social situation or her problem. He never gives the impression that she is to be blamed for what has happened. However, he does ask her cooperation to solve the problem. Three: he gives due respect for her feelings and allows her to express the same. He does not feel uncomfortable at her crying and repeated pauses in between her sentences.*
- 5) *At the end of the session he offers her sympathy and hope. He also fixes the date and time for the next meeting.*

Second interview with Asha

Asha came to the worker at the appointed time. The worker asked Asha about the situation at home and whether she started talking to her husband. Asha told the worker that they were still not in talking terms. She, however, said that her husband used to talk to the children and servant lady. Then the worker asked Asha how long she expected to remain without talking to her husband. Asha kept silent and did not reply. The worker suggested that instead of brooding over the mistakes in the past, she might make up her mind and break the ice in the interest of her children and family. Asha said that she wanted to find a lasting solution to the problem. Then the worker asked how she felt if the worker had a talk with her husband over the issue. Asha raised her eyebrow and looked at the worker. The worker told Asha that he felt that it was necessary to have a talk with her husband in order to find out her husband's mind and attitude over the problem. The worker explained to Asha that perhaps her husband might have had certain reasons which made him to change his behavior. Asha, however, feared that the time was not ripe for the worker to talk to her husband. She felt that things might further deteriorate if her husband came to know of her meetings with the worker. Asha instead suggested, that it would be easier if a situation was created where the worker and her husband could meet before a formal meeting (interview) took place to discuss the problem. Asha said that long back her husband had once expressed his desire to meet the worker in connection with meeting an astrologer. Asha then explained that her husband had earlier approached some astrologers when he had some setbacks in his business. However, his experiments were futile and he had to spend a lot of money. At that juncture the worker intervened and asked Asha as to what made her husband to associate the worker with astrologer. Asha then told the worker that her husband was aware of the fact that the worker was wearing a ring which had a stone. The worker then explained to Asha that the ring he wore was not one given by any astrologer. The worker told Asha that he was undergoing colour therapy. He explained to Asha that some doctors and scientists prescribe the use of colour therapy like the use of water therapy, physiotherapy, radiation therapy, yoga etc. The worker expressed his reservations in recommending any one to adopt that method as he himself had not experienced anything extraordinary. Asha however, said that there was nothing wrong in discussing that matter with her husband which would help the worker to establish rapport with her husband. The worker then asked how he could meet her husband just like that since there was no initiative from her husband's side. Asha then remained silent for a while and then suggested that the worker could visit her husband at her residence on any day for a friendly visit and that she would instruct her son to make an enquiry with the worker about the ring that the worker wore, in the presence of her husband.

Observations

- 1) *The caseworker in this session asks the client about the situation. He finds out a piece of information that in itself is not of much use, but which can be used to solve the case- the client's husband's interest in alternative therapy.*

- 2) *Secondly, the caseworker advises the client to take a positive step. The caseworker did not simply ask the client to do something. He first poses the question and set the scene for asking the client to take the step. In some cases the client will resent that the caseworker is suggesting a course of action as it may seem to him/her that the caseworker is blaming her for the situation. The caseworker, therefore, should be careful while advising an action to the client.*
- 3) *Thirdly, the caseworker consults the client on the future course of action out of which emerges an effective and acceptable solution.*

The worker went to Asha's residence at 8.30 p.m. Asha, her husband and children were at home. Asha's husband welcomed the worker and offered him a seat. Asha's husband asked why the worker had not brought his wife and child. The worker replied that as he was going to visit several places in search of accommodation, for a friend, he preferred to go around alone. By that time Asha's son came and wished the worker and sat near him. During the conversation of general things Asha's son asked the worker about the ring that the worker wore. There was a long conversation on the subject in which Asha's children and husband participated. That, in fact, helped the worker to interact with Asha's husband who showed keen interest in meeting the Colour Therapist. The worker agreed to take him to the Therapist but expressed his desire to have a talk with him before meeting the Therapist. He agreed to it and an appointment was fixed for 15.12.1989 at 4.00 p.m. at the School of Social Work.

Observations

- 1) *Since the family is known to the caseworker he made an informal visit to the house without informing the client's husband that he is going as a caseworker. You must think how this is possible if the client's family is not known to the caseworker. Some family members will object to outsiders being involved in internal affairs.*
- 2) *Home visit is an important source of information about the client but it should be done in a proper manner. You can use friends, neighbours or employees to make the home visit look like an informal visit. However, in case of formal home visits, for example, for judging the suitability of a couple for adoption, the home visit can be done in a formal manner.*

Asha's husband met the worker at the School of Social Work at 4.00 p.m. The worker enquired as to why he was keen in meeting a Colour Therapist. Asha's husband said that once upon a time his business was flourishing well. However, during the recent past he had heavy losses. That was disturbing him. On the advice of his accountant, he had to spend a large amount of money by holding consultations and seeking help from astrologers. He further alleged that some jealous people were trying to bring him harm through sorcery. The worker told him that he had little faith in sorcery and that no one could do harm to another person through sorcery. However, Asha's husband refused to agree with the worker. Then the worker asked him whether he could narrate any instance which he knew in which anyone known to him was cheated through sorcery. He replied in negative. The worker explained to Asha's husband that he could arrange an appointment with the Colour Therapist and reiterated that there was no guarantee of any solution to his problem by meeting the Colour Therapist and adopting Colour Therapy.

The worker then asked him, whether he had anything particular to share with the worker. Asha's husband again replied that he would speak about himself and his problems only after meeting the Therapist. It was then decided that they would meet the therapist on December 17, 1989.

- 1) *Here is an example of using something of the client's interest to build rapport. The caseworker has absolutely no faith in colour therapy himself but says that he will readily accompany the client to the therapist. It may be noted that he is not telling lies about his faith in colour Therapy. He makes his opinion sincerely to the client.*

- 2) *Also notice that the caseworker while conveying his lack of faith in the sorcery does not mock or criticize the client's belief. You will frequently come across beliefs, traditions and values which you yourself do not believe or you feel are irrational superstitions. However, you must not be judgmental in your approach and respect the client's beliefs.*

In this case these beliefs did not adversely affect the casework process. In other cases, however, beliefs of the client may harm the problem solving process. In such situations you have to be extra careful, as you will have to remove the belief without hurting their ego.

Meeting with the Therapist (17. 12. 1989)

As per plan Asha's husband met the worker at the worker's residence and both of them went to the Therapist. The Therapist after screening him explained to him certain things about his past, and present and told him of certain things that would take place in his future life. He also advised him to use a particular stone which would enable him to avoid certain things that may not be favourable to him. During the meeting the Therapist told him that things were not going smoothly with Asha's husband because of certain unfavourable colours. That had caused him enormous loss of time and money. He also cautioned him that he was surrounded by a ring of so called friends who were trying to take maximum benefits from him with the result that the fruits of his labour were being enjoyed by his close associates. Asha's husband also was told by the Therapist that he should not share his plans and ideas with his associates. Asha's husband expressed satisfaction over his meeting with the Therapist and told the worker that he would meet him sometime during the week. It was, then, decided that they would meet on December 20th at 4.00 p.m. in the School of Social Work.

- 1) *The caseworker gets vital information on the client and also ascertains the client's opinion on the problem by accompanying him to the colour therapist.*
- 2) *He finds out that business losses have made the client nervous and made him susceptible to ungrounded fears. The caseworker understands that all these factors maybe contributing to the marital problems.*

Interview with Asha (18. 12. 1989)

Asha met the worker at the School of Social Work at 2.00 p.m. There was no appointment. Asha was anxious to know about the meeting of her husband with the worker and the Colour Therapist. The worker told her that he had a fruitful meeting with her husband and they had fixed December 20th for their next meeting. Asha enquired from the worker whether her husband spoke about any of his personal, business or family problems. The worker told her that they had no discussion on those issues. He also told Asha that her husband seemed to be under some pressure and tension due to the crisis he faced in his business. He explained to Asha that the causes of misunderstanding which have lead to the disturbances in their family seemed to have close relation with the problems her husband had to face in his business. The worker advised Asha to break the long spell of silence and start talking to him. He told Asha that she should take initiative in creating situations which might help them to start talking. The worker suggested to her that one of the things she could begin to do was to sit together with her husband and children for meals. Asha assured the worker that she would try to make an attempt during the following days. It was then decided that Asha would meet the worker on 22.12.1989 at the School of Social Work at 2.00 p.m.

- 1) *Here you can see that the caseworker uses the following techniques- giving advice, providing advice and providing interpretations. Providing interpretation is important as misunderstanding takes place between individuals due to break down in communication which leads to conflicting interpretations.*
- 2) *The caseworker also uses persuasion and issuing directives. As mentioned earlier you have to be careful while using this technique. You can do so only after you build rapport and gain the trust of the client. He/She should know that you know the problem well and understands its dynamics well.*

Interview with Asha's Husband

Asha's husband met the worker at the School of Social Work at 4:00 p.m. He then asked the worker about the worker's feelings on the comments of the Therapist.

The worker told him that he was not seriously concerned about any comments of the Therapist. He further suggested to Asha's husband that he could share with the worker confidentially whatever he wanted to share regarding his problems. The worker explained to him that as a Social worker he could assist him to analyse some of his problems.

Asha's husband then told the worker that there was some truth in what the Therapist said. He explained to the worker that since almost a year he had been meeting with misfortunes and did not know what to do. He said that even at home he had no peace. At that juncture the worker intervened and asked him about the problem he faced at home. Asha's husband told the worker that he was not getting any support or encouragement or understanding from his wife. He argued that women were least bothered about the problems of their husbands. He further told the worker that whenever he came home after a day's work and running about, his wife never bothered to sit with him and share his difficulties. All she wanted was money. Asha's husband explained that sort of behaviour really discouraged him and very often he preferred to eat outside. He also told the worker that his wife was least bothered about his health; she never used to ask whether he had his breakfast, lunch or supper. Instead she used to give long discourse about family status and dignity if she happened to know that Asha's husband spent some time with any of his friends or associates. After saying so much, Asha's husband said "Oh I am sorry, why should I speak all these to you. By nature I am a simple man. I speak out to others whatever I have in mind. And there is no use of it. That is my main handicap".

The worker told Asha's husband that he did a good thing by sharing his problems and feelings with the worker. The worker explained to Asha's husband that he could perceive two types of problems that he faced: one relating to his business and the other relating to relationship with his wife. The worker told him that it would take quite some time to understand and analyse those problems.

The worker suggested to Asha's husband that he should meet him at least once in a week and more frequently if necessary during the following one or two months in the process of finding solutions to his problems. He also told him that he would have a talk with his wife as well since she also had equal responsibility and role to play in that situation. Asha's husband seemed to be a little unhappy about this suggestion and he cautioned the worker that it would be dangerous to speak to his wife. The worker also told Asha's husband: "You have shared some of your feelings and problems with me. It is possible that your wife also must be having similar feelings and problems. All these need to be brought to light and studied. Then only we can work for some amicable solution. In this process both of you will have to forget and forgive many things". Asha's husband took a deep breath and then told the worker that he was willing to cooperate with the worker, if the worker was confident that things would not go from bad to worse.

The worker thanked Asha's husband for his cooperation and told him to meet him on following Wednesday i.e. 27.12.89. at the same time and place. He also advised him to spend more time at home with his wife and children so that they would not feel that they were not cared for. He suggested to him that as far as possible he should have his meals along with his wife and children and take the family for a film or an outing once in a while.

The caseworker deals with the client tactfully. He does not tell the husband that he had met the wife and is involved at her request. In this case that information would have harmed the case work process. In other cases it would be better to reveal the information,. You must take the decision on how, when and why to reveal the information depending on the nature and progress of the case.

Asha met the worker at the School of Social Work at 2.00 p.m. The worker asked whether there was any change in the family atmosphere. Asha told the worker that on the previous two days her husband had his

meals along with the children. She said that she did not join them for meals and was busy serving them. Asha told the worker that she was willing to talk to him, but did not know how to make a beginning. The worker told her: "Where there is a will, there is a way. You only said that you were serving meals to your husband and children since the past two days. While serving meals, you could have easily asked: Shall I give some more rice or water or pickle etc". Asha then asked the worker whether her husband met the worker. The worker told her that he and her husband had a very long session. Asha was keen to know whether the worker informed her husband about Asha's meeting with the worker. The worker told her that he had not informed her husband about it and that he expected to inform him during the next meeting scheduled for 27th December. When Asha asked the worker about details of their meetings, the worker told Asha that her husband frankly shared many of his problems. The worker explained to Asha that one of the main causes of all the problems that they faced was due to the lack of proper communication between Asha and her husband. The worker told Asha that her husband needed more care and attention from Asha. He explained to Asha that her husband was faced with a number of problems relating to his business. In that situation he also needed the concern and love from the family members. When he did not get that, it was natural for him to look for the same from other sources. The worker told Asha that to some extent she too was responsible for the present situation. The worker advised her to show some personal interest in the business of her husband by asking how his business went etc. That would also help Asha to become aware of the ups and downs her husband faced each day in his business. The worker also told Asha that she should not expect her husband to bring in more money, if his business was not going well. The worker expressed his hope that Asha and her husband could find some solution to their problems if they made up their mind to work together. Asha invited the worker to her home on the New Year Day. The worker told her that he would certainly visit their home on January 1st and expressed his wish that, the New Year's Day would be a special one for Asha's family. The worker and Asha agreed to meet again on 30.12.1989 at the School of Social Work.

Family Visit

The worker and his family made a casual visit to Asha's family at 5.00 pm. to wish them a happy New Year. There was only friendly conversation.

Interview with Asha's Husband

Asha's husband met the worker at 4.00 p.m. Asha's husband told the worker that he was feeling much relieved after talking to the worker and wearing the ring as suggested by the Therapist. The worker told Asha's husband that he wanted to talk further about the problem relating to his family. The worker asked him to speak more about his relationship with his wife and how he was getting along with her. Asha's husband smiled and asked the worker whether the worker met Asha in that connection. The worker told him that he had already talked to Asha. Asha's husband was keen to know whether the worker shared all that he had told the worker. The worker told him: "Yes, I had to tell her about our meetings. In fact it is your family problem and unless we know details and share with one another, we will not be able to find any solution." The worker also told Asha's husband that his wife was interested in cooperating in the process of finding solution to their problem. The worker then explained to him that Asha did share many things. However, the worker expressed his desire to hear from Asha's husband about how he viewed the problem. Asha's husband then told the worker that his wife had a lot of misunderstandings about him. He also said that Asha was not happy about her husband's relationship with the Anand family. He told the worker that his attachment to the Anand family became very intimate partly due to the business and partly due to the behaviour of his wife. However, Asha's husband reported that he had realised his mistake and would try to control himself. When asked by the worker, to what extent Asha's husband's relation with the Anand family caused problems to his family relations, he said that -there used to be frequent quarrels between him and his wife. One day when Asha bluntly spoke to him of her doubts about his morality and relationships with the Anand's family he lost his temper which resulted in heated exchange of words and Asha was beaten up. Asha's husband said that later he felt sorry for his action. The worker appreciated Asha's husband for his sincerity in sharing those details. The worker then asked Asha's husband to explain about his relationship with the Anand family. He said that without the help of

Anand he could not go ahead with his business. He also revealed that Anand also had contributed some share to his business which was not known to his wife. That had made him to depend on Anand family. He further told the worker that he wanted to return the share of Rs. 37,000 to Anand and manage the business independently. The worker told him that he wanted to discuss the issue with him and Asha. The worker expressed his willingness to meet them at their residence at a time convenient to them. Asha's husband agreed with the proposal and asked the worker to discuss the matter with Asha and fix the date and time. The worker told him that he would inform him within a couple of days after his next meeting with Asha scheduled for 30.12.1989. It was, then, decided that they would meet sometime during the second week of January 1990.

Interview with Asha

Asha met the worker at the School of Social Work at 2.00 p.m. When the worker asked about the progress made, Asha said that she had started taking meals with her husband and children. However, they were still not on talking terms. She said that she could not make a beginning yet. The worker told that her husband had agreed to the suggestion for a joint session in which the worker, Asha and her husband would participate. The worker asked Asha to fix a date and time during the second week of January, 1990. It was, then, decided that they would meet on January 8th at 9.00 a.m. The worker also told Asha to convey this message to her husband.

Interview with Asha and her husband

Asha and her husband met the worker at the School of Social Work at 9.10 in the morning. They apologised for being late by ten minutes. Since both of them came together, the worker asked them as to how they came. Asha's husband smiled and said that they came together on his two-wheeler. The worker expressed happiness over the improvements they made in patching up differences. The worker asked Asha whether they started talking. (She said that without talking it would not have been possible for them to come together).

The worker expressed his desire to hear some more about other developments, if any, in the process of restoring normalcy in the family. Both Asha and her husband remained silent for a while. Asha's husband then said that things were normal at home. When the worker asked: "Is that so?" Asha said that on the mid-night of December 31st they were watching the New Year's TV programme and some how conversation began to take place while they were making comments on various items and actors. That very evening onwards Asha and her husband began to sleep in the same bedroom.

The worker congratulated them for breaking the long spell of silence. He told Asha and her husband that it was a very important step that they had taken in the process of dealing with their problem. The worker then explained to them that the main problems they faced were two; one relating to the relationship and the other relating to their business. He explained to them that unless they restored normalcy in their relationship, forget and forgive each other, it would be difficult to find a lasting solution to their problem. One major reason which the worker could perceive was lack of proper communication between the two. The worker advised both Asha and her husband to try to share all their feelings and problems which they faced daily both in business as well as in other daily routine.

Asha's husband said that his wife was least bothered or interested about his business. Therefore, he preferred to refrain from sharing things about his business and related problems. Asha intervened and asked the worker as to why she should interfere in her husband's business.

She said that she did not know anything about the business and that she had nothing to do with that. The worker explained to her that she too had equal responsibility in the business of her husband. The person who runs the business also had feelings, emotions, need of love and care and appreciations. The worker explained to her that it was her duty to give a helping hand to her husband by way of encouraging and sharing of feelings etc. Once there was no such interactions, communication gap would widen and cause many other problems. The worker explained to her that the Anand family in one way was able to have a share in the business of her husband due to the problems her husband faced in the business.

Asha expressed surprise at this news and said that if her husband had told her about this problem she would have given her gold ornaments and helped him. Asha's husband intervened and said that once he had mentioned to her that he wanted to mortgage her ornaments and take some money for business. That time she expressed her displeasure and said that it was a shameful act and that the public would speak about it. Asha then said that her husband never told her that he was indebted or his business was in danger of collapse. The worker told her that probably because of her attitude and lack of proper communication her husband had to look for other alternatives. Asha then asked whether she could still help her husband and get rid of the partnership. She said that she was prepared to do anything to keep the Anand family away. The worker told her that probably she could still help her husband. That totally depended on her and her husband. The worker advised them to sit together and find out the possibilities.

The worker then suggested that they meet him every Saturday at 4.00 p.m. at the School of Social Work for sometime. It was decided that they would meet again on 13.1.1990.

- 1) The caseworker expresses support and encouragement to the clients when they made progress.
- 2) The caseworker tries to get the solution from the clients themselves and prepares them to accept the same, as it would benefit them.
- 3) You might have noticed that the first interview with both the husband and wife takes place after numerous individual meetings during which the caseworker prepares them. Further he sees that some changes have taken place in the behaviour and that the process can move on.

Interview with Asha's Husband

Asha's husband met the worker at the School of Social Work. He said that Asha was not feeling well and was suffering from fever. When the worker enquired about improvement in their relationship, he said that Asha was willing to give her gold ornaments for selling or for mortgaging. She also had a saving of about Rs.6,000/-. The worker asked Asha's husband about his plans. He said that he was negotiating with Anand and Anand was ready to withdraw his partnership for Rs.40,000/-. That amount was more than what Asha's husband expected. The worker asked him about the opinion of Asha. Asha's husband said that Asha was willing to give any amount as she was keen in breaking her husband's relationship with the Anand family.

Asha's husband told the worker that during their conversation several times Asha raised suspicion about his morality and relation with Anand's wife. He further said that she had no reasons to doubt him. Asha's husband said that in fact he should suspect her more since she can no longer bear a child as her uterus was removed two years ago. The worker told Asha's husband that she might be at the stage of menopause and the women in that stage usually face several emotional problems. The worker explained to him some of the physical and psychological characteristics of that stage. He advised him that he should have more understanding and make her feel that he cared for her. He suggested to him that he should take her for entertainments etc. once in a while.

Asha's husband thanked the worker for his guidance and suggested that it would be worth if Asha herself was informed about the characteristics of the menopause period. The worker told him that Asha's husband could take her to a lady psychologist known to the worker. Asha's husband told the worker that anything related with psychologist was not appreciated by her and that she had wrong information or feelings about it. The worker told Asha's husband that he was a better person to explain to her and make her understand that each stage of a human being's development was marked by physiological and psychological changes. To know, it was better that one consulted specialized physicians in that subject. The worker suggested that it would be better if Asha's husband motivated her to meet some doctors.

Asha's husband thanked the worker and said that he would try to convince her. Asha's husband took details of the psychologists. It was then decided that they would meet on 31.1.1990 as the worker would be away during the following week. The worker also asked him to come along with his wife for the next meeting.

Interview with Asha and her Husband

Asha and her husband met the worker at the School of Social Work at 4.00 p.m. Asha's husband said that they had made up their mind to pay Rs.40,000/- to Anand and relieve him of his partnership in business with effect from first of March, 1990. They had decided to mortgage ornaments and take loan amount of Rs.30,000/- and the remaining to be adjusted from Asha's saving etc. The worker expressed satisfaction at their decision and wished them good luck. Asha's husband also said that Asha had been to the Lady Doctor at the Medical College and that she was satisfied with her meeting with the doctor. Asha told the worker that she expected to meet the doctor a couple of times more. Asha also said that there was lot of change in their family life and that peace and harmony was returning slowly. The worker explained to them that the success and the progress they were making were primarily due to the joint effort of Asha and her husband. He appreciated Asha and her husband for their cooperation, determination, interest etc. shown during the process of problem solving. Asha then requested that the worker in no case should share anything to anyone regarding their problem. The worker reassured her and reminded her that he had already promised them that he would keep everything confidential. It was decided that they would meet again on February 9th at 9.00 a.m. which was a local holiday in Madhya Pradesh.

Interview with Asha

Asha met the worker at the School of Social Work. She said that her husband had been away in Kota, Rajasthan, since a week and would return only after another week. The worker asked Asha as to how she was getting along with her husband. Asha said that things had become almost normal. She said that she also had a lot of wrong feelings and misunderstandings about her husband. Asha expressed regret for her lack of concern and self centredness, which caused many problems to her husband. That made the Anand family to take undue advantage. She said that her meetings with the Psychologist were useful. She also said that her husband expected a big business contract and if that came through, they could avoid mortgaging the ornaments. She also said that there was tremendous change in his character and behaviour. The worker told her to keep up the spirit and continue to cooperate with her husband.

Interview with Asha and her husband

Asha and her husband met the worker at 4.00 p.m. in the school. There was no appointment. They enquired whether the worker could spare some time for them. The worker welcomed them and asked how things were. Asha's husband said that he had been to Rajasthan to make a business contract. He said that his mission was successful and that the work would start in the month of May, 1990. He told that as per their plans, he would mortgage the ornaments and relieve Anand from partnership. He expected to take back the ornaments from bank as soon as he got the first installment of the business contract from Rajasthan in the month of May. The worker appreciated the progress he made in his business. Asha's husband informed the worker that although Anand would be relieved of partnership he should continue as accountant as long as he had no problems with him. The worker suggested that Asha's husband should involve his son and also discuss business matters with him. The worker then told them that they could meet him after ten to fifteen days again.

Interview with Asha

Asha met the worker at the School of School of Social Work at 3.00 p.m. She informed the worker that her husband paid Rs.40,000/- to Anand and relieved him of his partnership. Anand continued to work as accountant. Asha told the worker that she was really satisfied and thanked God for all the blessings bestowed on her family.

Follow up Home Visit

The worker made a follow up home visit at 9.00 p.m. where he met Asha, her husband and children. The worker was told by Asha that Anand's wife stopped coming to their place. However, Anand kept visiting them once in a while although it was not as frequently as earlier. Asha's husband told the worker that he had

decided to visit Anand's family along with his wife on every Saturday evening. He said that he was very careful about his business plans and he started involving his son in the process. The worker expressed satisfaction over the progress that Asha and her husband were making.

Interview with Asha

Asha met the worker at the School of Social Work at 2.00 p.m. There was no appointment. Asha said that her husband had gone to Rajasthan in connection with the business contract and that he would probably get the first installment of the business contract. She expressed the hope of recovering part of the mortgaged ornaments. Asha then asked the worker, whether he shared her family problem with the worker's wife. The worker assured her that he had not shared anything like that and that there was no such need for sharing his client's problems. The worker advised her to forget all that had happened and go ahead cheerfully.

Interview with Asha's husband

Asha's husband met the worker by chance at the General Post Office. He told the worker that from the first week of May he would be busy with the new business contract in Rajasthan. He also told the worker that two third of the mortgaged ornaments were recovered from the bank. His son was also taking keen interest in the business. He also told the worker that he was negotiating with some other parties for more business contracts. Asha's husband told the worker that he felt very much relaxed and comfortable. He said that he hardly had any more tension. The worker wished him good luck and appreciated him for his self-determination.

Interview with Asha

Asha met the worker at the School of Social Work. Asha told the worker that things were going peacefully and that there was no more problems. Her elder daughter passed H.S.C. with a first class. She said that she would ask her daughter to go for Home Science. The worker kept enquiring from Asha and her husband about their progress for a couple of months. In the month of September 1990 Asha's husband told the worker that he had recovered all the mortgaged ornaments and that once again he was having a good business. The worker felt that there was no need to do further follow up and so the case was terminated.

- 1) The case is terminated as the problem was successfully resolved to the satisfaction of the clients.
- 2) As one can notice the role of the caseworker becomes less and less in the last few sessions. The clients begin to sort out the problems themselves. The caseworker merely encourages them and keeps tab on the progress.

EXAMPLE OF RECORDING OF GROUP WORK

Introduction

I was placed for my field work in a well-known co-educational public (private) Senior Secondary School. In the school, all the students of IX and Special Activity Period of one hour. As part of my assignments, I was allocated 14 students of class IX all girls, and told by my supervisor that I was free to devise any programme for the group.

The First Meeting with the Group: Wednesday

Venue : Playground

Duration: One Hour

As some other group was using the classroom, I told the group members to gather under a tree in the play field. They agreed and in a short time we all were sitting under a tree.

I introduced myself as a social worker, placed under Mrs. B – their School Social Worker, for one academic year. I confirmed from them that they were aware of the existence of the School Social Worker in their school. I then asked their names and wrote them in my diary. The names of the members were:

- | | |
|-----------|--------------|
| 1) Nisha | 8) Aarti |
| 2) Jia | 9) Tanushree |
| 3) Shikha | 10) Bharti |
| 4) Renu | 11) Sanya |
| 5) Meena | 12) Priya |
| 6) Adeepa | 13) Shuchi |
| 7) Taruna | 14) Suman |

I carried out a brief conversation, learning about their family backgrounds. I learnt that eight students had one or both of their parents working while the rest (six) were from business families. Four of the business families were joint families, with two or more married brothers staying together. Two students, whose parents were in jobs, lived with their paternal grand parents.

I told them that they were free to plan some activity of their interest for one hour. They looked confused and kept quiet. Then Nisha asked, “Can we study in this period?” I asked the others, “Is that what you want to do in this period?” Most of them shook their head, a little uncertainly. I told them that I had considered taking up activities of their proposal interest that they could do together in this small group. Shikha asked me whether I meant games or art sessions. I said that they could consider these also. She suggested that they play Dumb Charades. The group agreed. They made three teams and began to play, acting out words and asking the other teams to guess the right word. Two of the teams fared badly and they soon lost interest.

Before closing the meeting, I asked them whether they would be willing to try out an activity of my choice in the next class. They agreed. We dispersed, deciding to meet at the same place on the next field work day, that is, on Friday.

Observations

- 1) Members belonged to the same class and, therefore, were friendly with each other in a general way.

- 2) They were confused as to the purpose of the present period.
- 3) Most of the members tended to remain non-responsive and passive.
- 4) There was absence of interaction with each other, except among a few pairs.
- 5) Members seemed to have ‘accepted’ the worker and were willing to let her introduce new activities of her choice.

Future Plans

- 1) To introduce activities which
 - a) generate interactions among the members
 - b) provoke thoughts and encourage sharing of views in a non-threatening atmosphere
 - c) facilitate reflection, analysis and sharing of views and feelings on topics which were relevant to them, like understanding self, interpersonal relationships, leadership and team-work, etc.
 - d) facilitate development of rules of conduct within the group meetings.
- 2) To help the group take charge of their group meetings.
- 3) As the members are teenagers, to maintain my role as that of a facilitator rather than that of a leader or a teacher.

Second Meeting

Day: Friday

Venue: Playground

Duration: One Hour

No. of Members Present: 13

The Session

I reached the field, the usual venue of the session, but found no member. Puzzled, I went towards the classroom. Priya at once came to me and said. “Ma’am, our classmates are very bad. They have made my friend Tanushree cry”. At my enquiry, she explained that Sanya purposely omitted Tanushree’s birthday from the Bulletin Board of the class.

When I reached the classroom, there was heated argument going on. Sanya was crying and Tanushree was accusing her loudly. Girls were divided, some supporting Sanya and some Tanushree. I pointed out that the name of Tanushree could be added now. Sanya was angry because Tanushree had complained to the class teacher. I got both of the girls to see that it was really a minor point. Tanushree agreed to say sorry to Sanya and the teacher and Sanya apologized for having missed out Tanushree’s name. I then asked whether we could start with our session. They agreed to move to the field.

I introduced the activity “Understanding Oneself and Others”. Members were asked recall what made them happy. After a few minutes of individual thinking, they were asked to sit in groups of three/four and share their thoughts and feelings about what gave them happiness or satisfaction. Shikha took over the task of forming groups, which apparently were based on her knowledge of who were friends. As such, the sharing and discussion was lively and frank. The three groups gave the following group responses:

- Studying hard and scoring good marks
- Helping the needy
- Meeting their mother after more than half a day at school

In the bigger group, Nisha, Adeepa and Suman agreed that they started studying hard when they watched

their classmates studying. Sanya said she studied hard to fulfill her parents' expectations. Jia said that studying according to her best capability gave her satisfaction. She did not give too much importance to competition with her friends.

Most of the girls described needy person as one below the poverty line or very poor. Shikha felt that the handicapped were needy. I wondered aloud whether they themselves could be considered needy. All the members gave a negative reply. I asked them whether any time in their life they have felt the need for help, whether in terms of service or emotional support. At this comment, Shuchi and Taruna said that they never thought about this aspect and that they certainly needed help often but then they were able to help others too in their distress. Aarti, who had not spoken so far, said that they were not really needy. Her father gave donations to poor people who were always in need of help. The group seemed to accept Aarti's comment.

While presenting their response the third group the members Shuchi, Taruna and Priya became self-conscious before the bigger group. They felt that their response was too personal. Tanushree commented that the three of them were still babies. Shuchi began to defend their response by saying that they are not babies but weren't all of them happy to reach home and feel restful? Meena said that she missed her mother when she reached home because she was working in an office and came back only in the evening. Taruna added that sometimes she did not like warming up the food for herself and her kid brother. She wished her mother were at home to pamper her and let her just relax. Tanushree kept quiet for a while and then said that she gets a feeling of freedom when there was no adult at home to regulate her. I enquired from the group whether they would like to discuss the issue of working mothers in one of the sessions. The members agree very willingly and with that the session ended.

- Observations
- The members participated in the discussions without hesitation probably because the subgroups consisted of friends.
- The thinking of the members seemed to have been influenced greatly by their friends or parents.
- Members initially hesitated to acknowledge comments which were of a personal nature but finally found it appropriate to share their personal/emotional experiences.
- There was no shadow of the earlier quarrel on the session.

Future Plans

- 1) To ask members to act out situations of a more personal nature
- 2) To try giving more responsibility to members for conducting these sessions

Session 3 : Wednesday

Venue: Playground

Duration: One Hour

Members Present: 14

The Session

I welcomed Nisha who had missed out the last session due to sickness. I asked the group whether they had thought of any activity keeping our last session in mind. Aarti said, "Ma'am, you had said that we could talk about working mothers". I asked the group whether that was alright with them. Tanushree objected to the discussion of the topic and suggested instead talking about 'Friends'. I suggested that the members should vote for their choice and we would take up the topic of the majority choice. The girls agreed, some showing their consent by simple nodding. The members were given slips of paper to indicate their choice. After the 'voting', the desire for talking about their future'. I asked Aarti whether it was acceptable to her and she consented to follow the group decision.

I suggested that they form two groups, selected at random. They picked up slips with names and formed two groups. I offered two themes to work on: 'friends' and 'career options for girls' and asked if it was alright. Shikha said that would be good because the two groups would then have different things to talk about.

I asked them to choose the topic. There was silence for a while. Both groups looked at one another. The first group with Tanushree chose the theme of 'friends'. The other group agreed to discuss 'careers'. I then told them to select their leaders. In the first group, Nisha recommended Shikha's name as the leader. Tanushree made a face but as others agreed to the suggestion so she kept quiet. In the second group, Aarti suggested that Sanya should represent them and all the members agreed.

The two groups were given 20 minutes to discuss the issue and then share their views in the larger group. I pointed out to them that for fruitful discussions it was a good practice to establish some ground rules right in the beginning. All the members kept silent. I told them that they could decide that every member would have to express one's opinion and that they could formulate some procedure to ensure that. The two groups could have their own rules.

The two groups sat in circles in two parts of the field but close to each other. The group discussing 'careers' started off immediately. Sanya told the group that each member would speak briefly by turn. The discussion, she said, could take place after everyone had spoken. The members nodded their acceptance of her instructions. In the group on 'friends', there were heated arguments as to who would speak first or for how long. Tanushree said that the theme was her suggestion and therefore she should open the discussion. Nisha pointed out that as Shikha was the leader, she should begin. I intervened and suggested that they could pull out chits to select the name of the speaker. That seemed to sort out the difficulty and the members started talking about the topic.

The groups occasionally found themselves stuck, not knowing how to proceed. I kept moving around and put in a word or a pointer to help move the discussion on additional or new dimension. After I noticed that discussions were becoming forced, I suggested them to come in the larger group although there was still some time left from the allotted period.

I asked the members how did they feel during this activity. Shikha said, "Ma'am, the groups were not properly formed. All the members were not speaking or they could not speak properly." I said to her group members, "What do you have to say to Shikha's comment?" Suman said (a little defensively I felt), "Ma'am it is the first time I have spoken in the group. But I felt happy being a part of this activity." I asked the others about their experiences during the activity. Taruna said, "We had thought that we were talking about our friends—classmates or girl friends. Some of our group members started talking about boyfriends. I didn't like that. I don't like talking about these things. If my parents got to know that we were talking about boyfriends, I shall be scolded by them. Tanushree and Nisha immediately commented that there was nothing to be ashamed of talking about boyfriends. They were grown up about there was nothing wrong in liking boys. I asked the other group that even if they had not discussed the theme of 'friends', they could tell their views now and we could talk about 'careers' during the next session. Priya said that all the boys in their class were not decent. Some of them were 'cheap' and passed 'dirty comments'. She felt that having boyfriends was not necessary. Jia agreed with Priya but said that some of the boys were nice and she didn't mind talking with them. In fact, she added, boys like Bharat were intelligent and she discussed her problem in Maths with them, particularly with Bharat. Meena whispered something in Renu's ears. I pointed out that whispering in the group was not correct. At my insistence she acknowledge that the class felt that Jia was a particular friend of Bharat. Jia started to speak angrily but I intervened that the purpose of the group activity was to get an opportunity to discuss an issue that they could relate to. Everyone was free to express but it did not mean that the speaker should be ridiculed. I said that we should, in the group session, agree to say things frankly but not to hurt anyone. I mentioned to Jia that what Meena said was related to the subject on which the discussion was about. Meena nodded, looking relieved, I asked the

group whether they believe that they should not talk to the boys of their class just because they are boys. Tanushree said, “Ma’am, it is our parents who tell that the girls should not mix with boys.” Adeepa said, “Girls also act differently when they are with boys. Nidhi, who is my friend, ignores me when she is with boys.”

I said that there were reasons why girls and boys started ‘noticing’ each other at a particular age, the teenage. There were further reasons why parents felt that there was need to keep girls separate from or not too close to the boys. Sanya commented that if parents were concerned about keeping girls separate, why they sent them to a co-educational school. I said that it was an important observation and perhaps needed further thought. I commented that we were generating too many issues without getting any answers and how they felt about them. Aarti said that she felt happy about the whole thing. It was the first time that they were able to talk about these things freely. Suman, Bharti and Shuchi felt that they had spoken for the first time in the group. In the class activities, only a few of the more active and bold ones participated. I expressed my satisfaction at their finding the sessions useful. I pointed out that we had missed discussing the experiences of the second group. Sanya said that it was all right and that they could discuss those things in the next session.

Observations

- The activity gave an opportunity to make members conscious of the need for formulating norms of conduct. Democratic decision making process was introduced.
- Sanya manifested leadership qualities by setting norms in clear terms and commanding obedience. Shikha, speaking as the leader, pointed out the importance of members’ skills with regard to the activity and need to form the groups keeping these in mind.
- I had to play an active role in managing conflict, though not very serious; in assisting the members set rules for performance, rules for expression of feelings and giving and receiving feedback.
- The group members were beginning to ‘accept’ each other.
- The school atmosphere made it easier for the worker to get her ‘suggestions’ obeyed and maintain an appreciable degree of order in the activity. The members saw her as one of the ‘teachers’, albeit friendly, non-threatening and not oriented to disciplining. I recalled that in the community placement last year, I had tough time asserting my authority as a group leader in a group of adolescent girls of roughly the same age range.
- I wonder whether it was ethical my leaving the group members with so many questions without giving them opportunity for resolving some of the doubts. The members, however, seemed to welcome the very opportunity for having talked about these concerns and feelings.

- **Future Plans**

- 1) To get the feedback of the discussion – content and the process – in the second group

Session 4 Wednesday

(Missed the sessions due to an assignment in the College. Therefore was meeting the group after a fortnight)

Venue: The Field Duration: One Hour

Members Present: 12 (Adeepa and Renu were absent)

Session 5 Thursday

I reached the field a few minutes late as I had to give some message to Mrs. B. There was a lot of pleasurable excitement among the members. Sanya told me that they had been asked to prepare role-plays on any topic. There was going to be a competition with the students of the other section of IX class. Priya complained that they had been waiting for me for so many days. I explained the reason of my absence and clarified that I had sent the message to Mrs. B and hoped that she told them. Bharti said that they had been told about my absence but the only thing was that they missed me and their sessions with me. I told them that I was happy that they enjoyed their group sessions and asked as to what were they going to do about the role-play. Shikha said, “Ma’am, I had suggested that we could act out the points discussed by the other group on ‘careers’”. I appreciated Shikha’s idea and asked the group about it. Sanya said that she agreed to Shikha’s suggestion and her group was willing to develop the script. Shikha said that it was a matter of the entire group’s prestige and they had to give tasks according to members’ expertise. Jia agreed to this and added they could divide tasks and give responsibilities to members according to their choice or skill. Shikha asked as to who could prepare the scripts. I intervened to suggested that they could first clarify their thoughts and solutions of the issues before these were presented in the form of a role-play.

Sanya said that they had good discussion last time in which every member had spoken about their views of feelings. The most of the group members felt that choosing careers for girls was as important as for boys. There were a couple of members like Shuchi and Meena who had reservations about a career for girls. According to them, girls had to ultimately get married and look after the family and domestic chores. Talking about ‘fancy’ careers and getting into competitive world was unnecessary. Others of course, disagreed and maintained that girls could and should take up vocations of their choice. Aarti said that in extreme cases girls could take up vocations, which could be taken up along with domestic responsibilities. She gave example of her aunt who switched from a 9 to 5 office job to a school job as she could avail of vacations.

I pointed out that they had enough material to put into the role-play. Shikha and Sanya asked Jia to take help of Aarti in preparing the script. Tanushree was asked to take up the task of allocating different roles. Sanya told me that Tanushree was very good in dramatics. This pleased Tanushree and she started talking with Jia about the characters needed in the play. Shikha told the others that nobody should fight about the allocations because it was a matter of group’s prestige and whoever suited a particular role should be allowed to do so. The others agreed and I watched their deliberations. After the session’s time was over, I told them that they could keep working on the role-play and it could be rehearsed in the next session. The group agreed, still talking animatedly.

Observations and Analysis

- Competition did wonders to group’s acquiring an identity, and developing group norms.
- The group seemed to have taken over a lot of responsibility of conducting their own sessions.
- Sanya and Shikha emerged as two group leaders with distinct leadership qualities. Where Shikha was more concerned about the task achievement, Sanya attended to the members’ interactions and opinions.
- Individual members seemed to be getting a sense of satisfaction in belonging to the group. The opportunity for expression, recognition and participation helped them feel good about being part of the group.
- My responsibility of directing the group reduced in proportion to the group’s taking it over.

Concluding Comments

The members presented the role-play in the school assembly and were praised for their presentation. The

group sessions continued till the end of the year. Total number of sessions conducted during the period September – December were 10. Beside general discussion on themes like ‘interpersonal relationships’, study tips, communication, and stress management; following events were organized:

- a) A talk on personal hygiene by a lady doctor (attended by all the girls of IX class). The group members had a follow-up discussion during their sessions.
- b) A talk by an activist on the needs and problems of the physically disabled.
- c) Group members spent the session time playing with students of the Special Education Section of the School.

The Farewell Session

The last session took place just before the winter break. Although I was still continuing my field work in the school, my assignment with the group had ended. I mentioned the same to the group. The group protested to this but I pointed out that I was still available in case they needed me and, in any case, they would soon be having their terminal exams.

I asked them as to how had they felt about being members of this group. Each member, shared how they had been reluctant or dissatisfied initially and how they gradually enjoyed being together and doing things different from any other group in their class. Adeepa said that she had found new friends among the group members. Jia said that they had learnt many new things. I wished them all the best for their exams and life in the future. We shook hands and said goodbye.

EXAMPLE OF RECORDING OF A COMMUNITY ORGANIZATION PROGRAMME FOR PROMOTION OF EDUCATION

Introduction

The purpose of presenting this case study is to illustrate the practice of community organisation in an urban slum community. It narrates how the process of community work was initiated and facilitated by a worker. This case illustration is primarily drawn from the author's personal experiences as a community worker and later as a field work supervisor in the same community. The case study is presented in seven stages clearly describing step by step the process of community organisation initiated by social work trainee. Please note that the present case is an example and not a model to follow. The process of community organisation is very dynamic and situation specific.

A community for the present case is defined as a group of people living in a contiguous geographical area who have some shared interests and concerns. Community organisation as understood here is a process by which people of communities as individual members or as representatives of groups join together to identify their needs and plan ways of meeting these needs by mobilizing the resources from various sources. The role of community worker in this context is to initiate, facilitate and coordinate this process.

The Community

Sanjay Amar Colony is one of the largest unauthorized slum clusters, known as Yamuna Pushta. It is located behind the historical Red Fort and stretched along the river Yamuna near old Yamuna bridge in North East of Delhi. It is a cluster of more than 15000 families with population of about 60000 people. Mostly people are migrants from villages of West Bengal, Bihar, Uttar Pradesh and Rajasthan. Although they share a common area, based on their regional backgrounds the community is sub-divided into three distinct communities namely, Bihari basti, Rajastani basti and Bengali basti.

Reason for choosing this community

There were multiple reasons for choosing this community for concurrent field work. Firstly the author had contacts, rapport and experience of working in this particular community. This equipped him with an understanding to guide and supervise students during Field work. Secondly the community being underdeveloped had great potentials for development work. Thirdly the different groups and factions in the community were enthusiastic and found responsive if the programmes are taken in accordance with their interest. The social work student could identify the areas of their interest and initiate the process of working with different individuals and groups in the community. This provides variety of opportunities for students to learn about the community work. It offers students enough scope to plan independently and perform under supervisory guidance. The prevailing community dynamics and heterogeneous nature are other aspects to which student can get exposure.

Stage I : Beginning with Inhibitions and Preconceived Ideas

In the first meeting between student and supervisor, briefing and discussion about community work in general and Sanjay Amar Colony in particular took place. The student was excited and enthusiastic about community work but expressed some inhibitions. She shared her apprehension about being able to communicate effectively with members in community, being accepted by the community members for having different social and cultural background. At this stage a student raised specific questions such as- What is her role in the community? Is she supposed to be solving or alleviating some of the community problems? What if the community is content with its existing situation, whether she should intervene and propose some change?

The student also talked about her ideas about slum community. She carried an impression that slum community was a small dingy place, clustered with people who live in the most unhygienic condition and

in terrible poverty. The reason why the people are living in such condition is because they are not willing to change. People in slum are poor because they don't know where and how to spend their earnings. They need to be taught about family planning, nutrition of children, hygienic living, sanitation, etc.

Summing-up : *The student should enter the community as a learner rather than an expert with solution to the community problems or situation. Being aware of the strength and limitations, student needs to adjust herself in a manner whereby she could contribute to improve the situation of the community while learning from the people. Visit the community, walk through different lanes, and get acquainted with the location and area. Observe whatever is happening and interact with a few people during the initial visits. Be prepared to answer queries about identity, purpose of visit and programmes.*

Stage II : Entry and Initial Visits to the Community

The student visited the community on her own. She visited different areas in community and met men, women, and children. She went through different lanes. Enquired about people and at times introduced herself as a social worker who will be doing some activities for the community members. Thinking that women in the community will welcome her she approached more women and attempted to initiate discussion with them. However, she received very cold response from them. The student felt very uncomfortable and disturbed when a member commented that she is one of those people who come with promise to work for community but actually they have their own agenda. They don't do anything for community and disappear at their convenience.

During this period the student reported, "first time being in the community I got totally stunned as the place was so big and I had no clue from where to begin. I just walked through different lanes and observed the situation around. It was one of the most difficult days for me. Going into the community was very difficult. The condition of the children was very painful. There were many malnourished and barefoot children with wounds, stunted growth, and inflated bellies. It was the first time I had been in an area like this." While sharing her impression about the community she explained, "families are living in single room houses, "jhuggies" which serve as a bedroom, common room, kitchen and sometimes bathroom. Most of them are not as poor as I thought of. They have the basic amenities to live comfortably. Many of them have fans, refrigerators, and sewing machines. There is no reason why they can't afford to feed their children. First of the major things that was lacking was use of birth control measures. Another thing was lack of clean and hygienic, sanitary environments. Because of the lack of cleanliness, often children defecate inside the house and the food items are left exposed in close contact with flies. Although, there are plenty of clean new dishes at the home, dirty dishes and old milk bottles are used for serving food to children."

"I feel really overwhelmed and pressured to begin a project during field work. During my first visit itself I decided to promote family planning, health and then education in the community. However, my interaction with women on the issues like family planning, nutrition and health care was very frustrating. Women outrightly rejected me by showing their disinterest. In yet another visit, seeing a school in the community. I thought I got a beginning, as education is also one of the important component in people's lives. When I tried, felt more capable and comfortable talking to younger children about education than to mothers about family planning, nutrition and health issues."

At this stage the student raised questions like how to get acceptance from the community members? People have basic amenities to live comfortably, then why are there many malnourished children? Why are people in slums are so unconcerned and careless about family planning, nutrition and health? Why are people not receptive to the workers sincere efforts for changing their condition?

- Physical living conditions of the community (narrow lanes, single room. exposed waste disposal system. etc.)

- Gained a superficial understanding of the living conditions in the community mainly through observation.
- Initial visits fostered an interest in finding the deeper reasons behind the health conditions of the community.

Summing-up : *Entering a community and initial contacts are crucial for creating an environment of acceptance/mutual recognition and working relations with the community members. At this stage the student should not forget that she is learner. Never give introduction or impression of herself as social worker or one who can do things for them. Should avoid the temptation of giving false hopes, promises or make tall claims about what she can do for the people. Prior to understand the community there is need for student to become aware of own strength, limitation, biases and preconceived ideas. Acceptance in the community can come only after the student approach people with open mind, without judgments and accepting people with their situation. Issues like family planning, nutrition or health needs to be understood more holistically by considering the socio-cultural and religious background of the community members. The student should begin with a small area, contact as many people as she can talk to them on the matters of their interest and establish rapport. She should consciously avoid lecturing, finding faults, winning over, and impressing or pushing people to accept her viewpoints.*

Stage III : Process of Building Rapport

The supervisor accompanied the student in the community and formally introduced her to different key persons like leaders, school teachers, anganwadi workers and staff members of agency working in the area. She was introduced as a student of social work and the purpose of her field work is to learn from community life. It was clarified that while learning from the community life she may conduct some activities with cooperation and support of the community members.

The student decided to interact with families in “A” block. She visited and revisited families in order to build personal rapport. The trainee initially decided to interact with at least ten families at every visit and spend more time with families showing receptivity. She interacted mainly with the women in the house and sometimes spoke to their fathers and/or husbands. After some acquaintance student participated in daily activities of the household such as cooking, cutting or cleaning vegetables, making bindis or seasonal crafts, etc. She started talking and playing with children when women were busy with their activities.

The student during this phase reported. “I learned so much about these women and established a great sense of rapport. Even though my goal was to visit ten families I realized that this takes time. I can’t build trust and relationships by hopping from house to house and not really letting the women share. I felt good spending the whole day speaking and listening in local Hindi. Connecting with these women opens my eyes to their reality, not just a sad situation that end up feeling sorry for or blaming them. I have an amazing opportunity to learn about their histories, migration to the slum areas and coping strategies.”

The student shared her experience that initially the women were cautious, apprehensive and curious about her presence in the community. “It was very difficult to break the ice and get inside their homes. But once they become friendly started sharing everything about their personal and family history. Also they wanted to know more and more about me.”

At this stage the student discussed questions such as: How much should worker reveal about himself/herself? How to deal with the people having a tendency to become too personal, sharing their personal stories and being interested in finding all about the students’ family? How to refuse water or food offered to eat in the community?

- 1) *The student was exposed to a deeper understanding of the community life.*
- 2) *Regional, religious and social cultural traditions and its effect on community health.*

- 3) *Skills of communicating (speaking and listening) with members of a community.*
- 4) *Establishing rapport and building trust through an egalitarian, non-judgmental relationship that fosters mutual learning and respect.*

Summing-up

The students' interactions with women are very instrumental in forming rapport with them. It is good to see that people are responding to her presence very positively and shows acceptance. It is important to note that at this stage active listening is more important than speaking. In the case of people interested in finding all about the trainee, she should politely divert such queries towards a discussion on general issues. Taking wafer or sharing food with community is very effective tool in establishing rapport with people; however if the worker does not feel comfortable with it she can politely say no. While denying student should be careful and aware of her expressions, body language and words. Approaching children and playing with them is a good idea to establish your identity and rapport. The student can spend some more time playing and chatting with children and through them she can approach their parents. After having some rapport in the community the trainee should make preparations for the next stage to work. Try to make interactions more focused to collect more information through listening and observation.

Stage IV : Developing a Community Profile

As per instructions and assignments the student focused her attention on getting information about the community and compiled the same in the form of community profile. Besides observations and listening to different sections in the community, she had formal and informal interactions with pradhans, anganwadi workers, agency workers, school teachers, doctors, tuition masters, temple priest, shopkeepers, etc. She also gathered information from organizational records and reports. She prepared community map locating important landmarks, social characteristics, resources etc. with the help of community members.

The student reported, “for preparing community profile I tried to get the details from various sources. The study helped me to understand the different aspects such as historical facts, social life, occupational background, cultural issues, health situation, educational level, community dynamics, different factions and groups, etc. It helped me some extent to find out the needs of the different sections. While getting information from the people and trying to make sense out of that was really a tough task. It becomes more difficult when different sections of the community gave different version about their situation; the needs expressed by them were at times conflicting with one another and sometimes there were clear indications that people were not giving true information. I always found gap between what I felt as their need and what they expressed. Based on the information I gathered, that there is need for promotion of health and education for children in the community.” Some of the points/characteristics presented in the community profile can be extracted as follows:

“SanjayAmar Colony is spread within an area of 1 1/2 kms. It was difficult to arrive at the exact figure of its population as there is no survey report available and different people reported different figures. The figure they quoted was somewhere between 60,000 to 1,25,000 people. The land of the community belongs to government. Majority of the population are Muslims (nearly 70 percent) and the rest belong to Hindu religion. The education/literacy level of the community is fairly low. One can find a number of the school going age children in the community not attending school.

Both the men and women are mostly engaged in unskilled jobs. Men are found working as labourers, rag pickers, rickshaw pullers, street vendors, hawkers, etc. Women and children are engaged in doing sundry work (making *bindies*, making boxes, bead work. etc.) through agents, which is often lowly paid piecework. The economic status of most of the families lies within the lower bracket.

With regard to health I observed high fertility rate, high infant mortality rate, malnourished children and unhygienic living condition. Water borne diseases like diarrhea, contagious skin diseases, tuberculosis and sexually transmitted diseases are common in the area. People mostly take treatment from the quacks (unqualified medical practitioners) available in the area.

In the name of culture, tradition and lifestyle the condition is very unhygienic and grim. Many pockets in the community are actually sub-human. Frequent fights, quarrels and arguments over trivial matters are usual scene of the community. The community as whole is labeled as a “difficult community” by different organizations (government and non-government) working in the area.

There are more than 10 voluntary organisations working in this area (Navjyoti, Vidyajyoti, Hope Foundation, Muneer Social Welfare Society, Tagore Education Centre, Saurabh Shiksha Niketan, Akshar, Snehi, Center for Social Research, Nari Niketan, Delhi Brotherhood Society, etc.). These organizations are working in different pockets on the programmes like education and health.”

At this stage the student discussed and raised questions such as: Which version I should take as valid information for my understanding? Where to begin with as people shared many needs and problems, every thing seems important? What to do with the needs expressed by different sections which conflict with one another? There are many organizations already working in the same community, where do I stand? What should be my role? Should I associate with one of the organisations and assist them in their ongoing programmes?

Learning

- 1) Collecting information from various sources and presenting the same in proper manner.
- 2) Interviewing people, focused discussion, clarifying issues, etc.
- 3) Knowledge about the people and their environment.
- 4) Problems and issues are complex, interlinked and connected.
- 5) Prior to organizing programs for the community, should identify their needs.

Summing-up : Collecting facts about community is important step for planning and developing a programme. However facts do not speak for themselves. They need to be organized and analyzed for the purpose of getting insight. Facts and information without analysis will not be helpful for action. It is important to find out clearly what people mean when they express their need. In order to begin, the student should identify the issues/areas, which are non-controversial or non-conflicting and which concern the community at large. When there are more than ten organizations already working in the area it will be proper for the student to look at them as resource and explore more about them. If the promotion of health and education for children are identified as areas for work then the student should understand these issues in totality and develop a plan of action accordingly. Associating with one organisation would be limiting the scope to work with community as a whole. It will be better for the student if she works with community people and assist the people to avail the services from various organizations.

Stage V : Identification of Issues and Planning for Intervention

The information gathered helped the student to think of intervention plan. Her observations, interactions and information received from various sections indicated the need for education for children. She reported, “My assessment of the needs and problems with regard to health and education are based on needs “felt” and “expressed” by the community members as well as my own perception about their needs.” Thus, she

decided to work on the project for promotion of education in the area. Meantime the student had formed children's group for conducting some activities with them. She continued to contact and interact with different sections in the community.

Once she decided to work for promotion of education she focused her attention on understanding the issues concerning it. She reported, "there is no government school in the area, but there are four primary schools run by voluntary organizations. My visits and interaction with the school staff revealed that the enrollment of the children in school is very low and the drop out rate of the enrolled children is high. The number of enrolled children keep fluctuating, as many of them are irregular. There is initiative from some parents to enroll children in school but many of them are least interested in putting their children in school. There is no effort or steps from school's side to bring the drop outs back to school. I came across many parents who blamed their children for not attending school. They said that children are not interested in attending school. Often they leave home for school but don't reach school and found playing outside. On the other hand their children say that their friends are playing or working, therefore they don't feel like sitting in the classroom. Some of the children say their parents compel them to work, look after their siblings and assist them in household work."

The analysis of the situation revealed that there are various factors determining the present state of education in the community. Based on her analysis she classified the target group i.e. children into four groups: i) those who are enrolled and attending school (regular), ii) who attend school sometime (irregular), iii) those who were enrolled in the school but now left school (drop out), and iv) who have never been to school but can be enrolled in school (potential). Accordingly for intervention she proposed a plan with following objectives:

Prevention		Enrollment	
Regular	Irregular	Drop outs	Potential
Prevent children- from becoming irregular	Prevent school going irregular children from dropping out	Make efforts to get drop-out children back to school	Prepare children and parents for enrollment in school

At this stage the student discussed issues like; how to begin with the intervention? How to find the alliance to work on the identified issues? Simply offering information and telling people about importance of education does not bring about a change, what and how the programmes and activities are organised considering her limitations? What can be done to get the community support, cooperation and participation to work on the project? How to identify and mobilise resources to achieve the plan?

Learnings

- 1) Presence of different groups in the community
- 2) Skills to identify, understand and analyse problem and issues
- 3) Critical thinking and analysis
- 4) Developing action plan

Summing-up : *The student feels very comfortable and well adjusted to the community situation. She tried to analyse the collected information and developing an understanding about the issues relating to education in the area. She also prepared a plan for intervention. At this stage to begin with the intervention the student should first identify the stakeholders (individuals, groups and organisations) associated with the issue. Search for possibilities of alliance with them. People don't participate in*

programmes unless they are convinced of its importance, and when there is something visible. Therefore, student can take up small activities with people, which will demonstrate the importance of their contribution. The student can begin by identifying people who may be motivated to work with her. Skills in working with the group can be put on test at this stage.

Stage VI : Promoting Education through Youth Volunteers

The student has by now developed excellent rapport with men, women, youth and children in community. The youth shared their interest, needs and problems at the same time expressed concern for their community especially for children. While interacting with youth she realized that they could play an important role in promotion of education. She reported, “During my discussion with youth one common interest they expressed was learning a few words and sentences to speak in English. They were also quite enthusiastic to do something for their community. Knowing their interest and willingness I thought of working with them. I accepted their proposal wholeheartedly and formed youth group of 12 members. Two of them were studying in class 11th, four drop-outs each at class 8th and 9th and two were 10th fail. As per their suggestion we started English speaking classes in one of the temples. I also discussed with them doing something about preventing drop-outs and enrollment of community children in school. All the members agreed to volunteer for starting campaign for enrolling children in school.” The student had a few meetings with youth on the issue. They all decided to volunteer for promoting education for Children. Meanwhile the student contacted school authorities and three schools in the community were found flexible and accommodative. They were ready to admit children even during the middle of the session. In one of the meetings members decided to start small children’s centers in each lane. The idea was that youth volunteer would man the centre in his own lane and conduct some activities through which they can create interest among children for schooling. The aim of such centers was to create awareness about education, create interest among children towards education and eventually enroll them in school. The idea was discussed with elders in the community and soon the group was able to establish 10 such centers in different lanes. Youth group members volunteered to give one hour daily for the children. The student helped youth members with developing activities such as games, drawing, singing, etc. for the children.

At this stage student discussed matters related to handling the group situation. She especially sought inputs on how to sustain the group members’ interest? What can be done to make the programme sustainable?

Learning

- 1) *Working with a youth group*
- 2) *Conducting meetings*
- 3) *Facilitating and coordinating programme activities*

Summing-up : In community organisation, the worker has to initiate and facilitate the process. She has to become an instrument through which people become active participant. The worker’s efforts should be to build upon confidence in people’s own abilities. At this stage there should not be any pushing from workers side but she should allow programme to develop at its own space. Demanding too many activities or expecting the programme to achieve its goals quickly often damages the programme. In this case student should chalk out activities in a phased manner to ensure better results. She may begin with simple tasks that can be achieved with little efforts and once the interest and participation of people increases she can introduce more complex tasks. It is important that focus of any programme in community work should be building up capacity so that people can take care of the programme even in absence of the worker.

Stage VII : Evaluation and Termination

The student towards the end of her field work attempted to assess the success of her efforts. Most of the

youth volunteers shared wonderful experience. Firstly, the youth started conducting activities regularly at their centre. They received positive response from children and their parents. Most of them prepared a list

according to the four categories of children in their lane. The student mentioned, “the success of their effort is difficult to assess but the result was beyond our imagination. Enthusiasm, active participation and a feeling of service were seen throughout among the volunteers.” The student towards the end of field work systematically terminated her work. She was quite successful in making the group and their activities self-sustaining.

At this stage student clarified her doubts as whether it is appropriate for the worker to offer small gifts for families as she terminates field work. Whether she should continue working with groups and visit them sometimes in future?

Summing-up

Participatory evaluation is an important component of community work. It helps the worker to assess her own inputs, impact of the programme, effectiveness of the strategies, etc. It is important that the student maintains accurate records right from the beginning to assess the progress made in respect of their intervention plan. Evaluation should always be done with reference to possibilities for follow-up. Establishing systematic closure or termination is very essential for the worker engaged in community work for specific period or term. She should finish all the tasks in hand, find the ways to hand over the unfinished tasks and inform everyone about the completion of her term.

EVALUATION OF MSW FIELD WORK

The evaluation of field work is done based on following parameters:

Knowledge

- 1) Knowledge about the community power structure and community power analysis.
- 2) Knowledge about the different interests of the various groups and use of this knowledge to negotiate between these groups for reaching common understanding.
- 3) Knowledge about group dynamics and its consequences on the functioning of the group.
- 4) Knowledge about different ways in which different people communicate their feelings and ideas.
- 5) Knowledge about the different cultural traits of the population that one is working with.
- 6) Knowledge about the various programmes the government is implementing in the area.
- 7) Knowledge about the various programmes the NGOs are implementing in the area.
- 8) Knowledge about how various policies of the government affect the NGO sector.
- 9) Knowledge about various means by which aim of social justice is achieved in specific situation.
- 10) Knowledge about the various offices and their roles in the programmes.

Skills

- 1) Ability to use all the methods of social work in an integrated manner in the process of helping people to solve their problems.
- 2) Ability to improvise and modify community organization skills as and when required.
- 3) Ability to communicate ideas in purposeful manner to a large number of people.
- 4) Ability to gain acceptance by the community and be seen as a sincere and honest helper and guide.
- 5) Ability to perform the roles of the community organizer according to the demand of the situation.
- 6) Ability to mobilize and motivate people to participate in the programmes that are being organized.
- 7) Ability to mobilize resources from within and outside the community.
- 8) Ability to formulate simple research proposal, apply basic sampling techniques, formulate interview schedules and administer them, and finally analyse them.
- 9) Ability to communicate one's experiences from one's community organization and research work initiatives to the authorities who can bring about change.
- 10) Ability to observe and learn from other individuals who are performing leadership roles in different situations.
- 11) Ability to develop one's own leadership style suited to the need and the culture of the place.
- 12) Ability to identify leaders and potential leaders of the community and orient them into the methods of democratic leadership and leadership skills.
- 13) Ability to write reports that not only describe the events but also analyse them for better understanding and for deciding further course of action.

Attitudes

- 1) Openness in dealing with people regardless of their social background.
- 2) Openness to new learning experiences and benefit from it.
- 3) Non judgmental attitude towards non conforming individuals.
- 4) Willingness to cooperate with others and achieve common goals.

Development of Professional Self

- 1) Self confident enough to accept blame and share glory with other.
- 2) Ability to understand one's feeling and its influence on one's actions.
- 3) Control of frustration when things do not go one's way.
- 4) Ability to control negative feelings towards individuals and groups when they do not match up to accept one's expectations.

