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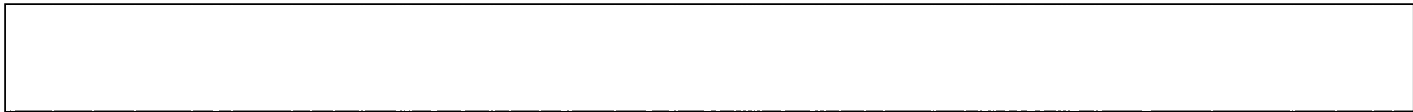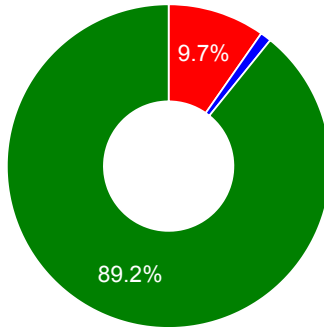
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COURSE SUBJECT SUBJECT CODE MSW Social Work with Groups MSW-103 UNIT-I Concept of Social Group Work 1. Concept of Group and its importance in human life cycle, 2. Types of Groups Concept, and Characteristics of Social Group Work 3. History and Development of Social Group work in West and in India Unit 2 Social Group Work as a method of Social Work 1.Theories and Models in Social Group Work 2. Principles of Social Group Work 3. Role of Group Worker 4.Social Group Work in Different fields 5.Group Work in Institutional settings 6.Understanding Individual in the Group Process and Group as a Totality Unit 3 Social Group Work Process and Programs 1 Steps or Process of Group Formation 2. Stages / Phases in Group Development 3.

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Concept and Importance of Program in Group Work Practice 4 Program Planning, Development and Implementation Process Unit Unit 4 Skills,Techniques, Recording and Evaluation in Social Group Work 1. Skills of Group Worker- For Group Development, Program Planning, and Program Implementation 2. Recording in Group Work: Principles and Types of Recording, Techniques of Recording 3. Observation, Sociogram.. Evaluation in Group Work- Importance of Continuous evaluation in Group Work, 4. Types and Methods of Evaluation Unit 5 Group Process and Dynamics 1. Social processes in group work 2. Leadership and its development in group work process 3. Communication in Group 4. Group Dynamics:- Group Bond, Group-Conflict, Confrontation, Apathy and Group Control

MSW-103

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Social Work with Groups UNIT-1 Concept of Social Group Work Social group work is a method of social work that involves helping individuals enhance their social functioning through

structured group interactions. It focuses on the power of group dynamics to bring about individual and collective change. Below is a detailed overview of the concepts, principles, and practices

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in social group work: 1. Definition and Objectives of Social Group Work Definition: Social group work is a method of social work that

utilizes group processes to facilitate personal growth, social adjustment, and community integration. Objectives: Enhance social functioning and personal development. Foster mutual aid and collective problem-solving. Develop social skills and community participation. Address individual and group needs through collective effort. 2. Principles of Social Group Work Planned Group Formation: Groups are formed based on the needs and interests of the members. Purposeful Group Process: Group activities and interactions are designed to achieve specific goals. Continuous Individualization: Recognizing and respecting the unique qualities and needs of each group member. Voluntary Participation: Members choose to participate in the group and its activities. Mutual Aid: Encouraging members to support and help each other. Strengths Perspective: Focusing on the strengths and potentials of group members. Confidentiality: Maintaining the privacy of group discussions and member information. 3. Stages of Group Development in Social Group Work Forming: Initial stage where group members get acquainted and establish ground rules. Storming: Conflicts and differences arise as members assert their opinions and roles. Norming: Group develops cohesion and establishes norms and standards of behavior. Performing: Group works collaboratively to achieve its goals. Adjourning : Group disbands after achieving its objectives. 4. Roles and Functions of the Social Group Worker Facilitator: Guides group discussions and activities. Enabler: Helps members identify and utilize their strengths. Mediator: Resolves conflicts within the group. Educator: Provides information and educates members on relevant topics. Advocate: Supports and represents the interests of group members. Resource Person: Connects members to external resources and services. 5. Group Dynamics and Processes Group Cohesion : The sense of solidarity and unity among group members. Group Norms: Shared expectations and rules that guide behavior within the group. Group Roles: Specific functions or responsibilities assigned to group members. Communication Patterns : The ways in which group members interact and communicate with each other. Decision Making: Processes by which the group makes decisions and solves problems. Leadership: The influence and direction provided by the group leader and members. 6. Techniques and Tools in Social Group Work Ice-Breakers: Activities to help members get to know each other and build trust. Role-Playing: Simulating real-life situations to practice skills and behaviors. Group Discussions: Structured conversations on relevant topics. Creative Activities: Using art, music, or drama to express feelings and ideas. Problem-Solving Exercises: Collaborative tasks to develop problem-solving skills. Reflection and Feedback: Encouraging members to reflect on their experiences and provide feedback. 7. Applications of Social Group Work Therapeutic Groups: Focus on emotional and psychological support (e.g., support groups, therapy groups). Educational Groups: Provide information and teach skills (e.g., parenting classes, health education groups). Socialization Groups: Enhance social skills and community integration (e.g., youth clubs, senior citizen groups). Task-Oriented Groups: Work on specific tasks or projects (e.g., community

action groups, planning committees). 8. Challenges in Social Group Work Diversity: Managing differences in culture, background, and perspectives. Conflict: Resolving disagreements and tensions within the group. Participation: Encouraging active and consistent participation from all members. Confidentiality: Ensuring privacy and trust within the group. Concept of Group and its importance in human life cycle, Definition: A group is a collection of two or more individuals who interact, share common goals, and perceive themselves as a distinct social entity. Groups can vary in size, structure, and function, and they play a crucial role in shaping social behavior and individual identity. Characteristics of a Group : Interaction: Members interact with each other regularly. Interdependence: Members rely on each other to achieve common goals. Structure: Groups have a set of norms, roles, and statuses. Identity: Members perceive themselves as part of the group and are recognized as such by outsiders. Common Goals : Groups often form to achieve shared objectives. Types of Groups: Primary Groups: Small, close-knit, and usually long-term (e.g., family, close friends). They are characterized by intimate, face-to-face interactions. Secondary Groups: Larger, more impersonal, and goal-oriented (e.g., work teams, committees). Interactions are often based on specific roles or tasks. Formal Groups : Structured with defined roles and objectives (e.g., workplace teams, clubs). Informal Groups: Naturally formed without formal structure or goals (e.g., friendship circles, social networks). 2. Importance of Groups in the Human Life Cycle Groups play a significant role in various stages of the human life cycle, influencing development, behavior, and social integration. Here are some key stages and the impact of groups: 1. Infancy and Early Childhood: Family as the Primary Group: The family is the first group a person belongs to, providing essential care, socialization, and emotional support. Early Socialization: Interactions with parents, siblings, and extended family members shape early social skills and behaviors. 2. Childhood and Adolescence : Peer Groups: Friendships and school groups become important for social development, influencing identity formation, self-esteem, and social skills. Educational Groups: Classroom settings and extracurricular activities foster learning, teamwork, and problem-solving abilities. 3. Young Adulthood: Work Groups: Entering the workforce introduces individuals to professional groups where they learn collaboration, leadership, and specialized skills. Social Networks: Young adults expand their social circles, forming groups based on shared interests, hobbies, and activities. 4. Middle Adulthood: Family and Parenting Groups: In this stage, individuals may form their own families, participating in parenting groups and community activities that provide support and shared experiences. Professional Associations : Career advancement often involves participation in professional organizations and networks, offering opportunities for growth and development. 5. Late Adulthood : Support Groups : As individuals age, they may join support groups for health, bereavement, or other specific needs, providing emotional support and resources. Community and Recreational Groups: Engaging in community activities and recreational groups helps maintain social connections and a sense of purpose. 6. Overall Life Span: Social Identity: Belonging to various groups throughout life contributes to the development of social identity, influencing how individuals see themselves and how they are perceived by others. Emotional Support: Groups provide a sense of belonging, reducing feelings of isolation and offering emotional support during challenging times. Learning and Development: Groups facilitate learning and personal development through shared knowledge, experiences, and collaboration. Social Integration: Participation in groups helps individuals integrate into society, fostering a sense of community and social cohesion. 3. Benefits of Group Membership Emotional Support: Groups provide a network of support where members can share experiences, receive encouragement, and cope with stress. Socialization : Groups teach social norms, values, and behaviors, aiding in social development and integration. Identity Formation: Membership in groups helps individuals develop a sense of identity and self-worth. Skill Development: Groups offer opportunities to develop interpersonal, communication, and leadership skills. Collective Power: Groups can achieve goals and exert influence that individuals may not be able to accomplish alone.

UNIT-II Social Group Work as a method of Social Work Social group work is a fundamental method in social work that

focuses on helping individuals improve their social functioning through group interactions. Here are some key aspects of social group work: 1. Group Dynamics Understanding the interactions within the group, including roles, norms, and communication patterns, is crucial. This helps in creating a cohesive and supportive environment. 2. Common Goals-Groups are typically formed around shared objectives, whether they are educational, therapeutic, or community-based. These common goals provide a sense of purpose and direction for the group. 3. Facilitation- A social worker or group leader facilitates the group process. This involves guiding discussions, managing conflicts, and ensuring that the group remains focused on its goals. 4. Empowerment-Social group work aims to empower individuals by providing a supportive environment where they can share experiences, learn from each other, and develop new skills. 5. Intervention Techniques-Various techniques are used to engage group members, such as role-playing, group discussions, and collaborative projects. These techniques help in addressing individual and group needs effectively. 6. Evaluation- Continuous assessment and evaluation of the group's progress are essential to ensure that the objectives are being met and to make necessary adjustments. In summary, social group work is a structured method that leverages group dynamics to facilitate personal growth, social skills development, and community building. It is widely used in various settings, including schools, community centers, and therapeutic environments. Principles of Social Group Work Social group work is guided by a set of core principles that ensure effective and ethical practice. Here are some of the key principles: Focus on Individual and Group Needs: Recognition of Individual Differences: Each person in the group is unique with their own strengths, weaknesses, and experiences. The social worker acknowledges these

differences and tailors their approach accordingly. Specific Group Objectives: Goals are established collaboratively with the group, considering both individual needs and the overall purpose of the group (e.g., social support, skill development). Building Positive Group Dynamics: Genuine Acceptance: The social worker creates a safe and supportive space where everyone feels accepted and valued regardless of background or challenges. Encouraging Participation: The social worker fosters an environment where all members feel comfortable contributing and expressing themselves. Democratic Group Self-Determination: The group has a say in how it operates, activities it undertakes, and decisions it makes, promoting a sense of ownership. Effective Group Facilitation: Planned Group Formation: Groups are formed strategically, considering factors like age, needs, and compatibility to maximize positive interactions. Guided Group Interaction: The social worker facilitates healthy communication and problem-solving within the group, ensuring everyone has a voice. Flexible Functional Organization: The structure and activities of the group can adapt as needed to meet the evolving needs of the group and its members. Growth and Evaluation: Progressive Program Experience: Activities and discussions are planned with increasing complexity to challenge and promote growth within the group. Continuous Individualization: The social worker attends to the individual needs of each member within the context of the group. Resource Utilization: The social worker connects group members with additional resources outside the group if needed. Evaluation: The effectiveness of the group and its impact on members is regularly assessed to make adjustments and ensure progress. These principles provide a framework for social workers to create a positive and productive group environment where individuals can achieve personal growth, develop social skills, and address shared challenges. Roll of Group Worker The role of a group worker, also referred to as a social group worker, is multifaceted. They act as a facilitator, organizer, supporter, and advocate, all with the goal of helping the group function effectively and achieve its goals. Here's a breakdown of their key responsibilities: Facilitator: Guide group discussions and activities to ensure everyone participates and feels heard. Mediate conflict constructively, fostering respectful communication within the group. Help the group set and work towards common goals. Organizer: Plan and implement group sessions with appropriate activities and discussions. Manage logistics like scheduling, materials, and space for the group meetings. Ensure adherence to ethical guidelines and confidentiality within the group. Supporter: Create a safe and supportive space where members feel comfortable expressing themselves. Provide individual support and encouragement to group members as needed. Help members develop coping mechanisms and social skills. Advocate: Connect group members with additional resources outside the group if needed. Advocate on behalf of the group for access to services or to address systemic issues. Promote empowerment and self-determination within the group. Additionally: Group workers assess the needs of individual members and the group as a whole. They constantly evaluate the effectiveness of the group and adapt their approach as needed. They may also collaborate with other professionals involved in the lives of group members. Overall, the role of a group worker is crucial in creating a positive and productive group experience. They act as a catalyst for individual and group growth, helping people achieve their goals in a supportive and collaborative environment. Social group work is a versatile tool used across various fields within social work. Here are some examples of how social group work is applied in different settings: Social Group Work in Different fields Mental Health: Support groups:Groups for individuals with similar mental health conditions (depression, anxiety) provide a safe space to share experiences, offer mutual support, and learn coping mechanisms. Psych educational groups:Groups educate participants about specific mental health conditions, treatment options, and self-management strategies. Skill development groups:Groups focus on developing social skills, communication skills, or anger management techniques for individuals struggling in those areas. Child Welfare: Parenting groups:Groups equip parents with skills for positive discipline, effective communication, and creating a nurturing environment for their children. Sibling support groups:Groups for siblings of children with disabilities or chronic illnesses provide a space to share experiences, navigate challenges, and build resilience. Grief and loss groups:Groups help children cope with the loss of a loved one, a pet, or a significant life change. Substance Abuse: Recovery groups:Groups provide support and accountability for individuals in recovery from substance abuse, fostering relapse prevention and long-term sobriety. Relapse prevention groups:Groups help individuals identify triggers, develop coping mechanisms, and create relapse prevention plans. Family support groups:Groups support families affected by a loved one's substance abuse, helping them navigate the challenges and access resources. Education: Social skills development groups:Groups help students develop communication skills, conflict resolution skills, and strategies for building positive relationships. Anti-bullying groups:Groups promote positive social interactions, address bullying behavior, and foster a culture of respect within the school. Peer support groups:Groups provide a safe space for students facing similar challenges (academic, social, emotional) to connect and share experiences. Community Development: Empowerment groups:Groups help individuals from marginalized communities develop problem-solving skills, advocate for themselves, and access resources. Leadership development groups:Groups equip individuals with leadership skills to create positive change within their communities. Cultural exchange groups:Groups foster understanding and appreciation for diverse cultures and backgrounds, promoting social cohesion. Additional Fields: Social group work is also used in settings like: Corrections:Helping incarcerated individuals prepare for reintegration into society. Elder care:Providing social connection and combating loneliness among older adults. Disability services:Supporting individuals with disabilities in developing social skills and building self-esteem. This is not an exhaustive list, but it demonstrates the wide-ranging application of social group work in various fields. It's a powerful tool for

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social workers to empower individuals, address social issues, and promote positive change within communities. Understanding Individual in the Group Process and Group as a Totality Understanding the interplay between individuals and the group as a whole is fundamental to effective social group work. Here's a breakdown of these two aspects: Understanding Individual in the Group Process: Individual Needs and Goals: Each person in the group brings their unique background, experiences, and goals. The social worker considers these individual needs when designing group activities and fostering participation.Personality and Communication Styles: Personalities and communication styles vary. Some individuals may be extroverted and vocal, while others may be more introverted and prefer to listen. The social worker encourages participation from all members by creating a safe space and using different communication methods. Impact of Group Dynamics: Being in a group can influence individuals in both positive and negative ways. The social worker monitors group dynamics to ensure everyone feels valued and respected, and intervenes if there are conflicts or unproductive patterns. Individual Development: The group experience should foster personal growth for each member. The social worker encourages individuals to develop new skills, challenge themselves, and build confidence. Understanding Group as a Totality: Group Cohesion: A strong sense of group cohesion is essential for effective group work. This involves a sense of belonging, shared goals, and trust among members. The social worker facilitates activities that promote group bonding and collaboration. Group Development Stages: Groups go through stages of development, from forming and storming (initial awkwardness and conflict) to norming (establishing group norms) and performing (working together productively). The social worker understands these stages and adapts their approach accordingly. Group Culture and Norms: The group develops its own culture and norms for communication, participation, and behavior. The social worker guides the group to establish positive norms that support group goals and member well-being. Group Problem-Solving: Groups can be a powerful force for problem-solving and decision- making. The social worker facilitates discussions to leverage the collective knowledge and perspectives of the group. The Interconnectedness: These two aspects are not separate; they constantly influence each other. Individuals shape the group dynamic, while the group environment can influence individual behavior and growth. The social worker's role is to bridge the gap between individual needs and group goals, fostering a dynamic where everyone feels supported and empowered to contribute to the collective good. Unit 3 Social Group Work Process and Programs Social Group Work Process and Programs Social group work follows a structured process with well-defined programs to achieve its goals. Here's a breakdown of both: Social Group Work Process: The social group work process typically involves several stages: 1. Pre-group planning: 1. The social worker assesses needs of potential members and the community. 2. They plan the group's purpose, structure, and target audience. 3. Recruitment efforts to attract suitable participants take place. 2. Group Formation: The initial group meetings focus on introductions, setting ground rules, and establishing a sense of safety and trust. Members may explore their needs and goals for joining the group. 3. Group Development: This stage involves navigating challenges like initial awkwardness, establishing group norms, and resolving conflicts. The social worker facilitates open communication and collaborative problem-solving. The group may develop its own culture and traditions. 4. Group Work (Implementation): This is the core stage where planned activities and discussions take place to achieve group goals. The social worker facilitates communication, encourages participation, and guides the group towards progress. Activities may vary depending on the group's focus (e.g., skill-building exercises, support group discussions, educational workshops). . Evaluation and Termination: The social worker and group members regularly assess progress towards goals. Adjustments may be made to activities or the group structure based on feedback. As the group nears its end date, discussions may focus on closure, celebrating achievements, and planning for the future. Social Group Work Programs: Programs in social group work are the specific activities and strategies planned to achieve the group's overall purpose. These programs should be: Needs-based: Aligned with the identified needs and goals of both individual members and the group as a whole. Member-driven: Involving members in planning and implementing activities whenever possible to foster ownership and engagement. Developmentally appropriate: Tailored to the age, developmental stage, and abilities of the group members. Flexible: Adaptable to adjust to the group's evolving needs and dynamics throughout the process. Program Examples: Skill-building activities: Role-playing for communication skills, practicing relaxation techniques for stress management, budgeting exercises for financial literacy groups. Support group discussions: Sharing experiences and offering peer support for individuals coping with similar challenges (grief, substance abuse, parenting). Educational workshops: Learning about specific topics relevant to the group's focus (healthy relationships, anger management, mental health awareness). Social outings and activities: Building team spirit and fostering community connections through shared experiences (museum visits, volunteering projects, group games). Remember: The social worker acts as a facilitator, guiding the Program development and implementation while empowering the group to actively participate and shape their experience. Steps or Process of Group Formation: 1. Pre-group Planning: Needs Assessment: The social worker assesses the needs of the community or target population. This might involve surveys, focus groups, or consultations with other professionals. Goal Setting: Based on the needs assessment, the social worker defines the purpose and goals of the group. What do they hope to achieve by forming this group? Group Structure: Decisions are made about the structure of the group, such as size, duration, frequency of meetings, and any specific criteria for membership. Recruitment: Strategies are developed to attract potential members who would benefit from the group. This might involve flyers, presentations, or referrals from other agencies. 2. Group Formation: Initial Meeting: The first meeting focuses on introductions, establishing ground rules for communication and behavior within the group, and creating a safe and welcoming space. Orientation: The social worker provides an overview of the group's

purpose, structure, and expectations. Member Exploration: Members have the opportunity to share their reasons for joining the group and their goals for the experience. This helps build trust and identify any potential challenges or conflicts. 3. Early Stage Development: Forming and Storming: This stage can be characterized by initial awkwardness, as members get to know each other and adjust to the group dynamic. There might be some confusion about roles and expectations, and potential conflicts may arise. Establishing Norms: The group begins to develop its own norms for communication, participation, and behavior. The social worker facilitates discussions to ensure these norms are positive and promote a productive group environment. 4. Transition and Integration: Norming and Performing: As the group works through initial challenges, collaboration increases, and a sense of trust and belonging develops. Members feel comfortable participating and working towards shared goals. This is the stage where the core work of the group can take place. Ongoing Development: The group dynamic continues to evolve throughout the process. The social worker monitors progress and adapts activities or approaches as needed. 5. Conclusion and Termination: Evaluation: The social worker and group members regularly evaluate progress towards goals. This helps determine the effectiveness of the group and identify areas for improvement. Closure: As the group nears its end date, discussions may focus on closure, celebrating achievements, and planning for the future. This might involve setting individual goals for continued progress beyond the group setting. Additional Considerations-The pace of group formation can vary depending on the group's purpose, member characteristics, and the social worker's facilitation style. Not all groups will progress neatly through each stage. There may be setbacks or regressions, and the social worker needs to be flexible and adaptable. Throughout the process, the social worker plays a crucial role in creating a safe and supportive environment, facilitating communication, and guiding the group towards its goals. Program

Planning, Development and Implementation Process A Program Planning, Development and Implementation Process Unit

is a crucial component for any organization working with social groups. This unit is responsible for the entire lifecycle of a social group work Program, ensuring it meets the needs of the target population and achieves its intended outcomes. Here's a breakdown of the key stages involved: 1. Program Planning: Needs Assessment: This initial stage involves gathering information about the needs and challenges faced by the target community. Data collection methods may include surveys, focus groups, interviews with community leaders, or reviewing existing research. Goal Setting: Based on the needs assessment, clear and measurable goals are established for the Program. These goals should be specific, achievable, relevant, and time-bound (SMART). Target Population: The Program defines the specific group of people it aims to serve. This might be based on factors like age, demographics, socioeconomic background, or a particular challenge they face. Program Design: The overall structure and approach of the Program are developed. This includes determining the type of groups (support groups, skill-building groups, educational workshops), duration of the program , frequency of meetings, and resources required. 2. Program Development: Curriculum Development: Activities and resources are planned to achieve the Program's goals. This might involve developing lesson plans for workshops, designing exercises for skill-building groups, or creating guidelines for support group discussions. Recruitment Strategy: A plan is created to attract potential participants who would benefit from the Program. This could involve collaborating with community organizations, using social media outreach, or developing flyers and promotional materials. Staff Training: If needed, staff involved in f acilitating groups are trained on the Program's objectives, activities, and best practices for social group work. 3. Program Implementation: Group Formation: The process of forming groups]takes place, following the steps outlined previously (needs assessment, initial meetings, establishing group norms). Program Delivery: The planned activities and discussions are facilitated by trained staff. The social worker ensures a safe and supportive environment, encourages participation, and guides the group towards progress. Monitoring and Evaluation: Regular monitoring of the Program's progress is essential. This might involve collecting data on attendance, participant feedback, and progress towards goals. Evaluation assesses the overall effectiveness of the Program in achieving its objectives. 4. Program Termination and Follow-up: Closure: As the Program nears its end, discussions with group members may focus on closure, celebrating achievements, and planning for the future. This might involve setting individual goals for continued progress beyond the group setting. Sustainability Planning: Strategies are developed to ensure the long-term benefits of the Program. This could involve connecting participants with ongoing support services, advocating for policy changes, or replicating the Program with new groups. Benefits of a Program Planning, Development and Implementation Process Unit: Structured Approach: This unit ensures a systematic and well-defined process for developing and implementing social group work programs. Needs-based Programming: Programs are designed to address the specific needs identified within the target population. Increased Effectiveness: Regular monitoring and evaluation lead to adjustments and improvements, enhancing the Program's effectiveness. Sustainability: Planning for the Program's long-term impact and sustainability increases its overall value to the community. Unit 4 Skills of Group Worker- For Group Development, Program Planning, and Program Implementation Effective social group workers possess a diverse skillset encompassing facilitation, organization, support, advocacy, and assessment. These skills are applied throughout the different stages of group work: development, Program planning, and implementation. Here's a breakdown of these skills in each stage: Group Development: Facilitation Skills: 1. Guide group discussions and activities to ensure everyone participates and feels heard. 2. Facilitate healthy communication and conflict resolution within the group. 3. Help the group set and work towards common goals. Supportive Skills: Create a safe and supportive space where members feel comfortable expressing

themselves. Provide individual support and encouragement to group members as needed. Help members develop coping mechanisms and social skills. Program Planning: Assessment Skills: Assess the needs of individual members and the group as a whole. This information is crucial for Program development.Analyze community data to understand the broader context and identify target populations. Planning Skills: 1. Develop SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound) for the Program, ensuring clarity and direction. 2. Design a Program structure that aligns with the goals and target population (e.g., group format, activity types, frequency of meetings). Resourcefulness: Identify and utilize appropriate resources to support the Program (materials, guest speakers, community partnerships). Program Implementation: Facilitation Skills: 1. Implement planned activities and discussions, adapting as needed based on group dynamics. 2. Manage group processes to ensure everyone feels included and respected. 3. Organizational Skills: 4. Manage logistics such as scheduling, materials, and space for group meetings. 5. Ensure adherence to ethical guidelines and confidentiality within the group. Evaluation Skills: 1. Monitor progress towards Program goals through data collection and participant feedback. 2. Evaluate the overall effectiveness of the Program and make adjustments as needed. 3. Advocacy Skills: 4. Advocate for the needs of the group by connecting members with additional resources outside the group. 5. Advocate on behalf of the group for systemic changes that address the challenges they face. Additionally: 1. Cultural Competency: Understanding and appreciating diverse cultures, backgrounds, and experiences to create inclusive groups. 2. Communication Skills: Effective communication, both verbal and nonverbal, to build rapport, convey information clearly, and actively listen to group members. 3. Self-Awareness: Recognizing personal biases and limitations to ensure objective facilitation and support for the group. By mastering this diverse skillset, social group workers can effectively guide group development, create impactful programs, and facilitate positive change within the groups they work with. Recording in Group Work: Principles, Types, and Techniques Recording plays a vital role in social group work. It allows social workers to document the group process, track progress, and improve their practice. However, ethical considerations and confidentiality are paramount. Here's a breakdown of recording in group work: Principles of Recording: Confidentiality: Maintain confidentiality of all group members. This is usually achieved by using pseudonyms or initials instead of real names. Transparency: Obtain informed consent from all group members before any recordings take place. Explain how the recordings will be used and stored securely. Focus and Purpose: Recordings should be focused and serve a specific purpose. This could be for supervision, evaluation, research (with additional consent), or self-reflection by the worker. Ethical Use: Recordings should be used ethically and only for the purpose they were intended. Limited Retention: Recordings should be stored securely and deleted after a predetermined period, typically following completion of the group or research project. Types of Recording: Process Recording: A detailed, narrative account of a group session. It captures the sequence of events, interactions between members, the worker's interventions, and their reflections on the group process. Summary Recording: A concise overview of the key points discussed in a group session. It may include decisions made, themes emerging, and areas for future exploration. Incident Recording: A focused record of a specific event or incident that occurred during a group session. This might be used to document a conflict, a breakthrough moment, or a significant emotional expression. Techniques of Recording: Note-taking: Taking detailed notes during or immediately after the group session. This can be supplemented with symbols or abbreviations to capture key points efficiently. Audio Recording: Recording the group session with a digital recorder. This allows for later review and verbatim capture of interactions. However, ethical considerations and consent are crucial. Video Recording: Less common due to privacy concerns, but may be used with informed consent for specific research purposes (e.g., studying nonverbal communication). Additional Considerations: Focus on the Group Process: Recordings should focus on the overall group dynamic rather than individual members to protect confidentiality. Minimal Intrusiveness: The recording process should not disrupt the group flow or create discomfort among members. Respect for Privacy: Members have the right to opt-out of being recorded even if consent is generally obtained. By following these principles, social workers can leverage recording as a valuable tool to enhance their practice, improve group work outcomes, and ensure the privacy and well-being of all participants. Observation, Sociogram, and Evaluation in Group WorkSocial workers: Observation: Purpose: Continuously monitor the group process through observation. This involves paying attention to verbal and nonverbal communication, group dynamics, member participation, and overall atmosphere. Techniques: Direct Observation: Actively watching and listening to interactions within the group during sessions. Field Notes: Taking detailed notes on observations, including specific behaviors, interactions, and nonverbal cues. Sociogram: Purpose: A visual representation of relationships and connections between group members. It helps identify patterns of interaction, leadership roles, and potential conflicts. Creation: Members are asked who they feel most comfortable with, who they trust, or who they interact with most within the group. This information is used to create a diagram showing connections and their strength. Interpretation: The social worker analyzes the sociogram to understand the group dynamic, identify potential issues (e.g., isolation, cliques), and inform interventions to promote positive interactions. Evaluation: Importance of Continuous Evaluation: 1. Monitors progress towards group goals throughout the Program. 2. Allows for adjustments to activities or approaches as needed to ensure the group remains on track. 3. Provides evidence of the Program's effectiveness in achieving its intended outcomes. 4. Methods of Evaluation: 5. Pre-test and Post-test: Administering surveys or assessments to members before and after the Program to measure changes in knowledge, skills, or attitudes. 6. Group Discussions: Facilitating discussions with members to gather feedback on their experience, what worked well, and suggestions for improvement. 7. Reviewing Recordings: Analyzing recordings (with consent) to assess group process, worker interventions, and areas for improvement. Additional Considerations: Evaluation should be collaborative, involving both the social worker and group members in the process. Data collection methods

should be appropriate for the target population and the group's goals. Evaluation results should be used ethically to improve the Program and the worker's practice, not for individual evaluation of members. By effectively utilizing observation, sociograms, and continuous evaluation, social workers gain valuable insights into the group process. This allows them to adapt their approach, address challenges, and ultimately increase the effectiveness of social group work in achieving positive outcomes. Types and Methods of Evaluation

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 in Social Group Work Evaluation is a crucial component of social group work. It

helps assess the Program's effectiveness in achieving its goals and informs improvements for future iterations. Here's a breakdown of the different types and methods of evaluation used: Types of Evaluation: Goal-based Evaluation: Measures if the specific goals and objectives outlined for the Program are being met. This might involve administering pre-tests and post-tests to assess changes in knowledge, skills, or attitudes of participants. Process Evaluation: Analyzes the strengths and weaknesses of the Program itself. This could involve observing group dynamics, collecting member feedback on activities and the worker's facilitation style, or reviewing sociograms to identify potential issues with group interaction. Outcome Evaluation: Examines the broader impacts of the Program on participants' lives. This might involve assessing changes in behavior, improved social connections, or increased access to resources beyond the group setting. Impact Evaluation: Evaluates the overall impact of the Program on the target population or community. This is typically used for large-scale programs and requires robust research designs to isolate the Program's influence from other factors. Methods of Evaluation: Quantitative Methods: Rely on numerical data to measure outcomes. This could involve administering surveys, using standardized tests, or tracking attendance and participation rates. Provide in-depth understanding of participants' experiences. This might involve conducting focus groups, individual interviews, or analyzing recordings of group discussions (with informed consent). Mixed Methods: Combine quantitative and qualitative approaches for a more comprehensive evaluation. This can provide both statistical data and rich insights into participants' perspectives. Additional Considerations: Choosing the right evaluation methods depends on the Program's goals, resources available, and the target population. Evaluation should be ethical and respect the privacy of participants. Evaluation results should be shared with stakeholders, including group members, funders, and other relevant parties. By employing various types and methods of evaluation, social workers gain valuable insights. This allows them to demonstrate the Program's effectiveness, make data-driven decisions for improvement, and ultimately ensure social group work programs achieve their intended positive outcomes. Unit 5 Group Process and Dynamics Group process and dynamics refer to the ongoing interactions and relationships within a social group. It's about how individuals behave and influence each other in a group setting. Understanding these processes is essential for social workers who facilitate groups and anyone who wants to be effective in group settings. Here's a breakdown of key aspects of group process and dynamics: Stages of Group Development: Groups typically progress through stages with distinct characteristics: 1. Forming: Initial introductions, establishing ground rules, and creating a sense of safety and trust. 2. Storming: Potential conflicts arise as members adjust to the group dynamic and negotiate roles. 3. Norming: Collaboration increases, and a sense of trust and belonging develops. Group norms for communication and participation are established. 4. Performing: The core work of the group takes place. Members work together towards shared goals using the established norms and dynamics. 5. Adjourning: As the group nears its end date, discussions may focus on closure, celebrating achievements, and planning for the future. Factors Influencing Group Dynamics: Individual Needs and Goals: Each person brings their unique background, experiences, and goals to the group. Personality and Communication Styles: Introverts, extroverts, and those with varying communication styles interact and influence the group dynamic. Group Size and Composition: Smaller groups allow for more in-depth discussions, while larger groups might require different facilitation techniques. Leadership and Roles: Formal or informal leaders emerge, and different members may take on specific roles (e.g., information sharer, peacemaker). Group Cohesion: A strong sense of belonging and shared goals fosters a more productive and supportive group environment. The Role of the Social Worker: Social workers who facilitate groups act as a guide and resource throughout the process. Their responsibilities include: Creating a Safe and Supportive Space: Encourage open communication and ensure all members feel respected and valued. Facilitating Discussions: Guide conversations, ensure everyone has a voice, and mediate conflicts constructively. Promoting Group Development: Help the group progress through different stages, address challenges, and build a sense of cohesion. Monitoring Progress: Evaluate the group's effectiveness towards goals and adapt activities or approaches as needed. By understanding group process and dynamics, social workers can create effective and empowering group experiences for participants. These experiences can foster positive change, address social challenges, and promote individual and collective growth. SYLLABUS

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Course Subject Subject Code MSW MSW-104 Fundamental of Human Growth and Development UNIT - I Development Process: 1. Determinants of Human Behaviour: Heredity and Environment. 2. Life span perspective of Stages of Development: Prenatal Period, Infancy, Babyhood, Childhood, Puberty, Adolescence, Early Adulthood, Middle Age and Old Age. 3. Psycho-Sexual Development: Freudian Concept 4. Psycho-Social Development: Theory of Erick Ericson. UNIT - II Human Behaviour: 1. Learning and Memory. 2. Emotion and Motivation. Personality: Concept, Structure, types, theories of Personality and factors influencing 3. personality. Intelligence: Meaning, Structure, and factors influencing intelligence UNIT-II Mental Process: 1. Defence Mechanisms Mental Retardation 2. 3. Mental Health. 4. Mental Hygine UNIT-IV Abnormal Psychology: 1.

Concept of normal and abnormal behavior. 2. Types of mental disorders 3. Factors of mental illness. 4 Therapeutic process: Crisis intervention and Counselling UNIT - V Social Psychology: 1. Nature and Scope of Social Psychology. 2. Attitude. 3. Communication. Mass communication: Public opinion and Propaganda UNIT-I Determinants of Human Behaviour: Heredity and Environment.

Human behavior is a complex interplay between two major factors: heredity and environment. Here's a breakdown of their influence: Heredity: Genes: Our genetic makeup, inherited from parents, plays a role in shaping our physical and some behavioral predispositions. Genes influence aspects like: Temperament: Basic tendencies like activity level, sociability, and emotional reactivity. Susceptibility to certain conditions: Genes may increase the risk for psychological disorders like anxiety or depression, but environmental factors play a significant role in whether these conditions develop. Physiological processes: Genes can influence brain chemistry and neurotransmitter function, which can indirectly affect behavior. Environment: Everything surrounding an individual: This includes both physical and social environments, which influence behavior throughout life. Physical Environment: Factors like prenatal nutrition, access to healthcare, and exposure to toxins can have lasting impacts on brain development and behavior. Social Environment: Upbringing, family dynamics, socioeconomic status, cultural influences, and peer relationships all shape behavior. Positive social experiences can promote resilience and healthy development, while negative ones can contribute to challenges. Life Experiences: Significant events like trauma, loss, or abuse can have a profound impact on behavior and emotional well-being. Nurture: The way we are raised, the interactions we have, and the opportunities we are given play a crucial role in shaping our behaviors, skills, and personality. Nature vs. Nurture Debate: For many years, there was a debate about whether nature (heredity) or nurture (environment) has a greater influence on behavior. However, the current understanding is that it's an interacting system. Genes provide the blueprint, but the environment shapes how those genes are expressed. Examples: A child with a genetic predisposition for anxiety may develop a clinical disorder if they experience chronic stress in their environment. Conversely, a supportive and nurturing environment can help mitigate the effects of such a predisposition. A child with a genetic predisposition for athletic ability may not reach their full potential without access to proper training and opportunities to develop their skills. Conclusion:-Understanding the complex interplay of heredity and environment is crucial for various fields, including psychology, education, and social work. By acknowledging the influence of both factors, we can create more effective strategies to promote positive development, address behavioral challenges, and ultimately, improve the lives of individuals and communities.

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Life span perspective of Stages of Development: Prenatal Period, Infancy, Babyhood, Childhood, Puberty, Adolescence, Early Adulthood, Middle Age and Old Age

Human development is a continuous journey from conception to death. Here's a breakdown of the major stages, highlighting the key physical, cognitive, and social-emotional milestones: 1. Prenatal Period (Conception to Birth): Physical Development: Tremendous growth and organ development occur within the womb. Cognitive Development: Lays the foundation for future learning, with the ability to respond to stimuli and hear sounds in the later stages. Social-Emotional Development: Begins to form a bond with the caregiver. 2. Infancy (Birth to 1 year): Physical Development: Rapid growth, development of motor skills (reaching, rolling, crawling), and refining the senses. Cognitive Development: Learns through exploration and senses, begins to understand object permanence (out of sight doesn't mean gone). Social-Emotional Development: Strong attachment to caregivers forms, separation anxiety may develop. 3. Babyhood (1 to 2 years): Physical Development: Continues to refine motor skills (walking, talking), increased independence in movement. Cognitive Development: Uses symbolic thinking, can identify objects and pictures, begins to understand simple concepts like cause and effect. Social-Emotional Development: More interactive play, expresses emotions more clearly, separation anxiety may lessen. 4. Early Childhood (2 to 6 years): Physical Development: Increased physical coordination, mastery of basic skills like dressing and toileting. Cognitive Development: Rapid language development, asks many questions, explores pretend play, starts to understand basic counting and numbers. Social-Emotional Development: Increased social interaction with peers, learns to share and take turns, develops a sense of self. 5. Middle Childhood (6 to 11 years): Physical Development: Steady growth, development of fine motor skills for writing and drawing. Cognitive Development: Concrete operational stage - understands logic and problem- solving, grasps concepts of time and space. Social-Emotional Development: Forms friendships, increased group play and cooperation, develops a sense of morality. 6. Puberty (11 to 14 years): Physical Development: Rapid physical changes, sexual maturation begins. Cognitive Development: Increased abstract thinking, develops critical thinking skills. Social-Emotional Development: Increased self-consciousness, explores identity, experiences mood swings. 7. Adolescence (14 to 19 years): Physical Development: Sexual maturation completes. Cognitive Development: Formal operational stage - capable of abstract thinking, develops problem-solving skills and future planning. Social-Emotional Development: Seeks independence from parents, explores romantic relationships, establishes identity. 8. Early Adulthood (20 to 40 years): Physical Development: Reaches peak physical development. Cognitive Development: Continues to refine cognitive skills, may pursue higher education. Social-Emotional Development: Develops intimate relationships, establishes career goals, forms a sense of personal responsibility. 8. Middle Adulthood (40 to 65 years): 9. Physical Development: Gradual decline in physical abilities, body composition changes. Cognitive Development: May experience some decline in processing speed, but knowledge and wisdom accumulate. Social-Emotional Development: Focuses on career advancement, parenting responsibilities, may face challenges of caring for aging parents. 10. Late Adulthood (65+ years): Physical Development: More

pronounced decline in physical abilities, increased health concerns. Cognitive Development: Variability in cognitive decline, some may experience dementia. Social-Emotional Development: Focuses on maintaining independence, adjusting to retirement, cherishing relationships with family and friends. Important to Remember: These are general guidelines, and development varies across individuals based on genetics, environment, and life experiences. Transitions between stages are not always clear-cut, and there can be overlap between stages. Development throughout the lifespan is influenced by biological, social, and cultural factors. Understanding the lifespan perspective allows us to appreciate the remarkable journey of human development and the unique challenges and opportunities faced at each stage. UNIT - II Human behavior Human behavior is a fascinating and complex topic that has been studied by philosophers, scientists, and social observers for centuries. It encompasses everything we do, from our basic biological needs to our most intricate social interactions. Here's a breakdown of key aspects of human behavior: Influencing Factors: Nature vs. Nurture: Heredity (genes) and environment interact to shape behavior. Genes provide a blueprint, but environment influences how those genes are expressed. Heredity: Plays a role in temperament, predispositions to certain conditions, and physiological processes. Environment: Includes physical surroundings (prenatal nutrition, access to healthcare), social environment (family, culture, peers), and life experiences (trauma, loss). Core Concepts: Motivation: The internal drive to behave in a certain way. Needs, desires, and goals all influence motivation. Learning: The process of acquiring knowledge and skills through experience, observation, and instruction. Perception: How we interpret sensory information to understand the world around us. Emotion: A complex state involving physiological changes, feelings, and behavioral responses. Emotions influence our thoughts, actions, and decision-making. Personality: The unique and enduring patterns of thoughts, feelings, and behaviors that distinguish an individual. Social Influences: Social Norms: Unwritten rules governing acceptable behavior within a group or culture. Socialization: The process of learning the values, beliefs, and norms of a society. Social Roles: The behaviors, attitudes, and expectations associated with a particular position in society (e.g., parent, teacher, student). Social Learning Theory: We learn by observing and imitating the behavior of others. Applications: Understanding human behavior is crucial in various fields: Psychology: Treats mental health conditions and helps people understand their thoughts and behaviors. Sociology: Studies social structures and institutions to understand how they influence individual and group behavior. Education: Tailors teaching methods to learning styles and motivational factors. Marketing: Understands consumer behavior to influence purchasing decisions. Social Work: Helps individuals, families, and communities cope with challenges and improve well-being. By studying human behavior, we gain insights into what motivates us, how we interact with others, and how we learn and grow. This knowledge can be used to improve individual lives, strengthen social bonds, and create a more positive and understanding world. Learning and memory are two intertwined processes that allow us to gain knowledge, skills, and experiences and then retain that information for future use. Here's a closer look at each: Learning The process of acquiring knowledge and skills. This can happen through various methods like: Formal learning: Structured instruction in classrooms or educational settings. Informal learning: Unstructured learning from daily experiences, observations, and interactions. Observational learning: Learning by watching and imitating others. Factors Affecting Learning: Motivation: The desire or drive to learn. Attention: The ability to focus on relevant information. Prior Knowledge: Existing knowledge builds a foundation for new learning. Practice and Repetition: Consolidates information in memory. Feedback: Provides guidance and helps correct mistakes. Memory:The ability to store and retrieve information. It involves three key stages: 1. Encoding: Processing information for storage in the brain. 2. Storage: Retaining information over time. 3. Retrieval: Recalling information when needed. Types of Memory: Short-term memory: Holds a limited amount of information for a brief period (seconds to minutes). Long-term memory: Stores information for extended periods (hours, days, years). Further divided into: Declarative memory: Facts and experiences we can consciously recall (e.g., historical events, personal memories). Procedural memory: Skills and habits we perform without conscious thought (e.g., riding a bike, typing). Factors Affecting Memory: Encoding: Depth of processing information influences how well it's remembered. Storage: Repeated use strengthens memory traces. Retrieval: Cues and context can trigger recall of stored information. Sleep: Consolidates memories and improves recall. Stress and emotions: Can impair memory function. The Learning-Memory Connection: Learning involves encoding information into memory. Effective learning strengthens memory traces for better retrieval. Memories can be retrieved to support further learning. Optimizing Learning and Memory: Active learning: Engaging with the material through activities like summarizing, discussing, or applying knowledge. Spaced repetition: Revisiting information at spaced intervals to strengthen memory. Mnemonics: Memory aids like acronyms or rhymes to improve encoding. Getting enough sleep: Allows for memory consolidation. Managing stress: Reduces memory impairment. Emotion and motivation are closely linked in the dance of Emotion and Motivation- human behavior. They influence each other in a powerful way, shaping our thoughts, actions, and decisions. Here's a deeper look at this dynamic duo: Emotions: Complex psychological states involving: 1. Physiological changes: Bodily responses like increased heart rate, sweating, or muscle tension. 2. Subjective feelings: Experiences like happiness, sadness, anger, fear, etc. 3. Behavioral tendencies: Actions that reflect the emotion (e.g., smiling when happy, withdrawing when sad). Motivation: The internal drive to act in a specific way. It arises from: 1. Needs: Biological (hunger, thirst) or psychological (achievement, connection). 2. Desires: Wants and goals that direct behavior. 3. Incentives: Rewards that motivate us to take action. The Link Between Them: Emotions can trigger motivation: Positive emotions like joy or excitement can motivate us to seek out experiences that create those feelings again. Negative emotions like fear or anger can motivate us to avoid an unpleasant situation or address a threat. Motivation can influence emotions: Working towards a goal can generate positive emotions like hope, determination, and satisfaction. Difficulty achieving a goal can lead to frustration, discouragement, or even

anxiety. Examples: The fear of failure might motivate someone to study harder for an exam. The joy of helping others might motivate someone to volunteer in their community. The desire for recognition could motivate someone to excel at work. Understanding the Connection: By understanding how emotions and motivation work together, we can: Be more mindful of our emotions: Recognize how they influence our thoughts and actions. Channel emotions for positive motivation: Use positive emotions to fuel goal pursuit and negative emotions to identify areas needing improvement. Manage emotions effectively: Develop healthy coping mechanisms to deal with difficult emotions that might hinder motivation. Applications: Understanding this link is valuable in various fields like: Psychology: Treats mental health conditions where emotions and motivation are disrupted (e.g., depression).Education: Creates engaging learning environments that stimulate motivation and positive emotions. Workplace Management: Motivates employees by fostering a positive work culture and recognizing achievements. Marketing: Creates advertising that evokes emotions to influence purchasing decisions. In Conclusion: Emotions and motivation are a powerful combination that guides our behavior. By appreciating their interplay, we can gain greater control over our actions and strive towards a more fulfilling life. By understanding how we learn and remember, we can develop strategies to improve our ability to acquire and retain new information. This knowledge can be valuable in academic settings, professional development, and overall personal growth. Personality is a complex concept that encompasses the enduring patterns of thoughts, feelings, and behaviors that make a person unique. It's how you see yourself, how you interact with the world, and how others perceive you.

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 Personality: Concept, Structure, types, theories of Personality and factors influencing personality

ConceptPersonality is a multifaceted concept that has been studied by philosophers and psychologists for centuries. There's no single, universally agreed-upon definition, but most agree that it involves: Traits:These are the characteristic patterns of thoughts, feelings, and behaviors that make you unique. Examples include extroversion, introversion, agreeableness, conscientiousness, and neuroticism (often referred to as the Big Five personality traits). Motives:These are the internal forces that drive you to behave in certain ways. They can be conscious or unconscious and can be based on needs, desires, or goals. Cognitive processes:These are the mental processes that influence how you think, feel, and behave. They include attention, memory, perception, and decision-making. Self-concept:This is your overall view of yourself, including your strengths, weaknesses, values, and beliefs. Structure Different personality theories propose different structures for personality. Here are two prominent examples: Sigmund Freud's Psychoanalytic Theory:Freud divided personality into three structures: 1. Id:The primitive, unconscious part of personality that seeks immediate gratification of basic needs and desires. 2. Ego:The rational part of personality that negotiates between the id's demands, the superego's moral constraints, and reality. 3. Superego:The moral conscience that represents internalized social norms and values. [Image of Freud's Psychoanalytic Theory of Personality] The Five-Factor Model (OCEAN):This is a widely accepted model that identifies five broad personality traits: Openness to experience:The degree to which you are open to new experiences and ideas. Conscientiousness:The degree to which you are organized, dependable, and self-controlled. Extraversion:The degree to which you are outgoing, sociable, and enjoy being around people. Agreeableness:The degree to which you are cooperative, friendly, and trusting. Neuroticism:The degree to which you are prone to negative emotions, such as anxiety, fear, and sadness. Types There are many different personality types, but some of the most common classifications include: Extroverts vs. Introverts:Extroverts are outgoing and get their energy from being around others, while introverts are more inward-turning and prefer solitude or small groups. Thinkers vs. Feelers:Thinkers make decisions based on logic and reason, while feelers make decisions based on emotions and values. Judgers vs. Perceivers:Judgers prefer order and structure, while perceivers are more flexible and adaptable. It's important to remember that these are just categories, and most people fall somewhere in between. Theories of Personality There are many different theories of personality that attempt to explain how personality develops, is structured, and influences behavior. Some of the major theories include: 1. Psychodynamic Theory:This theory emphasizes the role of unconscious conflicts in shaping personality. 2. Humanistic Theory:This theory emphasizes the importance of self-actualization, or the desire to reach one's full potential. 3. Trait Theory:This theory focuses on identifying and measuring the basic traits that make up personality. 4. Social Cognitive Theory:This theory emphasizes the role of learning and social interaction in shaping personality. Biological Theory:This theory suggests that personality is partly influenced by genetics and brain structure. Factors Influencing Personality Personality is shaped by a complex interplay of factors, including: Genetics:Genes play a role in temperament, which is the basic foundation of personality. Environment:The environment you grow up in, including your family, culture, and social experiences, can significantly influence your personality. Upbringing:Your parenting style and early childhood experiences can have a lasting impact on your personality. Life experiences:The experiences you have throughout your life can shape your personality in both positive and negative ways. Understanding personality is an ongoing quest, but by exploring the concepts, structures, types, theories, and factors that influence it, we can gain a deeper understanding of ourselves and others.

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 Intelligence: Meaning, Structure, and factors influencing intelligence

Intelligence is a broad concept that encompasses various mental abilities. It's about learning, reasoning, problem-solving, adapting to new situations, understanding complex ideas, and using knowledge effectively.

Here's a breakdown of its key aspects: Meaning Intelligence has been debated and defined by philosophers and psychologists for centuries, with no single universally accepted definition. However, some common themes emerge: 1. The ability to acquire and apply knowledge and skills. 2. The ability to reason, solve problems, and think abstractly. 3. The ability to understand complex ideas and adapt to new situations. 4. The ability to learn from experience and use that knowledge in the future. Structure There are two main ways to think about the structure of intelligence: Single Factor vs. Multiple Intelligences: Single Factor (g factor): This theory suggests a single underlying general intelligence (g) that influences all cognitive abilities. Other specific abilities branch out from this core. Multiple Intelligences: Theories like Howard Gardner's propose multiple intelligences, such as logical-mathematical, linguistic, musical, spatial, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic. Each intelligence represents a distinct way of knowing the world. Factors Influencing Intelligence Intelligence is likely shaped by a complex interplay of factors, including: Genetics: Genes play a role in influencing cognitive abilities, but the exact mechanisms are still being researched. Environment: Your environment, including nutrition, education, social stimulation, and cultural experiences, significantly impacts intellectual development. Upbringing: Parenting styles and early childhood experiences can have a lasting impact on cognitive skills. Motivation and Curiosity: A desire to learn, explore, and solve problems can fuel intellectual growth. Brain health and development: Factors like adequate sleep, proper nutrition, and physical activity can influence brain function and cognitive abilities. Additional Points: Intelligence is not static. It can develop and improve throughout life with learning and experience. There are various ways to measure intelligence, such as IQ tests, but these tests have limitations and shouldn't be the sole indicator of someone's intellectual potential. It's important to consider different types of intelligence, not just academic ability. UNIT - III Mental processes are the internal workings of your mind that enable you to perceive, think, learn, and interact with the world. They're the foundation for everything you do, from remembering your grocery list to composing a symphony. Here's a deeper dive into this fascinating world: What are Mental Processes? Mental processes encompass a vast array of cognitive functions. Some of the most prominent ones include:Perception: How you gather information from your senses (sight, touch, smell, taste, hearing) and interpret the world around you. 1. Attention: The ability to focus on specific stimuli while filtering out distractions. 2. Memory: Encoding, storing, retrieving, and manipulating information. 3. Learning: Acquiring new knowledge and skills. 4. Thinking: Reasoning, problem-solving, decision-making, and forming concepts. 5. Language: Understanding and using spoken and written communication. Emotion: Feeling and expressing a range of emotions that influence your thoughts and behaviors.Imagination: The ability to form mental images and ideas that are not present to the senses. How Do Mental Processes Work? The complex interplay between different brain regions underlies mental processes. Neurons, the brain's fundamental building blocks, transmit information through electrical signals and chemical messengers. These intricate networks allow you to process information, generate thoughts, and experience emotions. Types of Mental Processes Mental processes can be broadly categorized into different types: Information Processing: Taking in information, manipulating it, and producing a response. Symbol Manipulation: Using symbols like words and numbers to represent ideas and concepts. Knowledge Construction: Building and refining your understanding of the world based on experiences and information. Why are Mental Processes Important? Mental processes are fundamental to our existence. They allow us to: Navigate the world: We perceive threats and opportunities, make decisions, and plan actions. Learn and adapt: We acquire new knowledge and skills, constantly evolving to cope with changing situations.Form relationships: We understand others' emotions, thoughts, and intentions, fostering connection and communication. Be creative: We generate new ideas, solve problems in innovative ways, and express ourselves artistically.Understanding mental processes is a journey of self-discovery. By exploring how your mind works, you can enhance your learning, improve your decision-making, and unlock your full potential.

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1. Defence Mechanisms 2. Mental Retardation 3. Mental Health. 4. Mental Hygine

1. Defense Mechanisms Unconscious psychological strategies to manage anxiety, stress, or overwhelming emotions.Protect the ego from discomfort and maintain emotional well-being.Can be adaptive (healthy coping) or maladaptive (unhealthy coping) depending on use. Examples: Repression, denial, projection, displacement, reaction formation, rationalization, regression, sublimation. 2. Mental Retardation Terminology Note: The term

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"mental retardation"

is considered outdated and can be offensive. It's preferable to use terms like

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"intellectual disability"

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"intellectual developmental disorder (IDD)."

Here's what you need to know about intellectual disability: A Neurodevelopmental disorder that affects cognitive abilities.Onset in childhood (before age 18). Characterized by limitations in intellectual functioning (IQ) and adaptive behavior skills (daily living activities, social interaction, communication). Caused by various factors, including genetic conditions, prenatal problems, birth complications, or illness. There's no cure, but therapies and

support can help individuals reach their full potential and live fulfilling lives. 3. Mental Health Mental health refers to a state of well-being in which an individual can: 1. Think clearly and rationally. 2. Manage emotions, cope with stress, and make healthy choices. 3. Feel good about themselves and have healthy relationships. 4. Function effectively at work, school, and in their community. Mental health is not just the absence of mental illness. It's a continuum, and everyone experiences challenges to their mental health from time to time. 4. Mental Hygiene Mental hygiene focuses on practices that promote and maintain mental health. It's about fostering positive mental well-being and preventing mental illness. Here are some key ideas:Prevention: Identifying and addressing factors that could contribute to mental health problems. Early intervention: Seeking help at the first signs of a mental health issue. Healthy lifestyle habits: Proper sleep, nutrition, exercise, and stress management. Building resilience: Developing coping skills to handle challenges and setbacks. Seeking support: Talking to trusted friends or family, or seeking professional help from therapists or counselors. Mental hygiene practices can be incorporated into daily life to promote overall mental well- being. UNIT - IV Abnormal Psychology Abnormal psychology is the scientific study of unusual patterns of thoughts, feelings, and behaviors that may be indicative of mental disorders. These mental disorders can cause significant distress or impairment in a person's functioning. Understanding the causes of mental disorders: This includes biological, psychological, social, and cultural factors. Diagnosing mental disorders: Psychologists use diagnostic manuals, such as the DSM-5 (Diagnostic and Statistical Manual of Mental Disorders), to diagnose mental disorders. Developing treatment plans: There are many different approaches to treatment, including psychotherapy, medication, and lifestyle changes. Preventing mental disorders: Research is ongoing to identify ways to prevent mental disorders from developing in the first place. Approaches to Abnormal Psychology There are a number of different approaches to abnormal psychology, each with its own emphasis: Biological Approach: This approach focuses on the role of biology, including genetics, brain chemistry, and neuroanatomy, in mental disorders. Psychological Approach: This approach focuses on the role of psychological factors, such as thoughts, emotions, and behaviors, in mental disorders. Social Approach: This approach focuses on the role of social factors, such as poverty, discrimination, and social isolation, in mental disorders. Behavioral Approach: This approach focuses on the role of learned behaviors in mental disorders. Humanistic Approach: This approach focuses on the role of self-actualization and personal growth in mental disorders. Mental Disorders There are many different mental disorders, each with its own set of symptoms. Some of the most common mental disorders include: Anxiety disorders Mood disorders (such as depression and bipolar disorder) 1. Schizophrenia 2. Personality disorders 3. Eating disorders 4. Substance abuse disorders Treatment of Mental Disorders There are a number of different treatment approaches for mental disorders, and the best approach will vary depending on the specific disorder and the individual. Some common treatment approaches include: 1. Psychotherapy: Psychotherapy is a form of talk therapy that can help people understand their thoughts, feelings, and behaviors, and develop healthier coping mechanisms. 2. Medication: Medication can be an effective treatment for some mental disorders, such as depression and schizophrenia. 3. Lifestyle changes: Lifestyle changes, such as getting regular exercise, eating a healthy diet, and getting enough sleep, can improve mental health. 4. Hospitalization: In some cases, hospitalization may be necessary to provide safety and treatment for people with severe mental disorders. Abnormal psychology is a complex field, but it is an important one. By understanding mental disorders, we can develop better treatments and help people live happier, healthier lives. Mental disorders-Mental disorders are a broad range of conditions that affect your thinking, feeling and behavior. They can cause significant distress or impairment in your day- to-day life. Here are some of the most common types of mental disorders: Anxiety Disorders Anxiety disorders are characterized by excessive worry and fear. There are several different types of anxiety disorders, including

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generalized anxiety disorder, social anxiety disorder, panic disorder,

and phobias. Mood Disorders Mood disorders are characterized by disturbances in mood, such as depression or mania. Depression is a mood disorder that causes feelings of sadness and/or a loss of interest in activities once enjoyed. Bipolar disorder is a mood disorder that causes extreme mood swings from mania to depression. Schizophrenia Schizophrenia is a severe mental disorder that can cause hallucinations, delusions, and disorganized thinking. Personality Disorders Personality disorders are inflexible and maladaptive patterns of thinking, feeling, and behaving. They can cause problems in relationships, work, and other areas of life. There are several different types of personality disorders, including antisocial

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personality disorder, borderline personality disorder, narcissistic personality disorder, and obsessive-compulsive personality disorder.

Eating Disorders Eating disorders are characterized by abnormal eating habits that can be dangerous to your health. There are several different types of eating disorders, including anorexia nervosa, bulimia nervosa, and binge-eating disorder. Obsessive-Compulsive Disorder (OCD) OCD is a mental disorder that causes repeated thoughts (obsessions) and urges to perform behaviors (compulsions). Post-Traumatic Stress Disorder (PTSD) PTSD is a mental disorder that can develop after you experience a traumatic event. Symptoms of PTSD can include flashbacks, nightmares, and severe anxiety. Attention Deficit Hyperactivity Disorder (ADHD) ADHD is a common neurodevelopmental disorder that can cause attention difficulty, hyperactivity, and impulsivity. Substance Abuse Disorders Substance abuse disorders are characterized by the misuse of substances, such as alcohol or drugs. People with substance abuse disorders may have difficulty controlling their use of the

substance, even though it is causing problems in their life. If you think you or someone you know may have a mental disorder, it is important to seek professional help. Early diagnosis and treatment can improve the outcome for many mental disorders. Therapeutic process: Crisis intervention and Counselling Both crisis intervention and counseling are forms of mental health support, but they serve different purposes and have varying timelines. Here's a breakdown of each: Crisis Intervention Goal: Crisis intervention aims to provide immediate support and de-escalate a situation where someone is experiencing a mental health crisis. It focuses on stabilizing the person and ensuring their safety. Timeline: Crisis intervention is typically short-term, lasting from a single session to a few sessions. Techniques: Crisis intervention professionals use techniques like active listening, empathetic communication, risk assessment, and providing resources for ongoing support. They might help the person develop a safety plan to manage their immediate distress. Examples of crisis situations: Suicidal thoughts, sudden loss of a loved one, severe panic attack, or a traumatic event. Counseling Goal: Counseling provides a safe space for individuals to explore their thoughts, feelings, and behaviors. It aims to help them develop coping mechanisms, address underlying issues, and improve their overall well-being. Timeline: Counseling can be short-term or long-term, depending on the specific needs of the client. Sessions typically occur on a regular basis (weekly or bi-weekly) over weeks, months, or even years. Techniques: Counselors utilize various therapeutic approaches, such as cognitive-behavioral therapy (CBT), psychodynamic therapy, or interpersonal therapy. They help clients build self-awareness, identify unhelpful patterns, and develop healthier ways of thinking and behaving. Focus: Counseling can address a wide range of concerns, including anxiety, depression, relationship problems, self-esteem issues, stress management, personal growth, and past trauma. Crisis intervention is like a first-aid kit. It provides immediate treatment and stabilization during a critical moment. Counseling is like ongoing medical care. It helps address the root causes of a problem and promotes long-term health and well-being. Factors of mental illness-Mental illnesses are complex and can arise from a combination of factors. Here's a breakdown of the key influences: Biological Factors: Genetics: Mental illness can run in families, suggesting a genetic predisposition. However, having a family member with a mental illness doesn't guarantee you'll develop one. Brain chemistry: Imbalances in brain chemicals like neurotransmitters (e.g., serotonin, dopamine, norepinephrine) are thought to play a role in some mental disorders. Brain structure and function: Differences in brain structure or function, observed through brain imaging techniques, might be associated with certain mental illnesses. Psychological Factors: Early life experiences: Childhood trauma, abuse, neglect, or significant losses can increase vulnerability to mental illness. Negative thinking patterns: Cognitive distortions, like rumination (dwelling on negative thoughts) or catastrophizing (assuming the worst outcome), can contribute to anxiety and depression. Stressful life events: Major life stressors, such as relationship problems, financial difficulties, or job loss, can trigger or worsen mental illness. Social and Environmental Factors : Socioeconomic status: Poverty, discrimination, and lack of social support can increase the risk of mental illness. Substance abuse: Drug and alcohol use can be a cause or consequence of mental illness. Chronic medical conditions: Having a chronic physical illness can increase the risk of developing a mental disorder. Cultural factors: Cultural norms and expectations can influence how mental illness is perceived and addressed. It's important to remember:These factors often interact with each other. For instance, someone with a genetic predisposition to depression might be more likely to develop the disorder if they experience a stressful life event. Mental illness is not a personal failing. It's a medical condition that can be treated effectively. If you're concerned about yourself or someone you know, seek professional help. Early diagnosis and treatment can significantly improve outcomes and quality of life. UNIT V Social psychology is the scientific study of how people's thoughts, Social psychology- feelings, and behaviors are influenced by the presence, actual or imagined, of others. Social psychologists explore how our social environment shapes who we are, how we think, and how we act. Social Perception: How we form impressions of others, make judgments about them, and attribute behavior to internal or external factors. Social Influence : How we are persuaded by others, conform to group pressure, and obey authority figures. Social Interaction: How we communicate with others, develop and maintain relationships, and navigate social situations. Group Processes: How groups form, function, and make decisions. This includes exploring leadership styles, group dynamics, and intergroup conflict. Social Cognition : How we think about, understand, and remember social information. This includes topics like stereotypes, prejudice, and attribution theory. Social psychology has applications in many real-world settings, such as: Understanding consumer behavior can inform marketing strategies. Improving workplace communication can foster collaboration and productivity. Designing effective educational programs can consider how students learn best in social settings.Reducing prejudice and discrimination can help create a more just and equitable society.Developing effective public health campaigns can leverage social influence to promote positive health behaviors. Social psychology is a fascinating field that helps us understand ourselves and the social world around us. By studying social psychology, we can learn how to interact with others more effectively, build stronger relationships, and create a more positive social environment. Required Readings:

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Hurlock, E.B. : Developmental Psychology, A Life Span Approach (Tata McGraw-Hill, 1. New Delhi, 1977) 2. Morgan, C.T. : Introduction to Psychology7th Edition (Tata McGraw-Hill, New Delhi, 1993) Hall, C.S. and Lindzey, G. : Theories of Personality (Wiley New York,1978) 3. Page, J.D. : Abnormal Psychology(Tata McGraw-Hill, New Delhi, 1991) 4. Jayaswal, S.R. : Guidance and Counseling : an Elective Approach(Lucknow,1968) 5. Maslow,A.H.(1943) A Theory of human motivation. Psychological Review 6. McGregor,D. (1960) The Human side of enterprise. N.Y. McGraw-Hill 7. McClelland,D.C.(1975) Power:The inner experience. N.Y.Irvington 8. Murray H.A.(1938) Exploration in personality. N.Y. Oxford University Press 9. Robinson,A.J.

(1972)The 1972 annual handbook for group facilitators. San Diego, 10. CA:Pfeiffer & Company Sashkin,M(1981)The 1981 annual handbook for group facilitators. San Diego, 11. CA:Pfeiffer & Company Kuppuswamy, B. : Introduction to Social Psychology (Asia Pub. House, Bombay,1961) 12. th Baron , R.A. and Byme, D. : Social Psychology, 8 Edition (Prentice Hall of India Pvt. 13. Ltd., New Delhi 2000

) Paper-First

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Course Subject Subject Code MSW Methods and Fields of social work in India MSW-201 UNIT – I 1.Professional Social Work- Concept,Nature and Characteristics of a Profession, Values and Ethical Principles of Professional Social Work,Evolution of Professional Social Work in U.K, U.S.A, and India. Methods of social work and there applicability in India. 2.fields of social work:-Family and child welfare,Welfare of the scheduled caste and scheduled tribes and other backward communities, Medical and psychiatric social work, Community development – rural and urban, Welfare of the physically and mentally

handicapped,Welfare of the woman,

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Welfare of youth, Welfare of the aged, School social work,Social work in disaster situation,Social defence,Labour welfare and personnel management UNIT – II Introduction to social work

Welfare:-Concept,Scope, of Social Welfare,

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Need and objectives of social welfare Changing concepts and practices of social welfare.Changing political philosophy and its impact on social welfare. UNIT – III Social Welfare And Related terms:- Social Reform,Social security,Social policy, Social planning and Social Administration,

Area Development, Social development, Social legislation,

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Human Rights, UNIT – IV Sarvodaya Movement in India:- Social welfare and sarvodaya movement in India,Sarvodaya ideology of reconstruction of society, History of sarvodaya movement in India: –Gandhian and post Gandhian era. Differents and similarities between Gandhian constructive work and profession social work. UNIT – V State Action for Social Welfare in India:-Concept of the Welfare State and the Indian Constitution (relevant portion),State action : Scope, need limitations of Social Welfare Programmers' in India., Brief Account of Social Welfare Programmers and Provisions in Five Year Plans.

UNIT – I Professional Social Work. "

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

The above definition may be amplified at national and/or regional levels." If the global historical background of social work is analyzed, we can understand the following ideologies of social work. Social Work as Charity: Religion encouraged individual to help their neighbors who were in need of help. The people who were in need of help were given alms. Those who are helped them, given alms out of charity. Thus western countries started their social work practice with charity mode. As religion encouraged them to help their fellow-human beings who were poor, they started giving alms in cash and kind. Soon they realised that could not give enough to the increasing poor and a way-out was required to over come the probem. At that time the state (Government of UK) intervened by enacting legislation and initiating state qnsibity to take care of the poor. Welfare Social Work Approach: The state started providing its share of service in giving alms, and by passing the Elizabethan poor Law (1601) in LK to deal with the poor. The Act divided the poor into three categories, the able bodied poor, the impotent poor and the dependent children. The first category was forced to work in the workhouses, whereas the other two categories were given alms in alm houses. The Act, as well as subsequently passed enactments were unable to solve the problem of poverty. The government realised that an individualized approach was needed to understand the problem. The problem may be one, but different individuals have different causes for the same problem. They realised that the individual cause has to be investigated for its solution. Hence charity organisations were started to do that work. Clinical Social Work Approach: In 1935,. the Social Security Act was passed' recognising the need for heliing,the poor. The Act was meant to handle the problem that were a consequence of industrialization. The state took over some of the financial problems of fhe people. A large number of volunteers were taken. As volunteers are trained people who can do case work practice, they also supervise untrained people. Most people realised that money alone could not solve problems and they turned to counselling roles. Counselling has drawn its base from psychological sciences particularly from Psychoanalytical theory. Ecological Social Work Approach: In ecological social work approach problems are seen as deficits in the environment and not as personal deficits of the individual. Social work tradition emphasised social treatment and

social reform which become the basis for ecological approach. Professional social workers and their employing agencies consider themselves as change agents aiming at systemic change. Identifjling the problem, identifjling the clients and target system (which is causing the problem) finding out the decision making on the goals of change in collaboration with clients and identification of

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"action system"

with which change agent can achieve goals for change are the steps in ecological approach. Radical Social Work Approach: Social workers are not satisfied only with care of the disabled and the deviants. In 1970, due to influence of Marxism, they advocate oppression as the cause for many problems. They broadened their professional responsibilities to include reform and development in order to bring about an equitable social order. Progressive Social Work: Progressive social workers may identify themselves with radicals, activistsetc., They are unhappy about the injustice in the society. The progressive social wbrkers strive to alter the oppressive element in the society. They help them heal their wounds and educate them to make proper choices so as to build their future. Feminist Social Work: Liberal feminism is the school of thought that emphasises equality of sexes and demands legal reforms and equal opportunities for suffrage, education and employment to both men and women. Liberal feminists do not analyse the roots of gender oppression in the society Definition Professional

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social work is a practice-based profession that promotes social change, development, cohesion, and the empowerment

of individuals, families, and communities. It employs a variety of methods and techniques to help people address personal and social problems, improve their well- being, and achieve their full potential. Core Values and Principles 1. Service: The

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primary goal is to help people in need and to address social problems. 2. Social Justice: Social workers challenge social injustice

and work to promote equality and fairness. 3.

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Dignity and Worth of the Person: Respecting the inherent dignity and worth of all individuals. 4. Importance of Human Relationships: Recognizing the central importance of human relationships

in achieving positive outcomes. 5. Integrity: Behaving

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in a trustworthy manner. 6. Competence: Practicing within one's areas of competence and

continually developing professional expertise. Objectives of Professional Social Work 1. Enhance Human Well-being: Promote the well-being of individuals, families, and communities. 2. Empowerment and Liberation: Support the empowerment and liberation of people to enhance their well-being. 3. Address Social Problems: Work to prevent and resolve social issues and problems. 4. Promote Social Inclusion: Ensure that marginalized and disadvantaged groups have access to resources and opportunities. 5. Advocate for Social Change: Advocate for changes in policies and practices that harm or marginalize individuals and groups. Key Functions 1. Direct Practice: Providing counseling, therapy, and support to individuals and families. 2. Advocacy: Championing the rights of individuals and communities, advocating for policy changes. 3. Education: Educating clients, communities, and the public about social issues and resources. 4. Research: Conducting research to inform practice and contribute to the evidence base of social work. 5. Administration: Managing and leading social service organizations and programs. Methods of Professional Social Work 1. Casework: Focused on helping individuals and families solve personal and social problems through direct intervention. 2. Group Work: Involves working with groups to support social functioning and personal growth. 3. Community Organization: Aims at mobilizing community resources to address collective problems and improve social conditions. 4. Social Action: Seeks to change social policies and structures to create a more just society. 5. Social Welfare Administration: Involves planning, implementing, and managing social programs and services. 6. Research: Utilizes scientific methods to study social issues, evaluate interventions, and inform practice. Professional Roles 1. Counselor/Therapist: Provides emotional support and therapeutic interventions. 2. Case Manager: Coordinates services and resources for clients. 3. Advocate: Supports and fights for the rights and needs of clients. 4. Educator: Provides information and training to clients and communities. 5. Researcher: Conducts studies to improve social work practice and policies. 6. Administrator: Manages social work programs and organizations. Educational Requirements Professional social work requires a formal education, typically at the bachelor's (BSW) or master's level (MSW). Advanced degrees and certifications may be necessary for specialized roles and leadership positions. Education includes theoretical coursework, practical training, and fieldwork. Ethical Standards Professional social workers adhere to a strict code of ethics that guides their practice and decision- making. This code emphasizes respect, confidentiality, professional boundaries, and the responsibility to act in the best interest of clients Key Concepts for Social Work Self-Determination: The priority for social workers to ensure that the client has the information and resources necessary to make an informed

decision. Social workers consider this to be an expression of the belief that clients should be treated as experts in their own lives. Empowerment: The empowerment process is the offering of both knowledge and skills necessary for the target system to achieve the agreed-upon goals. It is based on the notion that role of the social worker is to facilitate change, to be a collaborator in the change process, while carefully avoiding becoming overbearing in the change process. Strengths-based Approach: Simply put, this is the intent to encourage and develop the strengths of the social worker's target system, be it the individual, the members of a group, or the community. Planned Change Process: This is a reference to the process commonly used by social workers. It is a series of steps in the resolving of presenting concerns or problems identified by the target system. The following steps are referred to as the planned change process: engagement, assessment, intervention, and evaluation. Person-in-Environment: One of the unique features of the social work perspective is the belief that a person must always be consider in the context of their environment. Such a perspective is considered different from a more psychological perspective with its focus on the individual, or sociology with its focus on groups and organizations. Social workers approach the individual from a contextual frame of reference, and such elements of one's environments would include family, social network (church, community, work), culture, and nation. What is a Social Worker? What comes to mind when you think of a social worker? Let me welcome you to an introductory course on a helping profession that includes a Nobel prize urban activist, Jane Addams, and a pioneer writer and researcher on the impact of environment on individuals, Mary Richmond. Both are significant in terms in providing the historical foundation to the profession. As you might expect from an overview course, time and attention will be given to defining the profession, offering some history on its development into a profession, and professional values and code of ethics. We will review the wide range of roles and responsibilities that are common to the social work practice. Our focus on the practice of social work will include a consideration of what it means to be a generalist practitioner and the 3 modalities of practice: micro, mezzo, and macro. Attention is given to the diverse fields of practice where social workers can be found with major consideration for the more common fields of practice: children and family, mental health and addictions, health, gerontological, administrative, to name a few. We conclude with a look at what might be future opportunities and challenges for new social workers. A Definition of

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Social Work The National Association of Social Workers (NASW) has defined the profession of social work in the following way (NASW, 1973, pp 4-5): Social work is

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the professional activity of helping individuals, groups, or communities enhance or restore their capacity for social functioning and creating societal conditions favorable to

this goal.

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Social work practice consists of the professional application of social work values, principles, and techniques to one or more of the following ends: __ Helping people obtain tangible services (such as housing, food, income) __ Providing counseling and psychotherapy with individuals, families, and groups __ Helping communities of groups provide or improve social and health services __ Participating in

relevant legislative process Another agency overseeing social work education, the Council on Social Work Education (CSWE), states that the purpose of the social work profession is to

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"promote human and community well-being"

Which can be achieved through promoting social and economic justice and preventing conditions that limit human rights for all people. The CSWE's vision is to ensure a well-educated social work profession equipped to promote health, well-being, and justice for all people in a diverse society. What do you notice about the definitions of social work? I would like to note a couple of important points. For one, social work is considered a profession, and what qualifies it for such a distinction deserves some attention. Secondly, social work has a dual focus in that it addresses both individual well-being (micro practice) and more systemic well-being (macro practice). We will be addressing both micro and macro practice in this course. What Makes Social Work a Profession? So, what are the characteristics of a social work that qualifies it to be considered a profession? Code of ethics: A formal statement that provides both the core values of the profession and __ the practice competencies in keeping with the core values. Expertise (body of knowledge and skills): Professional body of knowledge and evidence- __ based practice University education (bachelors and masters, etc.): Expectation that all professional __ degrees be granted by accredited schools of social work. Status and income (prestige & compensation): Expectation of professional respect and __ regard by society as well as income based on one's professional training. Specializations: As evidenced in accredited Masters' and Doctoral programs __ Professional autonomy (exams, licensure, continuing education, professional boards, __ professional organizations): Professional education, training, organizations, and licensing boards. Protection for consumers (the code of ethics, sanctions for unprofessional behaviors): __ State oversight of the examination process for clinical social workers and administering of sanctions in the event of code of ethics violations. What Are Characteristics of The Professional Relationship? Let us discuss some of the characteristics of the professional relationship with our

clients. They are professional relationships that sets them apart from friendship and family relationships. Such relationships have a recognized purpose, they are time-limited, engage the client in a collaborative manner, they may involve some degree of authority and control, and the relationship is maintained and protected by the professional code of ethics. What Are Some Characteristics of Social Work Professionalism? Integrity (Truthfulness, honesty, and trustworthiness): The NASW Code of Ethics should __ not participate in, condone, or be associated with dishonesty, fraud, or deception. Therefore, integrity suggests Professional knowledge: Professional knowledge is considered essential for both ethical and __ effective social work practice. Such knowledge will very according to the setting, the assigned roles, the work issues, and the population served. Critical thinking and lifelong learning: Critical thinking is the treatment of all knowledge __ with a healthy skepticism and maintaining this questioning posture throughout one's social work career. Ethical decision-making: The social worker must know the profession's code of ethics and __ legal responsibilities. It is important for them to be able to identify legal and ethics obligations as they apply to specific situations, and how to address ethical dilemmas. Diversity and difference: The Council of Social Work Education indicates

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"that the __ dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status."

(2015) Thus behooves the social worker to have an extraordinary self-awareness to know how best to serve others. __ Self-understanding and self-control: Social work is a personal encounter that requires one's conscious and intentional use of various aspects of oneself, such as one's knowledge, attitudes, and skills. It UNIT – II Social Welfare Social work and social welfare are two intertwined concepts that focus on promoting the well-being of individuals, families, and communities. Social welfare refers to the systems and programs in place that provide for the basic needs of people and help them improve their lives. This can include things like: Income security programs like Social Security and unemployment insurance Social services like child care, mental health care, and housing assistance Community development initiatives The goal of social welfare is to create a just and equitable society where everyone has the opportunity to thrive. Social Work-Social work is a profession that helps people address life challenges and improve their well-being.

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Social workers work with individuals, families, groups, and communities

to provide a variety of services, including: __ Counseling and therapy __ Case management __ Advocacy __ Crisis intervention __ Community organizing Social workers are guided by a code of ethics that emphasizes social justice, human rights, and the dignity and worth of every person. The Connection Between Social Work and Social Welfare Social workers play a vital role in delivering social welfare programs and services. They assess the needs of clients, develop plans to meet those needs, and connect clients to resources. Social workers also advocate for changes in social welfare policies and programs to make them more effective and responsive to the needs of the people they serve. Social work and social welfare are both essential to creating a more just and equitable society. By working together, social workers and social welfare programs can help people overcome challenges, improve their lives, and build a brighter future.

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Changing concepts and practices of social welfare.Changing political philosophy and its impact on social welfare

Social welfare has undergone significant transformations over time. Here are some key trends: From Charity to Empowerment: Traditionally, social welfare focused on providing basic needs to those deemed

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"deserving poor."

Now, the emphasis is on empowering individuals and families to achieve self-sufficiency. Programs aim to address root causes of poverty and inequality, not just symptoms. Prevention vs. Response: Social welfare is increasingly focusing on preventive measures. This means investing in programs like early childhood education and job training to prevent problems before they arise. Data-Driven Approaches: Social welfare programs are becoming more data-driven, using evidence to assess effectiveness and identify areas for improvement. Technology is also playing a bigger role in service delivery and communication. Focus on Diversity and Inclusion: Social welfare programs are becoming more tailored to address the specific needs of diverse populations. Cultural competency and inclusivity are crucial aspects of practice. Changing Political Philosophy and its Impact: Political philosophies have a profound impact on the shape of social welfare programs. Here's how different ideologies can influence these programs: Liberalism: Focuses on individual opportunity and equal access to resources. May advocate for universal basic income or programs that promote upward mobility. Conservatism: Emphasizes personal responsibility and self-reliance. May support workfare programs or tax cuts for low-income families. Socialism: Focuses on collective well-being and reducing social inequality. May advocate for stronger social safety nets, like universal healthcare or public housing. Impacts of Political Change: __ Funding: Changes in government can lead to increases or cuts in social welfare spending, affecting program availability and quality.

__ Eligibility: Political shifts may change eligibility criteria for programs, impacting who receives benefits. __ Priorities: Different philosophies may prioritize different social issues, leading to changes in program focus. The Evolving Debate: The debate surrounding social welfare is ongoing. Key questions include: The Role of Government: To what extent should the government be responsible for providing social services? Balancing Individual Responsibility and Social Welfare: How can we ensure both opportunity and support for those in need? Efficiency and Effectiveness: How can we ensure social welfare programs are delivered efficiently and effectively? Looking Forward: The future of social welfare will likely be shaped by factors like economic trends, demographics, technological advancements, and changing political landscapes. The goal will remain the same: to ensure all people have the opportunity to reach their full potential and contribute to a just and equitable society. UNIT – III Social welfare refers to the systems and programs in place that provide for the basic needs of people and help them improve their lives. This can include things Income security programs like Social Security and unemployment insurance Social services like child care, mental health care, and housing assistance care center and housing assistance [Image of Child care center he goal of social welfare is to create a just and equitable society where everyone has the opportunity to thrive. Related Terms Social Work: A profession that helps people address life challenges and improve their well- being.

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Social workers work with individuals, families, groups, and communities

to provide a variety of services, including counseling and therapy, case management, advocacy, crisis intervention, and community organizing. [Image of Social worker helping a client] Social Safety Net: A system of programs and benefits that provide people with financial assistance and other forms of support during times of need. Examples include unemployment insurance, welfare, and food stamps. Means-Tested Programs: Programs that provide benefits to people who meet certain income or eligibility criteria. Universal Programs: Programs that provide benefits to everyone, regardless of income or need. An example is public education. Safety Net vs. Springboard Debate: A debate about whether social welfare programs should primarily focus on providing basic needs (safety net) or on helping people achieve self- sufficiency (springboard). Social Justice: The concept of fair and just treatment for all members of society. Social welfare programs are often seen as a way to promote social justice. Poverty: The state of being extremely poor. Social welfare programs aim to alleviate poverty and its effects. Inequality: The unequal distribution of resources and opportunities in a society. Social welfare programs can help to reduce inequality. These are just a few of the many terms related to social welfare. The field is complex and ever-evolving, but it is ultimately about helping people to live better lives. Social reform is a reshaping or reforming of culturally accepted laws and norms in light of new culturalparadigms that occur over time. Social reform can occur at local, regional, national, or global levels. UNIT – IV Sarvodaya Movement in India Mahatma Gandhi started the Sarvodaya movement in 1948 after India had gained independence after successfully ending the long British rule in the country. Mahatma Gandhi had the vision of developing the nation and concentrated on improving the social, economic, and morals of all Indians with the help of peaceful cooperation and non-violence. Mahatma Gandhi wanted to establish the importance of love and peace in every society in India after the long, oppressive, and traumatic years of British rule. Gandhi insisted that the greed and hunger for political power and the greed to rule people are harmful and will not improve the conditions of the common people. Rather, it will be better off if people choose their elected candidates who are empathetic, kind, and helpful as their leaders (called panchayat heads). These Panchayat heads will have the power to make the final say to solve any matter. The Vision of Sarvodaya Mahatma Gandhi had a vision of developing the social, economic, and mindset of every Indian to become more cooperative for a better and more peaceful co-existence. He suggested people support each other and looked to connect the nation after so many years of divides and disagreements among different states and different rulers of the country during and even before the British rule. He also pushed the necessity of choosing spiritual power over any materialistic attachment and greed.The movement had the most impact on the village communities. The idea of

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or village rule came up during this movement. Even today, village governing bodies are the panchayat and they play a pivotal role in the governance of the villages. Their work is directly related to the well-being of the people of a village and their societal and economical development. Principles of Sarvodaya Mahatma Gandhi was always renowned for his strong principles and beliefs. He famously quoted

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"My life is my message"

and always led by example on how he would want others to lead their lives too. The core principles of the Sarvodaya movement are as follows: 1. Peace and peaceful co-existence as the main weapon- the Sarvodaya movement emphasized the development of a society based on cooperation, truth, and non- violence. 2. Liberty and Equality- Mahatma Gandhi advocated for liberty and equality for all and that the rich and poor should never fight against one another. 3. Importance of morality and ethics- All people must have a high moral sense and ethical correctness within them. Lying and cheating is a crime in society and is not expected. 4. Economic Equality- Equal pay for all laborers doing the same job was highlighted. No one should live with poverty and economic hardship. 5. Bhoodan Movement- The rich people of the villages were advised to donate some of their

excess lands to the poor and thus, bring in a better balance in their economic condition. 6. Emphasis on Spiritualism- Gandhi advocated to get rid of materialistic attachments and gather higher levels of spiritualism. 7. Village system- The Sarvodaya movement stated that all villages must be ruled separately by different selected village councils and headed by a panchayat head. 8. No centralized authority- No centralized party should rule all the people of all different areas of the country. 9. No importance is given to political parties and political power- Most political parties are power hungry and are full of greed. In the Sarvodaya system, they are not given any importance. No room for political propaganda. 10. Little is more philosophy- places should be divided into small and independent areas that are governed by a village council. Large places under rule by one authority face more problems so, the lesser the population and size of the area, the easier it will be to look after them with greater care and solve issues. 11. Emphasis on physical labor- Gandhi strongly advocated the fact that all individuals must do some sort of physical labor to earn their bread and stay active. He did not support the machine takeover and replacing them with laborers. Conclusion The Sarvodaya movement was one the more popular movements of Gandhi and was a great effort to develop the people of India in all fields of life. Gandhi wanted to bring moral independence and equality among the people and remove the class gap between the rich and the poor. Eminent leaders succeeded in carrying the Sarvodaya movement forward and shaped the way present-day villages are governed.

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UNIT – V State Action for Social Welfare in India India has a long history of state action for social welfare,

with a complex system of programs and initiatives aimed at improving the lives of its citizens. Here's a breakdown of some key aspects: Government Initiatives: Central Government Schemes: The central government implements various schemes across the country, focusing on areas like poverty alleviation, healthcare, education, and women's empowerment. Examples include: Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS): Provides guaranteed wage employment in rural areas. Pradhan Mantri Jan Dhan Yojana (PMJDY): Promotes financial inclusion by providing basic bank accounts. Ayushman Bharat: Aims to provide health insurance coverage to a large portion of the population. State Government Programs: State governments also have their own social welfare programs, tailored to address specific regional needs. Focus Areas: Basic Needs: Providing food security, safe drinking water, and shelter through programs like the Public Distribution System (PDS) and housing initiatives. Education: Ensuring access to quality education at all levels, with special emphasis on girls' education through programs like the Sarva Shiksha Abhiyan (SSA). Healthcare: Making healthcare accessible and affordable, with initiatives like Ayushman Bharat and Jan Arogya Yojana. Livelihood Generation: Empowering individuals, especially in rural areas, to earn a sustainable living through skill development programs and microfinance schemes. Social Protection: Providing safety nets for vulnerable populations like the elderly, widows, and people with disabilities through pension schemes and social assistance programs. Women's Empowerment: Promoting gender equality and women's rights with initiatives like Mission Shakti and Beti Bachao Beti Padhao. Challenges: Large Population: Reaching such a vast and diverse population with social welfare programs is a significant challenge. Corruption and Inefficiency: Bureaucracy and corruption can hinder the effectiveness of program delivery. Targeting: Ensuring benefits reach those who truly need them can be difficult. Funding: Funding constraints often limit the scope and reach of social welfare programs. Looking Ahead: Focus on Effectiveness: There's a growing emphasis on using data and evidence-based practices to ensure program effectiveness. Technological Innovation: Technology can play a crucial role in improving service delivery, transparency, and targeting. Public-Private Partnerships: Collaboration between government and private organizations can help to expand the reach and impact of social welfare initiatives. Conclusion:-State action for social welfare in India is a complex and evolving endeavor. Despite challenges, the Indian government continues to strive towards creating a more just and equitable society by providing its citizens with essential support and opportunities for a better life. Planning is-programming for action for a particular period for achieving certain specific progressive developmental goals. Socio economic planning has been one of the most noteworthy illventions of the twentieth century. At present, when the most perceptible accent is on market forces and liberalization, the talk of economic planning might appear to be anachronistic, but, considering the state of economic development in most developing countries, the co-existence of liberalization and planning is most likely to continue for a long time. Besides, the nature of economic planning is likely to experience modifications from time to time as the economies of developing countries undergo structural changes. The planning commission of the government of India was set up on 15th March 1950 and the first five year plan commenced on 1 st April 195 1. Indian planning, ever since its inception more than four decades ago, has attempted to meet the following objectives of multi faceted development: 1) Securing an increase in national income 2) Accelerating the planned rate of investment to enhance the proportion of actual investment to national income. 3) Mitigating the inequalities of income and wealth and regulating the concentration of economic power. 4) Increasing the quantum of employment for the maximum utilization of manpower. 5) Promoting development in agricultural industrial and other sectors and striving to achieve inter-sectoral development. 6) Speeding up the development of relatively backward regions and promoting balanced regional development. 7) Reducing. in a progressive manner, incidence of poverty by providing food, work and productivity to the people below the poverty line. 8) Modernization of the economy through effecting shifts in the sectoral composition of production diversification of activity advancement in technology and institutional innovation. Though all the above objectives have figured in one form or the other, either explicitly or tacitly, in almost all plan documents, their relative emphases have varied. We will look at various provisions of social welfare in Five Year Plans from the First Plan

up to the Eighth Plan under four sections, i.e. development of women, child development, nutrition status, and other welfare programmes. Paper-Second

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Course Subject Subject Code MSW MSW-202 Health, Personality and Behavioral Problems UNIT -I Health and Illness: 1.Meaning and Definition of Health 2.Meaning and Definition of Illness 3.Indicators of health and Illness 4.Diminutions of Health 5.Determining the various factors of Health and Illness. UNIT – II Theories of Human Personality: 1.Meaning and Definition of Personality. 2.All ports Personality Traits: Criteria, Types and Conclusion 3.Determinants of Personality 4.Factors affecting Personality 5.Personality Test: Projective Techniques, Personality Inventories. UNIT – III Human Behavior and Theories of Human Behavior: 1.Meaning and Definition of Human Behavior 2.Memory, Motivation, Emotion, Intelligence and Learning. 3.Counseling: Definition, Meaning and Areas of counseling. 4.Fields of Counseling. UNIT – IV Mental Retardation and Intervention: 1. Mental Retardation: Definition, Causes and types. 2. Attitude: Nature and Measurement of Attitude. 3. Communication in detail. UNIT – V Psychology: 1. Abnormal Psychology 2. Social Psychology 3. Defence Mechanisms- Meaning, Features and Types. 4. Psychological Testing's- Personality Tests, Intelligence Tests and Aptitude Tests UNIT –I Health and Illness:

Health is

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a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.

The enjoyment of the highest attainable standard of health is one of the fundamental rights of every human being without distinction of race, religion, political belief, economic or social condition. 1.Meaning and Definition of Health: The concept of health goes beyond just

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the absence of disease. Here are some prominent definitions: World Health Organization (WHO): Defines health as a

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"state of complete physical, mental and social well-being and not merely the absence of disease or infirmity."

(1948) This definition emphasizes a multidimensional approach to health. A Resource: Health is viewed as a resource that allows individuals to function effectively in their daily lives and contribute to society. Positive Concept: It focuses on well-being, encompassing social and personal resources, not just physical capabilities. 2. Meaning and Definition of Illness: Illness refers to a state characterized by physical or mental dysfunction that disrupts normal functioning. Here's a breakdown: Disease: An underlying medical condition that may cause illness. It's a specific abnormality in the body. Symptoms: Experiences a person has due to illness, like pain, fever, or fatigue. Signs: Observable evidence of illness noticed by others, like rashes or abnormal vital signs. 3. Indicators of Health and Illness: There are various indicators to gauge health and illness: Physical Indicators: Vital signs (temperature, pulse, respiration rate, blood pressure), weight, energy levels, presence of pain or discomfort. Mental Indicators: Mood, emotional well-being, sleep patterns, ability to cope with stress, cognitive function. Social Indicators: Quality of relationships, ability to participate in social activities, access to social support. Functional Indicators: Ability to perform daily activities (bathing, dressing, eating), work performance, overall sense of well-being. Diminished Health: Diminished health refers to a state where well-being is compromised, but it doesn't fall under the category of a full-blown illness. Examples include: Chronic Conditions: Long-term health issues like diabetes or arthritis that can impact daily life.Disabilities: Physical or mental impairments that limit a person's functionality. Injuries: Temporary or permanent damage to the body that can affect health. 5. Factors Determining Health and Illness: There are numerous factors that influence health and illness, categorized as: Biological Factors: Genetics, age, sex, inherited conditions, immune system function. Lifestyle Factors: Diet, physical activity, sleep habits, substance use (smoking, drugs). Social and Economic Factors: Socioeconomic status, access to healthcare, education, social support networks, environmental conditions. Behavioral Factors: Risk-taking behaviors, stress management, coping mechanisms. Understanding these factors empowers individuals to make healthy choices and reduce their risk of illness. UNIT – II From Aristotle to Sigmund Freud and Abraham Maslow, countless theories and concepts for understanding personality have been proposed. Throughout history, these and other great minds sought to answer questions not only about what personality is and how best to describe it, but also what causes personality differences, including those that make people more or less functional and resilient. Some theories are still being tested, while others have fallen out of favor. Some compete while others complement one another. A look at some major ideas in personality psychology, both historical and recent, offers a sense of the many ways to think and talk about this complex subject.] Five-Factor Theory: Personality Is Based on Biology Using the Big Five traits (or five- factor model) as a foundation, Five-Factor Theory proposes that the development of common personality traits is largely determined by biological factors, especially genetics. This view was inspired in part by research indicating that ratings on measures of personality are influenced by one's genes and that other, non-genetic developmental factors (such as adoptive parents) seem to play a surprisingly small role. The theory's creators distinguish enduring personality traits from

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"characteristic adaptations,

such as attitudes or strivings, that are shaped by one's innate disposition as well as external forces. UNIT – III Human behavior is an inherently complex subject matter which pertains to the manner and reasons behind people's actions. There are countless theories associated with human behavior and various types of conduct. Understanding human behavior can be crucial in society; this knowledge often sheds light on patterns, the reasons people make certain decisions, and much more. The more one understands human behavior, the more effectively they can position themselves and comprehend how others see, interpret, and adapt to their various environments. Keep reading to learn more about human behavior, including its various theories and types. Theories of human behavior Of all the theories about human behavior, one of the most prevalent is that of conditioning – an unconscious learning process that links a stimulus to a response or elicits a behavior through reinforcement. There are two main types of conditioning, and different people may be more impacted by one form over the other. Operant conditioning controls human behavior via positive and negative reinforcement. For example, a person who finds themselves constantly in trouble with the law when they break certain rules typically learns to associate rule-breaking with legal issues. Likewise, someone who regularly studies for exams and aces them starts to associate studying with positive grades. When it comes to human behavior, people tend to steer clear of what causes them pain and gravitate toward pleasure and personal satisfaction. UNIT – IV The term

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"mental retardation"

is no longer the preferred term. It's been replaced by "intellectual disability" (ID) which focuses on the individual's cognitive abilities rather than a negative connotation. Here's a breakdown of intellectual disability and interventions: Intellectual Disability (ID): Refers to significant limitations in both intellectual functioning (reasoning, learning, problem-solving) and adaptive behavior (activities of daily living, social skills). Characterized by an IQ score below 70-75, along with difficulties in adapting to daily life. Can be caused by various factors like genetic disorders, prenatal conditions, birth complications, or illness. Interventions for ID: Early intervention is crucial for maximizing an individual's potential. Here are some common approaches: Early Intervention Programs: Provide support and services from a young age to promote development in areas like cognition, communication, motor skills, and social interaction. Special Education: Tailored educational programs that address individual needs and learning styles, focusing on developing skills for independent living and participation in society. Speech and Language Therapy: Helps individuals improve communication skills, whether verbal or non-verbal. Occupational Therapy: Teaches individuals skills for daily living tasks like dressing, bathing, and self-care. Behavioral Therapy: Helps individuals manage challenging behaviors and develop positive coping mechanisms. Family Support: Provides guidance and resources for families to care for and advocate for their loved ones with ID. The Importance of Intervention: Early and appropriate intervention can significantly improve the quality of life for individuals with ID. It can help them: Develop cognitive and adaptive skills _ Increase independence _ Improve communication _ Foster social interaction _ Enhance self-esteem _ Live more fulfilling lives Additional Considerations: The specific interventions used will depend on the severity of the ID and the individual's unique needs. Ongoing support is crucial throughout a person's life with ID. Promoting inclusion and creating opportunities for participation in society are important aspects of supporting individuals with ID. UNIT – V Abnormal psychology Abnormal psychology is the study of mental disorders (also called mental illness, psychological disorders or psychopathology) – what they look like (symptoms), why they occur (etiology), how they are maintained, and what effect they have on people's lives. Mental disorders are surprisingly common. For example, a study conducted by the World Health Organization examined the prevalence, or frequency, of mental disorders in people visiting medical doctors in primary care settings in 14 countries. As figure 15.1 shows, the study revealed that 24 per cent of these people had diagnosable mental disorders and another 10 per cent had severe symptoms of mental disorders (Üstün & Sartorious, 1995) WHAT DOES

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'ABNORMAL'

MEAN? Defining abnormality is deceptively difficult. When asked to describe abnormal behaviour, people typically say that it occurs infrequently, is odd or strange, is characterized by suffering, or is dangerous. All of these are reasonable answers for some types of abnormal behaviour, but none of them is sufficient in itself, and making them all necessary results in too strict a definition. One parsimonious and practical way to define abnormal behaviour is to ask whether the behaviour causes impairment in the person's life. The more a behaviour gets in the way of successful functioning in an important domain of life (including the psychological, interpersonal and achievement/performance domains), the more likely it is to be considered a sign of abnormality. When several such behaviours or symptoms occur together, they may constitute a psychological disorder. Psychological disorders are formally defined in widely used classification systems, or nosologies:

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the International Classification of Diseases – 10th edition (ICD-10; World Health Organization, 1992) and

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the Diagnostic and Statistical Manual of Mental Disorders – 4th edition (DSM-IV;

APA, 1994). Although they differ from one another in format, these two systems cover the same disorders and define them in a similar manner. Importantly, both the ICD-10 and the DSM-IV require that the level of impairment a person is experiencing be taken into account when deciding whether they meet criteria for any mental disorder. For example, the DSM-IV diagnostic criteria for depression specify that:

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'The symptoms cause clinically significant distress or impairment in social, occupational, or other important areas of functioning'

(p. 327). The ICD-10 description of depression also states:

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'The extent of ordinary social and work activities is often a useful general guide to the likely degree of severity of the episode'

(p. 121). Finally, it is important to be sensitive to how contextual factors affect judgements about abnormality, so as not to over- or underpathologize groups or individuals. Such factors include ethnicity and culture, gender, age and socio-political values. For example, homosexuality was once listed as a disorder in the DSM, but, as socio-political values changed to become somewhat more liberal and accepting, it was deleted. WHAT CAUSES ABNORMAL BEHAVIOUR? Biological and genetic models assert that mental disorders are diseases, and symptoms of mental disorders are caused by factors such as brain defects (abnormalities in the structures of the brain), biochemical imbalances (complex dysregulation processes involving various neurotransmitters) and genetic predispositions (risk for psychopathology carried via our genetic material). By and large, the evidence for brain defects and biochemical imbalances as causes of mental disorders is correlational, which means that, although we know that such biological problems occur among people with mental disorders, we don't know whether they actually cause the disorder. Because the brain is a fairly malleable organ, our behaviour and experiences can also affect our brain functioning, suggesting that the association between biology and abnormal behavior may be reciprocal rather than unidirectional. Genetic models of mental disorder suggest that psychopathlogy is inherited from parents, and there is certainly evidence for the familial transmission of many disorders. For example, monozygotic (identical) twins should be more likely than dizygotic (fraternal) twins to have the same disorder because they share 100 per cent of their genetic material, whereas dizygotic twins share only 50 per cent. For many disorders, this is exactly what research shows. But given that monozygotic twins share 100 per cent of their genetic material, you might expect them to have the same disorders 100 per cent of the time. But in fact they have the same disorders only about 50 per cent of the time. These findings have led researchers to conclude that, rather than being deterministic, genetics contributes about 50 per cent of the risk for mental illness. Such findings show that it doesn't make sense to question whether mental illness is a function of nature or nurture. Instead we need to focus on how the two interact and how the child negotiated them as s/he progressed through the early relationship with the child's parents. For example, if an adult male found himself unable to deal with authority figures, this might be interpreted as unresolved aggressive impulses towards his father. Whether his father behaved as a harsh authority figure or not would be considered less relevant. So, according to Freud, mental illness is due to intrapsychic (i.e. within the mind) conflict. This means a person may have very little insight into the

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causes of their symptoms, as these are thought to be occurring at an unconscious level of processing. Many of Freud's ideas have gone unsupported by research, but a number of them have proven to be fairly accurate. For example, there is ample evidence that people experience and process things at a non-conscious level (see Westen, 1998; also chapter 14) and those early interpersonal experiences affect later outcomes. In fact, this latter hypothesis became central to contemporary psychodynamic models of abnormal behavior Contemporary psychodynamic models (e.g., Kohut, 1977; Kernberg, 1976; Mitchell, 1988) also suggest that the early parent–child relationship is the original source of mental illness, and that what goes on in the mind of the child (and the adult) is important. But these models differ from Freud's in that they focus more on interpersonal relationships than on intrapsychic conflict. These later models suggest that the early relationship between the child and the primary caregiver is crucial to the development of the self-concept, concepts of others, and the quality of relationships throughout life. The idea is that this early caregiver–child relationship is internalized by children, so that they learn about themselves and others from the manner in which the caregiver treats them. According to this framework, the nature of this internalized relationship and its resulting impact on the sense of self and the sense of others is what can create vulnerability to psychological problem Defense mechanisms Defense mechanisms are behaviors that people use to separate themselves from unpleasant events, actions, or thoughts. The idea of defense mechanisms comes from psychoanalytic theory, a psychological perspective of personality that sees personality as the interaction between three components: id, ego, and super-ego. Defense mechanisms are unconscious psychological strategies that people use to protect themselves from anxiety-producing thoughts, feelings, and events. They are formed in early childhood as a way to cope with difficult emotions and situations. There are many different defense mechanisms, but some of the most common include:

Repression: Blocking out unpleasant thoughts or memories. For example, a person who has been in a car accident might have no memory of the accident. Projection: Attributing one's own unacceptable thoughts or feelings onto someone else. For example, a person who is angry at their boss might accuse their boss of being angry at them. Rationalization: Making up excuses for one's behavior. For example, a student who gets a bad grade on a test might say that the teacher didn't like them. Displacement: Taking out one's emotions on someone or something else that is less threatening. For example, a person who is angry at their spouse might yell at their child. Defense mechanisms can be helpful in the short term, as they can help people to cope with difficult situations. However, if they are used too often or in an unhealthy way, they can lead to problems in relationships, work, and overall well-being It is important to note that defense mechanisms are unconscious, which means that people are not aware that they are using them. However, by becoming more aware of defense mechanisms, people can learn to use them in a more healthy way. For example, instead of denying a problem, a person can learn to face it head-on. Paper-Third

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Course Subject Subject Code MSW Social Case Work MSW-203 UNIT – I Social Case Work as a Method of Social Work: 1. Concept, Need and Objective of Social Case Work. 2. Case Work: Historical Development in West and India. 3. Importance of Social Case Work as a Method of Social Work and its Relationship with Other Method of Social Work. 4. Social Case Work and Other therapeutic Method. UNIT – II Basic of Social Case Work: 1. Components of Case Work. 2. Basic Concepts in Social Work : Ego, Social, Role. Stress and Adaptation. 3. Causes of Interpersonal Adjustment Problem. 4. Professional Self. UNIT – III Social Case Work Theory: 1. Principle of Social Case Work practice. 2. Phase of Social Case Work – Study , Continuous assessment and analysis, Psycho-Social Diagnosis , Intervention ,Follow-up ,Termination. 3. Techniques of Intervention, 4. Client-casework Relationship. UNIT – IV Essentials of Practice: 1. Interviewing: Concept and Types. 2. Specific Skills and basic Rules of Interviewing. 3. Specific Interviewing Problem. 4. Recording in Social Case Work: Concept, Purpose and Types. 5. Principles of Recording. UNIT – V Case Work Practice in India: 1. Scope and Practice of Social Case Work in Different Setting. 2. Limitations of Social Case Work Practice in India. 3. Social Case Work : Retrospect and Prospect. 4. Changing Context of Practice and Future challenges

SOCIAL CASE WORK Social work in its theoretical aspects is based on the knowledge of human relations with regard to the solution of psycho social problems. In its applied aspect, social work is a professional service based on scientific methods and skills. In the field of social sciences, social work occupies a very important role. Every social problem is the outcome of many external and internal factors. Therefore, when to deals with the individual problems, it is essential to deal with his experiences and reactions towards the problems. Besides, proper recognition of individual is also essential with regard to the solution of a problem. Therefore in the field of social work, the main task of social worker is to develop the self-direction and self-dependence of an individual. In social case work an individual, group, situation or phenomena is recognized as unit of study and various aspects of the units are studied properly. • Social casework was practiced in India under the cover of religious and social sermons. Indians had their own ways to achieve and accomplish the individual purposes. It is not surprising and unnatural to find traces of social casework in any culture as every culture has its own ways to deal with and tackle the individual's sufferings and problems. common techniques This is very much true of Indian culture too which becomes clear from our various scriptures where the most common techniques used to help the individual clients have been: – (1) Story- telling, – (2) Imparting knowledge, – (3) Prayer, – (4) Yogic exercises, – (5) Fasting, – (6) Learning and practicing behavior in the company of saintly persons, and – (7) Demonstration or modeling behavior (setting examples), though in Gita, Lord Krishna has used techniques of re-educating, informing, imparting knowledge, clarifying the reality to enable Arjuna to perform his roles Meaning • 1.2.1. Social case work in general • The social case worker is oriented towards the principle of social justice. Social justice provides everyone equal right to prowess. Therefore, social case work does not believe on the survival of the fittest. In other words, social case work is based on the assumption of human welfare. It provides help to every needy and disabled person. Its ultimate aim is to establish harmonious relationship between the client and the society to which he belongs. • Thus in the social case work individual client is treated as a total unit. Internal and external forces are motivated in such a manner so that he may solve his problems. Social case work covers the individual aspect of assistance as such; the method adopted in it is purely psychological. But side by, social worker has also to understand the various aspects of human • behavior. He must establish workable combination between the available social services and the psychological understanding. Therefore, as a method, social case work gives much emphasis on environmental reorganization and thereby attempt to bring about a change on clients attitude and behavior. Social case work does not make a person entirely free from his disabilities through social assistance. Besides, in certain favorable circumstances social case work makes prevention and treatment of pathological problems. Definitions

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of Social Case work • Social case work may be defined as the art of doing different things for and with different people by cooperating with them to achieve at one and the same time their own and society's betterment. Richmond (1915) • Social case work is the art of bringing about the better adjustments in the social relationship of individual men or women or children. -Richmond (1917) • Social case work means

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

Richmond (1922) • Social case work is the method of affecting the understanding of the needs, resources and reactions of individuals. -Porter R. Lee • Social case work is a method employed by social workers to help individuals find a solution to problems

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of social adjustment which they are unable to handle in a satisfactory way by their own effort. - Sanford Cont… • Social case work is the art of adjusting personal relationship. -Queen • Social case work is the art of changing human attitudes. -Lee

• Social case work

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means Social treatment of a maladjusted individual involving an attempt to understand his personality, behavior and social relationships and to assist him in working out a better social and personal adjustment. -Taft (1920) • Social

case work is a process concerned with the understanding of individuals as whole personalities and with the adjustment of these individuals to socially healthy lives. -Taylor (1926) • Social case work is

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process used by certain human welfare agencies to help individuals cope more effectively with their problems in social functioning. -Perlman (1957

) • The above definitions reveal the fact that social case work is related to the psycho social treatment of the client who is in problem and seeks the help of case worker or problem solving agencies. Social case work establishes adjustments between individual capacities and resources. It consists of the study of mental, emotional and social factors. In social case work an individual, group situation or phenomena is recognized as unit of study and various units are studied properly. Objectives of social case work • The basic purpose of social work is to enable the client to enjoy with some degree of permanency, more satisfying, effective and acceptable experiences in the social situations in which he find himself. • To achieve this goal efforts are made to bring effective changes in the client's environment or social living situations. • According to Witmer, the chief aim of social case work is that of helping people to mobilize their capacities for the solution of the problems that brought them to the attention of social agencies. • Most of the writers of social work like Moffet and Hollis have emphasized that one of the main objective of social case work is to bring about an adjustment between the individual client and his situation or environment. • Bowers mentioned two objectives: better adjustment in the social relationships of the individual and the development of individual personality. • According to Perlman, within the boundaries of what the client wants, his capacities and the resources of skills and materials means of the agency and community, the specific goal is to help him achieve his previous level of functioning of which he is capable of this time. Cont… • The purpose of social case work is to help an individual client to solve his psycho social problems in such a way so that he find himself capable of dealings with these problems at present and also may solve in future if such problems arise. • Thus social case work has the following objectives as mentioned by P.D.Mishra; – To understand and solve the internal problems of the individuals – To strengthen his ego power – Remediation of problems in social functioning – Prevention of problems in social functioning – Development of resources to enhance social functioning. Ingredients of social case work • Social case work involves the following ingredients. • (I)Social agencies – Social case work is performed through social agencies these agencies are organized in a large or small scale and often provide specialized services. • (II) Application – The process of social caser work starts after the application by a client for agency's assistance. Its success is based on the proper protection of client's interests. • (iii) Continuing Service – The problem confronting to a client, takes some time for solution. During this period, agency's service remains continuous. • (IV) The process of social case work ends at the stage – when the client no longer requires agency's assistance. At this stage the problem before the client is solved and does not require further after care service and the process comes to an end. History of Social Casework: • The Association for Improving the Conditions of the Poor (AICP) founded in 1843 in USA, emphasised self-respect, self-dependence and relief suitable to their needs in its work with the poor. • The approach behind this service by AICP had a clear departure from the earlier services to the poor in colonial America under Elizabethan Poor Law of 1601, etc., which was based on the concept of charity. • Seeds of social casework seems to have been shown with the individualised services of Thomas Chalmers (1780-1847) followed by the Charity Organisation Society (COS) of 1869 (London) and 1877 (USA) respectively. • Friendly visitors of COS (USA) discovered that all the poor were—not alike and that they should be treated differently. Papers presented at the National Conference of Charities and Corrections enunciated and emphasised the principle of individualisation. • The concept of scientific charity came into practice and it was recognised that

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"the poor, and those in trouble worse than poverty, have not, in common, any type of physical, intellectual or moral development which would warrant an attempt to group them as a class".

• Friendly visitors at a later stage received training in investigation, diagnosis and treatment for which the New York School of Philanthropy was established towards the end of 19th century (Bruno, 1957) and it was during this time that term

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'casework'

appeared in a paper read at a national conference. The COS movement gave birth to Family Welfare Association in 1905. Cont… • In England, around the end of the 19th century, outside visitor (called almoner) at the instance of Sir Charles Loch came to help hospitals to serve their patients effectively. • The almoner, like paid agents and friendly visitor of USA, can be said to be the predecessor of caseworker. The almoner's original assignment was seen as the prevention of abuse of hospital treatment. • By 1911, social casework had emerged in USA as an accepted formal technique though the first book on social casework was published in 1917 by an American, Marry Richmond. • After World War II, with the problems of morale, leadership, propaganda, separation, communication, etc., social workers found social sciences more useful. Interest in social environment, along-with ego psychology, received more attention and the definition of Richmond (1922) that casework consists of

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"those processes which develop personality through adjustments consciously effected, individual by individual, between man and their social environment"

was considered to be the best by Hamilton (1951). Perlman (1957) also emphasised on the problems of social functioning. • The definition by Boehm (1958) which emphasises both external and internal factors, and uses the concepts of social functioning, social role, malfunctioning, and, of resources. Many new trends are coming forth and possibly no definition will ever be able to cover all the changes and trends emerging from time to time. Components of Social Case work • The nucleus of the case work event is this-

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a person with a problem comes to a place where a professional representative helps him by a given process.

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The person is a man, woman, or child, anyone who finds himself, or is found to be in need of help in some respect of his socialemotional living, whether the need be for tangible provisions or counsel. As

begins to receive such help, he is called a

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"client".

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

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The place is a social service agency or a social service department of another kind of human welfare agency.

Its peculiarity lies on the fact it is set-up to deal not with social problems at large but with human beings who are experiencing such problems in the management of their own personal lives. Its purpose is to help individuals with the particular social handicaps which hamper

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good personal or family living and with the problems created by faulty person- to person, person-to group, or person-to-situation relationships.

• The process named,

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"social work"

to denote its center of attention and its individual aspect;

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

person • The client of a social agency is like all the other persons we have ever known, but he is different too. But we find that; with all his general likeness to other, he is unique as his thumb print. • No one of us can ever

know the whole of another person. The reason for this not only in the subtle dimensions and interlacing of any personality but also in the shift and recognition of new and old elements in the personality that takes place continuously jus t because the person is a live in a live environment and in interaction with it. Nevertheless, the person is a whole in any moment of his living. He operates as a physical, psychological and social entity. He si a product-in-process of his constitutional make up, his physical and social environment, his • past experience, his present perception and reactions, and even his future aspirations. It is that he brings to every life-situation he encounters. The essence of social case work help is that it aims to facilitate the individual's social adaption, to restore, reshape, or reinforce his functioning as a social being. To do this is to affect a person's behavior. • The person's behavior has his

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purpose and meaning to gain satisfactions, to avoid or dissolve frustrations and to maintain his

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

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within the purview of social case work are those which vitally affect or are affected by a

person's social functioning, e.g. some unmeant need of economic, medical, educational and recreational nature. In the process of development human being develops certain attitude, beliefs, ideas and ways of reacting and expressing in different situations. Sometimes he fails to cope up with his situation and find himself in problem and need the help of an outsider. • The problem is a situation, event or anything which impairs the normal functioning of the individual and makes him handicapped. Problems arise from some needs or accumulation of frustration or maladjustment, and some times all of these together. Paul B. Horton says that a problem is a situation which exists anywhere, any time and effects any person. When these hurdles are there, the individuals are become conscious of it and try to find out a solution. Sometimes the problems is solved by one's own efforts but sometime he needs external help. That external help is given by social worker at individual, group and community level. • The problem is two kinds, Intra personal and Inter personal. • Intrapersonal • The dictionary meaning of intrapersonal is in mind or relating to internal aspects of a person, especially the emotions. It is the problem which does not affect other people but the concerned person himself alone. For example, if a client has one kidney, she is blind from single eye etc, or if she is depressed and this depression is disturbing her, she is having an intra personal problem. • Interpersonal • The dictionary meaning of interpersonal is between persons or something concerned or involving the relationship between people. Interpersonal is that problem which affects more than one person. It affects others as well. For example, if a person is addicted to drugs, it not only affects him but other people around him as well. Crime, theft, burglary, delinquency are few examples of interpersonal problems. Jealousy is an intrapersonal problem but it is responded it becomes interpersonal problems. Types of problem • There is probably no problem in human living that has not been brought to the social workers in agencies. Problem for hunger for food and hunger for love, seeking shelter and of wanting to run away, getting married or not staying to married, wanting to live, wanting to die etc are many problems • Physiological problem • This problem is related to physique of the person. • Economic Problem • All individual in this earth is facing economic problem. Economically the society is divided into three class. Lower, Middle and upper. But we divide as

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"Haves and Have not"

. • Psychological Problem • Psychology is the study of mind and behavior. It is the study of what we think and what we do. • Relationship problem • Human being is a bio psycho social entity. Man lives in the society. He is engaged in different interpersonal relationship like family, neighbors, colleagues etc. sometimes there comes some problem in maintaining these relations. The place • The place to which the person comes for help with his problems is known as a social agency. When it gives social work help it is known as a social work agency. The social agency is an organization fashioned to express the will of a society or of a group in the society as to social welfare. • Every staff members in the agency speaks and act

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for some part of the agency's function, and the case worker represents the agency in its individualized problem solving help. The case worker while representing the agency is first and foremost

representative of his profession. • There are three kinds of agencies, • Governmental agency • It is fully financially supported by the government. It does not take any aid from any other sources. Its source of funds is the government itself. Its programmes and plannings are implemented by the professionals of social services who are government experts. Government agencies are accountable for their expenditure. The staffs are totally paid and professionally skilled persons. • Nongovernmental agency • Non governmental organisations are fully supported by the public donation. The programme are planned and implemented by the people who has formed the NGO. Its staffs include more volunteers and less paid employees. Volunteers are the main force of NGOs. •

Semi governmental agency • Semi governmental organisations are those which are started by the people. The people realize a need for an orgnisational effort to lead a campaign agianst a social problem. The government gives them a littile financial support in the shape of grants. 30% by the government and 70% by the people. The process • The case work process is essentially one of problem solving. When persons encounter a problem that defies their copying efforts or that requires for its solution, some means that cannot command that they turn to persons whose perspectives, expertise or resources may be of help. •

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In order to understand what the case work process must include in the problem-solving help it is necessary to take stock first of the kinds of blockings which occur in

peoples normal problem solving efforts. These would be: • i) lack of material provision for it. • ii) Ignorance or misapprehension. • iii) When the person with problem is depleted or drained of emotional or physical energy. • iv) Some problems arouse high feelings in a person- emotions are so strong that they overpower his reason and defy his conscious controls. Sometimes these feelings are realistically called for as in the case of death of a dear one. • (v) The problem may lie within the person, i.e, he may have become subject to, or victim of, emotions that chronically over a long time, have governed his thinking and action. • (vi)

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

• The intent of the case work process is to engage the person himself, both in working on and in coping with the one or several problems that confront him and to do so by such means as may stand him in good stead as he goes forward in living. • Intake Phases of Case work • Intake is an administrative procedure, and not a process of social case work, to take in the person with problem, i.e. admit him or enroll him as a client of the agency. This starts with first encounter and ends with usually the second interview with the social worker. This phase requires a very skillful probing into the client's problem, mopping up all the relevant areas of the person in his situation. • Areas for probing are the stage of the problem at which the person, through whom and the reason because of which, comes to this agency; (ii) the nature of request and its relation to his problem, and the cause of his problem, as the client sees; (iii) does the request relate directly to his needs/problem ; (iv) his adjustment to his social functions in job, family, etc.; (v)

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the state of his physical and mental health; (vi) his appearance including dress

etc, in the first meeting; (vii) his personal and social resources including material and financial positions; (viii) appropriateness and intensity of feelings; (ix) nature of defense mechanisms he frequently uses; (x) level of motivation, i,e, that is how quickly he wants to get rid of his problems, the efforts he did in the past to solve it, sufferings because of the problems h had to face, and what efforts he is thinking to undertake to solve his problems; (xi) nature of family, its status, values, relationship pattern within family etc.; and (xii) reactions of the worker and seeking help from the agency and sex of caseworker who will be suitable to help the person. • The client in need of help come to the agency for professional help through case worker. A relationship between these two persons

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of unequal position and power is developed. The case worker accepts the client as a person who is in a very stressfulsituation. He respects the client

's personality and helps him resolve his problem. In other words, pick him up form a stressful situation and regain a personal and social balance that is satisfying and enduring. Study • According to Richmond (1917), the case worker must secure all and every fact that taken together, through logical and inferential reasoning, would reveal the clients personality and his situation for appropriate intervention (treatment). An exhaustive collection of facts about the cliebt and his situation is called study- the first step (process) in the continuum. I will prefer to use the word study because it communicates the real and complete nature of activities undertaken during this phase. • In the course of studying the client in his situation the case worker is able to make initial assessment for

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diagnosis of the client's current, relevant past and possible future modes of adaptation to stressful

situations and to related normal living situations. It requires the

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analysis of social, psychological and biological determinants of the client's current stressful situation.

Obtaining data on these determinants the case worker develops hypothesis for understanding the client in his situation. It may seek to include historical data on related past life experiences and facts responsible. These are some methods of data collection for study; they are questionnaire observation, interview and recording. • In casework the primary source of information is the client. One must learn when to go beyond personal report and seek data from collaterals, experts, significant others, documents, records, psychological tests and so forth. One

must t be careful to carry out the search acting in • full respect for the client, maintaining confidentiality, and without violating the right of the client to participate in so far as it is possible. • Investing gain more time in study has been found to be frustrating to the client who seeks immediately help with the presenting problem. In any case facts are needed to plan the treatment. While collecting data one must see that it is relevant salient and individualized. • Relevant means, facts bearing upon or properly applying to the case in hand of a nature to afford evidence tending to prove or disapprove the matters or issue. It then implies that the ways in which the problems is presented and defined treatment modalities and resources available etc. will determine which data are relevant and which parts need more exploration and observation. It follows then the study need not in any case cover each and every part of the person and situation. Salient implies prominence that is anything which is conspicuous and noticeable. Similarly individualized data means the data should be collected for a particular client having particular needs or problems in a particular situation. Diagnosis • The dictionary meaning of dignosis is the identifying nature of cause of something. After a complete and through study of the client and his problem., the worker then diagnose and assess the problem. Diagnosis is an attempt to arrive at an exact definition as possible of the social situation and personality of a client. It is a search for the causes of the problems which brings the client to the worker for help. Diagnosis is; • I. An explanation formulated in the light of known facts • ii. An explanation made in the knowledge of other possible explanations • iii. Subject to change or revision whenever subsequent material warrants a different explanation. • Therefore diagnosis is concerned understanding both the psychological or personality factors which bear a causal relation to the client difficulty and the social or environmental factors which tend to sustain it. • Process of diagnosis • The diagnosis process has been broken up into number of stages known as gathering data, diagnostic study, evaluation and the diagnostic product. – Gathering data – Diagnostic study – Evaluation Types of Diagnosis • Perlman has described three types of diagnosis that is carried on ini social case work process. These are : dynamic diagnosis, clinical diagnosis and etiological diagnosis. • 1. Dynamic Diagnosis • Dynamic diagnosis gives an understanding of the current problem of the client and the forces currently operating within the client, within social environment and between his/her environment. • 2. Clinical Diagnosis • Under clinical diagnosis, the case worker attempts to classify the client by the nature of his sickness/problem. • 3. Etiological Diagnosis • Etiological diagnosis is concerned with the explanation of the beginnings and life-history of problem of the client, basically that problem that lies in the client's personality make up or functioning. Steps in Diagnosis • The following steps are taken while diagnosing a problem: • 1. The worker begins to focus on problematic behaviors. • 2. He specifies the target behaviors. This involves an attempt of breaking down complex behaviors into their component parts, being as clear and precise as possible about them. • 3. baseline data are collected to specify those events that appear to be currently controlling the problematic behaviors. • 4. The collected information is summarized in an attempt to anticipate any major problem in treatment and as a way of beginning to establish objectives of treatment. • 5. Selecting priorities for treatment is the final step of the diagnosis. Concentration on one problem at one time makes treatment process more manageable and allows both client and worker to channel their energies into one area. It is the best of handling and proper use of available resources. Treatment • According to Hamilton,

treatment is the sum total of all activities and services directed towards helping

an individual with a problem. The focus is the relieving of the immediate problem and, if feasible, modifies any basic difficulties which precipitated it. • The objective of the social case work treatment are as follows: – 1. To preventsocial breakdown. 2. To conserve client'sstrength.

3. To restore social functioning. 4. To provide happy experiences to the client. 5. To create opportunities for growth and development.

6. To compensate psychological damage. 7. To increase capacity forself-direction. 8. to increase his social contribution. Social Case Work Treatment Process Social case work treatment process begins with the initial contact with the client. The process of treatment passes through many phases, i.e, – __ initial phase, __ motivation and role induction, __ primary contact, __ diagnosis and assessment, – __ establishing treatment goods, __ developing treatment plan, __ preparation for actual treatment, __ treatment in practice, __ monitoring and evaluating the effects of treatment, and __ planning of follow-up termination of therapeutic relationship. Principles of Social case work __ Principle of Acceptance Social caseworker accepts the client as he is and with all his/her limitations. He/she believes that acceptance is the crux of all help. It embraces two basic ideas --- one negative and one positive. He/she does not condemn or feel hostile towards a client because his/her behaviour differs from the approved one. Later on, he/ she tries to modify his/her behaviour step by step. Acceptance implies liking the client irrespective of his negative qualities and conduct. It is an expression of good will towards the client and criticisms if any are done out of goodwill. It is conveying deep concern and active understanding to the client who is liked by the worker in spite of his problem—behavior for which he is hated or punished by the society. No effective relationship is possible without accepting the client. Unless we are really accept the client we cannot work out his problem. When disliked by us, we may behave to keep him off from ourselves and no positive relationships will be possible. Acceptance involves observance of common courtesies and respect for his ideas and treating him as equal to self; for example leaving chair, wishing him, moving forward to receive, or see him off, respecting appointments, etc., are indicators of acceptance. Principle of Confidentiality • Confidentiality is based upon the basic right of the client; it is an ethical obligation of case worker and is necessary for effective

case work service. Everyone prefers to keep his things to himself and saves it from leaking out unless It's divulge is more beneficial to the person. Once the worker imbibes the value of worth and dignity of an individual, he will refrain from encroaching upon the client's privacy and maintain the confidence repose in him. Once the client loses confidence in him, he will not believe the worker and the while process of communication will break down, and impossible will be the task to assist the helpee in his problems or in fulfillment of his needs. Maintaining confidentiality for all the transactions, that take place between the case worker and client in correctional settings or other places where law needs information for justice purpose, is very difficult or impossible. In all such situations, the client must be made aware of these limitations. Concept of confidentiality in western society is much different than what it is I India. In our country wife and husband have minimum things to hide from each other as compared to their counterpartsin the western, especially American, society. In majority of Indian families wife cannot be interviewed without explicit permission of the husband or the in-laws. Its roots lie in our culture beliefs and values (like seven vows taken during the Hindu marriage), norm and systems like joint family etc. Oursociety is more group oriented as compared to individual- oriented western society. Our society is more group oriented as compared to individual oriented western society. Our society's group orientation emphasizes on one's duty to others around us. It is these factorsthat limit the use of use of principles of confidentiality in our practice. Principle of relationship • Relationship is the basis of all help. The relationship should develop around the act of helping the client. Helping the client is the purpose for which interaction takes place between the worker and client which is affected by their experiences of relating with people in the past, their expectations from each other and anxieties about the situation, values that governing their lives, norms of behavior , knowledge and experience about the subject matter of interaction. Necessary to develop relationship is the worker's training in and mastery of inter personal skills like active awareness, building trust, communicating, listening and expression of feelings etc. relationship is an emotional bond which works as a transmitting belt between client and the case worker. Principle of Resource utilization • Services are provided to the individual in recognition of his contributions to the society. It is only because of this that the government takes care of those who are not cared by any one. Example: orphans, destitute, handicapped etc. Therefore all the personal resources and resources available within the community or agency and with relatives of the client should be utilized to help the client. Resources may be in terms of money, material, power and influence, capabilities etc. Principle of individualization • No two persons are alike in all qualities and traits. Their problems may be the same but the cause of the problem, the perception towards the problem and ego strength differs in every individual. Therefore, each individual client should be treated as a separate entity and complete information is required to establish close relations in order to solve his/her problem from root.

Individualization is the recognition and understanding of each client's unique qualities and the differential use of principles and methods in assisting each

toward a better adjustment.

Individualization is based upon the right of human beings to be individuals and to be treated not just as a human being but

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

neither discouraging nor condemning the expression of • these feelings sometimes even actively stimulating and encouraging them when they are therapeutically useful as a part of the

case work service. Principle of controlled emotional involvement • The case worker must not be emotionally involved with the client during the case work process, when the client communicates his/ her feelings or problems with the case worker. The case worker has to respond to all feelings of the client with his knowledge and understanding. The social caseworker tries to understand the client's feelings and emotions but he/she himself/herself does not involve emotionally in his/her problems. Principle of communication • Communication is a two-way process. There must be proper communication between caseworker and the client, which helps, in proper understanding of each other. It is the road to the identification of the client's problem. The function of social caseworker is primarily to create an environment in which the client will feel comfortable in giving expression to his/her feelings. It depends on a proper communication. Principle of self-determination • It is

the practical recognition of the rights and need of the client to have freedom in making his own choice and decision in the case work process.

Social responsibility, emotional adjustment and personality development are possible only when the person exercise his freedom and choice and decision. Case workers have to give this right to the client so that he can

decide and take best possible action in his self-interest. This is reasonable also because he knows himself better than others. And the case worker is only an enabler who helps him through his expertise to take the best possible decision and action in the circumstances. The case worker should understand that these rights are limited and not an absolute one. There are client who are unable to take proper decisions by themselves. For ex: Child, immature adults, mentally retarded and they should not be given this right to harm themselves. The client's selfdetermination is

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the practical recognition of the right and need of clients to freedom in making

his/her own choices and decisions. But this right is limited by the client's capacity for positive and constructive decision making. Principles of Treatment • The main objective of the treatment is of alleviating the client's distress and decreasing the malfunctioning in the person situation system. The above objective is achieved by enhancing the adaptive skills of his/her ego and functioning of the person situation system. It is based on certain principles : • 1) The forces of the discussion in the interview is centred on the problem and ways of resolving it. Attention is paid to know the obstacles both situational and behavioural that stand in the way of solution. • 2)Nature and extent of both social and psychological factors differ in each situation. • 3) Treatment goals and techniques are planned after a careful study of the particular needs of the client. • 4) The success of the treatment programme is based on the utilization of the relationship purposefully. • 5) Social therapy and psychotherapy are the two broad classifications of social casework treatment. Theories of Social Casework • Theories or models give the direction to the caseworker to handle the client in a way which is suited according to the client's need and social conditions. • I) Psycho-social Theory • Psycho-social theory was propounded by Hamilton. • She published an article on

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"The Underlying Philosophy of Social Case Work"

in 1941 in which the word

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'diagnostic'

was used to express psycho-social problems. • In this approach, diagnosis and treatment are directed toward person in situation. • The client is seen in the context of his/her interactions and transactions with the outer world. For proper diagnosis and treatment client's social context must be understood and mobilized. • Treatment must be differentiated according to the need of the client. Three stages are involved in psycho-social approach. II) Behaviour Modification Theory • Behaviour modification theory is based upon the principles of learning and conditioning propounded by Pavlov and Thorndike. • The researches of B.F. Skinner helped to develop the behaviour modification approach further. • The behaviouristic theory viewed problem as essentially the result of a failure to learn necessary adaptive behaviours and competencies and/or the learning of ineffective and maladaptive behaviours. • It may happen due to conflicting situations that require the individual to make discriminations or decisions of which he/she feels incapable. • The maladjusted person has learned faulty coping patterns, which are being maintained by some kind of reinforcement, and he/ she has failed to learn needed competencies for coping with the problem of living. The Problem Solving Theory • This theory was propounded by Helen Harris Perlman in the book

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"Social Case Work : A Problem Solving Process".

• This model stands firmly upon the recognition that life is an outgoing problem encountering – problem solving process. • Every person is involved every time in coping with his/her problems. Sometimes he/she is capable of coping and sometimes fails to resolve the crisis situation. Through problem solving process individual or family is helped to cope with or resolve some difficulty that he/she is currently finding difficult to solve. • Thus the primary goal of problem solving model is to help a person cope as effectively as possible with such problems in carrying social tasks. In the initial phase the attempts are made

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to engage the client with his/her problems and to do something about it

in a working relationship with the agency. The problem solving process starts at once, from the first movement with treating the person. The client is not treated for his/her problem but he is treated for the purpose of helping him/her to know himself/herself i.e strength and weaknesses and how to remove those weaknesses. • In short, the problem- solving casework process involves the following steps: • 1) It tries to release, energize and gives directions to the client's motivation for change. • 2) It tries to release and exercise the client's mental, emotional and action capacities for coping with the problem. • 3) It tries to find and make accessible to the client such aids and resources as are necessary to the solution of the problem. Role Theory • Role is mainly behavioral concept. Role may be seen as a product of an interplay between • (i) individual member's needs and resources, • (ii) the solution in the social network, and • (iii) the forces acting on the social network from the environment. • When there are internal or external difficulties, which are beyond the capacity of an individual, he/she feels the problem and fails to perform his/her role. • Social Caseworker with such clients suggests new ideas and ways of facing

the problem and suggests solution for a difficulty that the external factors have encountered. • He/she offers facts, which relate to his/ her own experience for understanding the problem. • He/ she gives suggestions in terms of examples, and tries to explain how suggestion would work if followed by the client. • He/she mediates between other members, attempts to reconcile disagreements, and relieves tension in conflict situation. • His/her efforts are also directed to keep communication channels open by encouraging others to participate in the business of the client. Rational Emotive Therapy • This technique is used in the area of modifying irrational elements control over the self. Some of the irrational ideas at the core of emotional and behavioural problems are as under : – 1) It is dire necessity for an adult to be loved by everyone for everything he/she does. – 2) Certain acts are awful or wicked, and people who perform such acts should be severely punished. – 3) It is horrible when things are not the way one would like them to be. responsibilities. – 4) It is easier to avoid rather than face life's difficulties and self – 5) One needs something stronger or greater than one self on which to rely. – 6) Human happiness can be achieved by inertia and inaction. – 7) One has virtually no control over one's emotions and one can not help feeling certain things. • Rational Emotive Therapy includes four stages: – 1.Presentation of Rationale The worker attempts to elicit the problems or significance of self-statements in general without mentioning the client's problems. – 2) Overview of Irrational Assumption – 3) Analysis of Client's Problem In Rational Emotive Terms – 4) Teaching the Client to Modify Internal Statement. Helping Techniques in Social Case work • Interviewing in social case work • Interview is the communication between two persons with a conscious purpose. According to P.V.Young "interview may be regarded as a systematic method by which a person enter more or less imaginatively with the life of comparative strangers. It is to secure information from the client in a systematic way. It is an art which is used by the case worker for better understanding between him and the client and make the case worker process easier. It is the foundation of the case work as without interview the worker cannot get all the possible information about the client nor can the client gain any confidence in the worker. • Purpose of interview • To obtain knowledge of the situation • To understand other person • To be understood by the other person • For securing some information which cannot be gathered from any other source Types of interview • (a) Structural interview • The structural interview is known as controlled, guided or directed interview. The interviewer is asked to get information for certain specific questions only. He cannot go beyond the questions and add on anything from his side. • b) Unstructured interview • In this type of interview no direct questions are asked to the subject concerning the problem. The interviewer initiates the conversation regarding topic and the client starts narrating all the happenings with his feelings and reactions pointing to the event. The case worker listens carefully to the client and find out the relevant information useful for the case work process. • (c) Focused interview • In this type of interview the client is shown a film or made to listen to a radio broadcast which is somehow related to his problem. The client is asked to express his feelings, reactions and attitude towards this problem. The film or broadcasting influences the mind of the client, which provokes the inner motivation, feelings and emotion. Such interview brings out more factual information and helps the case work process effective. • (d) Repetitive interview • This type of interview is repetitive in nature when it is asked. There is some gradual influences of some social and psychological process on the subject pertaining to the problem. The questions may be repeated again and again. Recording in social case work •

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

• Continuity of Service: • Quality control: • Statistical reporting: • Organizing the worker's thought: • Inter disciplinary Communication: • Teaching and research: • A therapeutic tool: • Types of recording • Records can be written in different ways. Those are Processrecording, Narrative recording, Role recording, Summery recording and Abstract. Referral • In the case work process it is not possible always to solve the client's problem in the same agency and by the same worker. Therefore sometimes cases are transferred or referred to another agency for rendering expertise help to the client. The helping process does not end in referral but it is the contact with a particular case worker or agency who will take over the case. Referral is done for various considerations, when a different type of worker/ therapy is required to achieve the finally formulated goals of treatment and when the worker and client find it difficult to move to or assume new responsibility. The case may be referred to some other agency if at some point it decided that the client cannot be helped in this agency for some reasons. Referral involves preparation of a referral note which gives a very brief summary of the problem and the efforts undertaken to solve the problem along with psycho social diagnosis. • Preparation for referral should be done in the way preparation for termination is undertaken through referral stage is not the final stage. Preparation involves explaining the reasons of referral, talking of the positive and negative feelings involved in a referral process, tackling separation anxiety in one or two sessions, handling the question factually and preparing the client for new contact. When referral is done for availing of some concrete orspecialized services, the case worker may, if required also assume the role of an advocate or liaison worker. The case worker links the client with the needed services. Advocacy may be required when the agency does not offer its services to the client. The social case worker tries to interpret the rules, looks for expectations and pleads for services to the client. While assuming either of these two roles, the case worker must assess the risk and the time involved. In this process, efforts can also be made to help the client to secure these services on his own with social, administrative and political pressures. If this is possible the social worker can work as an enabler. In all cases of

referral consent of the client is important to help him to use the available services for his problems. Home visits • Home visit is an important technique used by the case worker to make the treatment process much effective. Bernard (1964) states that by making home visits one sees that the environment in which the client lives, observes family and other relevant social interactions at • first hand and develops a fuller diagnostic understanding of the patient for appropriate treatment planning. Home visit is thus an important tool in total intervention process. According to Cameron, "in a few minutes in home, an experienced observer can gain more pertinent information about the client and his environment, which can be gained during hours of probing in an office. • The main purposes of home visits are: • Getting detailed information about the client and his family • Persuading the client to utilize the services to the maximum extent • Educating the family members in matters of the client • Strengthening the relationship between the client, agency and the family • Facilitating rehabilitation of the discharged clients from institutions • Family care and after care services to the discharged client. Paper-Fourth

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 Course Subject Subject Code MSW MSW-204 Social Work Research and Statistics

INTRODUCTION Research, in the layman's terms, means the search for knowledge. Scientific research is a systematic and objective way of seeking answers to certain questions that require inquiry and insight or that have been raised on a particular topic. The purpose of research, therefore, is to discover and develop an organized body of knowledge in any discipline. Research is a journey of discovery. It is a solution oriented inquiry that must be objective and repeatable. It should inspire and guide further studies and should foster applications. Research will provide practical benefits if it can provide advanced understanding of a discipline or suggest ways to handle some situations that we confront. Scientific research involves controlled observations, analysis of empirical data and interpretation of findings. This can further lead to the development of concepts, generalizations, etc., on the basis of which theories could be formulated. Such an investigation could help in determining cause and effect relationship. The ultimate aim of social science research is the control and prediction of behavior We may sometimes wonder how researchers come up with ideas for a research project. They do so mostly when they face problems in the field. Since most researchers are engaged in social, human or health service programs, they would automatically take up such issues that help them improve their fields of activity. Some of these ideas would probably strike us as silly; for example, researchers in the health care field would probably research a topic such as

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 'problems of back injury in nurses'.

This may not strike us as extremely important as far as the health care sector goes, but if we reflect on this for a moment, we would understand, that this is a valid idea to research. A nurse is always lifting and carrying patients, moving heavy equipment, standing for hours on end. So, inevitably some of them would end up injuring their backs. These might lead to absenteeism; nurses with major injuries may even enroll for expensive treatment. The nursing industry figures that this is a problem that may cost it millions of dollars worldwide. Thus, though initially we felt that this is of no primary importance to the health care sector, we eventually realize that research is required on it. Another source for research ideas is when researchers regularly update themselves by reading available literature and then extrapolating ideas from current researches in their respectives fields of study. Government agencies and even private organizations often bring out

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 'request for proposals'

for researchers. These are basically descriptions of problems that the agency would like researchers to work on. Sometimes, researchers come up with their own ideas of research which are influenced by their educational backgrounds, upbringing, culture, geographical influences, etc. Every researcher should have the necessary training in gathering data, organizing materials suitably and engaging in field or laboratory work. He should also have the competence in using statistics for treating the data and the ability to interpret the collected data meaningfully. Research needs discipline, the right mental makeup, the ability to manage time effectively, objectivity, logical thinking, the capacity to evaluate the results of the research and ability to carefully assess the findings that are found by the research. Research data allows people to make informed decisions by extrapolating the findings from the field or laboratory on to real life situations. This is the practical application of the findings generated by research. Research is also a way of preparing the mind to look at things in a fresh or different way. Out of such an orientation would come new and innovative observations about everyday events and happenings. This is how originality comes about in research. Some of the most outstanding discoveries have been made in the most serendipitous manner. Some outstanding results have been obtained by researchers who had kept their minds open and free of clutter. This enabled them to see startlingly new connections. OBJECTIVES After going through this unit, you will be able to: _ Define research _ State the qualities of a good researcher _ Briefly mention the meaning and objectives of social research _ Discuss the scope and importance of social work research _ Differentiate between social research and social work research RESEARCH: CONCEPT, OBJECTIVES AND CHARACTERISTICS Research in common parlance refers to search for knowledge. One can also define research as a scientific and systematic search for pertinent information on a

specific topic. In fact, research is an art of scientific investigation. According to the Advanced Learner's Dictionary of Current English,

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'research is a careful investigation or enquiry, especially a thorough search for new facts in any branch of knowledge.'

Redman and Mory (1923) defined research as a

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'systematized effort to gain new knowledge.'

Some people consider research as a voyage of discovery that involves movement from the known to the unknown. Research in a technical sense is an academic activity. Clifford Woody defined research as an activity that comprises defining and redefining problems, formulating a hypothesis; collecting, organizing and evaluating data; making deductions and reaching conclusions; and carefully testing the conclusions to determine if they support the formulated hypothesis. D. Slesinger and M. Stephenson, in the Encyclopaedia of Social Sciences, defined research as

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'the manipulation of things, concepts or symbols for the purpose of generalizing, extending, correcting or verifying the knowledge, whether that knowledge aids in the construction of theory or in the practice of an art.'

Research is thus an original contribution to the existing stock of knowledge making for its advancement. Principles of Research The basic principles of research include a systematic process to identify a question or problem, set forth a plan of action to answer the question or resolve the problem, and meticulously collect and analyse data. In conducting any research it is crucial to choose the right method and design for a specific researchable problem. All research is different. However, the following factors are common to all good pieces of research: _ It is based on empirical data. _ It involves precise observations and measurements. _ It is aimed at developing theories, principles and generalizations. _ There are systematic, logical procedures involved. _ It is replicable. _ The findings of the research need to be reported Objectives of Research The objective of any research is to find answers to questions through the application of scientific procedures. The main aim of any research is exploring the hidden or undiscovered truth. Even though each research study has a specific objective, the research objectives in general can be categorized into the following broad categories: _ Exploratory or formulative research studies: These are aimed at gaining familiarity with a particular phenomenon or at gaining new insights into it. _ Descriptive research studies: These are aimed at accurately portraying the characteristics of a particular event, phenomenon, individual or situation. _ Diagnostic research studies: These studies try to determine the frequency with which something occurs. _ Hypothesis testing research studies: These studies test a hypothesis and determine a causal relationship between the variables Ethics of research and qualities of a good researcher Let us go through the qualities of a good researcher. Honesty Primarily, a researcher needs to honest in his actions. He should honestly report data, results, methods and procedures and publication status. He should not fabricate, falsify, or misrepresent data. Objectivity The researcher should strive to avoid bias in experimental design, data analysis, data interpretation, peer review, personnel decisions, grant writing, expert testimony, and other aspects of research where objectivity is expected or required. Integrity Another integral quality of a research is that he should keep his promises and agreements; act with sincerity; strive for consistency of thought and action. Openness The researcher should be transparent in sharing data, results, ideas, tools and resources. He should be open to receiving criticism and new ideas. Respect for Intellectual Property A good researcher needs to honour patents, copyrights and other forms of intellectual property. He should not use unpublished data, methods, or results without permission. He must give proper acknowledgement or credit for all Research contributions to research. Confidentiality He should protect confidential communication, such as papers or grants submitted for publication, personnel records, trade or military secrets, and patient records. Social Responsibility He should strive to promote social good and prevent or mitigate social harms through research, public education and advocacy. Non-Discrimination He should avoid discrimination against colleagues or students on the basis of sex, race, ethnicity, or other factors not related to scientific competence and integrity Competence A good research should maintain and improve his professional competence and expertise by constantly improving his education and learning. Moreover, he should take steps to promote competence in science as a whole. Legality He should know and obey relevant laws and institutional and governmental policies SOCIAL RESEARCH: MEANING AND OBJECTIVES Social research is a systematic and scientific process, based on well-defined rules, applicable in certain circumstances, for achieving the objective of transforming an indeterminate situation into a determinate one. It may be defined as systematic investigation intended to add to available knowledge in a form that is communicable and verifiable. Social researches are generally carried out to acquire knowledge in connection with social life and social phenomena. Human beings are studied as members of the social system. Social research investigates the interrelationships among various social facts. It also verifies new and old facts about social life and acquires knowledge about the control of social phenomena and laws that are formulated and promoted. These laws are concerned with social relationship and social phenomena, through social

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research When we observe certain objects or phenomena, often unaware of our biases, we do not question them and so we attribute our observations entirely to the objects or phenomena being observed. In this process, it is possible to arrive at

the right decision on the basis of wrong reasons or vice versa. According to Young (1960); social research is

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'a scientific undertaking, which by means of logical and systematized methods, aims to discover new facts and analyse their sequences, interrelationship, causal explanations and natural laws which govern them'

Sleisinger and Stevenson (1934) define social research as '

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a method of studying, analysing and conceptualizing social life in order to extend, correct or verify knowledge, whether that knowledge aids in the construction of a theory or in the practice of an art

Bogardus (1953) opines that social research is 'the investigation of the underlying processes, operative in the lives of persons who are in association'. Basic Elements of Social Research The basic elements of social research are discussed in this section. Concept A concept is a cognitive unit that means an abstract idea or a mental symbol at times referred to as a unit of knowledge. For example, light, temperature, sound, age, sex, accidents, etc., all these are class names applied to stimuli, subjects or responses of a specific kind. These are all examples of concepts which cannot be directly observed, but their instances can be located. There are other concepts like mental strength, drive, attitude, motivation, etc., whose instances too cannot be directly observed. The reason for this is that they are presumed to be located inside the organism. They are called 'hypothetical constructs'. A concept is a property, or a characteristic of some case, or unit of analysis in which one might be interested. It is essentially an idea about some aspect or phenomenon, for example, gender, self- esteem, bureaucracy, social classification, etc. A case (unit of analysis) is that defined entity that is sampled and scored, or measured, on variables of interest in a research project. A case is defined in terms of its major characteristics and their location in time and place. In sociology, a case is often a human individual, a group, an organization or a society. It can also be a social entity such as the father-child role relationship. In research, a sample or population of these cases is targeted for examination. Research involves special concepts such as total family income, self-employment and economic returns. These are generally technical terms that point to some phenomenon that is an important aspect of a topic to be researched. Such concepts must be defined carefully so that people specifically understand what they mean Concepts play an important role in research. In fact, research cannot be Research conducted without concepts. Every research is based on a concept, as research tries to establish relationship between two concepts, one of which is dependent on the other. Let us see an example of the topic of research as

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'Vitamins supplement growth in babies'.

This is a hypothesis which needs to be tested (as we are hypothesizing that vitamins supplement growth in babies). The statement could be true or false. In this topic of research, as in any other research, we are dealing with concepts. One concept that we have identified is

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'vitamins'

and the other concept is

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'growth in babies'.

According to hypothesis, the higher the dose of vitamins (up to a certain level), healthier the growth among babies. Here, we are dealing with two concepts, as already mentioned. One concept,

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'vitamin',

is an independent variable and the other concept,

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'growth in babies'

is a dependent variable. Concepts also help in understanding the cause and effect of relationship in research. Concepts are used in all types of researches. The example of vitamins and growth in babies shows the use of concepts (which are also variables) in experimental research. We can also examine the importance, or role of concept in other types of researches. In case study research, for example, the role of concept is equally important. It is an intensive study of a single group, incident or community. Similarly, concepts are used in historical as well as descriptive researches. This is because in all types of researches, we are dealing with individuals, families, institutions, communities, etc., all of which are concepts. Thus, research is incomplete without concepts. Constructs In social sciences, it is often required to measure ideas that are not directly

measurable. However, they can be measured by giving a description of precise qualities, which when considered one unit, define a construct. All these measures are based on definite knowledge and skills that can be gauged in combination. Therefore, by measuring these qualities as they have been defined, the psychological construct can also be defined and measured. In other words, an abstract idea or concept is formed in a person's mind. This idea is a combination of a number of similar characteristics of the construct. A construct is a verbal response evoked by objects of the class to which the concept applies. Some concepts such as temperature, sound, age, sex, etc., cannot be directly observed, but their instances can be located. Other concepts such as mental strength, drive, attitude, motivation, etc., can neither be directly observed nor can their instances be located as they are presumed to be located inside the organism. They are called

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'constructs'.

A construct is a perception that means more than having been deliberately and consciously invented or adopted for a special scientific purpose. Constructs play a very important role in building theories. Many theories such as the memory trace theory, the frustration aggression theory, etc Variables Any entity, the value of which never remains constant is known as a variable. A variable is a factor that varies and is not constant. For example, age can be regarded as a variable because its value changes for different people or for the same individual at different points of time. Similarly, country can be considered a variable because a person's country can be assigned a value. Every research is based on variables, as research tries to establish relationship between two variables, one of which is dependent and the other is independent. Variables also help in understanding cause and effect relationship in a research. They are used in all types of researches. We have just given examples of the use of variables in an experimental research. We can also examine the importance or role of variables in other types of researches. In case study research, for example, the role of variables is equally important. A case study is one of the several ways of doing research. A case study is a method of exploring and analysing the life of a single social unit, be it

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a person, a family, an institution, a cultural group or even an entire

single community. All these entities are variables. Concepts such as

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'total family income'

are ideas an investigator has about the important characteristics of some entity such as a family. The concept must be clarified and defined, preferably explicitly, so that researchers can understand and share the phenomenon that is being studied. The concept of

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'total family income'

is defined to have a range of possible values. Thus, it is called a variable in a given piece of research. A variable is an indicator of some defined concept or characteristic of a case. A variable may also be defined as a property that takes on different values, as many measurable attribute of objects, things or beings. Examples of variables could be any concept such as age, income, community, intelligence, motivation, etc. The term variable more directly expresses a quantitative meaning. It means,

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'whatever varies'.

The most intricate variations can be expressed in terms of numbers, which are capable of indefinite divisions. A variable has, accordingly been defined as a symbol to which numerals or values are assigned. Types of variables Variables are of the following types: (i) Dependent and independent variables: Researchers are studying the relationship between variables which are described as one of dependence. They are dependent and independent variables. Independent variable is the stimulus variable and dependent variable is the response variable. An

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'independent variable'

is the presumed cause of a dependent variable, which is the presumed effect. (ii) Qualitative and quantitative variables: Qualitative variables are those which vary in kind and not in degree. Examples of qualitative variables are sex, race, religion, etc. They cannot be described in numbers. A quantitative variable, on the other hand is one whose values can be ordered in respect of their magnitude, that is, they can be described as being more or less, higher or lower, larger or smaller, etc. Examples of quantitative variables are intelligence, age, time, temperature, etc. Quantitative variable can further be classified into two categories: (a) Discrete or discontinuous, and (b) Continuous. The value of a discrete variable is a fixed quantity. For example, sex and family size are discrete variables. These can be stated in terms of indivisible quantity and not in terms of fractions like, 2.5 or 15.75 and so on. Discrete variables consist of two or more classes: dichotomous, those that consist of two

categories (for example, sex has two categories: male and female) and, polychromous, those that consist of more than two categories (for example, intelligence can be categorized as high, average intelligence and low). A continuous variable is described as a

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'quantitative variable which can be measured with an arbitrary degree of fineness'.

For example, time is a continuous variable, since it can be measured in years, months, days, minutes, seconds, and so on. SOCIAL WORK RESEARCH: MEANING, SCOPE AND IMPORTANCE

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Social work primarily deals with human behavior, which is by and large complex and dynamic in nature. One cannot, therefore investigate under guided conditions as in natural and physical sciences. This creates many problems

for the researche such as problems of subjectivity,

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individualistic generalizations, etc. The problem arising from the nature and content of social work do not seriously diminish the importance of scientific

methods for social workers. Notwithstanding inherent limitations, scientific methods can be used to study problems related to social work, as far as they help to arrive at valid generalizations. In social work research, scientific methods are applied to produce knowledge that social workers need, to solve problems faced by them

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in the practice of social work. It provides information that can be taken into consideration by social workers, prior to making decisions. These decisions affect their clients, programmes or agencies by use of alternative intervention techniques or change or modification of programme-client objectives,

etc. Knowledge of social work research is useful in appraising the effectiveness of methods and techniques of social work.

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Social work research starts with identification of the problem and setting of goals. This is followed by the process of assessment (or need assessment) of the client's problems. During these initial stages, the researcher strives to obtain a clear and specific

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understanding of the problem, using assessment tools such as interviewing (Monette, et. al., 1986). After the problem is identified and needs are assessed, the next step is to set goals to be achieved. Goals are required to be specific, precisely defined and measurable in some way. The third step in the process is to have a pre-intervention measurement, which is used as basis with which to compare the client's condition after the intervention is introduced. The next stage in the process is to introduce intervention. Here, it is important to note that only a single, coherent intervention be applied during any intervention phase. In the last stage, we assess the effects of intervention by comparing the two measurements, that is, pre- intervention measurement and measurements during intervention.

The objective of social work research is to produce knowledge that can be helpful in planning and executing social work programmes. On the other hand, the objective of social research is to accumulate knowledge for understanding the social life of human beings. Social work research is an applied research directed toward the acquisition of knowledge, in order to control or change human behaviour. Social research may be basic as well as applied. Social work research serves the goals of social work, whereas social research has no specific goal. It increases the knowledge of any social sciences. Social work research helps social workers in dealing with social problems or problems related to their clients (individual, group or community).

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Social work research may be defined as systematic investigation into the problems, in the field of social work. The study of concepts, principles, theories underlying social work methods and skills are the major concern of social work research. Social work research involves study of the relationship of social workers with their clients; individuals, groups or communities on various levels of interaction or therapy, as well as their natural relationships and functioning within examines the the organizational structure of social agencies.

Theoretically,

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social work research re special body of knowledge; concepts and theories. On the othe hand, in the area of social work practice, it tries to evolve systematic theory and valid concepts to know the efficacy of different methods, interventions of social work as to search for alternate innovative interventions and treatments. Social work research, therefore, concerns itself with the problems faced by social workers. It encompasses those

questions which are encountered in social work practices or in planning or administering social work services, which can be solved through research and are appropriate for investigation. Social work research utilizes the same scientific methods and techniques, as

social research. According to Genevieve W. Cater,

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'social work research is an organized and vital study of questions in the area of social welfare, with the aim of producing answers to the problems of social work and for offering and taking a broad view of social work knowledge and concepts'.

Friedlander (1957) explains that

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'social work research is the systematic, critical investigation of questions in the social welfare field with the purpose of yielding answers to problems of social work, and of extending and generalizing social work knowledge and concepts'

Importance of Social Work Research All progress is born of inquiry. The cost of needs has to be equated with credible revenues. Research is the most important need of this domain. It can help in devising optional policies and can also inspect the results of each of these options. Every research may not comprise decision-making, but it definitely helps a policymaker in taking decisions. The government is required to set up programmes to deal with every aspect of the country's subsistence and the majority of these are linked to economic and social conditions in a direct or indirect way. Social work research facilitates the use of systematically framed facts and explanations which help solve social problems and enhance human functioning. Two main purposes of social work research are: (i) To achieve a better fit between human needs and welfare goals (ii) (ii) To increase the chances of achieving these goals

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

Types of Research in Social Work Phillip Klein has mentioned the following classifications of the type of research in social work: (i)

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Studies to establish identify and measure the need for service (ii) Studies to measure the services offered, as they relate to needs (iii) Studies to test, gauge and evaluate the results of social work operation (iv) Studies to test the efficacy of specific techniques of offering

service (v) Studies in the methodology of research Friedlander has mentioned the following types of studies: __ Studies to establish and measure factors that produce social problems and call for social services. __ Studies of the history of charitable institutions, social welfare legislation, social welfare programmes and social work concepts. __ Studies of the exceptions, perceptions and situation evaluations of social workers. __ Studies of intentions, goals and self-images of social workers. __ Studies of intentions, goals and self-images of social workers. __ Studies of relationship between the social workers' expectations, his intentions and his actions. __ Studies about the content of social work processes. __ Studies that test the adequacy of available social services, with respect to the needs of individuals, groups and the community. __ Studies that test, gauge and evaluate the effects of social work operations and investigate the competence required for social work practice. __ Studies of client's expectations, goals, perceptions and evaluation of situations. __ Studies of formal and informal definition of the role of social work practice. __ Studies of formal and informal definition of the role of social workers, their interrelationships, etc. __ Studies of the values and priority preferences of social groups in the community upon which social welfare practice relies for support and development. __ Studies of the patterns of interaction between different components in social agency settings and of their influence on clients and agency staff. __ Studies of the methodology of social work research. It has been recognized that social work research needs to develop and define its own conceptual tools, selecting and adapting concepts from the social sciences. DIFFERENCES BETWEEN SOCIAL RESEARCH AND

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SOCIAL WORK RESEARCH Social work research is not completely identical to social research. In fact, there are many similarities between this process and the traditional research process. The process, however, has some additional steps designed to suit the objectives of social work research. By following the process, social work researchers are in a position to know precisely

the intervention that was applied and the effect produced. The process also links research and practice.

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In social work research, the problems to be investigated are always found in the course of doing social work or planning to do it. It is obvious that in social work research, the study of a problem is done from the point of view of social work and that of professional social work. The designing of research problems, data collection and their interpretation will have to be attempted in a manner that would be useful to professional social workers, which would add new knowledge to the social work theory and practice and improve the efficiency of professional social workers. Social work research

draws its inferences from productive reasoning. The main differences between social science research and social work research are as follows: (i) Social work researches are generally concerned with practical problems, while social researches may be concerned with any aspect of social life. (ii) Social work research is aimed at producing knowledge that supports the functions of planning and executing social work programmes, whereas the objective of social research is to accumulate the knowledge for understanding the social life of human beings. (iii) Social work research is an applied research, which is directed towards the acquisition of knowledge in order to control or change human behaviour. Social research may be basic or applied (iv) Social work research serves the goals of social work, whereas social research has no specific goals. (iv) Social work research helps social workers in dealing with social problems or problems relating to their clients (individual, group or community). Social research may be helpful to social work as it helps in increasing the knowledge of human behaviour. Paper-Fifth

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Course Subject Subject Code MSW Social Work and Human Rights MSW-205 UNIT - I Human Rights and Duties: Conceptual Perspective 1. Concepts: Human Rights, Duties, Human dignity 2. Notion & Classification of Rights: Natural Moral Legal Rights 3. Three generations of Human Rights: Civil and Political Rights , Economic, Social Culture Rights, Collective/Solidarity Rights. 4. Human Rights Movements: Historical Evolution of Human Rights at Ternational & National level. UNIT - II Human Rights and Social Work: 1. Human Rights and Social Justice. 2. Human Rights and Social Work's basic Linkages. 3. Role of Social Worker in Human Right Dimensions UNIT - III International Perspective to Human Rights: 1. International Concern for Human Rights. 2. Universal Declaration of Human Rights. 3. International Covenant of Economic Social and Culture Rights. UNIT - IV Mechanism for Protecting Human Rights in India: 1. Nation and State Human Rights Commission. 2. Statutory Mechanisms for Human Rights: Legislative, Executive & Judiciary. 3. Human Rights Commission: Woman , Children, Scheduled Castes & Schedule Tribes, Minorities, Differently Able, Displaced. 4. Socio, Economic, Political, and Administrative Constrains in Enforcement. UNIT - V Human Rights Violation & Constitutional Remedies in India: 1. Violation of Human Rights in Family, Disadvantages Groups, Woman & Children, Minorities, scheduled Castes, Scheduled Tribes, Other Backward Castes, Displaced and Custodial Violence. 2. Role of Regional, National and International Non-Government Organizations in Promoting Human Rights. Social Work and Human Rights

The social work profession shares a close relationship with human rights because it adheres to values such as respect, dignity, and self-determination - values that are strongly embedded in the code of ethics for all practitioners. The client-social worker relationship has long been celebrated. The profession is highly regarded for challenging the inhumane treatment of vulnerable people, its commitment to challenging anti-oppressive practise, and most importantly, ensuring that vulnerable people are given a voice! Human rights are particularly important for social workers when making decisions that concern the future care needs of individuals. Human rights are "commonly understood as inalienable fundamental rights to which a person is inherently entitled simply because she or he is a human being. Human rights are thus conceived as universal (applicable everywhere) and egalitarian (the same for everyone). These rights may exist as natural rights or as legal rights, in local, regional, national, and international law. Social Work is

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the professional activity of helping individuals, groups, or communities enhance or restore their capacity for social functioning and

creating societal conditions favourable to this goal. Social work in its various forms addresses the multiple, complex transactions between people and their environments. Its mission is to enable all people to develop their full potential, enrich their lives, and prevent dysfunction. Professional social work is focused on problem-solving and change. The term "human rights" refers to those rights that are considered universal to humanity, regardless of citizenship, residency status, ethnicity, gender, or other considerations. "

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The social work profession promotes social change, problem-solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilising theories of human behaviour and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work". (International Federation of Social workers, IFSW:

1982) Social workers should promote conditions that encourage respect for cultural and social diversity within the globe. Social workers should promote policies and practices that demonstrate respect for difference, support and expansion of cultural knowledge and resources, advocate for programmes and institutions that demonstrate

cultural competence and promote policies that safeguard the rights and confirm equity and social justice for all people.(NASW,1996: Page27) (These are very similar to Human Rights). The centrality of human rights in Social Work: They help people undertake a social analysis of where they are now. They are often the catalyst for helping people find and achieve change in their lives. The process of change is through building up trust and the social relationship with the person making that change in their lives. Social workers adopt a human rights approach by a) Meeting and balancing need, risk and human rights in everyday practice, b) Undertaking professional social work tasks with individuals, families and groups by helping people achieve change and helping people to undertake a social analysis of where they are now. c) Operating as social catalysts to encourage the process of change via building trust and social relationships with those people with whom they work. The IFSW position, which states that social work is a human rights profession, is accepted but has raised considerable debate (Ife, 2001). Healy (2008) provides a critical appreciation of this from a variety of perspectives that helps us to understand some of the uncertainties that demand professional engagement and judgement from social workers. Human Rights are inseparable from Social work theory, values and ethics, and practice. Rights are corresponding to human needs. Have to be upheld and fostered and they embody the justification and motivation for social work action. Advocacy of such rights must, therefore, be an integral part of social work, even if in countries living under authoritarian regimes such advocacy can have serious consequences for Social work professionals. Social Work: A Human Rights Profession! It is the core of social work to promote and safeguard a just society and to defend the rights and interests of vulnerable citizens. The current international definition of social work confirms this stance and states that: "

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Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work.

" Social work is neither a value-neutral practice nor a practice devoid of power in addressing issues of injustice and inequality. It comprises essentially a social, political and ethical mission and practice. Social work is a human rights profession! Day after day social workers attempt to combat practices and mechanisms of exclusion of people and contribute to social justice and human dignity. In recent years, human rights and the accompanying political mission in social work have often been subject to technical and instrumental conceptions of professionalization, aiming at individual support or cultural or social activation. Similar tendencies can be observed in the daily practice of social workers. As a result, the socio-political context of social work became underexposed. Part of the normative dimension of the professionalization of social work is to practice the profession on the basis of fundamental human rights. Recent international developments in social work, such as the adoption of a new definition of social work in 2014, recognize that

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social work is both an autonomous profession and an academic discipline.

This new focus on social work as an independent discipline alongside other disciplines may also give new impetus to social work degrees to develop their own perspective in which human rights have a central place. Social work and human rights are intrinsically linked. Social workers are champions for human rights, working to ensure that everyone has the opportunity to live a life of dignity and well-being. The core principles of social work, such as social justice, self-determination, and the inherent worth and dignity of every person, align perfectly with the principles of human rights. Social workers play a critical role in promoting and protecting human rights in a variety of ways, Direct practice: Social workers work directly with individuals, families, and communities to address issues such as poverty, Social Work is a Human Rights profession The International Definition of Social Work states:

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'Principles of Human Rights and social justice are fundamental to Social Work'

(IFSW/IASSW, 2000). The 2004 ethics document is based on the definition and lists Human Rights treaties

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'particularly relevant to Social Work practice and action'.

Among the most important are : • The European Convention on Human Rights (ECHR) (1953) •

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The International Covenant on Civil and Political Rights (ICCPR) (1966); • The International Covenant on Economic, Social and Cultural Rights (ICESCR) (1966); • The International Convention on the Elimination of All Forms of Racial Discrimination (1969); • The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) (1979); • The Convention on the Rights of the Child (CRC) (1989); • The Convention on the Rights of Persons with Disabilities

(2006); Social Work Practice Meeting Human Rights The Global Standards in the Social Work profession identify the core purposes of Social Work in the global context. These clearly show how Social Workers promote the realisation of Human Rights by: a. Facilitating

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the inclusion of marginalised, socially excluded, dispossessed, vulnerable and at-risk groups of people; b. Addressing and challenging barriers, inequalities and injustices that exist in society; c. Forming short and longer-term working relationships with and mobilising individuals, families, groups, organisations and communities to enhance their wellbeing and their problem-solving capacities; d. Assisting and educating people to obtain services and resources in their communities; e. Formulating and implementing policies and programmes that enhance people's wellbeing, promoting development and Human Rights and collective social harmony and social stability, insofar as such stability does not violate Human Rights; f. Encouraging people to engage in advocacy with regard to pertinent local, national, regional and/or international concerns; g. Acting with and/or for people to advocate the formulation and targeted implementation of policies that are consistent with the ethical principles of the profession; h. Acting with and/or for people to advocate changes in those policies and structural conditions that maintain people in marginalised, dispossessed and vulnerable positions, and those that infringe the collective social harmony and stability of various ethnic groups, insofar as such stability does not violate Human Rights i. Working towards the protection of people who are not in a position to do so themselves, for example children and youth in need of care and persons experiencing mental illness or mental retardation, within the parameters of accepted and ethically sound legislation; j. Engaging in social and political action to impact social policy and economic development, and to effect change by critiquing and eliminating inequalities; k. Enhancing stable, harmonious and mutually respectful societies that do not violate people's Human Rights; l. Promoting respect for traditions, cultures, ideologies, beliefs and religions amongst different ethnic groups and societies, insofar as these do not conflict with the fundamental Human Rights of people.

m. Planning, organising, administering and manage programmes. Mechanism for Protecting Human Rights in India: Introduction The State maintains the framework of social order by implementation of various laws without which well-ordered social life would not be possible. Various philosophers of social contract theory are of the view that object of the creation of state is to maintain and protect the rights of individuals. According to Aristotle, State came into existence out of base necessities of life and continues for the sake of good life.1 Prof. Laski expressed that State is known by the rights it maintains.2 Similarly Locke was of the view that end of state is to remove the obstacles that hinder the development of an individual.3Thus, the existence of the state is recognized with the protection of rights and liberties of individual which is the main object of state. Protection of the dignity of an individual is essential for harmony in the society, as its violation can have grave impact on individual in particular and on society in general. Each individual is entitled to some rights which are inherent to human existence. Such rights should not be violated on the grounds of gender, race, caste, ethnicity, religion etc. these are called human rights. Human rights are also known as basic rights, fundamental rights, natural rights or inherent rights. The concept of human right is not a new phenomenon,

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'Human Rights'

is a twentieth century term but its notion is as old as humanity. It has gone through various stages of development and has taken long time to become the concept of present day. These rights had place in all ancient societies though referred by different names4, it includes civil rights, liberties and social cultural and economic rights. These rights are essential for all individual as these are consonant with the freedom and dignity and ultimately contribute to social welfare. Protection of human rights is a necessity for the development and growth of an individual personality, which ultimately contributes in the development of the nation as a whole. It is an internationally recognized issue and various international instruments have been established for the protection of human rights. The concept of human rights. is dynamic and adapts to the needs of the nation and its people. The ultimate purpose of the national as well as international law is to safeguards the human rights of the people. At international level various efforts have been made for the protection of human rights. The United Nations through its charter represents a significant advancement in the direction for the promotion as well as protection of human rights. International bill on human rights has been incorporated in the UN Charter. The UN Charter contains various provisions for the promotion of human rights and fundamental freedoms in the Preamble and in various Articles 1, 13(b), 55, 56, 62 (2), 68 and 76(c).6 Apart from UN Charter there are four international instruments created under the auspices of the United Nations known as International Bill

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of Human Rights, which include the Universal Declaration of Human Rights

1948,

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the International Covenant on Civil and Political Rights 1966, and the International Covenant on Economic, Social, and Cultural Rights 1966, the Optional Protocol to the International Covenant on Civil and Political Rights,

1966.7 The international human rights regime is continuously growing with the passage of time, it provides certain accepted legal standards which all the nations should accept and implement in their domestic laws. The Governments of all the nations must work to promote the welfare of people by eliminating all forms of discriminations and provide right to equality and justice to all. Human Rights in India India is the biggest

democracy in the world. Being a democratic country one of the main objectives is the protection of the basic rights of the people. Government of India has given due consideration to the recognition and protection of human rights. The Constitution of India recognizes these rights of the people and shows deep concern towards them.

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The Universal Declaration of Human Rights contains civil, political, economic, social and cultural rights.

Constitution guarantees most of the human rights contained in Universal Declaration of Human Rights. Part III of the constitution contains

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civil and political rights, whereas economic, social and cultural rights

have been included in Part IV of the Constitution.8 All the statutes have to be in concurrence of the provisions of the Constitution. The philosophy and objective of the Constitution of India is enshrined in the preamble which include the protection of the dignity of an individual. For the fulfillment of this objective Part III of the constitution guarantees fundamental rights to people which are essential for the development of an individual personality, these rights include right to equality, the right to freedom, the right against exploitation, the right to freedom of religion, cultural and educational rights and the right to constitutional remedies. It is the duty of the central as well as state Governments to provide adequate conditions to each individual to enjoy their human rights. The constitution through Directive Principles of State Policy enshrined in the Part IV of the Constitution, ascertains the duties on the government to work for the welfare of the people and protection of human rights of the people. These are guiding principles for the state to make policies regarding distributive justice, right to work, right to education, social security, just and humane conditions of work, for promotion of interest of weaker section, raise the standard of nutrition and standard of living and to improve public health, protection and improvement of environment and ecology etc. so that each individual can enjoy rights to the fullest. Role of the Judiciary Only provision for the fundamental rights does not fulfill the objective of

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'protection of dignity of an individual',

but free enjoyment of the rights has to be ensured. Therefore, Article 32 guarantees right to constitutional remedies, i.e. right to move to Supreme Court to enforce fundamental rights. It is constitutional mandate of judiciary to protect human rights of the citizens. Supreme Court and High Courts are empowered to take action to enforce these rights. Machinery for redress is provided under Articles 32 and 226 of the constitution. An aggrieved person can directly approach the Supreme Court or High Court of the concerned state for the protection of his/her fundamental rights, redress of grievances and enjoyment of fundamental rights. In such cases Court are empowered to issue appropriate order, directions and writs in the nature of Habeas Corpus, Mandamus, Prohibition, Quo-Warranto and Certiorari. Judiciary is ultimate guardian of the human rights of the people. It not only protects the rights enumerated in Constitution but also has recognized certain un enumerated rights by interpreting the fundamental rights and widened their scope. As a result people not only enjoy enumerated rights but also un-enumerated rights as well. Supreme Court in Maneka Gandhi v. Union of India,9 interpreted the right to life and to widen its scope and deduced un-enumerated right such as

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"right to live with human dignity".

Supreme Court propounded the theory of

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"emanation"

to make the existence of the fundamental right meaningful and active. Thereafter, in many cases court such as People's Union for Civil Liberties and another v. State of Maharashtra and others,10 Francis Coralie Mullin v. The Administrator, Union Territory of Delhi11 held that right to life includes right to live with human dignity. Therefore, through the judicial interpretations various rights have been recognized though they are not specifically provided in Part III of the Constitution. The rule of locus standi, i.e. right to move to the court, whereby only aggrieved person can approach the court for redress of his grievances has been relaxed by the judiciary. Now court through public interest litigation permits public spirited persons to file a writ petition for the enforcement of rights of any other person or a class, if they are unable to invoke the jurisdiction of the Court due to poverty or any social and economic disability. In S.P. Gupta v. Union of India and others,12 Supreme Court held that any member of the public can approach the court for enforcing the Constitutional or legal rights of those, who cannot go to the court because of poverty or any other disabilities. Person can even write letter to the court for making complaints of violation of rights. Public interest litigation is an opportunity to make basic human rights meaningful to the deprived and vulnerable sections of the community. To assure vulnerable section social, economic and political justice, any public spirited person through public interest litigation can approach the court to protect their rights on behalf of aggrieved persons who cannot approach the court themselves due to their vulnerable conditions. Similar observations have been made by Supreme Court in various judgments such as in Bandhua Mukti Morcha v. Union of India, 13Ramsharan Autyanuprasi and another v. Union of India and Others, 14 Narmada Bachao Andolan v. Union of India.15 Therefore, public interest litigation has become the tool for the protection of human

rights of the people in India. The oppressed sections of the society are more prone to the violation of human rights. Most vulnerable sections of society are children, women and socially and educationally weaker sections of society. Judiciary has taken many steps to ensure protection of human rights of these sections. Children are more prone to exploitation and abuse. The rights of the children are needed to be specially protected because of their vulnerability. For this reason United Nations Convention on the Rights of the Child was adopted in 198916. This convention brings together children's human rights, as children require safety and protection for their development. Judiciary is playing a commendable role in protecting the rights of children from time and again. There are various instances where judiciary intervened and the rights of children. In the case of Labourers working on Salal project v. State of Jammu and Kashmir17 , Supreme Court held that child below the age of 14 years cannot be employed and allowed to work in construction process. Court has issued various directions related to child labour. Supreme Court in Vishal Jeet v. Union of India18 asked governments to setup advisory committee to make suggestions for eradication of child prostitution and to evolve schemes to ensure proper care and protection to the victim girls and children. The Supreme Court further in Gaurav Jain v. Union of India19showed its concern about rehabilitation of minors involved in prostitution and held that juvenile homes should be used for rehabilitation of them and other neglected children. Mumbai High Court in Public at large v. State of Maharashtra20rescued children from flesh trade and passed order for checking sexual slavery of children and for their rehabilitation. Children are not only prone to sexual abuse but they are also sometimes kept as bonded labourers as was in the case of People's Union for Civil Liberties (PUCL) v. Union of India21 where the Supreme Court released child labourers and also ordered for grant of compensation to them. Concern of the Supreme Court about the protection of rights of children does not ended here it reiterated the importance of compulsory primary education vis-a-vis eradication of child labour in the case of Bandhua Mukti Morcha v. Union of India. Protection of Human Rights in India 27 Supreme Court in Sakshi v. Union of India23 highlighted the need to establish procedure that would help the child victim to testify at ease in the court and held that proceedings should be held in cameras. Delhi High Court in Sheba Abidi v. State of Delhi24observed that child victims are entitled to get support person during trial and also established that child victims can testify outside the court environment Women are considered weak in our society which has resulted in the backwardness of women in every sphere. Women remains oppressed ones and are often denied basic human rights. They are subjected to violence in society whether it is within four walls of the house or at workplace. Despite the provision of right to equality enshrined under Article 14 of the Constitution, they are subjected to discrimination. Gender is considered to be the most important factor as for as Indian labour market is concerned. Discrimination against women laborer in terms of wage payments is a very common phenomenon in India. Wages earned by women are generally lesser than their male counterparts.25 However, Article 39 of the Constitution guarantees the principle of equal pay for equal work for both men and women. Despite the guarantees of equal rights to women still they are not equally treated with men. Supreme Court has played remarkable role in protection of their rights such as in case of Associate Banks officers Association v. State Bank of India,26 Supreme Court protected the rights of women workers and held that women workers are in no way inferior to their male counterparts and hence there should be no discrimination on the ground of sex against women. In State of Madhya Pradesh v. Pramod Bhartiya27Supreme Court held that under Article 39 the State shall direct its policy towards securing equal pay for equal work for both men and wome SYLLABUS

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Course Subject Subject Code INTRODUCTION TO CONTEMPORARY MSW MSW-102 UNIT-I Conceptual and Theoretical Perspectives to Understand Society : 1. Society: Nature, Approaches, Functions,

2. Social Groups- 3.

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Culture- Concept, Traditions, Customs, Values and Norms. UNIT-II Social Systems and Social Process of Contemporary Society 1. Social Systems and Sub-Systems- Structure and Functions and Classification of Systems. Social 2. Structure- Role, Status and Functions Social Process- Socialization, Social Interaction, Social Control, Co-operation, Conflict and Assimilation. UNIT-III Policy and Economy of Contemporary Society: 1. Democratic Socialism in India- Elements, Roles, Functions and Process of State. 2. The nature of Economic Development in Developing Countries. 3. Sanskritization, Globalization, Liberalization and Privatization UNIT-IV Social Stratification and Social Change in Contemporary Society 1. Social Change- Concept, Factors. 2. Problems of Structural Change-Casteism, Communalism and Youth Unrest. 3. Social Stratification. 4. Problems of Industrialization and Urbanization-Growth of Slums UNIT-V Problems of Contemporary Indian Society 1. Social Problems- Concept, Factors, Theories, Consequences, Impact on the Society and Treatment Measures. . Major Social Problems of the Society are- Poverty, Unemployment, Population Explosion, Malnutrition, Environment Pollution, Positive and Negative impact of Social Media, Crime, Corruption, Juvenile Delinquency, Atrocities against Women,

et INTRODUCTION TO CONTEMPORARYINDIAN

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SOCIETY UNIT-I Conceptual and Theoretical Perspectives to Understand Society

: Society is a group of individuals involved in persistent social interaction, or a large social group sharing the same geographical or social territory, typically subject to the same political authority and dominant cultural

expectations. To understand society, scholars and researchers employ various conceptual and theoretical perspectives that offer frameworks for analyzing social phenomena, structures, and processes. These perspectives provide different lenses through which to interpret and make sense of social reality. Here are some key conceptual and theoretical perspectives commonly used to understand society Defining Society Society can be defined as a group of individuals who share a common culture, occupy a specific geographic territory, and interact with one another to form a cohesive unit. It is characterized by the following elements: Shared culture Common territory Social interaction Collective identity The Role of Social Structure A. Social Institutions are the organized systems and structures that shape social behavior and facilitate the functioning of society. They help maintain social order and provide a framework for individuals to interact within. Key social institutions include: 1. Family 2. Education 3. Economy 4. Religion 5. Government B. Social Groups Social groups are collections of individuals who share a common identity, interact regularly, within society and influencing their behavior. Examples of social groups include: 1. Primary groups: Family, close friends 2. Secondary groups: Work colleagues, classmates 3. Reference groups: Groups individuals aspire to join or identify with The Impact of Culture A. Language and Symbols Language and symbols are essential components of culture, as they enable communication and the transmission of ideas. They shape our perceptions and understanding of the world, influencing how we interact with others and navigate social situations. Some examples include: 1. Spoken and written language 2. Gestures and non-verbal communication 3. Symbols, signs, and emblems B. Norms and Values Norms and values are the shared beliefs and expectations that govern social behavior. They provide a framework for understanding what is considered acceptable or unacceptable within a society. Examples of norms and values include: 1. Mores: Strongly held beliefs about right and wrong 2. Folkways: Informal rules and customs 3. Laws: Formal rules enforced by the state Power Dynamics within Society A. Authority and Control Authority and control are crucial aspects of power dynamics within society. They determine who has the ability to make decisions, allocate resources, and influence others. Key forms of authority include: 1. Traditional authority: Based on customs and traditions 2. Charismatic authority: Derived from the personal appeal of a leader 3. Legal-rational authority: Based on formal rules and regulations B. Social Stratification Social stratification refers to the hierarchical arrangement of individuals within society based on factors such as wealth, power, and social status. It is an inherent feature of society that influences access to resources, opportunities, and life outcomes. Common forms of social stratification include: 1. Economic inequality: Differences in income and wealth 2. Social class: Hierarchical divisions based on economic and social factors 3. Caste systems: A rigid form of social stratification based on birth and hereditary factors 4. Status groups: Groups differentiated by prestige, lifestyle, and social honor Conclusion The nature of society is a complex interplay of social structures, culture, and power dynamics. Through the examination of social institutions, groups, cultural elements, and power relationships, we can better understand the intricacies of human interaction and the factors that shape our societies. By acknowledging the importance of these aspects, we can work towards creating a more inclusive, equitable, and harmonious society for all. culture Indian culture and traditions are something which has now become renowned all across the world. We all refer to customs and traditions of India as something very diverse and unique. But seldom do we give a thought to why things are done in certain specific ways. Indian culture is full of several unique customs and traditions, which outsiders might find intriguing. Most of these originate from the Ancient Indian scriptures and texts, which have dictated the way of life in India for thousands of years Here are 16 fascinating Indian Culture, Traditions and customs Greetings Religious Customs Festivals of India Family Structure & Marriage Symbols Cuisine & Food Traditional Clothing Dances of India Epics & Mythology Martial Arts Languages The Namaste is one of the most popular Indian customs and isn't just restricted to the Indian territory anymore. You have Barack Obama, who has been seen doing it on various occasions, or you had Ban Ki-Moon, the UN Secretary-General, greeting everyone with a namaste at the Times Square in New York on the first International Yoga Day. But, what's the significance? The Namaste, or namaskar, or 'namaskar' is one of the five forms of traditional greetings mentioned in the ancient Hindu scriptures, the Vedas. It translates to 'I bow to you', and greeting one another with it is a way of saying 'May our minds meet', indicated by the folded palms placed before the chest. The word Namaha can also be translated as 'na ma' (not mine), to signify the reductions of one's ego in the presence of the other. India also sees a large number of festivals, mainly because of the prevalence of diverse religions and groups. The Muslims celebrate Eid, the Christians have Christmas and good Friday, the Sikhs have Baisakhi (harvesting of crop), and the birthdays of their Gurus and the Hindus have Diwali, Holi, Makar Sakranti, the Jains have Mahavir Jayanti, the Buddhists celebrate the Buddha's birthday on Buddha Poornima, and quite honestly, the number is endless. All of these translate to holidays in our book, of course. Also, in India, there exists the concept of a joint family, wherein the entire family (parents, wife, children and in some cases, relatives) all live together. This is mostly because of the cohesive nature of the Indian society, and also reportedly helps in handling pressure and stress. Fasting is an integral part of Hindu Culture. Fasts or Vrats or Upvas are a way to represent your sincerity and resolve, or express your gratitude to the Gods and Goddesses. People throughout the country observe fasts during various religious occasions. Some people also observe fast on different days of a week in favour of a particular God or Goddess associated with that specific day. It is widely believed that by doing so, you are depriving your body of a basic necessity and thus, punishing yourself to cleanse off the sins that you have committed until the day of fast. The rules and regulations of a rapid are in accordance with the particular occasion. The origin of fast probably comes from the Vedic ritual of kindling the sacrificial fire for sacrifice purposes. Since the word 'upvas' has been used for denoting both fasts and kindling sacrificial fire, it can be thought that people observed fasts when they had to kindle or rekindle the domestic fires kept in their homes to perform daily sacrifices. Cow, in the Indian culture, is considered to be a Holy animal. She is worshipped as a maternal figure and is a depiction of the bounty of Mother Earth. Lord Krishna, who grew up as

cow herder is often depicted as playing his flute among cows and Gopis (milkmaids) dancing to his tunes. Interestingly, Lord Krishna is also known by the name of 'Govinda' or 'Gopala', which translates to the 'friend and protector of cow'. Hence, cows have an auspicious significance in Indian Culture and religion. Even Lord Shiva's trusted vehicle is Nandi- the sacred bull. Thus, feeding a cow or making contributions for cow shelters is of immense religious importance for Indians. The Vedic scriptures, in various verses, have emphasised the need to protect and care for cows. Cows are a source of life-sustaining milk. Even the cow dung is an essential and energy-efficient source of fuel, especially in rural India. Killing the cow or consuming cow meat is considered to be a sin. Hence, several states in India have banned the slaughter of cows by law. Mother cow is, however, not worshipped as other deities. The religion and culture of India appreciate and expresses its gratitude towards this innocent animal who gives back to mother Earth and its people in more than one form. Most temples are located along magnetic wave lines of the Earth, which help in maximising the available positive energy. The copper plate (called Garbhagriha or Moolasthan) buried under the main idol absorbs and resonates this energy to its surroundings. Going to the temple often helps in having a positive mind and garnering positive energies, which in turn lead to healthier functioning. It is also a practice to take off footwear before entering places of worship because they would bring in the dirt to an otherwise cleansed and sanctified environment. The concept of arranged marriage in India traces its origin to as early as the Vedic times. For royal families, a ceremony known as the 'Swayambar' would be arranged for the bride. Suitable matches from all over the kingdom were invited to either compete in some competition to win over the bride, or the bride would herself choose her ideal husband. Even today, the concept of arranged marriage remains a favourite among Indians and is an integral part of 'Indian Traditions'. The Indian traditions and scriptures contain various signs and symbols which have multiple meanings. For example, the usage of the Swastika, in the Indian context, does not point towards Adolf Hitler or Nazism. It is the symbol of Lord Ganesha, the remover of obstacles. The arms of the Swastika have various meanings. They signify the four Vedas, the four constellations, or the four primary aims of human pursuit. In India, the saying 'Atithi Devo Bhavah' is also integral. It means 'the guest is equivalent to god'. It is a Sanskrit verse taken from the Hindu scriptures, which later became a part of the 'Code of conduct for Hindu society since the guest has always been of supreme importance in the Culture of Indian women are often seen sporting 'saris'. The sari is a single cloth and needs no stitching; it is easy to make and comfortable to wear, and also adheres to religious etiquette. It initially started as a Hindu tradition but has very elegantly spread across all religions. The same applies to the more functional 'Kurta-Pyjama', and the formal wear of 'Sherwani' for Indian men of all faiths. India. India is a land of 'unity in diversity', and our dances are no different. Different forms of dance(classified as folk or classical) find origin from different parts of the country, and they are a way of representation of the particular culture from which they originate. Eight classical dances, which are classified as Indian classical dances and find a mention in the Hindu Sanskrit text 'Natyashashtra', (a text of performing arts) are: Bharatnatyam from Tamil Nadu Kathakali from Kerela Kathak from North, West and Central India Mohiniyattam from Kerela Kuchipudi from Andhra Pradesh Oddisi from Odhisa Manipuri from Manipur Sattriya from Assam All the dance mentioned above forms are a complete dance drama, wherein a dancer or performer narrates an entire story, almost entirely and exclusively through gestures. Such stories are mostly based on the vast Indian mythology. Classical dances in India are strictly classified as and performed according to the rules and guidelines prescribed in the Natyashastra . Just like Classical dances, folk dances in India too originate from different regions of the country. These performances are mostly based on stories which are orally passed on from one generation to the other. Folk dances mainly trace their importance to the rural areas, where performances depict the day to day life of rural inhabitants. The process for a suitable match is one long and tiring effort, which begins with matching some criteria like the horoscope, religion, caste, professional stature, physical appearance and culture. It is made sure that majority of the requirements are a 'match made in heaven' (even if it has to be tailor-made). After all the checkboxes are ticked, the elders of the family meet for a face to face interaction. Once the talks are successful, preparations for the wedding begin in full swing. Indian food and cuisine not only form an integral part of the culture of India but are also one of the critical factors of India's popularity worldwide. The style of cooking varies from region to region, though unanimously, Indian food has a significant reputation for its extensive use of spices and herbs. Just like dances, religious practices, language and clothes, you will also find a wide variety of food throughout the country. Almost every region is known for a signature dish or ingredient.

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Values are generally understood as 'what one finds important in life', for example, privacy, wealth or fairness (Poel & Royakkers 2011). Norms generally refer to what is standard, acceptable or permissible behaviour in a group or society (Fishbein & Azjen 2011

) Values are important beliefs or ideals of a person in a community, serving as a motivation for action. Norms are action-guiding rules. The difference between a value and a norm is that a value is general, referring to an overall ideal, whereas a norm is concrete, specifying certain things that have to be done (or omitted). Values can be operationalized in specifying norms; norms refer to and are justified by underlying values. Why is this important? In codes of conduct for scientific research, the concepts of values and norms are often used interchangeably. Yet, it is crucial to distinguish between the two concepts Values are general ideals. They underlie norms, which are action-guiding rules. There are three kinds of such rules: permissions, orders or commands and prohibitions. Values show what persons and communities hold as important. Norms say what has to be done in order to realize values. Without a reference to underlying values, rules lack motivation and justification. Without corresponding norms, values lack specification and concrete direction. Values and norms can be formal (that is:

explicitly formulated) or informal (that is: implicitly assumed). Often, when values are discussed, corresponding norms are not explicitly mentioned. On the other hand, when norms are posed, the underlying values often remain implicit. Yet it is important to be aware of the concrete action-guiding rules envisaged when a certain value is mentioned, and of the general ideal behind a specific norm. An important aim of moral reflection is to provide such clarifications. What are the best practices? Values and norms are core concepts in moral reflection about research integrity. For instance in Moral Case Deliberation (MCD), a method used to reflect on morally troublesome situations, investigation of values and norms is used to deepen the understanding of the [situation at stake. A core element in this investigation, guided by a facilitator, is analysing the case by looking at the values and norms of all relevant perspectives (persons involved in the case and/or participants in the MCD meeting). Which values motivate each person? How can these values be specified into norms? For example, a moral issue might concern supervision. Should one, as a supervisor of a PhD student, in preparing a response to a reviewer, give guidance and correct mistakes, or at some point take over the writing? A relevant value for the supervisor in the case might be: autonomy. The corresponding norm in the case could be: I should give the opportunity to the PhD student to try this herself. Another value might be: effectiveness. The norm related to this value in the concrete situation could be: the article should be accepted and published. In analysing the case from the perspective of the supervisor, the group becomes aware of these conflicting values. This may then give rise to a dialogue on what value is most important in this situation. This can lead to a conclusion on the most desirable norm and related course of action. Also, the dialogue might provide insights in how to deal with the conflicting value which turns out less important. How can one do justice to the value which will not be realized? In the example, efficiency might turn out to be the most important for the supervisor, meaning that, at a certain point, she will take over the writing. In order to do justice to the value of autonomy, the supervisor might, for instance, propose that the PhD student will get more responsibility for writing the response after submission of the next article. MCD can thus foster decision making, not by prescribing a rule, but by encouraging reflection and dialogue, enabling participants to achieve a new and richer view of the situation. It is useful to differentiate between three different types of scientific values and norms: internal values and norms, external values and norms, and linkage values and norms. Internal values and norms of science justify and guide the practice of science itself. Examples of scientific values of the internal kind are: truth, honesty, simplicity, consistency, coherence, economy, exactitude and completeness, openness, open-mindedness, confidence, External values and norms comprise general ideals and rules for action, which are relevant for science, but are not constitutive of the practice of science itself. Examples of external values are human (and animal) welfare notions, which are related to the wider social and cultural context in which scientists operate. Finally, we have a different set of values and norms guiding scientific research, which represent normative points of contact - linkage - between the research community and the community at large, between internal and external values and norms. Examples are requirements of fruitfulness and relevance. UNIT-II Understanding contemporary society involves analyzing its social systems and processes, which encompass the structures, institutions, interactions, and dynamics that shape social life. Here's an overview of social systems and processes in contemporary society: Social Systems:Social systems are the intricate web of relationships that bind people together and shape our social world. They are everywhere, from your family unit to the global economy. Here's a breakdown of key aspects of social systems: What are they? Social systems are composed of individuals, groups, and institutions that interact with each other in a structured and predictable way. These interactions are guided by: Norms: Unwritten rules of behavior that define what is expected within a social system. Values: Shared beliefs about what is desirable or important within a social system. Roles: Expected behaviors associated with a particular position within a social system (e.g., parent, teacher, student). Status: The relative social position of an individual or group within a social system. Why are they important? Social systems play a crucial role in our lives by: Providing a sense of belonging and social identity. Socializing individuals and transmitting cultural norms and values. Coordinating social activities and promoting cooperation. Maintaining social order and stability. Examples of Social Systems: Family: The basic unit of social organization, providing love, support, and socialization. Education system: Schools and universities that educate and prepare individuals for future roles. Economy: The system of production, distribution, and consumption of goods and services. Political system: The structure of government and how power is exercised. Religion: A shared system of beliefs and practices that provide meaning and purpose in life. Theories of Social Systems: Functionalism: Views society as a system of interconnected parts that work together to maintain stability and order. Conflict Theory: Emphasizes the power struggles between different social groups competing for resources. Symbolic Interactionism: Focuses on how individuals create meaning through interaction and how shared symbols shape social life. Understanding social systems is crucial for: Appreciating the complexity of human societies. Explaining social change and social problems. Developing effective solutions to social issues. By understanding the components and dynamics of social systems, we gain a deeper understanding of the world around us and our place within it. Political System The political system encompasses government institutions, political parties, electoral processes, and governance mechanisms. It regulates power relations, decision-making processes, and public policies that affect . citizens' lives and societal development 2. Economic System : The economic system comprises economic institutions, markets, businesses, and financial networks.It determines production, distribution, and consumption patterns, as well as wealth distribution, income inequality, and economic opportunities. The social system includes social institutions (e.g., family, education, Social System- religion), cultural norms, values, and social structures.It governs social interactions, relationships, roles, and identities, shaping individuals' behaviors, beliefs, and lifestyles. 4. Legal System-The legal system consists of laws, courts, legal procedures, and enforcement agencies.It upholds justice, resolves disputes, protects rights, and maintains social order and stability. 5. Educational System : The

educational system encompasses schools, colleges, universities, and educational policies. It provides knowledge, skills, and socialization, preparing individuals for roles in society and contributing to social mobility and development. 6. Healthcare System : The healthcare system includes healthcare facilities, providers, insurance systems, and public health programs.It addresses health needs, promotes well-being, and responds to health crises and challenges. Social Processes: Globalization involves interconnectedness, interdependence, and 1. Globalization- integration across national borders in economic, political, cultural, and technological spheres. It facilitates trade, communication, migration, cultural exchange, and the spread of ideas and influences. 2. Urbanization-Urbanization refers to the growth and expansion of urban areas due to rural-to-urban migration and natural population growth.It leads to demographic shifts, changes in lifestyle, infrastructure development, and socio-economic transformations. 3. Social Stratification-Social stratification involves the division of society into hierarchical layers based on factors such as wealth, income, occupation, education, and social status.It perpetuates inequalities, privileges certain groups over others, and influences access . to resources, opportunities, and life chances 4. Social Change : Social change encompasses the transformation of social structures, institutions, norms, and values over time. It results from various factors, including technological advancements, demographic shifts, cultural evolution, and social movements. Digitalization and information 5. Digitalization and Information Technology - technology revolutionize communication, information access, and social interaction.They create new opportunities for connectivity, innovation, and knowledge sharing, but also raise concerns about privacy, surveillance, and digital divides. 6. Environmental Sustainability : Environmental sustainability addresses the preservation of natural resources, ecosystems, and ecological balance.It involves efforts to mitigate climate change, conserve biodiversity, and promote sustainable development practices. Social Dynamics: 1. Social Cohesion and Integration : Social cohesion refers to the degree of connectedness, solidarity, and mutual support within a society.It fosters social stability, resilience, and collective action to address common challenges and achieve shared goals. 2. Social Fragmentation and Polarization : Social fragmentation involves divisions, conflicts, and tensions within society based on factors such as ideology, identity, and interests.It undermines social cohesion, fosters polarization, and impedes cooperation and consensus-building. 3. Social Resilience and Adaptation : Social resilience reflects society's capacity to withstand and recover from shocks, crises, and disruptions.It requires adaptive strategies, innovation, and collaboration to address emerging . threats and vulnerabilities 4. Social Innovation and Change : Social innovation involves the development and implementation of new ideas, practices, and solutions to address social problems and improve well-being.It promotes creativity, experimentation, and collaboration across sectors to drive positive social change Conclusion: Contemporary society is characterized by complex social systems, processes, and dynamics that influence individuals, communities, and nations. Understanding these systems and processes is essential for addressing societal challenges, promoting social cohesion, and advancing human well-being in a rapidly changing world. UNIT-III The policy and economy of contemporary society are intricately intertwined, with policies shaping economic activities and economic conditions influencing policy decisions. Here's an overview of the policy and economy of contemporary society: Policy in Contemporary Society: Public Policy-Public policies are decisions, actions, and laws enacted by governments to address societal issues, regulate behavior, and achieve specific goals.They cover a wide range of areas, including healthcare, education, social welfare, environmental protection, economic development, and foreign relations. Policy Making Proces-Policy making involves multiple stages, including problem identification, agenda setting, policy formulation, implementation, and evaluation.It requires collaboration among government agencies, stakeholders, experts, and the public to develop effective and inclusive policies. Policy Instrument Policy instruments are tools and mechanisms used to implement public policies, such as laws, regulations, taxation, subsidies, incentives, and public programs.Governments employ various policy instruments to achieve desired outcomes, address market failures, and promote public welfare. Policy Challenges- Contemporary society faces numerous policy challenges, including globalization, technological disruptions, environmental degradation, inequality, demographic shifts, and geopolitical tensions.ddressing these challenges requires innovative policy solutions, international cooperation, and adaptive governance approaches. Economy in Contemporary Society: Global Economy-The global economy is characterized by interconnected markets, trade flows, financial systems, and production networks.t facilitates the exchange of goods, services, capital, and information across national borders, leading to economic interdependence and globalization. Economic Systems-Economic systems range from market economies to mixed economies to centrally planned economies, each with different degrees of government intervention, private ownership, and market regulation.Most contemporary societies operate within mixed economies, combining market mechanisms with government interventions to achieve economic stability, efficiency, and social goals. Key Economic Sectors-The contemporary economy encompasses various sectors, including agriculture, manufacturing, services, technology, finance, healthcare, and education.Service industries, such as information technology, healthcare, finance, and entertainment, play increasingly significant roles in driving economic growth and employment. Economic Policie-Economic policies aim to promote economic growth, stability, and development while addressing issues such as unemployment, inflation, poverty, inequality, and environmental sustainability.They include fiscal policies (e.g., taxation, government spending), monetary policies (e.g., interest rates, money supply), trade policies, industrial policies, and labor market policies. Emerging Trends -Contemporary society is witnessing several emerging trends in the economy, including digitalization, automation, artificial intelligence, platform economies, sharing economies, and sustainability transitions.These trends are reshaping industries, labor markets, business models, and consumer behaviors, posing both opportunities and challenges for policymakers, businesses, and workers Policy-Economy -Policy Impact on EconomyPolicies influence economic activities, investment decisions, consumer behaviors, market

dynamics, and overall economic performance. Well-designed policies can stimulate economic growth, promote innovation, improve productivity, and enhance social welfare, while poorly implemented policies may have adverse effects on the economy. Economic Considerations in Policy Making-Policymakers must consider economic factors, such as resource allocation, cost-benefit analysis, market dynamics, fiscal sustainability, and distributional impacts, when formulating and implementing policies. Economic expertise and analysis play crucial roles in informing policy decisions, assessing trade-offs, and evaluating policy effectiveness. Policy Responses to Economic Challenges-In response to economic challenges, policymakers may adopt various policy measures, such as fiscal stimulus packages, monetary easing, investment incentives, social safety nets, regulatory reforms, and structural adjustments. Policy responses often require coordination among government agencies, central banks, international organizations, and stakeholders to address complex and interconnected economic issues. Conclusion-The policy and economy of contemporary society are dynamic and multifaceted, shaped by complex interactions among governments, markets, institutions, technologies, and societal forces. Effective policymaking requires comprehensive understanding, evidence- based analysis, stakeholder engagement, and adaptive governance approaches to address emerging challenges and promote sustainable economic development, social progress, and human well-being.

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Democratic Socialism in India- Elements, Roles, Functions and Process of State. Democratic socialism in India

represents a political ideology that advocates for a democratic political system combined with a socialist economic system. It seeks to achieve social justice, equality, and welfare through democratic means, while also ensuring collective ownership of key industries, equitable distribution of resources, and strong social safety nets. Here's an exploration of the elements, roles, functions, and processes of the state in

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democratic socialism in India: Elements of Democratic Socialism in India- 1. Democratic Governance : Democratic socialism in India

emphasizes the importance of democratic institutions, electoral processes, and political freedoms. It promotes principles of popular sovereignty, political participation, and accountable governance. Social Welfare Policies - Democratic socialism advocates for policies aimed at reducing poverty, inequality, and social injustice. It supports state intervention in providing education, healthcare, housing, employment, and social security to all citizens. Economic Redistribution- Democratic socialism calls for progressive taxation, wealth redistribution, and equitable distribution of resources. It advocates for public ownership of key industries, utilities, and natural resources to ensure democratic control and fair distribution of wealth. Labor Rights and Social Justice-Democratic socialism prioritizes the rights of workers, labor unions, and marginalized communities. It seeks to protect workers' rights, ensure fair wages, and address discrimination based on gender, caste, religion, or ethnicity. Roles of the State in Democratic Socialism- Regulatory Role-The state regulates economic activities, markets, and industries to prevent exploitation, monopoly, and unfair practices. It sets standards, enforces regulations, and intervenes in the economy to protect consumers, workers, and the environment. Provider of Public Goods-The state provides essential public goods and services, such as education, healthcare, infrastructure, and social security, to all citizens. It invests in social programs and welfare schemes to ensure equitable access to basic necessities and promote social inclusion. Redistribution of Wealth -The state implements taxation policies to collect revenue and redistribute wealth from the rich to the poor. It uses progressive taxation, welfare programs, and subsidies to address income inequality and poverty. Promoter of Social Justice-The state promotes social justice by addressing historical injustices, discrimination, and marginalization. It enacts laws, policies, and affirmative action programs to empower marginalized communities and promote equal opportunities for all citizens. Functions of the State in Democratic Socialism- Policy Formulation-The state formulates and implements policies that align with the principles of democratic socialism, including social welfare, economic redistribution, and social justice. It consults with stakeholders, experts, and civil society organizations to develop inclusive and responsive policies. Resource Allocation-The state allocates resources, budgets, and public investments to prioritize social welfare programs, infrastructure development, and poverty reduction initiatives. It ensures that resources are allocated efficiently and equitably to address the needs of all citizens. Service Delivery-The state delivers essential public services, such as healthcare, education, sanitation, and utilities, to ensure universal access and quality. It invests in public infrastructure and institutions to provide reliable and affordable services to all communities. Regulation and Oversight-The state regulates economic activities, markets, and industries to prevent exploitation, promote fair competition, and protect public interests. It monitors compliance with laws, standards, and regulations to ensure accountability, transparency, and ethical conduct. Process of State in Democratic Socialism-Democratic Governance The state operates within a democratic political system, with periodic elections, separation of powers, and checks and balances. It upholds democratic principles of freedom of speech, press, assembly, and association, allowing citizens to participate in political processes and hold leaders accountable. Social Policy Development-The state develops social policies through a participatory and consultative process, involving stakeholders, experts, and civil society organizations. It conducts research, collects data, and assesses needs to formulate evidence-based policies that address social challenges and promote inclusive development. Economic Planning-The state engages in economic planning to promote balanced development, industrialization, and employment generation. It formulates national development plans, sectoral strategies, and investment priorities to achieve socio-economic objectives and reduce disparities. Social Justice Initiative:The state implements social

justice initiatives to empower marginalized communities, promote human rights, and address historical injustices.It enacts laws, programs, and affirmative action measures to ensure equal opportunities, access to resources, and representation for all citizens. Sanskritization- a process by which a lower caste or tribe or any other group changes its customs, rituals, ideology and way of life in the direction of a higher or more often twice-born caste Globalization is a term used to describe how trade and technology have made the world into a more connected and interdependent place. Globalization also captures in its scope the economic and social changes that have come about as a result. It may be pictured as the threads of an immense spider web formed over millennia, with the number and reach of these threads increasing over time. People, money, material goods, ideas, and even disease and devastation have traveled these silken strands, and have done so in greater numbers and with greater spe When did globalization begin? The Silk Road, an ancient network of trade routes across China, Central Asia, and the Mediterranean used between 50 B.C.E. and 250 C.E., is perhaps the most well- known early example of exchanging ideas, products, and customs. As with future globalizing booms, new technologies played a key role in the Silk Road trade. Advances in metallurgy led to the creation of coins; advances in transportation led to the building of roads connecting the major empires of the day; and increased agricultural production meant more food could be trafficked between locales. Along with Chinese silk, Roman glass, and Arabian spices, ideas such as Buddhist beliefs and the secrets of paper-making also spread via these tendrils of trade. Unquestionably, these types of exchanges were accelerated in the Age of Exploration, when European explorers seeking new sea routes to the spices and silks of Asia bumped into the Americas instead. Again, technology played an important role in the maritime trade routes that flourished between old and newly discovered continents. New ship designs and the creation of the magnetic compass were previously unconnected part of the world, where ships carrying plants, animals, and Spanish silver between the Old World and the New also carried Christian missionaries. The web of globalization continued to spin out through the Age of Revolution, when ideas about liberty, equality, and fraternity spread like fire from America to France to Latin America and beyond. It rode the waves of industrialization, colonization, and war through the eighteenth, nineteenth, and twentieth centuries, powered by the invention of factories, railways, steamboats, cars, and planes. With the Information Age, globalization went into overdrive. Advances in computer and communications technology launched a new global era and redefined what it meant to be munications satellites meant the 1964 Summer Olympics in Tokyo could be watched in the United States for the first time. The World Wide Web and the Internet allowed someone in Germany to read about a breaking news story in Bolivia in real time. Someone wishing to travel from Boston, Massachusetts, to London, England, could do so in hours rather than the week or more it would have taken a hundred years ago. This digital revolution massively impacted economies across the world as well: they became more information-based and more interdependent. In the modern era, economic success or failure at one focal point of the global web can be felt in every major world economy. The benefits and disadvantages of globalization are the subject of ongoing debate. The downside to globalization can be seen in the increased risk for the transmission of diseases like ebola or severe acute respiratory syndrome (SARS), or in the kind of environmental harm that scientist Paul R. Furumo has studied in microcosm in palm oil plantations in the tropics. Globalization has of course led to great good, too. Richer nations now can and do come to the aid of poorer nations in crisis. Increasing diversity in many countries has meant more opportunity to learn about and celebrate other cultures Liberalization: Liberalization of the economy means its freedom from direct or physical controls imposed by the government. Privatization: It is the general process of involving the private sector in the ownership or operation of a state-owned enterprise. Conclusion Democratic socialism in India envisions a society that combines democratic governance with socialist principles to achieve social justice, economic equality, and collective welfare. The state plays a central role in implementing policies, regulating the economy, and promoting social justice initiatives to realize the goals of democratic socialism and improve the well- being of all citizens.

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UNIT-IV Social Stratification and Social Change in Contemporary Society:

Social Stratification- Sociologists use the term social stratification to describe the system of social standing. Social stratification factors like wealth, income, education, family background, and power. so social structure of stratification. Other groups of people, with fewer and fewer resources, is called socioeconomic status (SES). Most people and institutions in the United States indicate that they value equality, a belief that everyone has an equal chance at success. In other words, hard work and talent not inherited wealth, prejudicial treatment, institutional racism, or societal values determine social mobility. This emphasis on choice, motivation, and self-effort perpetuates the American belief that people control their own social standing. However, sociologists recognize social stratification as a society-wide system that makes inequalities apparent. While inequalities exist between individuals, sociologists are interested in larger social patterns. Sociologists look to see if individuals with similar backgrounds, group memberships, identities, and location in the country share the same social stratification. No individual, rich or poor, can be blamed for social inequalities, but instead all participate in a system where some rise and others fall. Most Americans believe the rising and falling is based on individual choices. But sociologists see how the structure of society affects a person's social standing and therefore is created and supported by society. Factors that define stratification vary in different societies. In most societies, stratification is an economic system, based on wealth, the net value of money and assets a person has, and income categorized based on how rich or poor they are, other important factors influence social standing. For example, in some cultures, prestige is valued, and people who have them are ural beliefs often reinforce stratification. One key determinant of social standing is our parents. Parents tend to pass their social position on

to their children. People inherit not only social standing but also the cultural norms, values, and beliefs that accompany a certain lifestyle. They share these with a network of friends and family members that provide resources and support. This is one of the reasons first-generation college students do not fare as well as other students. They lack access to the resources and support commonly provided to those whose parents have gone to college. often have high levels of education but receive relatively low pay. Many believe that teaching is a noble profession, so teachers should do their jobs for love of their profession and the good of their students not for money. Yet, the same attitude is not applied to professional athletes, executives, or those working in corporate world. Cultural attitudes and beliefs like these support Sociologists distinguish between two types of systems of stratification. Closed systems accommodate little change in social position. They do not allow people to shift levels and do not permit social relationships between levels. Closed systems include estate, slavery, and caste systems. Open systems are based on achievement and allow for movement and interaction between layers and classes. How different systems operate reflect, emphasize, class and caste stratification systems, plus discuss the ideal system of meritocracy. and perpetuate social and economic inequalities. The Class System A class system is based on both social factors and individual achievement. A class consists of a set of people who share similar status based on factors like wealth, income, education, family background, and occupation. Unlike caste systems, class systems are open. People may move to a different level (vertical movement) of education or employment status than their parents. Though family and other societal models help guide a person toward a career, personal choice and opportunity play a role. Kingsley Doris

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"By social change is meant only such alternations as occur in social organization i.e. the structure & functions of society".

Merril & Elbridge

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"Social change means, that large no. of persons are engaging in activities that differ from those which they or their immediate forefathers engaged in some time before."

Gillin & Gillin "Social changes are variations from the accepted. UNIT-V Problems of Contemporary Indian Society Contemporary Indian society grapples with a multitude of complex challenges that affect various facets of life. Here are some prominent problems faced by contemporary Indian society: 1.Poverty and Inequality-Despite economic growth, India continues to struggle with high levels of poverty and income inequality, with disparities between urban and rural areas, and among different social groups. 2.Unemployment and Underemployment - The Indian economy faces challenges in generating sufficient employment opportunities to absorb its growing workforce, leading to widespread unemployment and underemployment, especially among youth. 3. Caste-Based Discrimination :- Caste-based discrimination and inequalities persist in various aspects of society, affecting access to education, employment, healthcare, and social opportunities for marginalized communities. Communalism and Religious Tensions: - Communal tensions and conflicts between religious communities pose significant challenges to social harmony and national integration, often leading to violence, discrimination, and polarization. 5.Gender Inequality and Violence Against Women:- Gender disparities persist in Indian society, with women facing discrimination, unequal access to education and employment, and widespread violence, including domestic violence, sexual harassment, and dowry-related crimes. 6. Corruption and Governance Challenges - Corruption remains a pervasive problem in India, undermining public trust in government institutions and hindering socio-economic development. Weak governance, bureaucratic inefficiency, and lack of accountability exacerbate these challenges. 7.Environmental Degradation and Climate Change - Rapid industrialization, urbanization, and unsustainable development practices have contributed to environmental degradation, pollution, and climate change, posing significant threats to public health, livelihoods, and ecological sustainability. 8. Healthcare and Public Health Challenges-India faces numerous healthcare challenges, including inadequate healthcare infrastructure, unequal access to healthcare services, high disease burden, and outbreaks of infectious diseases such as tuberculosis, malaria, and dengue. 9. Education Quality and Accessibility-While India has made significant strides in expanding access to education, challenges remain in ensuring quality education for all, addressing regional disparities, reducing dropout rates, and improving learning outcomes. 10.Migration and Urbanization Issues - Rapid urbanization and rural-urban migration have led to overcrowding, inadequate housing, strained infrastructure, and social tensions in urban areas, exacerbating socio-economic inequalities and poverty. 11.Digital Divide and Technological Challenges- The digital divide persists in India, with unequal access to information and communication technologies (ICTs), limiting opportunities for digital literacy, education, and participation in the digital economy. 12. Social Justice and Human Rights Violations - Human rights violations, including caste- based discrimination, religious persecution, gender-based violence, and violations of indigenous peoples' rights, remain prevalent, undermining social justice and equality. Addressing these challenges requires concerted efforts from government, civil society, private sector, and citizens, through policy reforms, social initiatives, community engagement, and advocacy for inclusive and sustainable development.

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Social Problems -Concept, Factors, Theories, Consequences, Impact on the Society and Treatment Measures. Social Problems: Concept, Factors, Theories, Consequences, Impact on Society, and Treatment Measures

1. Concept of Social Problems - Social problems refer to conditions or issues that negatively impact individuals, groups, or society as a whole, resulting in distress, dysfunction, or conflict. These problems often arise from structural inequalities, cultural norms, economic disparities, or institutional failures. 2.Factors Contributing to Social Problems-Structural Factors-Economic inequality, political corruption, inadequate social policies, and discriminatory institutions contribute to social problems. Cultural Factors-Norms, values, beliefs, and attitudes within society can perpetuate social problems, such as gender discrimination or stigma associated with mental illness. Individual Factors-Behavioral patterns, personal choices, mental health issues, and lack of coping skills can also contribute to social problems, such as substance abuse or criminal behavior. Environmental Factors - Physical environment, community characteristics, and access to resources can influence the prevalence and impact of social problems, such as environmental pollution or lack of infrastructure in marginalized areas. 3. Theories of Social Problems-Conflict Theory: Views social problems as arising from unequal power dynamics and conflicts between different groups in society, such as class struggles, racial tensions, or gender inequality. Structural Functionalism- Emphasizes how social problems result from dysfunctions or breakdowns in societal structures, institutions, or norms, disrupting social equilibrium and cohesion. Symbolic Interactionism-Focuses on how individuals interpret and respond to social problems based on their interactions, meanings, and shared symbols within society. 4. Consequences of Social Problems :-Individual Consequences: Social problems can lead to personal distress, trauma, health problems, financial instability, or reduced quality of life for individuals affected by them. Community Consequences -Social problems can disrupt community cohesion, trust, and social capital, leading to increased crime rates, substance abuse, or deteriorating public health outcomes. Societal Consequences -Social problems can strain social services, exacerbate inequality, hamper economic development, and undermine social progress, stability, and well-being at the societal level. Impact on Society: Economic Impact -Social problems can burden the economy through increased healthcare costs, lost productivity, crime-related expenses, or welfare expenditures. Psychological Impact -Social problems can lead to psychological distress, anxiety, depression, and mental health disorders among individuals and communities. Political Impact-Social problems can fuel political unrest, social movements, or protests, demanding policy reforms, institutional changes, or governmental interventions. Treatment Measures for Social Problems - Preventive Measures -Addressing root causes, promoting education, awareness, and early intervention programs can prevent social problems before they escalate. Intervention Programs-Providing support services, counseling, rehabilitation, or social welfare programs can mitigate the impact of social problems on affected individuals and communities. Policy Reforms-Implementing evidence-based policies, laws, regulations, and social policies can address structural inequalities, promote social justice, and prevent social problems. Community Engagement -Mobilizing communities, fostering social networks, and empowering marginalized groups can strengthen resilience, social cohesion, and collective action to address social problems. Advocacy and Awareness-Raising awareness, challenging stigma, and advocating for social change through public education, media campaigns, and grassroots movements can drive social transformation and reduce the prevalence of social problems. Addressing social problems requires a holistic approach that considers individual, community, and societal factors, involving collaboration among multiple stakeholders, including government agencies, NGOs, community organizations, and individuals themselves. By understanding the root causes, consequences, and impacts of social problems, society can develop effective strategies to prevent, mitigate, and address them, fostering a more equitable, inclusive, and resilient society.

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Major Social Problems of the Society are- Poverty, Unemployment, Population Explosion, Malnutrition, Environment Pollution, Positive and Negative impact of Social Media, Crime, Corruption, Juvenile Delinquency, Atrocities against Women, etc

Certainly, let's delve into some of the major social problems faced by contemporary society and examine their impacts: 1. Poverty: - Impact: Poverty restricts access to basic necessities such as food, shelter, education, and healthcare, perpetuating cycles of inequality and hindering socio-economic development. - Treatment: Poverty alleviation measures include social welfare programs, employment generation schemes, education initiatives, and equitable economic policies. 2. Unemployment: - Impact: Unemployment leads to financial insecurity, social exclusion, mental health issues, and economic stagnation. - Treatment: Job creation, skill development programs, vocational training, entrepreneurship support, and labor market reforms are essential to address unemployment. 3. Population Explosion: - Impact: Rapid population growth strains resources, exacerbates poverty, puts pressure on infrastructure, and contributes to environmental degradation. Treatment: Promoting family planning, reproductive health services, education, women empowerment, and awareness campaigns can help manage population growth. 4. Malnutrition: - Impact: Malnutrition leads to stunted growth, developmental delays, weakened immune systems, and increased susceptibility to diseases. - Treatment: Nutritional supplementation, food security programs, public health interventions, and awareness campaigns are crucial to combat malnutrition. 5. Environmental Pollution: - Impact: Environmental pollution affects public health, ecosystems, biodiversity, climate, and quality of life, leading to respiratory diseases, water contamination, and ecological imbalances. - Treatment: Environmental conservation, sustainable development practices, pollution control measures, renewable energy adoption, and public awareness campaigns are essential to address pollution. 6. Positive and Negative Impact of Social Media: - Impact: Social media facilitates communication, networking, information dissemination, and social activism, but it also contributes to misinformation, cyberbullying, privacy breaches, and addiction.Treatment: Promoting digital literacy, responsible online behavior,

media literacy, privacy protection measures, and regulation of social media platforms can mitigate negative impacts. 7. Crime: - Impact: Crime undermines social order, safety, and trust, leading to fear, insecurity, and loss of lives and property. - Treatment: Strengthening law enforcement, judicial reforms, crime prevention programs, community policing, and addressing root causes such as poverty and inequality are crucial to combat crime. 8. Corruption: - Impact: Corruption erodes public trust, undermines democracy, distorts market mechanisms, and diverts resources from essential services. - Treatment: Anti-corruption measures include transparency reforms, accountability mechanisms, whistleblower protection, institutional reforms, and public awareness campaigns. 9. Juvenile Delinquency: - Impact: Juvenile delinquency involves antisocial behavior among youth, leading to crime, substance abuse, truancy, and behavioral problems. - Treatment: Early intervention programs, youth outreach initiatives, counseling, rehabilitation services, education, and skill-building programs are essential to address juvenile delinquency. 10. Atrocities against Women: - Impact: Violence against women, including domestic violence, sexual assault, harassment, and gender-based discrimination, violates human rights, undermines gender equality, and perpetuates cycles of abuse. - Treatment: Legal reforms, women's empowerment programs, gender sensitization campaigns, support services, and community interventions are crucial to address atrocities against women. Addressing these major social problems requires multifaceted approaches involving policy reforms, community engagement, awareness campaigns, education, and collaboration among various stakeholders. By addressing these challenges, society can strive towards a more equitable.