

PLUS ONE SOCIAL WORK



STUDY MATERIAL



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Chapter 1 Social Work: THE ART & SCIENCE OF PROBLEM SOLVING

Social Work as a Problem-Solving Profession

The social life of the modern world is characterized by numerous problems. The consumeristic and profit-oriented approaches of the present society bring about drastic consequences in social life. Problems like isolation, poverty, unemployment, migration, family disintegration, sexual violence, atrocities against women, suicide, substance abuse, communalism, terrorism, child abuse. are on the increase. The complexity & magnitude of problems in the present-day society are increasing. The conventional approaches of charity, advise-giving & financial assistance are not appropriate to solve these problems. Solution to these problems on a scientific basis is essential to ensure peaceful social life. social work emerged as a problem-solving profession. It makes use of scientific & systematic procedures to solve these problems effectively

Misconceptions about Social Work

1. Some people have a misconception that social work is Sramadan, alms-giving, religious activity, charity work etc. But, social work does not come under this category; because no knowledge or formal training is required to practise such activities.

2. Social work is often wrongly regarded as selfless, non remunerative, character-building or religious activity.

3. Many politicians, religious leaders and philanthropists like Mahatma Gandhi, Swami Vivekananda, Mother Theresa etc. are regarded as social workers by the common man. Though they are great people who have influenced millions, in a strict sense they are not professional social workers

Social work Definition

Social Work is a welfare activity based on humanitarian philosophy, scientific knowledge & technical skills for helping the individual, group or community to live a rich & full life

Characteristics of Social Work

- i. social work is a welfare activity based on humanitarian philosophy.
- ii. it respects the worth and dignity of individuals.
- iii. it is a professional activity.
- iv. it assists individuals, groups and communities to become self reliant and inter dependent.
- v. it promotes adaptability of individuals to social functioning.
- vi. social work has a strong scientific base.

- vii. it is closely related to psychology and sociology.
- viii. it is an activity that helps to cope with problems.
- ix. it requires specific knowledg, skills acquired through formal training.
- x. it is remunerative.

Objectives of Social Work

Objectives are statements of what we are trying to do. Generally, social work has the following objectives

1. solve psycho-social problems.
2. fulfil humanitarian needs.
3. help to resolve with adjustmental problems.
4. create self sufficiency.
5. strengthen harmonious social relations.
6. make provision for corrective, preventive and rehabilitative services.
7. conscientise the community.
8. change the environment in favour of individual's growth and development.
9. ensure social justice and democratic functioning.
10. enhances self esteem.

Principles of Social Work

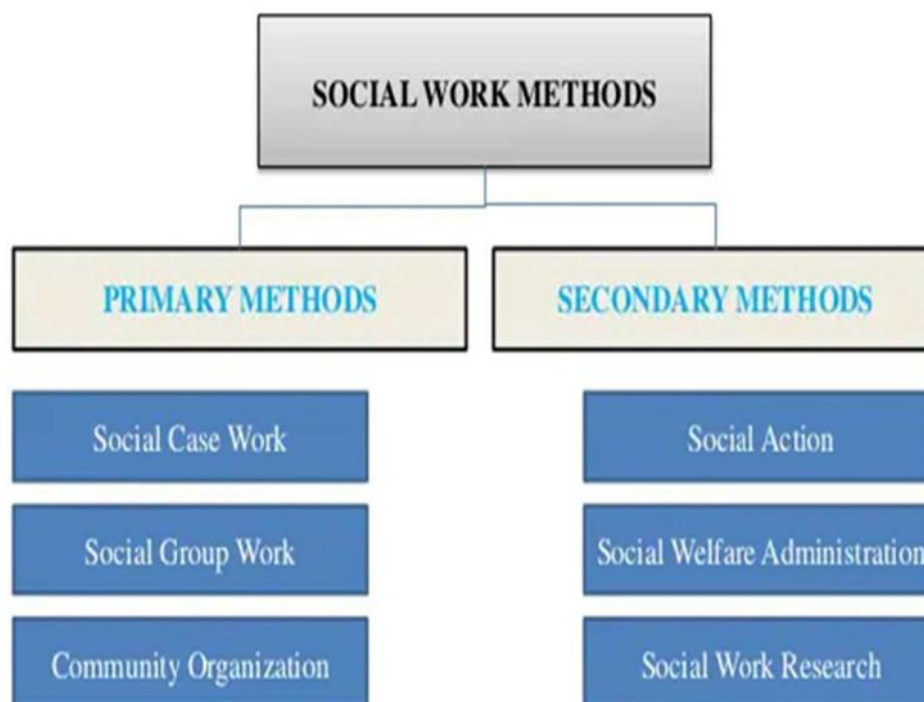
1. Principle of individualization: - This principle directs the social worker to recognize the uniqueness of individuals & treat them accordingly.
2. Principle of acceptance: - This principle believe that every individual has worth & dignity. A social worker should recognize this & accept the client as he is without any prejudices.
3. Principle of meaningful relationships: - The social worker should establish objective & purposeful relations with the client to help him. This professional relationship is known as rapport. Relationship is the major tool of social work practice & its quality determines the effectiveness of social work practice.
4. Principle of self-determination: - This principle upholds the right of the client to take decision about his life. A social worker should help & allow the client to take appropriate decision in the problem-solving process.
5. Principle of communication: - Communication is another major tool of social

work practice. A social worker should create a favourable environment where the client can communicate their problems freely.

6. Principle of social functioning: - This principle suggests that the practice of social work should help the client to perform their social roles effectively.

7. Principle of Confidentiality: - This principle demands the social worker to keep the secrecy of information disclosed by the client.

Methods of Social work



1. Primary Methods

The primary methods are those methods which directly help the client to solve his/her problems

A. Social Case Work (Working with individuals)

Social case work is a unique method of problem-solving.

It helps an individual to solve his psycho-social problems.

Here the social worker is concerned with individual problems Only. Here interventions come at the individual level. Social case work is a primary method of social work.

“Social casework is an art in which knowledge of the science of human relations and skills in human relationships are used to mobilize capacities in the individual and resources in the community, appropriate to better adjustment between the client and all or any part of his total environment.”

In social case work a person with a problem comes to a place/agency where a professionally trained worker helps him through a given process. Social case work has four components

Person, problem, place and process.

B.Social Group Work

In social group work, intervention takes place at group level. The social worker assists the members of a group to develop capacities and potentialities. The leadership qualities and personality traits of the group members are developed by organizing programmes.

The growth and development of the group members are promoted in social group work.

Social group work is a method of social work which develops the ability to establish constructive relationship in the individuals through group activities. Group experiences are essential to human beings.

Group work helps individual in groups in social agency settings. The members of the group are helped by a Group Worker who guides the group members' interaction in programmes

C.Community Organization

Social work intervention at community level is termed as community organization.

The community organization organizes its resources to solve the basic needs of the community with the participation of the people.

The community identifies the problems and resources with the help of a community organizer (professionally trained social worker). The problems like water scarcity, sanitation, poverty, unemployment, pollution, educational needs etc. are usually dealt

within community organization

2.Secondary Methods

Secondary methods are those methods which are intended to support the primary methods of social work. In secondary method the worker indirectly deals with the client's problem.

secondary methods of social work are social action, social welfare administration and social work research

a. Social Action

Social Action is a secondary method of social work. It finds solution for mass social issues through propaganda, public opinion and collective support. The mass issues like dowry, environment issues, gender issues etc. are addressed through this method

Mary. E. Richmond was the first social worker and writer who coined the word social action in 1922. She states that social action is the mass betterment through propaganda and social legislation.

Social action is an individual, group or community effort within the framework of philosophy and practice of social work. The aim of social action is to achieve social progress, modification of social policies, initiating social legislation and welfare services

B .Social Welfare Administration

Social welfare administration is a process of organization and administration of an institution/organization/project. Social welfare administration refers to those activities which are undertaken with regard to the systematic execution of social policies.

It includes Planning, Organising, Staffing, Directing, Coordinating, Reporting and Budgeting (POSDCoRB). It is a dynamic art taking human and physical resources available and blending them to the achievement of some required goals.

The aims of social welfare administration are the progressive achievement of the well being of human beings.

Social welfare administration requires specialized knowledge. The administrator should possess sufficient knowledge regarding the agency's aims, programmes, methods of social treatment and social resources. Such knowledge enables the administrator to perform his task.

c. Social Work Research

Social work research is a systematic approach to assess the effectiveness of social work interventions.

he social work research is the systematic and scientific enquiry of a social phenomenon or a social problem.

This will help to find out the real problem and to formulate specific intervention strategies to solve that problem.

Social work research is different from social science research Because it is basically an action-oriented research which supports the problem solving process.

characteristics of Socialwork as a profession

- 1 Scientific methods, techniques and skills
- 2 Scientific methods, techniques and skills
- 3 Formal authority and acceptance
- 4 Professional education
- 5 Remuneration and stability
- 6 Professional associations

Qualities of a social worker

- | | |
|-----------------------|---------------------|
| 1. Self-awareness | 7 Social awareness |
| 2. Empathy | 8 Decisiveness |
| 3. Emotional maturity | 9 Positive attitude |
| 4. Honesty | 10 Self confidence |
| 5. Self confidence | 11 Trustworthiness |

Skills of a social worker

Leadership	Liaisoning
Communication	Observation
Analytical and diagnostic	Intervention
Resource mobilization	Organization
Building relationship	Administration

CHAPTER 2 ORIGIN AND DEVELOPMENT OF SOCIAL WORK

Concepts Related to Social Work

Social Service

Help given by the society for the immediate relief of problems faced by people is known as social service. e.g., giving cloths to tsunami victims.

characteristics of Social service.

- it is as a temporary assistance.
- it is a voluntary service.
- it is a charity work.
- no need of specialized training.
- no remuneration.
- can be practised by any individual.

Social Welfare

An organized system of social service designed to aid individuals & groups to attain satisfying standards of life & health. e.g., Welfare of the aged, tribal welfare.

Scheduled Caste (SC), Scheduled Tribe (ST), widows, aged, children and Unemployed are the target groups considered for social welfare programmes.

Social Reform

Social reform involves "deliberate attempt to bring about change in social attitudes, social values and social institutions." This can be achieved through the process of persuasion and public education

Some examples of social reform activities

Abolition of sati was the result of the attempts of Raja Ram Mohan Roy

Struggle against caste discrimination and untouchability by Sree Narayana Guru

Educational upliftment of Muslims by Sir Sayyid Ahammed Khan,

struggle for women's rights among Brahmins by V.T. Bhattathirippad

Upliftment of Dalits by Ayyankali

social security

"social security is the security that society furnishes, through appropriate organizations, against certain risks to which its members are exposed"

Social security is divided into two

- a. Social assistance b. Social insurance

Social insurance helps a person financially when he meets with some risks in life. The insured person has to contribute a particular amount regularly to get financial assistance under this scheme. E.g. Life insurance scheme of various insurance companies, Provident Fund (PF)

social assistance is the financial aid given by the government to individuals and families in their contingencies eg- financial assistance from the District Collector for the loss of house

Social Legislation

Government frames laws to regulate the behaviour of people. Framing of such formal rules to control or regulate social evils and problems are called social legislation Eg:-Dowry Prohibition Act, Consumer Protection Act, Widow Remarriage Act

Objectives of Social Legislation

- promote harmony in a community
- uphold rights and protect people from injustice
- ensure the security of the society
- improve social and economic condition
- address grievances
- Bring social order through social control

The evolution of social work in UK

a. AD 1200 to 1500: Religious priests assumed the leadership of providing charity.

b. AD 1501 to 1600: Citizens were discouraged from giving alms to the able-bodied beggars. Licensing system was introduced for begging and general tax for protection of the poor.

c. AD 1600 to 1800: Elizabethan Poor Law was introduced. It classified poor people into able bodied poor, impotent poor, dependent children & each of them was treated differently.

d. AD 1800 to 1900: Formation of Charity Organization Societies was a milestone in this period. The societies undertook the strategies like, stopped giving

doles, coordinated the relief activities of similar agencies, etc. Also this period witnessed Settlement House Movement; this movement had paid attention to education & cultural development of the poor people.

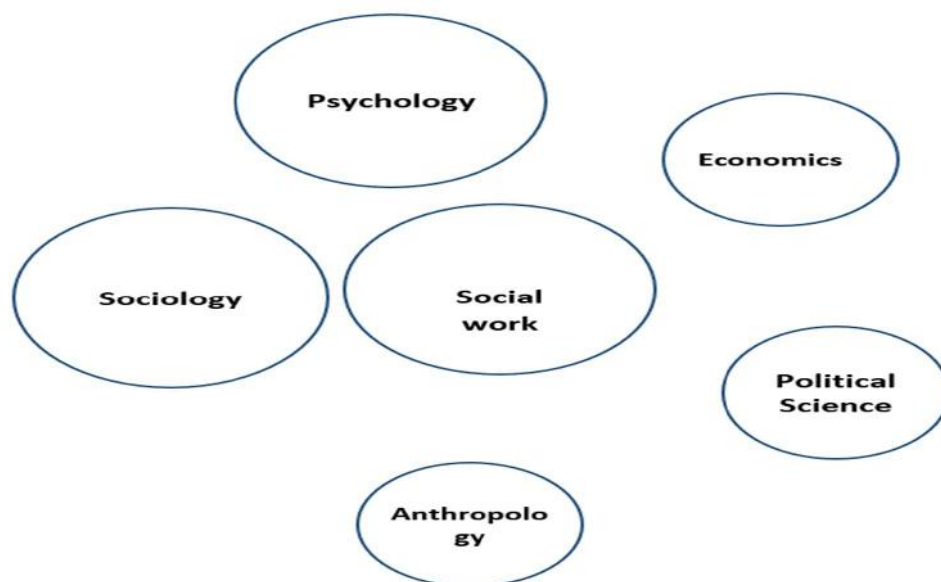
e. AD 1900 onwards: Charity Organisation Societies (COS) started to practise professional social work and began to provide training to social workers. A number of acts were passed in relation to social welfare in UK which enhanced the social work initiatives more scientific & systematic. e.g., Meals Act, Employment Act

Development of modern social work in India

The modern social work in India was introduced by the Christian missionaries in the beginning of the 19th century. The formal trainings in social work were started in India in 1936 at Sir Dhorabji Tata School of Social Work, Mumbai. Now it is a deemed University named Tata Institute of Social Sciences (TISS). In Kerala the first school of social work was started in 1954 at Sacred Heart College Thevara, which was later shifted to Rajagiri College of social sciences, Kalamassary. The introduction of social work at higher secondary level resulted in many changes in the field of social work training and practice in Kerala

Disciplines Related to Social Work

Venn Diagram showing the relationship between social work and related disciplines



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CHAPTER 3 FIELDS OF SOCIAL WORK

Major fields of social work practice

1. Medical and Psychiatric Social Work
2. School setting
3. Industrial setting
4. Correctional settings
5. Social Work with Families and Children.
6. Disaster management and Environmental settings
- 7 Gerontological Social Work

Health Social Work

A. Medical Social Work

B Psychiatric Social Work

The social worker in a hospital setting is called medical social worker

Psychiatric social work is practised in child guidance clinics, mental health centers, half-way homes, rehabilitation centres of mentally ill and de-addiction centres.

Mental health of an individual is determined by this ability to adjust to the increasing demands of life and environment.

Roles of social worker in medical setting

1. Study social emotional, economic and psychological needs of the patient
2. Helps the patient in restoration of health
3. Prevents the resultant personal and family deterioration
4. conscientization and education on life style diseases
5. new scientific medical advancements Demands social worker
6. resolving the ethical, social, legal and emotional issues in modern treatment modalities
7. Prepare the patient to accept the diagnosis and subsequent medical treatment
8. Ensure the participation of the family members in the treatment process

Role of social worker in psychiatric setting

Psychiatric social work is practised in child guidance clinics, mental health centers, half-way homes, rehabilitation centres of mentally ill & de-addiction centres. A psychiatric social worker acts as a member of the multidisciplinary team which comprises the psychiatrist, clinical psychologist, psychiatric nurse, occupational therapist, vocational therapist etc. As a member of the team the social worker has to interpret the social

diagnosis for the team members. Ego-strengthening & enhancing social adjustment becomes a major focus of Social work intervention.

Role of a social worker in school setting

There is a great role for social workers in schools. Besides motivation they look after the behavioural, emotional & relationship aspects of scholars.

Functions

Behaviour modification & deviant dealing

Educational motivation

Personality development

Career guidance

Life skill education

Sex Education

Student welfare

School health programmes

Social Work in Industry Settings

Industries with modern scientific management realize the role of professional social workers. Social workers look for good work culture & human relations at industries. They ensure good training & welfare for the employees.

Functions

Corporate social responsibility (CSR)

Employee recruitment & training

Wage & salary management

Welfare management

Workers' education

Recreation Management

Dealing with internal investigations, strikes & lockouts

Social work in correctional setting

Juvenile homes for children & various prisons come under correctional setting.

Here the law breakers are kept in safe custody & given opportunity to get reformed. Social workers play a vital role in transforming the offenders into good citizens. They take care of probation, welfare, & rehabilitation services.

Functions

Parole services Welfare service

Education Health & food

Recreation & Vocational training Legal aid services

Social Work with Families and Children

In family counselling centers, social workers extend their service in pre and post marital counselling, child guidance etc. The family counselling centre also provides assistance in problem situations such as illness, divorce, death, etc. They help to identify problems, set goals and find solutions. In crisis situations like neglect, abuse and violence, the family counsellor render support and legal assistance.

Child welfare programmes include vocational training, balwadies, holiday homes, cultural education, child health, nutrition services, education for the differently abled, street children, juvenile delinquents etc.

Social workers also engage in protecting the children from abuse and neglect. They organize programmes for parenting, family support, foster care and adoption. They also take initiative in placing children in half-way homes or short stay homes to enable them to settle in life. Social workers also take up interdisciplinary programmes with teachers, police and spiritual leaders

Role of Social worker

1. Understand the circumstances of the child
2. Helps to enable the child and his family to accept the changed environment
3. counselling services, Schooling, vocational training, recreation
4. Formulate Systematic rehabilitation strategies
5. Prepares a case study of each offender
6. Conduct diagnosis 7. Make treatment plan 8. Change the attitude of family members & others 9. Follow up services

CHILDLINE

CHILDLINE is a programme, coordinated by the Ministry of Social Justice and Empowerment to protect children against abuse and neglect. Social workers function as CHILDLINE coordinators in each district. They function in cooperation with the police to provide physical, mental support and all sorts of care for the children in distress.

The Juvenile Justice Act (2000) has made many recommendations to ensure the welfare of children. Juvenile Justice Board has been formed in each district to deal

with the children in conflict with law. They perform the trials of children in a non-threatening manner. Social workers have decisive role in Juvenile Justice Board. Child Welfare committee acts as the competent authority at the district level to take final decisions in the matter of children in need of care and protection. The committee plays the role of a

regulator as well as a catalyst and ensures that standards of care are maintained in all child care institutions.

Social Work in Disaster Management

Disaster management focuses on reducing the occurrence of disasters and minimizing their impact. Social workers can play a significant role in disaster management. It requires co-ordination, liason ,training, legal actions and awareness building .Social worker has major role in disaster setting

Measures to manage Disaster

- i.Efforts should be made to include disaster management as a part of the curriculum at school as well as higher education levels.
- ii.Community based disaster preparedness and empower general population disaster management authority at state to face disaster and district levels.
- iii.Community should be trained in giving first aid and rescue operations.
- iv. The volunteers of NCC,NSS and other voluntary organizations may be trained in disaster management.
- v.A map of the disaster-prone areas can be prepared
- vi. Arrange shelters to rehabilitate people.
- vii. Police and fire force should be provided with modern infrastructural facilities.
- viii. Laws concerning land utilization should be made stringent.
- ix.Enforce rules in construction of buildings, specially in disaster prone and environmentally fragile areas.x.Utilize communication facilities effectively to tackle disasters

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Chapter 4 HUMAN RIGHTS AND SOCIAL LEGISLATIONS

Equity & Equality

Equity is linked to the idea of fairness and justice. It deals with the willingness to give to each what they deserve,or 'to each according to their needs

Equality relates to the principle which recognizes that the same right shall be applied to all citizens. It is the principle behind all economic, social and cultural rights

Human rights

Human rights are the basic rights and freedom that all people are entitled to regardless of nationality, sex, race, religion, language, or other status. All of us are equally entitled to our human rights without discrimination. Human rights are right

applicable to all human beings. These rights are interrelated, interdependent, and indivisible.

Human rights include civil, political, social, cultural and economic rights such as the right to life, liberty, freedom of expression, right to work, right to education etc. Human rights are protected and upheld by international treaties and national laws.

- **Universal Declaration of Human Rights (UDHR)**

UDHR is a declaration made by the UN General Assembly on 10th December 1948 at Paris to proclaim human rights to all. It contains a preamble & 30

Articles

Human rights violations

Human rights violations occur when actions by state and non-state actors deny basic human rights including civil, political, cultural, social, and economic rights. It means the violation of human rights in any form. Examples are atrocity against women, untouchability, child labour, unlawful imprisonment

Certain situations of human rights violations

- i. atrocities against women
- ii. child abuse
- iii. untouchability
- iv. slavery
- v. bonded labour
- vi. child marriage
- vii. unlawful imprisonment

Social Worker can intervention in human rights issues

- i. legal awareness programs
- ii. legal assistance
- iii. sensitization on human rights issues
- iv. advocacy and social action
- v. social media intervention.

Empowerment

Empowerment is a process whereby individuals, families, organizations,

communities and societies increase their personal, interpersonal or political power to realize improvements in their situations' (Parsons, 2008).

Empowerment is the process of enhancing the capacity of individuals or groups to make choices and to transform those choices into desired actions and outcomes

Dimensions of "Empowerment"

- a. Economic
- b. Social
- c. Educational
- d. Cultural
- e. Political advancement

Elements of empowerment

- a. Access to information
- b. Participation
- c. Accountability
- d. Local organizational capacity

Women Empowerment

Women empowerment is basically the development of the capacity within women, to make independent decisions on their personal development. Through the empowerment process, women are helped to overcome their limitations. Women also have the right to achieve success in their personal & professional lives.

Need for women empowerment

- gender equality
- educational equity
- economic independence
- equal opportunity
- effective decision making
- reduce social stigma
- safe and productive work environment

Strategies for women empowerment

- a. Education
- b. Poverty eradication
- c. Improving social interactions
- d. Ensuring equal wages
- e. Micro credit & income generation programmes
- f. Representation in administration

Ethnic groups

Ethnic groups have their own culture, customs, beliefs, tradition etc. They may have difference in outward appearance and live in indigenous environments. The concern for the empowerment of the ethnic community can be achieved by protecting their unique ways of living

Challenges encountered by tribal communities /ethnic groups.

- i. forceful isolation
- ii. rejection
- iii. political powerlessness
- iv. alienation
- v. indigenous means of production
- vi. indigenous practices and superstitious beliefs

Strategies for the empowerment of ethnic groups

- i. education and awareness.
- ii. poverty eradication.
- iii. just, humane approach.
- iv. improving women mobility and social interaction.
- v. improving labour participation.
- vi. micro credit and Income Generation Programmes.
- vii. access and control of resources.
- viii. involvement in decision-making.
- ix. representation in governance /administration

Problem faced by the farming community

- exploitation by middle men
- climate change and poor production
- indebtedness
- high cost of inputs and manure
- lack of credit facilities
- crop failure and absence of crop insurance
- outdated technology
- small holdings
- competition from corporates

WAYS TO EMPOWER FARMERS

- 1) training in scientific agricultural practices.
- 2) collective farming and resource pooling.
- 3) forming co-operative marketing societies.

- 4) forming self help groups.
- 5) e-agriculture (marketing).
- 6) crop insurance and buffer pricing

Social capital

Social capital is the ability of people to act together for common purposes. Social capital can be defined simply as the existence of a certain set of informal virtues or norms shared among members of the community that permit cooperation and collaboration among them.

channels of Social Capital

- 1.Collaboration 2.Team building 3.Co-operation 4.Communication 5.Interaction
- 6.Trust building 7.Sharing virtues 8.Team building

social legislation

Laws enacted by a competent authority to control & prevent social issues are termed as social legislation. These are laws which protects the society from social evils. Social legislations are the formal means of controlling & regulating human behaviour in group life

Examples are Dowry Prohibition Act, Consumer Protection Act

Provisions of RTE Act

The Right of Children to Free & Compulsory Education (RTE) Act, 2009, came into force on 1 April, 2010. As per the Act, every child has a right to full time elementary education of satisfactory & equitable quality in a formal school, which satisfies certain essential norms.(Every child within the age group of 6- 14 has the right to fulltime free elementary education in formal schools.)

- a. The RTE demands all private schools to reserve 25% of the seats for children from backward caste.
- b. No child shall be held back, expelled, or required to pass a board examination until the completion of elementary education.
- c. Provision for special training of school drop-out, to bring them on par with students of the same age.
- d. Provisions for improvement of school infrastructure, teacher-student ratio & faculty.

e. It prohibits (a) physical punishment & mental harassment, (b) screening procedures for admission of children, (c) capitation fee, (d) private tuition by teachers & (e) running of schools without recognition.

Chapter 5 FUNDAMENTALS OF SOCIAL LIFE

Society

“system of usages and procedures of authority and mutual aid of many groupings and divisions, of controls of human behaviour and liberties

Characteristics of society

consisting of people • mutual interaction • dependent on similarities • rests on differences • co-operation and division of labour • implies interdependence • dynamic

Community

community is a social group with some degree of we-feeling and lives in a given area.

community as an area of social living marked by some degree of social coherence.

Elements of community

Specific territory/ geographical area • close and informal relationships • mutual interaction and interdependence • common values and beliefs • strong group feeling/ community sentiment • cultural similarity • no legal status.

□ Differentiate between community and society.

- Society is abstract Community is concrete
- Society has no definite geographic area Community has definite geographic area
- Society has no we feeling Community consists of we feeling
- Society is wider Community is smaller than society
- Society implies both likeness and difference In community likeness is more Prominant than difference
- Society has no particular name Community has a particular name

□ Differentiate between Rural community & Urban Community

people who live in villages and depend mainly on agriculture for livelihood constitute a rural community. People who live in cities and engage in industrial and allied occupations are called urban community

Charechteristics of Primary group

i. small size ii. physical proximity iii. direct co-operation iv. identity of objectives v. face-to-face contact vi. stability of the group vii. limited self-interest viii. similar background

□ Family

Family is the basic unit of society. Describe any three characteristics of family.

family is more or less a durable association of husband and wife with or without child or of a man or woman alone or with children

. i. Universality: Family can be seen everywhere in the world.

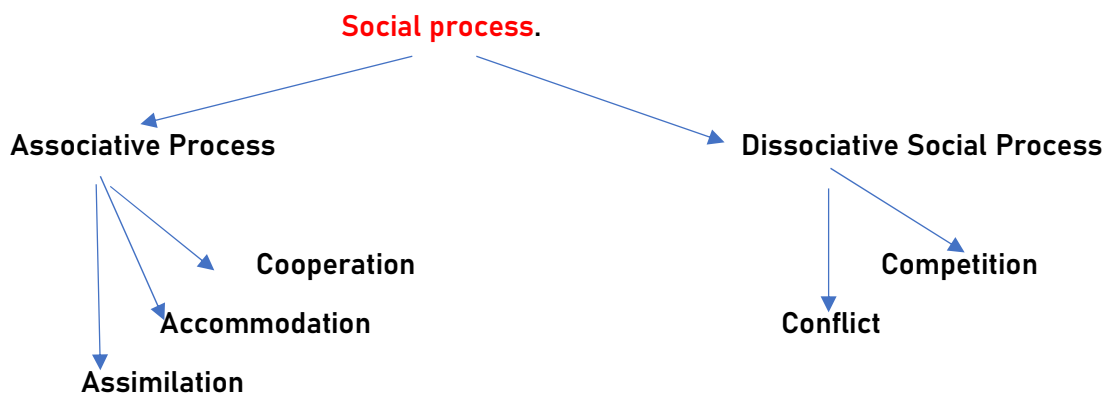
. ii. Emotional basis: Family is grounded in emotions and sentiments.

. iii. Limited size: Family is smaller in size. As a primary group its size is necessarily limited. It is the smallest social unit.

iv. Nuclear position in the social structure: The family is the nucleus of all other social institutions.

v. Social regulation: The society takes precaution to safeguard this institution from any possible breakdown

Types of social process.



social processes are divided into ,associative and dissociative processes

Associative Social Process Associative processes always work for the integration and benefit of society

Co-operation, accommodation, assimilation are the examples of associative social process

Cooperation means working together for the achievement of common goals

Accommodation means an adjustment made after a conflict

Assimilation is a process whereby attitudes of many persons are united and thus developed into a united group

Dissociative social process is just opposite to associative social process. Dissociative process leads to hatred, injustice, unfair treatment and negative interaction

Competition and conflict are the examples of dissociative social process

Competition is impersonal conflict between individuals for attainment of any objects of desire that are limited in supply

Conflict is a form of struggle among individuals or groups

Agents of socialization

. A. Family Family being the basic unit of society, exerts a major influence on its members. Parents are the first persons to introduce to the child the culture of his/her community where he/she is going to live. The intimate relationship between the mother and the child has a great impact on shaping the child's attitudes, behaviour and abilities. The child learns the values like love, sharing, caring, co-operation, and respect towards others from home.

. B. School In school, learning is more formal. An individual gets to familiarize himself/herself with members other than family when he reaches the play school and moves on to primary, secondary etc. Then he/she becomes a member of the peer group and other secondary groups like various clubs and associations through which he/she learns to adjust with others and adapt to new situations. The school helps the child to adapt to the social order through the curriculum and prepares him/her for a stable adult life. School imparts certain technical, intellectual skills and at the same time inculcate the cultural heritage of the society to its students.

C. Peer Group. Peer group is one of the most influential agents of socialization after family. The members of a peer group share knowledge and experience they do not get from the family, school and elders. Peer groups influence the individual's, lifestyles, fashion, social activities, attitude etc

. D. Mass Media Mass media is yet another powerful agencies of socialisation. People depend on mass media for news, entertainment and knowledge updating. The mass media present

Formal means of social control

a. Law Early societies depended upon informal means of social control. But when societies grew in size and complexity, they formulated new rules and regulations .These rules and regulations expect a standard behaviour and specify the penalties to be imposed upon those who violate them. Law is a body of rules enacted and enforced by authorized bodies or agencies. b. Education The importance of education as a means of social control is increasing. It prepares the child for social living. It moulds his/her attitude. It teaches him/her the values of discipline, social cooperation, tolerance and sacrifice. c. Coercion Coercion is the use of force to achieve a desired end. It may be physical or nonviolent. It is the ultimate means of social control when all other means fail. Physical coercion may take the form of bodily injury, imprisonment and death penalty. Nonviolent coercion consists of strike, boycott and non-cooperation.

Informal Means of Social Control

Customs Many of our daily activities are regulated by customs. Our ways of dressing, eating, worship, festivals, celebrations etc are all controlled by customs

Folkways and mores Folkways are indicative of social norms or standards of behaviour that are socially approved but do not have any greater significance. For example, there is no law that compels us to respect elders. Folkways are such activities that we do according to the respective cultures. When folkways act as regulators of behaviour, then they become mores.

c. Religion Religion regulates human conduct through religious codes. Ideas of 'Punya and Papa', hell and heaven too have great influence on the behaviour of people.

d. Public opinion

Public opinion consists of the opinion held by the public at a certain point of time. Public opinion influences the social behaviour of the individual. It is formulated by the propagation of ideas through press, radio, movies

e. Propaganda

Propaganda is an organised attempt made by a person or a group of persons to influence public opinion and attitudes of individuals in society. Propaganda affects people's faith, ideology, attitude and behaviour of individuals. Other informal means of social control like family, peer groups etc. also play a very important role in controlling the behaviour of individuals.

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Chapter 6 CONTEMPORARY SOCIAL CONCERNS

Social Problem

Human society always has equilibrium or orderliness. Sometimes such orderliness gets disturbed by many forces. These disturbances lead to disintegration of society and thus to problems. Social problems are situations or happenings in society which affect the normal life of individuals and the general progress of the community. Eg: Unemployment, alcoholism, child labour, poverty, crime,

“Social Problem is a situation confronting a group or a section of a society which inflicts injurious consequences that can be handled only collectively”

Causes of Social Problem

- Psychological factors like people's behaviour, attitude, communication pattern
- Cultural lag: Imbalance between changes in material & non-material culture
(child marriage even among educated people in remote villages)
- Physical or geographical factors like floods, earthquakes, epidemics, cyclones, storms
- Biological factors like over-population, biological traits, gender imbalance
- Socio-cultural factors like Poor housing and overcrowded neighborhood.
- Disintegration of social institutions like marriage, family, religion, politics
- Degeneration or degradation of values like respect to elders, affection & care in families
- Unequal distribution of resources created poor the poorer & rich the richer

- Rapid growth of technologies like internet, mobile phones
- Media Influence by TV channels, cinema, magazines, social media

Social Pathology

The study of the causes and symptoms of a disease is called pathology

Social Analysis

It is the systematic study of various aspects of a society, its perspectives, structure, and functions. It is not only the study of the causative factors of problems but the scientific and systematic study of the social phenomenon. It helps to diagnose the social problems and thus to find solutions to them.

Different Types: Structural Analysis, Functional Analysis, Critical Analysis,

Problem Tree Analysis

a. Structural Analysis

The society has a socio- economic structure or system. Society is made up of four major social systems known as ‘four pillars’- the economic system, political system, social system and cultural system. The economic system is concerned with production, consumption, distribution and exchange. Many social phenomena are closely related to the economic system of a society

b. Functional Analysis

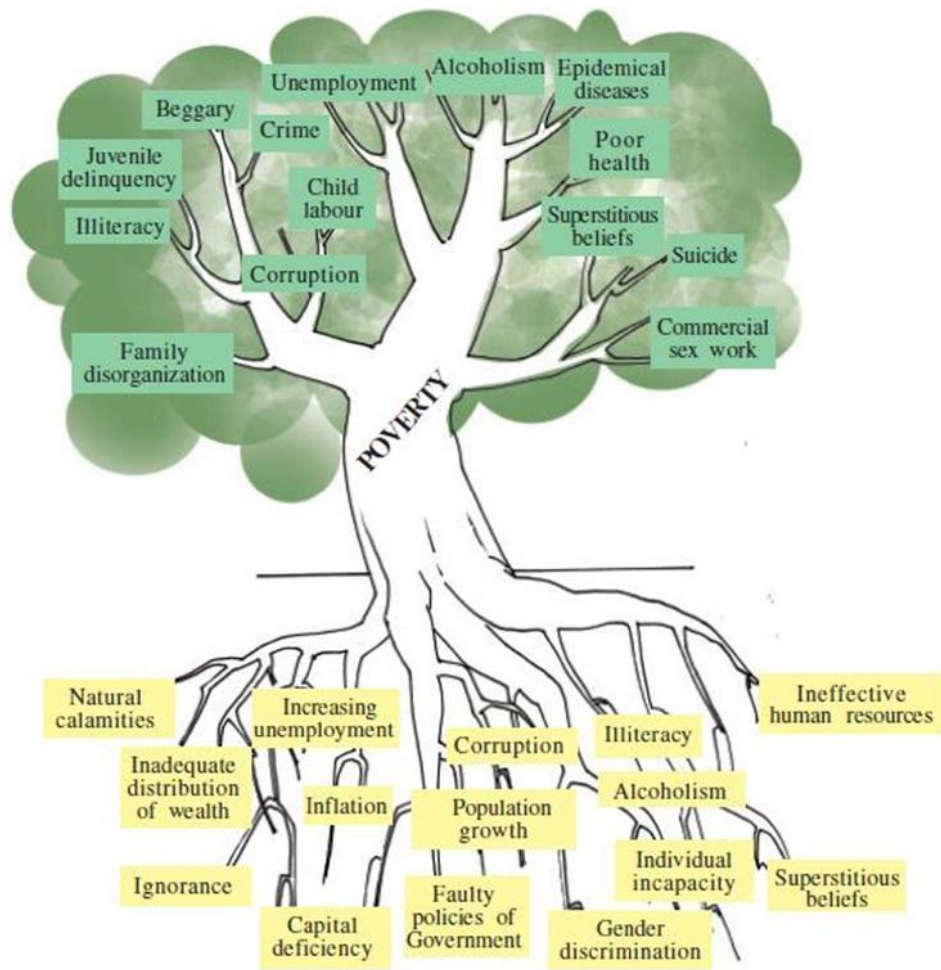
Functionalism refers to “the study of social phenomena from the point of view of the function that particular institutions or social structures serve in a society”. It analyses different modes of interaction and its relative influence in strengthening or weakening the society. Social institutions, social control mechanisms, values and ideals, customs etc. are the components to be considered for analysis

c. Critical Analysis

Critical analysis is questioning the phenomenon- what, why, how etc. The critical analysis explores the root cause of the social problem. When we ask the question “why” to the problem of poverty, the answer may be unemployment. If we ask why unemployment, we will get an answer that there is a lack of educational facilities.

d. Problem Tree Analysis.

Problem tree is a simplified method of critical analysis where the cause and effects of a social problem are analysed using a pictorial representation of a tree. The social problems are marked on the trunk and causes are marked as roots. The causes of problems are related and are shown as sub roots; the effects of social problems are represented as branches, sub branches and fruits.



Contemporary Social Issues

A.Poverty

poverty is the condition in which a person either because of inadequate income or unwise

expenditures, does not maintain a scale of living high enough to provide for his physical and mental efficiency and to enable him and his natural dependents to function usefully according to the standards of the society of which he is a member.

Causes of Poverty

1.individual incapacities and other deficiencies:

2.inadequate distribution of resources

3.increasing unemployment

4.inflation and capital deficiency

5.gender discrimination

6.ineffective human resource management

7.corruption

8.faulty policies and approaches of government

9.illiteracy and ignorance

10. climate change and natural calamity

11. incapable leaders

12. chronic diseases

Intervention to Alleviate Poverty

1.proper planning for utilization of resources

2.increasing the supply of basic amenities

3.population control

4.employment generation programmes

5.development of educational facilities

6.prevent corruption

7.capacity building training for youth

B.Unemployment

Unemployment is a condition of the labour market in which the supply of labour is greater than the number of openings

Causes of Unemployment

1.individual or personal factors: Age, vocational incompatibility, illness and physical disabilities

2.enormous increase in population

3.trade cycle and economic depression

- 4.unplanned and uncontrolled growth of technological incompatibility
- 5.strikes and lockouts
- 6.stigma towards certain jobs and the desire for white collar jobs
- 7.defects in educational system
- 8.geographic immobility
- 9.traditional compulsion

Remedial Measures for unemployment

- 1.population control
- 2.promoting the development of agriculture
- 3.industrial development programmes
- 4.practical or vocational education
- 5.skill development for employability
- 6.proper planning and implementation of employment generation programmes
- 7.controlling deflation and inflation

chapter 7 HUMAN BEHAVIOUR

Psychology

Psychology is the scientific study of human and animal behaviour. Human behaviour refers to the way humans act and interact. Behaviour is anything that we do - internal or external/visible or invisible. All behaviour evolves from brain cells. Human behaviour is determined by biological, psychological & social factors.

Biological: brain functions, growth and development

Psychological: perceptions, cognition, intelligence, learning, memory, emotion attitude, motivation,

Social: interactions, relations

Perception

Perception is a process of organizing and interpreting information received by sense organs. Perception is the process of giving meaning to the sensory stimuli. It is our sensory experience of the world around us and involves both the recognition of environmental stimuli and actions in response to these stimuli

Cognition

Cognition is a group of mental processes that include attention, memory, producing and understanding language, learning, reasoning, problem solving, and decision making .It is the mental faculty of knowing, which includes perceiving, recognizing, conceiving, judging, reasoning and imagining

Intelligence

Intelligence is the aggregate or global capacity of an individual to act purposefully, think rationally and to deal effectively with his environment”

“Intelligence is the ability to plan and structure one’s behavior with an end in view.

intelligence Quotient (IQ)

IQ is the index, which indicates the ratio between Mental age (MA) and

Chronological age (CA). $IQ = MA/CA \times 100$.

The concept of mental age was put forward by Binet and Simon, while the concept of IQ is introduced by Stern.

Multiple intelligence

multiple intelligence was proposed by Howard

Gardner chose eight ability areas such as musical - rhythmic, visual - spatial, verbal - linguistic, logical - mathematical, bodily - kinesthetic, interpersonal, intrapersonal, and naturalistic. He later suggested that existential and moral intelligence may also be worthy of inclusion. He

clearly observed that individuals may differ in their abilities in one or more domains.

Learning

Learning is acquiring new or modifying and reinforcing the existing knowledge, behaviours, skills, values, or preferences. It involves synthesizing different types of information. In other words learning is the process by which an individual acquires knowledge, habits, skills, and attitudes that are necessary to meet the demands of life

Learning is the process of gaining knowledge or experience through practice or performance

Memory

Memory is a mental ability to store what has been experienced in the past and recollect whenever needed. It is a process in which information is encoded, stored, and retrieved.

Encoding is the first stage, which allows information from the outside world to reach our senses in the form of chemical and physical stimuli. Storage is the second memory stage or process that maintains information over a period of time. The third process is the retrieval of information when needed.

Memory is the ability to remember something that has been learned or experienced. It is a vital part of learning process. Memory involves learning, retention, recall, and recognition. We conserve and preserve our experiences since birth.

Some experiences which do not find place in the conscious mind are pushed to the unconscious mind and are called 'Mneme'. Experiences that are retained in the conscious area are known as 'memory'. The loss of memory is described as forgetfulness, or as a medical disorder, named 'amnesia'

Memory techniques

a. Rote learning

This is a learning technique which focuses not on understanding, but on memorization by means of repetition. For example, if words are to be learned, they may be repeatedly spoken aloud or repeatedly written down.

b. Mnemonic

Mnemonics are a type of memory aid, often verbal, such as a special word used to help a person to remember something, particularly lists. Mnemonics rely on associations between easy-to-remember constructs which can be related back to the data that is to be remembered. Eg: VIBGYOR, which represents the array of colours in the rainbow

c. A peg system

This technique helps the learner to remember things in an order. For this, the learner arranges some dear objects in chronological order. Arrangements of these dear objects are called pegs

Human Needs

Things or conditions which one require to sustain life are generally called needs. Needs are the lack of something which is necessary. Abraham Maslow proposed the Need Hierarchy

Theory in which he arranged human needs in the form of a pyramid. He found that people are motivated to achieve certain needs. When one need is fulfilled, a person seeks to fulfil the next need and so on. One must satisfy the lower-level basic needs before progressing on to meet the higher-level growth needs. Once the lower-level needs have been reasonably satisfied, one may be able to reach the higher levels and then to the highest level called self-actualization.

Sometimes, progress is often disrupted by struggles and failure to meet lower-level needs; and only few will achieve self-actualization if there exists motivation in them.

Classification of Needs

Needs are generally classified into

1. Biological or Physiological needs: Air, food, water, shelter, warmth, sex, rest, elimination of body waste etc.

2. Safety needs: Protection from enemies, security, peace, law and stability.3. Social Needs: Belongingness and Love, companionship, family, affection,relationships etc.

4. Esteem needs: Self-esteem, achievement, mastery, independence, status, dominance, prestige, etc.

5. Self-Actualization needs: Realizing personal potential, self-fulfillment, seeking peak performance, etc.

Growth & Development

As an individual grows from infancy through different successive stages and reach old age, he undergoes many changes these changes are termed as growth and development. Growth refers to the quantitative changes right from conception till death. Development refers to the qualitative changes over a time.

Types of development

1. Physical development

Body's physical makeup, including the brain, nervous system, muscles, and senses, and the need for food, water, and sleep

2. Cognitive development

Development involving the ways in which growth and change in intellectual capabilities influence a person's behaviour

3. Personality development

Development involving the ways in which the enduring characteristics that differentiate one person from another change over the life span.

4.Social development

The way in which individuals' interactions with others and their social relationships grow, change, and remain stable over the course of life.

Growth and Development

Growth	Development
Growth is used in the physical sense	It is the qualitative changes resulting in better performance
Growth is only a part of the developmental process	It is the overall changes and is the result of growth and learning
Changes take place in a particular area	The changes take place in the organism as whole
Growth does not continue throughout the life	It is a life long, continuous process
Changes can be measured easily	It brings qualitative changes which are difficult to be measured directly

Chapter 8 SELF DEVELOPMENT

Personality

Generally, people see personality as the external appearance of a person. But in Psychology it has a comprehensive meaning which includes both external & internal self.

The word 'Personality' is derived from the Latin word 'persona' which means a "mask" or a character played by an actor. Every individual in the society has his/her own unique characteristics. The sum total of all these characteristics of a person is called personality.

Personality varies from person to person. Personality is the ability of a person to respond appropriately & efficiently in different situations. It is made up of the characteristic pattern of thoughts, feelings, & actions that makes a person unique. Generally, personality is defined as the sum total of the physical, mental, & social characteristics of an individual.

Determinants of Personality

1. **Heredity:** It means all those factors that are inherited from our parents through genes at the time of conception.
2. **Biological factors:** The functioning of different organ systems in the body, especially the nerve system & the endocrine system has an influence on personality.
3. **Psychological factors:** The mental process like perception, learning, memory, thinking, feeling, attitude, intelligence, etc. contributes to personality.

4. **Family:** Experience in early childhood is one of the major determinants of personality. Parenting, home environment, birth order, attitude of siblings greatly influences the personality of an individual.
5. **School:** Academic achievement, teacher's personality, peer influence, classroom environment etc. influence personality.
6. **Culture:** The values, customs, traditions, Folkways etc. influence personality.
7. **Media:** Media plays a significant role in shaping the thoughts, feeling, attitude & behaviour of an individual. It has positive as well as negative impact on personality

Psycho Analytic Theory of Personality - Sigmund Freud

Sigmund Freud explains human personality through his Psycho Analytic Theory

it has three parts

1. Theory of Personality Dynamics
2. Theory of Personality Structure
3. Theory of Psychosexual Development

1. Theory of Personality Dynamics

In this theory, Freud explains the process of mind. He believes that the mind has three levels of consciousness. They are: Conscious Mind, Pre-conscious/Sub-conscious Mind, and Unconscious Mind. Freud states that the unconscious mind is very powerful and large. The elements stored in unconscious mind fundamentally decides the personality of an individual.

2. Theory of Personality Structure

According to Freud, the structure of personality consists of Id, Ego, & Superego.

Id: It consists the biological drives. It is controlled by the pleasure principle. It is the storehouse of primitive impulses such as hunger, thirst, & sex.

Ego: Ego is the rational, pragmatic part of one's personality. It is controlled by the reality principle. It is the executive part of the personality which mediates between the conflicting demands of id & superego.

Superego: Superego is concerned with social rules & morals & is controlled by morality principle.

A child develops his super ego through his interaction with elders & religion. The part of the superego, which motivates us to do morally right is ego-ideal.

The part which prevents morally wrong acts is conscience. Freud believed that the nature of the conflicts among the id, ego & superego is a determining factor of personality.

3. Theory of Psychosexual Development

As per this theory, there are different stages in the development of human personality. According to Freud, libido is a special kind of energy which acts as a propelling force for all

human behaviour. At each stage, the presence of sex energy or libido is present in different parts of the body named erogenous zone.

There are five distinctive stages of psycho-sexual development which are

i.Oral stage (Birth to 2 years)

During this stage mouth is the centre of pleasure or erogenous zone. Child derives pleasure from oral activities like sucking, biting and chewing. It is believed that if an infant receives too much or too little oral stimulation, they may develop a fixation. This kind of people may focus on activities that involve the mouth such as over eating, biting the finger nails, smoking or drinking.

ii. Anal stage (2 to 3 years)

At this stage anus becomes the erogenous zone and the child gets gratification by experiencing pleasure in the region through retention and expulsion of feces. During this phase proper habits regarding toileting are instilled in the child by the parents. When a child is fixated during this stage she/he can become obsessed with perfection and cleanliness.

iii Phallic stage (3 to 5 years)

During this stage the erogenous zone shifts to genital organs. Children become aware of sexuality and develop strong sexual attachments to the parent of opposite sex at this stage. According to Freud, two complexes develop at this stage - Oedipus and Electra complex. The Oedipus complex

is formed in the male child in the form of his attraction towards his mother and Electra complex is formed in the female child in the form of her attraction to her father. The fixation during this phase leads to sexual deviance or confused sexual identity.

iv.Latency stage (6 years to puberty)

The erogenous zone hides off at this time and the child becomes less concerned about his/her body. He/she engages himself/herself in play with the same gender and reaffirms his/her closeness with the parent of children of his own/her own gender. Unconscious sexual desires and thoughts remain

repressed.

v.Genital stage (Adolescence onwards)

Sexual growth and hormone changes in the body bring about hetero-sexual interests. Here pleasure is derived from mature sexual relations with a person of the opposite sex in a socially desirable manner. One who fails to adhere to the social norms of mature sexual relation is considered to be a maladjusted person.

Fixation

Fixation is an arrested manifestation of Libido at a particular stage. It is the result of the inability to progress normally from one stage to the other. When a child becomes an adult, the fixation shows a tendency to focus on the needs that were deprived or over gratified. For example fixation at oral stage may manifest as over eating, drinking, smoking etc. Fixation will stand in the way of the appropriate development of personality.

Defence mechanism

Defence mechanism was first introduced by Freud. All types of stress cause emotional imbalance and disturb the mental equilibrium in human beings. But the human mind has a natural tendency to restore and maintain this equilibrium by special methods. It is an unconscious mechanism for self-defence used by ego to protect itself from painful or anxiety creating situation. Defence mechanism defends the self when it is under threat.

The following are some common defence mechanisms.

1.Reaction formation

Reaction formation is the converting of unwanted or dangerous thoughts, feelings or impulses into the opposite. E.g. a boy walking at night afraid of darkness sings a song aloud.

2.Projection

Attributing one's own unacceptable thoughts or feelings to someone else.e.g. The tennis player who drives the ball into the net may look at his racket as if something was wrong with the racket.

3.Rationalization

It is the tendency to justify shortcomings, failures and incompetence of a person by using incorrect but self saving explanations. There are two types of rationalization.

Sour-grapism

When an individual fails to attain his/her goal he/she blames or justifies various factors. E.g. a student who gets low marks in the examination might blame the teacher or the question paper.

Sweet-lemonism

Sometimes the individual is not satisfied with his achievement, but in order to maintain balance he accepts them as good. E.g. an engineering graduate working as a salesman even though not happy, may justify that he is enjoying his sales job

4.Repression

Repression is an unconscious blocking of unpleasant experiences, thoughts, feelings and impulses. It is an involuntary or spontaneous exclusion from the conscious awareness.

E. g. a person who was abused during childhood may not recall these unpleasant memories until forced to talk about his/her childhood.

5.Displacement

Displacement is the redirecting of thoughts, feelings and impulses at one

person or object, to another person or object. People often use displacement when they cannot express their feelings in a safe manner to the person who causes distress to them. E. g. a student comes back home after having been scolded by teacher for poor performance in class, starts quarrelling with his/her mother.

6. Regression

Regression is the reversal to an earlier stage of development in the face of unacceptable thoughts or impulses. E.g. when a sixteen year old student bursting into tears when scolded

7. Sublimation

Sublimation is channelizing of unacceptable thoughts and emotions in to more acceptable ways. E.g. a woman without children taking up a job as matron in a hostel or develop interest in SOS village activities in the absence of the fulfilment to get a child.

8. Compensation

The individual tries to cover up his deficiency in one field by exhibiting his strength in another field. E.g. a student poor in academics may save his/her self esteem by his/her active participation in athletics.

9. Denial

Denial is the refusal to accept reality. Many people use this mechanism in everyday life to avoid painful feelings or experiences. E.g. a person who is an alcoholic may deny the problems of drinking by pointing to how well he/she functions in his/her job.

10. Acting out

Acting out is performing an extreme behaviour in order to express thoughts or feelings. E.g. instead of saying "I am angry with you" a person may throw a book at that person

Mature Personality

Maturity is the ability to respond to the environment in an appropriate manner. Mature persons are able to behave and act according to the circumstances and the culture of the society they live in. The following are the major characteristics

of mature personality.

a. **Self-extension:** The mature person will never be ego centric. He/she is involved in activities outside of himself/herself and he/she will have a definite goal in life.

b. **Warm relationship:** The mature individual is compassionate to the rights, needs and values of others.

c. **Emotional stability:** - The mature individual will not over react to the frustrations of life and he/she is able to tolerate it.

d. **Realistic perception:-** Mature individual lives in the “real world” and reacts to the problems of life rationally.

e. **Self -awareness:-** Mature person has a realistic self -image and he/she knows his/her potentialities and weaknesses

f. **Unifying philosophy of life:-** Mature people have a clear sense of how they wish to live their lives. This life is value-oriented and these values are for the welfare of all.

Chapter 9 LIFE SKILL EDUCATION

Life Skills

Skills are the ability to apply knowledge. Eg: Cycling, Swimming, etc. Various skills are required for leading a healthy and productive life; such as communication, keeping good relationships, etc. These skills which are useful to cope up with the day to day demands of life are called life skills.

Life skills are abilities that facilitate the physical, mental and emotional well being.

It develops competence in young people. Life skills are also known as ‘vaccine for mind’ & ‘vaccine for life’.

It helps the adolescents & youth to prevent the occurrence of many psycho-social problems which may encounter in the future. Life skills empower young people to take positive action to protect themselves and promote health and positive social relationships

UNICEF defines life skills as “a behaviour change or behaviour development approach designed to address a balance of three areas: knowledge, attitude & skills”.

WHO defines life skills as the “abilities for adaptive & positive behaviour that enable individuals to deal effectively with the demands & challenges of everyday life

Ten core Life skills

ThinkingSkills/ CognitiveSkills	Social Skills	Negotiation Skills
Self awareness Creative thinking Critical thinking Decision making Problem solving	Interpersonal relationships Communication Empathy	Coping with emotions Coping with stress

Self awareness

Awareness about ourselves that is self awareness, which means recognition of our character, strength's, weaknesses, desires and dislikes. A person may have dreams, visions, goals etc. in his /her life which is also considered as a part of his/her self awareness

Self-awareness means having a clear and realistic perception of who you are. Self awareness is not about uncovering a deep dark secret about yourself, but understanding who you are.

Decision making

POWER model of decision making

POWER method for decision making is given below

- Problems (Describing and analysing the problem objectively)
- Options (Alternatives/Choices identified with the help of creative thinking)
- Weighing (Positive, negative analysis of alternatives/choices; Critical analysis)
- Elect (Choosing the best alternative)
- Reflect (Reviewing the impact of decision)/Responsibility (taking responsibility for decision made)

Empathy

Empathy is the ability to understand and accept others as they are, that is being nurturing and tolerant. It helps an individual to understand and accept others who may be very different from himself, and improves social interactions. Empathy is feeling with others and helping them

Communication

Patterns OR Styles of communication

a.Passive/ Submissive communication.

communicates in a weak manner and behaves in a passive manner . afraid to address the problem or issue

Aggressive communication

Communicate in threatening manner and discourages and neglect other person .possess self-righteous (only I am right) and forceful body language

c. Assertive Some characteristics of assertive communication in a clear and steady . Consider others opinions . tell exactly what you want . strong and steady body language **Stress**

Anything that poses a challenge or a threat to our well being is a stress. when the stress undermines both our mental and physical health they are bad.

Ways to overcome Stress

a. Exercise regularly

Physical activity plays a key role in reducing and preventing the effects of stress. aerobic exercise for releasing pent-up stress and tension.

b. Eat a healthy diet

A well-nourished person is better prepared to cope with stress, so be careful about what you eat. Start your day well with breakfast, and keep your energy up and your mind clear with balanced, nutritious meals throughout the day.

c. Reduce caffeine and sugar

reducing the amount of coffee, soft drinks, chocolate, sugar and snacks in your diet, you'll feel more relaxed and you'll sleep better.

d. Avoid alcohol, cigarettes and drugs Self-medicating with alcohol or drugs may provide an easy escape from stress

Negative coping strategies to overcome stress

- Smoking • Using pills or drugs to relax
- Drunkenness • Sleeping too much
- Overeating or undereating • Procrastinating
- Zoning out for hours in front of the TV or computer
- Filling up every minute of the day to avoid facing problems
- Withdrawing from friends, family, and activities
- Taking out your stress on others(lashing out, angry outbursts,Physical violence)
 - Fighting and getting into arguments
 - Shouting and getting angry

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