

Higher Secondary Course

SOCIAL WORK

Class **XI**



Government of Kerala
Department of Education

State Council of Educational Research and Training (SCERT), KERALA
2016

The National Anthem

Jana-gana-mana adhinayaka, jaya he
Bharatha-bhagya-vidhata.
Punjab-Sindh-Gujarat-Maratha
Dravida-Utkala-Banga
Vindhya-Himachala-Yamuna-Ganga
Uchchala-Jaladhi-taranga
Tava subha name jage,
Tava subha asisa mage,
Gahe tava jaya gatha.
Jana-gana-mangala-dayaka jaya he
Bharatha-bhagya-vidhata.
Jaya he, jaya he, jaya he,
Jaya jaya jaya, jaya he!

PLEDGE

India is my country. All Indians are my brothers and sisters.
I love my country, and I am proud of its rich and varied heritage. I shall always strive to be worthy of it.
I shall give my parents, teachers and all elders respect, and treat everyone with courtesy.
To my country and my people, I pledge my devotion. In their well-being and prosperity alone lies my happiness.

Prepared by :

State Council of Educational Research and Training (SCERT)

Poojappura, Thiruvananthapuram - 695012, Kerala.

Website : www.scertkerala.gov.in e-mail : scertkerala@gmail.com

Phone : 0471 - 2341883, Fax : 0471 - 2341869

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Dear Students,

State Council of Educational Research and Training is happy to introduce a new textbook for Social Work for Class XI this year, which provides a foundation to a modern profession - Social Work.

This book addresses the origin and evolution of social work, its relationship with other disciplines, intervention strategies, human behaviour, development and empowerment approach etc. It emphasizes the relevance of social work in the contemporary world. The life skill and human right education are the other thrust areas discussed in this text book, which motivates adolescents for being a successful and responsible human being in his/her personal and social life.

The activities included in every unit enable the learner to approach problems critically and construct knowledge through activity- oriented modes of learning. Hope you use them fruitfully to enliven the classes on the subject and convert your knowledge to vital purposes both for your progress and for the betterment of society at large.

I am quite sure that this textbook can make the learning of Social Work a delightful and enriching experience. SCERT appreciates the hard work and dedication of the Textbook Development Committee of this book.

As an organization committed to systematic reform and continuous improvement in the quality of its products, SCERT welcomes comments and suggestions for further revision and refinement.

Dr P. A. Fathima,

Director
SCERT, Kerala

Textbook Development Team

Devasya Joseph

HSST, St. Antony's HSS Poonhar
Kanjirappally, Kottayam.

Faisalurahman K.M.

HSST, GHSS Mankadapallippuram,
Malappuram

Manju V.R.

HSST, GHSS Edavilangu, Thrissur

Mini A.P.

HSST, GHSS Mavoor, Kozhikode

Rajesh N.

HSST, GHSS Vadakkumpad
Thalassery, Kannur

Rosamma Varghese

HSST, St. Rapheal's CGHSS Ollur,
Thrissur

Salim Althaf N.K.

HSST, GHSS Puthuppady,
Kaithappoyil, Kozhikkode

Shahid Puthanpurayil

HSST, RACHSS Kadameri, Kozhikkode

Sivadasan T.P.

HSST, GHSS Pulamanthole, Malappuram

Thadayoose P.

HSST, St. Mary's HSS, Vizhinjam,
Trivandrum

Experts

Dr. Anish K.R.

Assistant Professor, Dept. of Social
Work, Rajagiri College of Social
Science, Kalamassery, Ernakulam

Dr. Cherian P.Kurien

Director, School of Social Work,
Marian College, Kuttikanam,
Peerumedu, Idduky

Dr. Ipe Varghese

Associate Professor, Dept. of Social
Work, BCM College, Kottayam.

Fr. Joye James S.J.

Director, Loyola College of Social
Sciences, Sreekariyam,
Thiruvananthapuram

Saji Thomas

Asia Pacific Regional Advisor, Cam-
paign, World Vision International

Dr. Sonny Jose

Associate Professor, Dept. of Social
Work, Loyola College of Social Sci-
ences, Sreekariyam,
Thiruvananthapuram

Dr. Leepa L.C.

Assistant Professor in English, Govt.
College for Women, Vazhuthakkadu,
Thiruvananthapuram

Moncy Abraham

Associate Professor in English (Rtd),
University College,
Thiruvananthapuram

Artist

Bimal kumar S., Art Teacher, Govt. Model HSS for Boys, Kollam

J.Soman, Art Teacher (Rtd) Govt.HSS Aruvikkara, Thiruvananthapuram

Academic Co-ordinator

Dr. Sobha Jacob

Lecturer, SCERT

CONTENTS

1.	Social Work: The Art and Science of Problem Solving	7
2.	Origin and Development of Social Work	27
3.	Fields of Social Work	49
4.	Human Rights and Social Legislation	79
5.	Fundamentals of Social Life	110
6.	Contemporary Social Concerns	134
7.	Human Behaviour	169
8.	Self Development	202
9.	Life Skill Education	224
10.	References	246

**Certain icons are used in this
textbook for convenience**



Activities



ICT based activities



Do you know! (Additional information)

CHAPTER

1

SOCIAL WORK: THE ART AND SCIENCE OF PROBLEM SOLVING



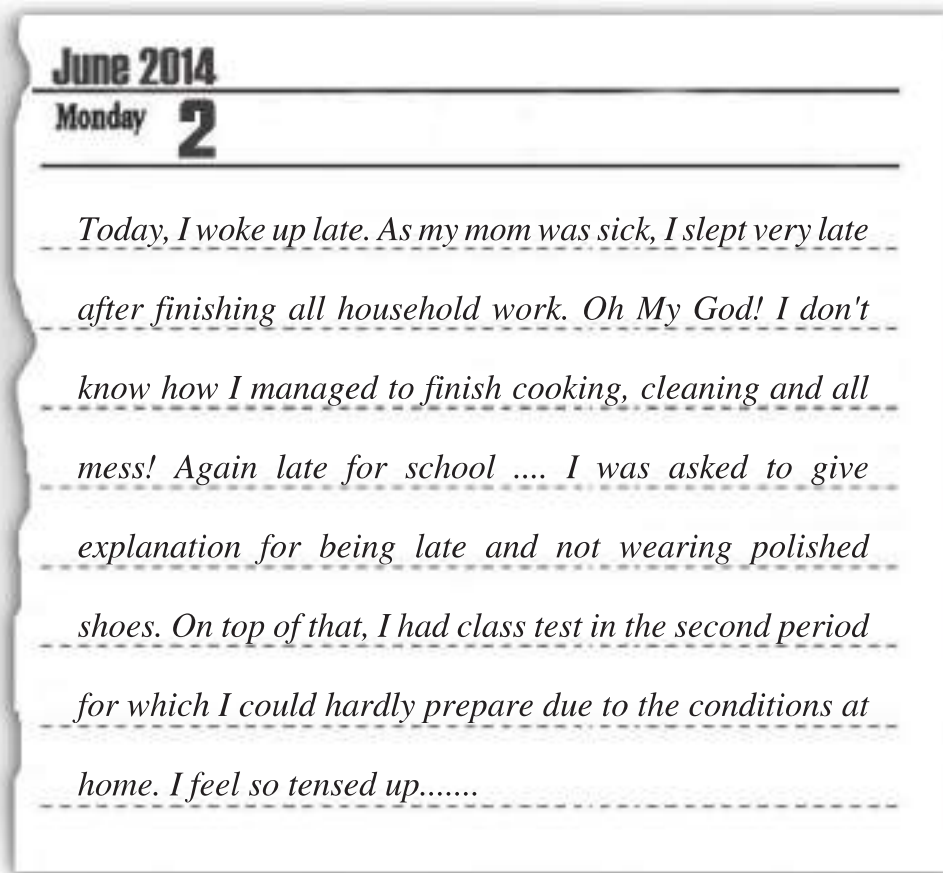
KEY CONCEPTS

- 1.1 Psycho-social Problems
- 1.2 Social Work as a Problem Solving Profession
- 1.3 Misconceptions about Social Work
- 1.4 Scope and Objectives of Social Work
- 1.5 Social Work as a Profession
- 1.6 Skills and Qualities of a Social Worker

Social work is a problem solving profession that is committed to improve the quality of human life by imparting various intervention techniques and strategies which are scientifically proved and artistically applied. This chapter provides you an opportunity to discuss the importance of a professional approach towards problem solving process.

1.1 Psycho-Social Problems

Let us read the Diary of Meenu



Have you faced any similar problems in your life? Write and then share your feelings.

-

We face numerous problems such as tension, anger, frustration, stress, illness, alcoholism etc. in our day to day life!

Why these are called a problems? Try to define a problem.

-

Anything that casuses difficulty to an individual or even a group of persons may be termed as a problem. In the same manner, unsatisfied needs or wants may also result in problems. Problems can be broadly categorised into physical, mental and social.

Can you list out some problems coming under each of these categories?

- Physical problems
- Mental problems
- Social problems

Physical problems are those problems that affect our body. e.g. cancer, fever, pain, disability etc. Problems that affect the mental realm, such as stress, depression, excessive anger are examples of psychological or mental problems. Some social problems affect individual as well as the people around them; e.g. alcoholism, crime, unemployment, riots etc.

Think about solving these problems! Is it easy? Is it possible to solve these problems in a single step? No, it is impossible! Common people use their own strategies to solve these problems, but those strategies may not be scientific and may have many limitations. That resulted in the emergence of a scientific profession to solve psycho social problems.

From the social work perspective, problems are generally interrelated. It ranges from simple to complex. Every problem has numerous solutions. But individuals and communities are confused with the problem and its solutions. Social work profession also helps the client to choose the right solutions which are most appropriate to the client. This profession helps the client to understand the problem and to cope with it. It also prevents the onset of similar problems in future.

If you are rejected by your classmates. How would you feel?

-

You would feel a sense of inferiority, alienation, depression etc. These feelings would influence your social relations; so we can term these problems as psycho-social. Psycho-social problems may affect an individual's mental health. The term psycho-social refers to psychological and social factors that influence personality. Individuals with psycho social disorder frequently experience difficulty in social functioning. Social factors such as socialization, peer pressure, parental support, cultural and religious back ground, socio-economic status and inter personal relationships help to shape the personality of an individual.

However, social work is a very dynamic profession that does not limit itself to problems alone; it goes on to empower the client systems to handle preventive and promotional initiatives. In the context of social work, client systems include individuals, groups and communities.

Some problems occur at group level. Group level problems may happen in families, neighbourhood or among friends. Gang behaviour is a typical example of group level problem.

Have a close look at this picture. Have you ever seen any situation like this? Is it advisable? Not at all! Have you experienced any similar situation due to the influence of the friends? Can you list out some common issues due to peer pressure?



•

We can find various issues around us such as poverty, unemployment, environmental pollution, illiteracy, unhealthy socio-political situations etc.

Observe the table given below and try to fill it up as categorized below

Individual Problems	Group Level Problems	Community Problems
• Fear of examination	• Group violence	• Poverty
•	•	•
•	•	•
•	•	•

1.2 Social Work as a Problem Solving Profession

The social life of the modern world is characterized by numerous problems. The consumeristic and profit-oriented approaches of the present society bring about drastic consequences in social life. Problems like isolation, poverty, unemployment, migration, family disintegration, sexual violence, atrocities against women, suicide, substance abuse, communalism, terrorism, child abuse etc. are on the increase. Solution to these problems on a scientific basis is essential to ensure peaceful social life.

How did people treat these problems in the past? Discuss with elders.

•

Many people give alms to solve problems like poverty and unemployment. Do you think such charitable activities can solve these problems and make the people independent?

We have been practising these types of charity for centuries to help the poor and vulnerable, still the problems exist. These activities provide only temporary solutions to their problems. The complexity and magnitude of such problems in modern times demand systematic approaches. Professional social work makes people independent rather than dependent. When it was observed that the problems require scientific approaches for the proper and effective management, a new system of scientific intervention came into existence, i.e. social work.

Basically social work is a helping activity which adopts scientific and systematic approaches to address the issues of individuals, groups and communities and it empowers the society. It is the only profession which studies social problems, its origin, interrelation etc. and provides systematic solution to such problems. Hence, the present day social life demands a scientific and professional approach to solve social problems.

Check your progress

1. List out various problems you notice around us.
2. Write some examples for community problems.

1.3 Misconceptions about Social Work

Examine the following pictures and identify the activities.



a.



b.



c.

Do you think the above activities are social work? Why?

-

Let us discuss what social work is.

Some people have a misconception that social work is *Sramadan*, alms-giving, religious activity, charity work etc. But, social work does not come under this category; because no knowledge or formal training is required to practise such activities. Social work is often wrongly regarded as selfless, non remunerative, character-building or religious activity. Many politicians, religious leaders and philanthropists like Mahatma Gandhi, Swami Vivekananda, Mother Theresa etc. are regarded as social workers by the common man. Though they are great people who have influenced millions, in a strict sense they are not professional social workers.

Social work, as a profession and scientific discipline, is of recent origin. Common men are not aware of the significance of social work. A Social Worker is a trained person who receives remuneration for his services like any other professions. Social work is a helping activity which aims at enabling individuals, families, groups and communities to become self reliant. Social work is based on certain principles and philosophy that help to practise it with scientific knowledge and skills. It requires education and training for any person to practise it.

1.4 Scope and Objectives of Social Work

Social work is a professional and academic discipline that seeks to improve the quality of life and well being of an individual, group or community. Intervention at individual, group and community level is undertaken in social work. Relationship is the key tool of social work. It promotes study, diagnosis, research and resource mobilization. Social work simply means 'help people to help themselves'. We can introduce social work through the Chinese proverb "Give a man a fish, and you feed him for a day; show him how to catch fish, and you feed him for a lifetime". This proverb means that equipping/preparing someone for a job is of greater benefit than a one-off hand out.

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 development. Social workers are agents of change in society and in the lives of individuals, families and communities they serve. Social work is an interrelated system of theory and practice.

According to Walter.A.Friedlander (1955), "Social work is a professional service based on scientific knowledge and skill in human relation, which assists the

individuals alone or in groups, to obtain social and personal satisfaction and independence.”

According to Indian Conference of Social work (1957), “social work is a welfare activity based on humanitarian philosophy, scientific knowledge and technical skills for helping the individual, group or community to live a rich and full life.”

A. Scope of Social Work

The scope and relevance of social work is growing tremendously in the present scenario due to the complexity of the modern world. The result of modernization requires reshuffling to meet the needs of the changing world. This social responsibility is vested in the profession of social work, which is equipped to meet the demands of the ever changing situations. It has its own techniques, tools and a strong theoretical back ground to support it. In the present context, social work profession become more relevant.

Professional social workers practise in a variety of settings; including case management, medical and psychiatric social work, counselling, family and child welfare, youth welfare, welfare of the weaker section, grass root advocacy organizations, community health agencies, management agencies, police departments, correctional agency settings, community development setting, teaching, school setting, social welfare agency setting, industrial agency setting, gerendological settings and environmental issues, crisis intervention etc.

Career opportunities for social workers are increasing day by day at national and international level. Some of the national and international level opportunities of the social workers are listed below.

NACO (National Aids Control Organization), CAPART (Council for Advancement of People’s Action and Rural Technology), CSWB (Central Social Welfare Board), CRY (Child Relief and You), Child line, MINDS Foundation – Treating mental illness in India, and Oxfam India. These offer wide job opportunities within India.

UNICEF (United Nations International Children Emergency Fund), WHO (World Health Organisation), ILO (International Labour Organization), Oxfam, Ford Foundation, Action Aid, CARE (Co operative America Relief Everywhere), DESH (Deepam Educational Society for Health), DFID (Department for International Development), World Vision, The Oak Tree Foundation, SOS (Save Our Souls), Help Age International, etc. are offering tremendous opportunities for social workers abroad.

B. Characteristics of Social Work

The main characteristics of social work are:

- i. social work is a welfare activity based on humanitarian philosophy.
- ii. it respects the worth and dignity of individuals.
- iii. it is a professional activity.
- iv. it assists individuals, groups and communities to become self reliant and inter dependent.
- v. it promotes adaptability of individuals to social functioning.
- vi. social work has a strong scientific base.
- vii. it is closely related to psychology and sociology.
- viii. it is an activity that helps to cope with problems.
- ix. it requires specific knowledg, skills acquired through formal training.
- x. it is remunerative.

C. Objectives of Social Work

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

- i. solve psycho-social problems.
- ii. fulfil humanitarian needs.
- iii. help to resolve with adjustmental problems.
- iv. create self sufficiency.
- v. strengthen harmonious social relations.
- vi. make provision for corrective, preventive and rehabilitative services.
- vii. conscientise the community.
- viii. change the environment in favour of individual's growth and development.
- ix. ensure social justice and democratic functioning.
- x. enhances self esteem.

D. Principles of Social Work

There are certain rules and guidelines that should be followed in any profession for practising it successfully. These rules and guidelines are called principles.

Principles are the guidelines for action. They are guiding statements which include general laws or fundamental truths derived from experience and research. They are universally accepted in the practice of professional social work. So a social worker has to keep the following principles.

a. Principle of Individualization

Identify the differences in yourself with the students sitting at your right and left side in the following areas.

- Responses
- Thoughts
- Attitude
- Way of talking
- Interests

Students behave differently to different situations. Likewise individuals are different in their capacities, hobbies, emotional maturity, wealth, intelligence, etc. Here the principle of individualization says that a social worker should recognize the uniqueness of each individual while trying to help them. A social worker should treat each individual and his/her problem differently.

Do you know!

Client is a person who seeks the guidance, assistance or service from a professional.

Eg. A person seeking the assistance of a lawyer, doctor etc.

b. Principle of Acceptance

What are your immediate thoughts as you hear these names?

Film star, sex worker, beggar, a person with HIV/AIDS.

-

The principle of acceptance says that we must accept the client irrespective of his/her class, creed, position, colour or status. Social Worker should accept the client as he/she is, with all his/her limitations. Social work believes that every individual has worth and dignity. Mutual acceptance between the worker and the client is essential to carry out professional social work. In short, Social Worker displays an unconditional acceptance of the client.

c. Principle Meaningful Relationship

What is relationship?

-

Relationship, in social work, is a channel through which growth-oriented changes are initiated. The relationship between the social worker and the client is known as rapport. It is considered as the flesh and blood of the social work process. In social work, rapport between the client and the worker is necessary to provide

services to the client. Relationship is an important tool where the helping process begins. It is the channel through which the clients are enabled. This professional relationship includes a mutual process of shared responsibilities, recognition of one's rights, acceptance of differences, objectives etc. Social work relationship is time-bound, goal-oriented, objective and empathetic.

d. Principle of Self –determination

Read the following case:

Vivek had already decided to do legal studies after his plus two course in humanities. But he joined TTC under the compulsion of his parents. He was not at all interested in TTC. He failed when the result was out.....

Why did Vivek fail in the examination?

Lack of interest, poor intelligence, unable to concentrate in his study etc. may be the reasons. The decision to join TTC was not taken by Vivek.

Principle of self determination gives right to self to take decision to solve the problems faced by the client. Here the worker facilitates the client to take appropriate decisions for him. He puts different alternatives in front of the client to solve his problems. Final choice and decisions are left to the client. Responsibility to take decisions is really vested in the hands of the client. The client himself / herself bears the pros and cons of his/her decisions. A social worker believes that the client can find out solutions to his/her problems.

e. Principle of Communication

Communication is the medium through which ideas, emotions, information, etc. are transferred from one person to other person or groups. Communication is a major tool as well as a principle to practise social work. A social worker should create an environment in which the client will feel comfortable to express his/her feelings. The clients should be allowed to communicate their problems in their own ways, so that they may think that they are given due importance.

There are mainly two types of communication such as verbal and nonverbal. Verbal communication uses words in oral method or in written forms. Non-verbal communication uses gestures, postures, facial expressions, eye contact and even silence. Non-verbal communication is equally important to establish and maintain

relationship in social work practice. Thus, the Social Worker should be proficient in communication, to understand the verbal and non verbal responses of the client. Communication helps the worker to maintain psychological contact with the client.

f. Principle of Social Functioning

Do you think an HIV-infected client can hold social roles like father, son, husband, employee etc. in an effective manner?

Every individual has various roles to play in the society. The principle of social functioning helps the clients to perform well in their social roles. The Social Worker uses this principle for helping the client to become a responsible and law-abiding citizen of a nation. The worker facilitates the client to discharge the social functions properly even in adversities.

g. Principle of Confidentiality

Have you ever disclosed your secrets to anybody? If Yes, to whom?

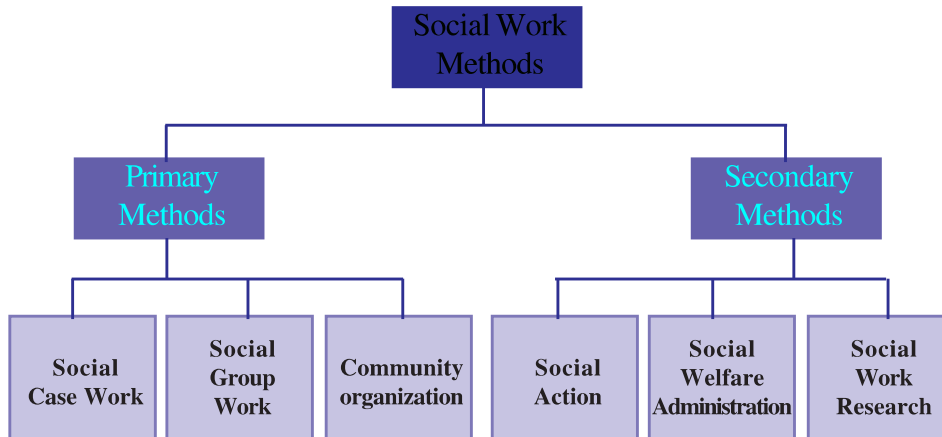
We express our secrets only to somebody whom we trust.

Every secret is shared with someone only on the basis of trust. The clients also share their secrets to the worker because of the trust he/she has. This principle entails the Social Worker to keep the secrecy of information disclosed by the client. The worker has to assure the client that the information disclosed will remain confidential.

The worker has to break the confidentiality in unavoidable situations only. The information disclosed by the client can be shared with other experts for the client's further treatment. If the information disclosed by the clients is harmful to them, or their family or the entire society, the worker has the responsibility to convey the matter to the concerned person without revealing the client's identity. In this particular situation the social worker acts positively without violating the code of ethics and social responsibility. In normal situations, the prior consent of the client is required to share the information.

E. Methods of Social Work

Being a scientific profession social work has its own methodology. Traditionally the methods of social work are divided as primary and secondary. Primary methods are social case work, social group work and community organization. Secondary methods are social action, social welfare administration and social work research. Observe the given illustration.



From the above illustrations we can understand that there are primary and secondary methods in social work. The primary methods make interventions directly with the clients. At the same time the secondary methods indirectly assist the primary methods and also help the clients. Let us examine each method.

1. Primary Methods

The primary methods are those methods which directly help the client to solve his/her problems. The following are the primary methods of social work.

a. Social Case Work (Working with individuals)

Social case work is a unique method of problem-solving. It helps an individual to solve his psycho-social problems. Here the social worker is concerned with individual problems only. Here interventions come at the individual level. Professionally trained Social Worker helps a client with particular problems.

Social case work is a primary method of social work. It is concerned with the adjustment and development of the individual towards more satisfying human relationship. According to Bowers, “Social casework is an art in which knowledge of the science of human relations and skills in human relationships are used to mobilize capacities in the individual and resources in the community, appropriate to better adjustment between the client and all or any part of his total environment.”

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

b. Social Group Work

In social group work, intervention takes place at group level. The social worker assists the members of a group to develop capacities and potentialities. The

leadership qualities and personality traits of the group members are developed by organizing programmes. The growth and development of the group members are promoted in social group work.

Social group work is a method of social work which develops the ability to establish constructive relationship in the individuals through group activities. Group experiences are essential to human beings. Group work helps individual in groups in social agency settings. The members of the group are helped by a Group Worker who guides the group members' interaction in programmes. The group interaction helps an individual to develop oneself in accordance with abilities and capacities. The individuals are empowered to mobilize their available resources for their own betterment.

c. Community Organization

List out some issues in your community.

-

What do we need to solve the problems identified above?

-

Social work intervention at community level is termed as community organization. The community organization organizes its resources to solve the basic needs of the community with the participation of the people. The community identifies the problems and resources with the help of a community organizer (professionally trained social worker). The problems like water scarcity, sanitation, poverty, unemployment, pollution, educational needs etc. are usually dealt within community organization.

As a result of the continuous interaction under the guidance of a common organizer among the community members develop confidence to achieve their needs or objectives and through cooperative and collaborative attitudes and practices in the community.

2. Secondary Methods

Secondary methods are those methods which are intended to support the primary methods of social work. In secondary method the worker indirectly deals with the client's problem. The secondary methods of social work are social action, social welfare administration and social work research.

a. Social Action

Social Action is a secondary method of social work. It finds solution for mass social issues through propaganda, public opinion and collective support. The solutions



കുടുംബശ്രീയുടെ 'പ്രതിഷേധ' കമ്മ്യൂണിറ്റി പ്രതിഷേധം തീർക്കുന്നു.
പ്രതിഷേധത്തിനൊപ്പം
തമിഴ്നാട് ഒരു തുളുനാടാകാം
 പെണ്ണായ് ചിറമ്പൻ മേലേ വെക്കുകയും ഈ മേലേയ്ക്കു തന്നെയും
 പുറത്തുകൊണ്ടു പോകുകയും അതിനാൽ അന്ധരായും
 സർവ്വകക്ഷി സംരക്ഷണത്തിനായി സർവ്വകക്ഷി സംരക്ഷണം.....
വരു തമിഴ് പരമേശ്വരൻ

to mass issues are found by legal means and non violent activities. The mass issues like dowry, environment issues, gender issues etc. are addressed through this method.

Mary. E. Richmond was the first social worker and writer who coined the word social action in 1922. She states that social action is the mass betterment through propaganda and social legislation. Social action is an individual, group or community effort within the frame work of philosophy and practice of social work. The aim of social action is to achieve social progress, modification of social policies, initiating social legislation and welfare services.

b. Social Welfare Administration

What do you understand from the picture given below?



•
 People are gathered in a board room to discuss administrative matters of an organisation

Social welfare administration is used to transform social policy into action. This method makes use of scientific and administrative techniques in planning, implementation, monitoring and evaluation of the welfare programmes.

Social welfare administration is a process of organization and administration of an institution/organization/project. Social welfare administration refers to those activities which are undertaken with regard to the systematic execution of social policies. It includes Planning, Organising, Staffing, Directing, Co-ordinating, Reporting and Budgeting (POSDCoRB). It is a dynamic art taking human and physical resources available and blending them to the achievement of some required goals. The aims of social welfare administration are the progressive achievement of the well being of human beings.

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

c. Social Work Research

Let us examine the issues like domestic violence, child abuse, migrant labour etc. In order to understand these problems we must have scientific and systematic method to find out their various causes and solutions. Social work research tries to analyse the causes behind social issues and helps the professional to solve the problems. Social work research is a systematic approach to assess the effectiveness of social work interventions. This may be done by an evaluation of the situation prior to and after the intervention.

The social work research is the systematic and scientific enquiry of a social phenomenon or a social problem. This will help to find out the real problem and to formulate specific intervention strategies to solve that problem.

Social work research is different from social science research because it is basically an action-oriented research which supports the problem solving process. Social work research tries to say how things happen. It helps to collect necessary facts which will direct towards solutions.

Social work methods have another classification namely micro, mezzo and macro. Micro means dealing the problems of individuals and families, mezzo means dealing the problem of group. Macro means dealing the problem of a communities.

Check your progress

1. Define social work.
2. Prepare a chart showing the characteristics of social work.
3. Make a short note on the scope of social work in India.

Let us do



Prepare an article on the topic 'Principles and Objectives of Social work' to be published in your school magazine . You must refer to the materials available on the internet.



Prepare and exhibit a flow chart showing different methods of Social Work.

1.5 Social Work as a Profession

Enlist various professions practised in our society.

-

Why are these jobs considered as professions?

-

A profession is a service based on specialized educational training, purpose, values, authority, knowledge and skill for a direct and definite compensation.

Social work is a profession with specialized knowledge and techniques to solve problems of individuals, groups and communities. The following are the characteristics of this profession.

i. Systematic body of knowledge

Like any other discipline, social work also has its own body of knowledge. The basis of this knowledge is dynamics of human behavior and personality, the psychological aspects of individual and society, economics, politics, culture, law, environment etc.

ii. Scientific methods, techniques and skills

Social work has scientific methods to identify and solve the psycho social problems. The scientific methods include steps such as systematic data collection, analysis, interpretation, interaction, evaluation etc.

Techniques mean tools or instruments used in problem solving process. It uses counselling, behaviour modification, case study etc as techniques. It also requires skills like relationship building, communication, observation, listening etc.

iii. Formal authority and acceptance

Social work has wide social acceptance and approval to work with individuals, families, and communities. The effective social work intervention in the field of poverty, destitution, suicide, child abuse, violence etc. provide wide range acceptance for the profession internationally.

iv. Professional education

Professional education is an essential part of the social work. It helps in getting practical experience by dealing with individuals, groups and communities. Social

work education takes place at higher secondary, graduation, post graduation and doctoral levels.

v. Remuneration and stability

Adequate remunerations and job security are essential elements of social work.

vi. Professional associations

People from the same profession organize themselves to update their knowledge, share their concerns and safeguard the profession. There are national and international organizations of social workers. National Association of Social Workers (NASW) of USA, International Federation of Social Workers (IFSW), National Association of Professional Social Workers in India (NAPSWI), Association of Schools of Social Work in Kerala (ASSK) and Kerala Association of Professional Social Workers (KAPS), Professional Social Workers Association (PROSA) are some of them.

1.6 Skills and Qualities of a Social worker

What do you mean by skill?

-

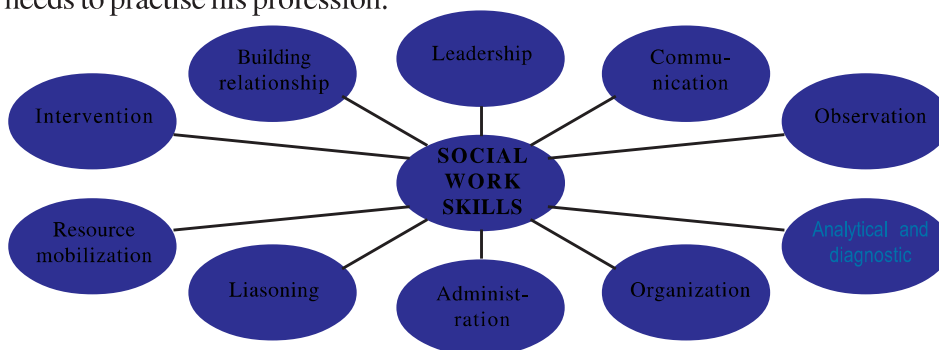
List out some skills you possess

-

Cycling, swimming, driving etc. are some skills that a person possesses. Skill is the ability to do an action effectively. It is developed and sharpened through training and practice. Social worker also has to acquire certain skills. Some of them are:

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

Observe the illustration given below and understand the skills that a social worker needs to practise his profession.



Qualities of social worker

Social worker should have some qualities to intervene with individuals, groups and communities. They are:

- Self awareness
- Decisiveness
- Positive attitude
- Self confidence
- Trustworthiness
- Social awareness
- Empathy
- Emotional maturity
- Flexibility
- Honesty, respect to others, tenacity etc.

Check your progress

1. Why is social work considered as a profession?
2. List out various skills required for a social worker.

Let us do



Your panchayat president says that he is a social worker. As a social work student can you agree with his opinion? Conduct a debate on it.

- *Visit a social work setting and observe the skills and qualities of a professional social worker.*

Let us sum up

This chapter introduces the concept of psycho-social problems and discusses Social work as a problem solving approach. After discussing the misconceptions related to Social work, the chapter presents the concept of Social work, its definition, scope, characteristics, objectives, principles, skills and qualities essential for Social Worker.

Social work is a professional service which helps people to solve psycho social problems in a scientific manner. There are many misconceptions about social work like it is charity, social service, philanthropic activity, 'sramadaan', alms giving etc. , but we understand that social work is none of these, but a professional service that make use of scientific systematic techniques.

Hence social work is a welfare activity based on humanitarian philosophy, scientific knowledge and technical skills in dealing with individual, group and community to live a rich and full life. The seven pillars of social work –its principles –individualization,

acceptance, self determination, meaningful relationship, communication, confidentiality and social functioning is discussed here.

Social work make use of different methods of practice at micro, ,mezzo and macro levels and uses social case work, social group work, community organization, social action, social welfare administration and social work research in dealing with various problems.

Social case work is a method in which problem solving take place at individual level on a one to one basis. Social group work is a method of social work which develops the ability of establishing constructive relationships in the individuals through group activities. Community organization is another method of social work where community organizes its resources to solve its basic needs with people's participation in a co-operative and collaborative manner.

Social action addresses mass social issues through propaganda, public opinion and collective support. Social welfare administration transforms social policy into action by using scientific and administrative techniques. Social work research is a systematic and scientific enquiry of a social phenomenon or a social problem.

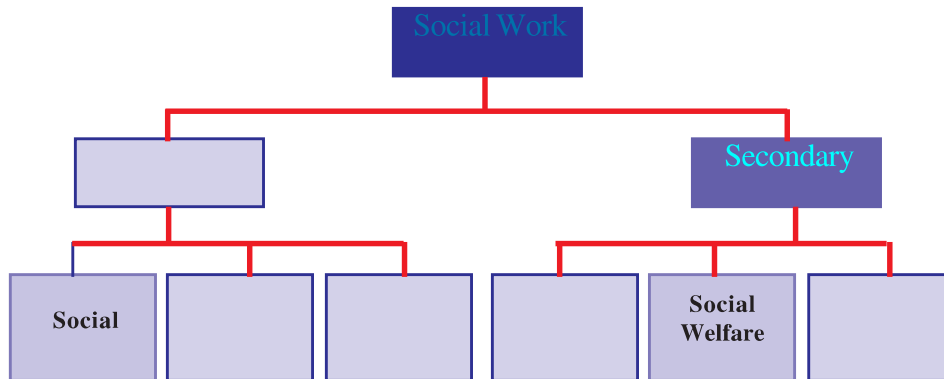
An attempt is made here to identify the characteristics of a profession and how far it is applicable to social work. We also discuss skills needed for Social work practice like, communication, leadership, observation, analysis, diagnosis, organization etc. and also qualities like self-awareness, empathy, and decisiveness, positive attitude etc. that a Social Worker should necessarily possess.

Learning Outcomes

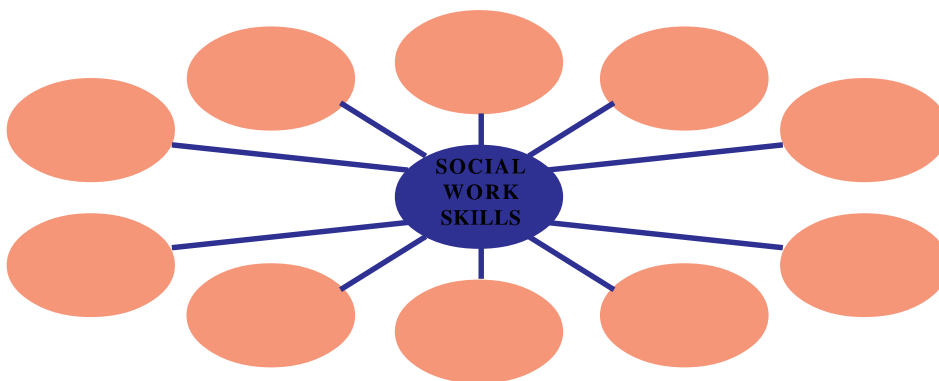
- ◆ Identify and differentiate various psycho-social problems, their magnitude and complexity.
- ◆ Perceives social work as a scientific problem-solving profession.
- ◆ Disseminates various facts related to social work and dispel misconceptions.
- ◆ Internalises the definition, scope, characteristics, objectives, principles and methods of social work.
- ◆ Familiarises with professional social work and its skills, techniques and qualities.

Evaluation Questions

1. In a public meeting a politician states that Mother Theresa and Mahatma Gandhi were great social workers in India. Do you agree with this statement? Justify your answer.
2. Complete the illustration given



3. Prepare a chart showing the characteristics of social work as a profession.
4. 'Principles are guidelines for action'. Suggest some important principles which are essential for practising social work profession.
5. List out the essential skills of a social worker.
6. Fill in the circle showing the qualities of a social worker.



7. Point out the major characteristics of social work.
8. Objectives are statements about what we are trying to do. List out some major objectives of social work?
9. Make a short note on characteristics of a profession.

CHAPTER

2

ORIGIN AND DEVELOPMENT OF SOCIAL WORK



KEY CONCEPTS

- 2.1. Concepts Related to Social Work
- 2.2 . History of Social Work
- 2.3. Disciplines Related to Social Work



Social work is a profession which deals with various problems and issues systematically and scientifically. It empowers individuals, groups and communities. It requires specific knowledge, skills and techniques to practise.

There are certain other conceptual areas that seem to be related to social work. What are they?

-

Social service, social reform, social welfare, social security, social legislation, social justice and social health are some of the concepts related to social work.

In olden days, householders had shown great interest to provide food and shelter to the travellers. Mutual help and reciprocal relationship was very high in the community in those days. "Interaction and co-operation was considered as a part of social life". People believed that "to serve man is to serve God" (*manavaseva madhavaseva*). Different forms of charity systems existed in our society. Have you heard about the great ruler Ashoka? What did he do for the welfare of his people?

-

He introduced many progressive activities for the welfare of his people such as *Satras*, hospitals etc. In ancient times the rulers encouraged people to practice *Dana*. *Dana* was treated as a way of purifying the soul of alms-givers and it was a great relief to both the giver and the receiver. This was practised by all religions. The *zakat* system is a practise among Muslims. Joint family system that was prevalent in our society, ensured the well being of each member of that family.

There has been notable change in such practices. What are the major changes that took place in our social system?

-

Rapid industrialization, urbanization, globalization etc. created many problems in our society. Society has developed certain specific methods to deal with such problems. Social service, social welfare, social security, social reform, social legislation etc. are some among them. Since they are very much related to the modern profession social work, it is highly relevant to discuss them.

2.1 Concepts Related to Social Work

In this section we will discuss the following concepts

- | | |
|-----------------------|--------------------|
| A. Social Service | B. Social Welfare |
| C. Social Reform | D. Social Security |
| E. Social Justice | F. Social Health |
| G. Social Legislation | |

A. Social Service

Have you ever helped anyone? Share your experience.

-

Do you need any training to do that? Do you need any training to help an old man to cross the road?

-

Social service is the help given by the society for the immediate relief of certain problems faced by the members. Social service is the temporary service given to

an individual or group in cash or in kind. It is a service given by a volunteer to a needy man. It does not help a person to help himself. No training is required to practise social service. We need a good mind to help a person who is in need of our help. Can you suggest some similar activities of social service?

-

Giving old clothes to tsunami victims, giving alms to poor are some examples of social service. Social service has the following characteristics.

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



B. Social Welfare



Read the following case.

Veena belongs to a financially backward family. Her family does not have a house of their own. Her father is a chronic patient. She told her class teacher about her problems. The teacher promised to discuss her problem in the Gramasabha. They decided to grant fund for the construction of a house for Veena under Indira AvasYojana (IAY).

Can you name the above mentioned activity?

-

These types are called social welfare activities. The term social welfare signifies the total well-being of the individual and the community. The objective of social welfare is to provide each individual with the basic economic necessities, high standard of health, decent living conditions, equal opportunities, the well-being of deprived like Scheduled Caste (SC), Scheduled Tribe (ST), widows, aged, children and unemployed. 'Social welfare' is an organized system of social services designed to aid individuals and groups to attain satisfying standards of life and health. Social workers facilitate linkage between social welfare schemes and their clients.

Encyclopedia of Social Work defines, social welfare as an organized effort to ensure a basic standard of decency in relation to the physical and mental well being of the citizen.

According to National Association of Social Work (NASW), social welfare is a nation's system of programmes, benefits and services that help people to meet those social, economic, educational and health needs."

Check your progress

1. Identify any three characteristics of social service.
2. Develop your own definition of social welfare.

C. Social Reform



Can you identify the custom in the above picture?

-

The picture shows the practice of *sati*, which was prevalent in our country earlier.

Can you list out some other social evils that prevailed in ancient Indian society?

-

Various social evils like untouchability, child marriage, *sati* etc. were prevalent in our society. Those customs hindered the development of society. Social reform is a process to make changes or improvements in the society. Social reform involves "deliberate attempt to bring about change in social attitudes, social values and social institutions." This can be achieved through the process of persuasion and public education.

Observe the following pictures of social reformers and identify them.



a. b. c. d.

These reformers believed that social progress can be accomplished through the modification of the social structure. The abolition of *sati* was the result of the attempts of Raja Ram Mohan Roy. Struggle against caste discrimination and untouchability by Sree Narayana Guru, educational upliftment of Muslims by Sir Sayyid Ahammed Khan, struggle for women's rights among Brahmins by V.T. Bhattathirippad, the upliftment of Dalits by Ayyankali are examples of social reform activities.

Let us do



Collect the details of more social reformers and their contribution to our society.

D. Social Security

Do your parents have Life Insurance Policies?

-

Exigencies in life have increased to a large extent. Social security is the protection given to its members by the society against certain risks that may occur at any stage in life. It is a programme of protection against the contingencies of modern life namely sickness, unemployment, old age, dependency, etc.

According to International Labour Organisation (ILO) "social security is the security that society furnishes, through appropriate organizations, against certain risks to which its members are exposed"



Social security is divided into two. They are:

- a. Social assistance
- b. Social insurance

a. Social assistance

It is the financial aid given by the government to individuals and families in their contingencies. Here contribution from the person is not at all needed to receive assistance. A family receiving financial assistance from the District Collector for the loss of house due to heavy flood is an example of social assistance. Can you list out some other examples of social assistance?

-

Victims of accidents assisted by the government, cancer patients assisted with Karunya Fund are some of the examples of social assistance.

b. Social insurance

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

Let us do



Find out more examples of social assistance from the newspapers or magazines and prepare a list of it.

E. Social Justice

Observe the picture given below.



What do you notice?

-

The picture shows the miserable condition of a boy who is compelled to work in his childhood while his friends joyfully go to school. It is clear that the boy is denied of justice.

Social justice demands equal opportunity and access to resource irrespective of age, religion, caste, sex and other socio-economic conditions. It requires fair treatment of all in education, employment, governance, and other welfare measures. Since social justice is denied to various sections like women, children, aged, farmers, tribes and other weaker sections of the society, social work profession has an added responsibility to be keen on this issue.

F. Social Health

The term social health generally refers to social interactions which promotes social



functioning and adjustment. It refers to the capacity of an individual to relate with one another. It manifests in how the members of the society are treated by others and how they behave towards each other. Social health has great importance with regard to individual's health.

Social health often deals with how an individual is able to socialize with other people and form relationships. The different dimensions of health are interrelated. Today mental and physical health professionals have begun to recognize social interaction as an important factor to overcome illness.

G. Social Legislation

You may be familiar with dowry system in our society. Can you enlist some of the ways by which we can prevent this social evil?

-

Conscientization, collective decision, etc. are some of the ways to prevent such evils. Government frames laws to regulate the behaviour of people. Framing of such formal rules to control or regulate social evils and problems are called social legislation.

Can you list out some laws against social evils?

-

Dowry Prohibition Act, Consumer Protection Act, Widow Remarriage Act, Juvenile Justice Act, Suppression of Immoral Traffic Act etc. are some of the examples of social legislation.

The term social legislation refers to a body of rules enacted by a recognized body and operated by a community as binding upon itself.

Objectives of Social Legislation

Some objectives of social legislation are:

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

Check your progress

1. Mention the importance of social legislations to prevent certain social evils.
2. What do you mean by social justice?
3. Describe social health.
4. Name the type of social security where we get assistance without any payment.

2.2 Historical Development of Social Work

Social work has developed through centuries like any other discipline. This discipline attained a professional status very recently. It was developed through the practice of charity, social service, welfare measures, etc. Here we can go through the evolution of social work in the United Kingdom (UK), the United States of America (USA) and in India.

A. The evolution of social work in the United Kingdom

The need to help other people is stressed by the major religions. During the Elizabethan period the needy people were helped by the authorities. Such charity works are called 'relief of the paupers'. The Victorian reformers who were distressed by poverty, child neglect and other social ills were pioneers in many of today's social welfare services, although they too had called such services by various other names such as organized charity or philanthropic work or 'relief of destitution'. The history of social work in the UK had gone through various phases

a. A.D 1200 to 1500

From the beginning of religion the priests assumed leadership in providing protection for the helpless widows, orphans and the sick. Charity was promoted

primarily by the desire to receive the grace of God to secure the merits of good deeds for eternal life. In the beginning of the 14th century the poor were divided into two categories; able-bodied and destitutes.

b. A.D 1501 to 1600

Citizens were discouraged from giving alms to the able-bodied beggars. In 1531 Henry VI issued license for begging in restricted areas; punishment was given to those who violated the law - In 1572, Queen Elizabeth introduced general tax for the protection of the poor and appointed overseers of the poor. Thus the government was held responsible for the maintenance of the poor.

The church, especially monasteries played the role of relief centres to the destitute and the disabled. Alms were collected and distributed by the parish and other clergymen who knew the individual and his situation. The churches did not make any effort to provide any permanent remedy for improving the conditions of the poor. Later the responsibility was shifted from the church to the Government.

c. A.D 1600 to 1800

Elizabethan Poor Law introduced in 1601 was a landmark in the history of organized social welfare. This law ensured many relief provisions for the eligible poor. The law also insisted the able bodied beggars to work in 'work houses'. The poor were divided into three categories: able bodied, impotent poor and the dependent child. The overseers of the poor were responsible for the execution of the poor law. They verified eligibility and selected the applicants. The work house act passed in 1692 made provisions for the training of the inmates of work houses.

The table given below shows the classification of poor based on Elizabethan Poor Law.

Type	Criteria
Able bodied poor	Forced to work in the house of corrections or in the work house, not eligible to receive alms.
Impotent poor	Unable to work and placed in alm houses (sick, old, blind, deaf etc.)
Dependent child	Orphans, the deserted, children from very poor families.

d. A.D.1800 to 1900

In this period social scientist Adam Smith stated that government should minimize its involvement in any field for any purpose as it will lead to much dependency. Malthus is of the opinion that 'if there were a lot of free services, this will lead to the desire for more children'. So he recommended an end to the charity work. As per the recommendations of the Royal commission (1832) able bodied continued to work in able bodied homes and better help for slum dwellers were provided in 1834. In the Factories Act (1833) only minimum welfare facilities were provided to the industrial workers.

Formation of Charity Organization Societies

The formation of charity organization society was an important milestone in the development of charity programmes. London Charity Organization Society was the first such organization formed in the year 1869. They undertook the following strategies to help the needy effectively.

- i. stopped giving doles.
- ii. co-ordinated the distribution of relief.
- iii. verified each application carefully.
- iv. conducted interviews to assess the genuineness of the applicants.
- v. formulated plans for the treatments.

Settlement House Movement

Cannon Samuel Augustus Barnett founded University Settlement House which was named as Toynbee Hall. Its objectives were:

- i. Educational and cultural development of the poor.
- ii. Imparting information to the poor for their improvement.
- iii. Developing consciousness towards health problems and the need for enacting legislation.

e. A.D 1900 onwards

Newly formed Charity Organisation Societies (COS) started to practise professional social work and began to provide training to social workers. In the year 1899 Social work training was started and introduced. At first two years training programme in social work with theory and practice was started.

The table below shows the important legislations enacted to standardize the social welfare schemes of UK.

Year	Laws	Purpose
1905	Poor Law Commission	Pensions for the aged and unemployed, Public employment services.
1906	Meals Act	Providing free meals
1907	Education Act	Free medical examination of school children.
1911	National Insurance Act	Compulsory health insurance to the workers who belong to the lower income groups.
1925	Old Age Contributory Act	Old age pension.
1941	Beveridge Commission	Social Insurance, Public assistance, Children's allowance etc.
1944	Disabled Persons (Employment) Act	Employ the disabled persons in commercial or industrial enterprises.

Let us do

Prepare a timeline showing the evolution of social work in the UK

B. History of Social Work in the USA

The earliest forms of social work activities were started in the USA from time immemorial. The history of social work in the USA can be divided into the following stages.

- i. The Colonial Period (1620-1776)
- ii. Civil War and Industrial Revolutions (1776-1860)
- iii. The Industrialization -The human side (1860-1900)
- iv. Social work, seeking professional characteristics (1900-1930)
- v. Highly professionalized discipline (1930-onwards)

Charity Organization Societies (COS)

The charity organization society movement was started in the USA at Buffalo in 1877. The New York Charity Organization Society made revolution in the field of organized charity work within 15 years by extending its activities to 92

American cities. The Scientific charity approach enabled Charity Organization Societies (COS) to understand and take care of family problems. The charity organization societies started in Boston and Philadelphia in 1878 operated on the following principles:

- i. Detailed investigation on applications for charity
- ii. A central system of registration to avoid duplication
- iii. Co-operation between various relief agencies.
- iv. Extensive use of voluntary friendly visitors.

Settlement House Movement

Rapid urbanization, industrialization and immigration produced social settlement movement in the USA. This movement combined social advocacy and social service with proper intervention through group work and neighbourhood organization strategies. The settlement house workers established neighbourhood centres and offered services such as citizenship training, adult education, counselling, recreation and daycare. The social group work, social action and community organization methods have emerged from Settlement House Movement.

Child Welfare Movement

The rapid growth of manufacturing industries aggravated the pathetic condition of children, so Children Aid Society (1853) and Society for the Prevention of Cruelty to Children (1857) were started in New York City. This led to the formation of Child Welfare Movement. The aim of the agencies was to rescue children from inadequate homes and from the streets.

Development of Professional Social Work Education in the USA

The employment of paid staff and their training by Charity Organization Societies (COS) facilitated a shift from the unorganized charity and social service to the beginning of an organized and systematic social work.

The first such training centre organized by New York Charity Organization Society (NYCOS) in 1898 is currently known as the Columbia University. Hospital based training and social work services were also initiated around the same time at Boston Hospital. The First World War increased the casualties among the poor, consequently various wartime charity programmes were initiated and Welfare Acts were passed.



Mary E Richmond

World War I provided unique opportunities for social case workers to prove the necessity of their skills. Thus the prestige of social work rose up in war related activities such as the Red Cross home services.

Mary E Richmond could be considered the first professional social worker in the US. She became the assistant treasurer of Baltimore Charity Organization Society. Later on she became practitioner, teacher and theoretician of the Charity Organization Movement. In the National Conference on Charities and Corrections held at Toronto, she advocated the establishment of training schools for professional social workers (1897).

The other group of social workers like Hane Addams, Florance Kelly, Edith argued for bringing of legislation to improve the working conditions of neighbourhood organizations.

The book 'Social Diagnosis' by Mary Richmond in 1917 is considered as the foundation for the theoretical basis of social work. Chicago School and Boston school formed the second and third schools of social work in the USA respectively. The American Association of Schools of Social Work was founded in 1919 to facilitate communication among the schools.

C. Evolution of Social Work in India

The systematic development of social work in India may be grouped into different periods.

a. Social Reforms in Ancient Period (2500 BC-AD 1200)

In ancient India, the nature of social service was that of charity. The earliest reference to charity is to be found in the Rig Veda (Chap1 XIII, 2) which encourages charity by saying "May the one who gives, shine the most". Upanishad prescribed that every house holder must practise charity.

In ancient India social welfare activities were performed by *Yagnas*. Each one contributed his bit towards the *Yagnas*. The intention was the welfare of all. Yagnashalas were classrooms where men and women were taught the spirit of working together. Bhagavat Gita insists that the privileged class has a moral duty to serve the poor. Such persons who served the society with all their ability were free from all sins. But those who cooked for themselves or produced for their own gain were eating sin (Gita chap-3-13) According to Manu it was his duty to feed his guests first, then his servant, he and his wife might eat last of all.

Charity or *dana* became the instrument of virtue of the privileged sections and it was to be dispensed voluntarily. Later in the Vedic period *dana* became institutionalized and came to be associated with religious ideology. *Dana* was given

to acquire *punya* (merit). Kautilya highlights the duties of the king towards the welfare and happiness of his subjects, "In the happiness of the subjects lies the king's happiness."

The evolution of Buddhism influenced the character of the Indian society- from the tribal agricultural settlement to a class based agrarian economy. Buddhism laid great emphasis on *punya* and *dana* (charity). Guilds were important corporate organizations which performed a variety of economic and welfare functions during Buddhist period. Guilds provided social security to the oppressed class of the society. Bimbisara paid special attention to the development of roads and agriculture.

Can you remember the welfare reforms of Ashoka the Great, learned in your history classes? What are they?

-

Ashoka developed a comprehensive system of social welfare. He appointed a superintendent to look after the welfare of women. The welfare programmes were under the overall charge of High Commissioners of Charity (Dharma mahamathras). Many reforms were introduced in the field of women's welfare, rehabilitation of prisoners, rural development, free medical care, regulation of prostitution and provisions of public utilities like roads, wells, rest houses for travellers etc.



Ashoka the great



Kanishka

Kanishka gave liberal donation and grant for the construction of Buddhist Viharas, monasteries, stupas etc. These were the centres of learning and help to the needy people. During the Gupta period some more welfare activities executed. Harsha Vardhana was an enlightened ruler who established hospitals, dispensaries, orphanages and homes for the destitutes.

b. Social Reform in Medieval Period

The duties of a King included the maintenance of peace, protection from external attack and to provide justice. Malik Ali, a noble of Balban, was more generous in giving alms. Gias-Udheen Thuglak was



Akbar the great

Humayun

charitable and King Muhammad Gavan spent all his wealth on the poor and led a simple life. Humayun was the first king who made a bold attempt to prohibit *sati*. Akbar was a great ruler who brought about many reforms in Indian society and abolished slavery in 1583. He maintained a policy of religious equality and granted full freedom to his subjects on religious matters. Aurangzeb looked after the welfare of his people and led a very simple life.

c. Social Reform in Modern Period

Identify these eminent reformers

Rajaram Mohan Roy was the greatest Indian of the 19th century. He was the morning star of Indian renaissance who sowed the seeds of religious and social reforms. He



a.

b.

used his power and influence towards the abolition of *sati* and he was in favour of widow remarriage and female education.

Iswarchandra Vidya Sagar advocated widow remarriage, economic self-reliance, women's education and prohibition of polygamy. It was with the joint effort of Mohan Roy and Vidyasagar that the Widow Remarriage Act was passed in 1856. Professor Bal Shastri Jain Bhaker of Bombay fought against the evil customs like

sati, female infanticide etc. and tried to frame laws to abolish these customs. Gopal Hari Desh Mukh of Bombay promoted modern education, established dispensaries, maternity homes, orphanages etc. Sasipade Banerjee was a notable reformer of Bengal who worked for the cause of women's education and widow remarriage. He arranged several marriages of widows and gave shelter to widows at his residence. Sir Sayyid Ahmed Khan played a prominent role for the education of women and to wipe out social evils among the Muslims. Gandhiji became active in political as well as social fields in 1920. He symbolized the integration of political reform with social reform. He worked for the upliftment of women, dalits and fought for the equality between men and women. He emphasized the need for freedom from evils along with political independence. The contribution of Gandhiji like Sarvodaya, Andhyodaya, Non violence struggle, Panchyathiraj are closely related with the philosophies of social work.

Contributions of Organizations

The important organizations like Brahma Samaj, Prarthana Samaj, Arya Samaj, Theosophical Society, Ramakrishna Mission, Muhammedan Anglo Oriental Society, etc. played significant role in the development of social work. Brahma Samaj was founded by Rajaram Mohan Roy and worked for the abolition of Sati, promotion of widow remarriage and for women's welfare. Arya Samaj was founded by Swamy Dayananda Saraswathy in 1875. He opposed the caste system and child marriage. Muhammedan Anglo Oriental Society was founded by Sir Sayyid Ahammed Khan.

Theosophical society was founded in 1881 in Madras by Madame Blavatsky and Colonel Olcott. Ramakrishna Mission founded by Swami Vivekananda in 1897 started its programmes with education, treatment and general help. Gopal Krishna Gokhale established the Servants of India Society for social service.

Modern Social Work

Modern social work was introduced in India by Christian Missionaries in the beginning of the 19 century. When they started making houses for orphans and destitutes, Indian social reformers like Sasipada Banerjee, Phule and Karve too started homes for the widows.

Some social and religious associations like Arya Samaj, Prarthana Samaj and Ramakrishna Mission played significant roles in providing institutional welfare service in India.

Social Work Education in India



The formal training in social work was started in India in 1936 at Dhorabji Tata School of Social Work at Mumbai. Now it is a deemed university named Tata Institute of Social Sciences (TISS).

In Kerala, the first school of social work training was started in 1954 at Sacred Heart College, Thevara, which later shifted to Rajagiri College of Social Science, Kalamassery. At present a number of universities and institutions are offering graduate, post graduate, M. Phil and Ph. D level training in social work.

The introduction of social work at higher secondary level resulted in many changes in the field of social work training and practice in Kerala. In a developing country like India, social workers have a major role in the socio-economic, cultural, health and related areas.

The major associations of social work are NAPSWI (National Association of Professional Social Workers in India), ASSK (Association of Schools of Social Work in Kerala), and KAPS (Kerala Association of Professional Social work)

Check your progress

1. Which was the first school of social work in India?
2. Point out any three remarkable developments in the evolution of social work in America.

Let us do



*Prepare a ladder showing the development of social work in the USA
Conduct a quiz programme on the history of Social Work in the UK,
the USA and India.*

2.3 Disciplines Related to Social Work

Can you list out the various disciplines that contributed to the theoretical basis of social work?

-

Social sciences form an integral part of social work knowledge. They provide the basic knowledge about the socio economic and cultural environment of the people. Social work is comparatively a new discipline focusing on solving psycho-social problems. The knowledge base of this profession is very much linked to the behavioural and social disciplines like psychology, sociology, economics, history, politics, management and social anthropology. These disciplines form an integral part of social work knowledge as well as practice. No social worker can ignore the significance of sociological, psychological, anthropological and economic data in the study and the solution of problems. Hence it is important to have an understanding of the relationship of these disciplines to social work.



a. Sociology

Sociology is concerned with the study of the social life of man and his relationship with his environment. It is the study of social situation. The network of social relationship is called society. The subject matter of sociology includes:

- i. **Social morphology:** population its qualities, social groups, social institutions and organizations.
- ii. **Social processes:** the characteristic ways in which interactions occurs.
- iii. **Social control:** religion, tradition, folkways, mores, belief, laws etc.

- iv. **Social pathology:** crime, juvenile delinquency, suicide, unemployment, corruption, cultural deviation, etc.
- v. **Socialization:** a process through which a man develops into a social being.
- vi. **Social change:** the modification which occurs in the life pattern of people.

Thus we can say that sociology is the scientific study of human organizations, groups and their interactions.

Social work derives most of its knowledge from sociology because the psycho-social problems of an individual cannot be diagnosed and solved without having the knowledge of his social environment.

b. Psychology

Psychology studies the general principles of human behaviour. It is a study of the individual in totality. Psychology is solely concerned with the mental aspects of an individual. It gives major emphasis on the functioning of the nervous system. Study of psychology helps us to understand why and how human beings behave in a particular situation. Man's activities are highly determined by his mental configurations. His emotions, attitudes and past experiences decide how he acts and reacts. Psychology is able to provide much insight into the personal dimensions of an individual. It studies human behaviour, motivation and perception. It also tells us the factors responsible for the formation of behaviour. Social worker needs the knowledge of these factors as he tries to influence the behaviour of the client. Psychology as a discipline is highly used by the social work professionals to understand his clients and their behaviour.

c. Economics

The economic activities of individuals are the subject of study in economics. It is related to production, consumption, exchange and distribution of wealth. The economic aspects of life are important factors in his growth and development. In order to deal with the problems of man and society, it becomes essential to study social interactions' but social interactions are influenced by economic conditions. Social work studies the needs of man including the economic needs. If these needs are not fulfilled, they develop into problems and come under the purview of social work.

d. Political Science

Political science may be defined as the science of the state. It explains the nature of the state, its importance, organizations, principles of administration and policies. It is concerned with the political life of a state. Social work believes that various conditions of the state and the society affect one's development and behaviour.

The state has the power to control all types of economic, moral and religious reactions and interactions. Social work is concerned with human relations and interactions. Therefore social worker requires the knowledge of the state and various functionaries.

There are a number of problems which can be solved by enacting legislation or changing the present legislation. For this the study of political science is essential.

e. Social Anthropology

As the very term implies, anthropology is the study of human beings. Contrary to the other social and natural sciences, it studies human beings in its totality. Anthropology is the scientific study of the physical, social, and cultural development and behaviour of human beings since their appearance on earth (I M Jacob & B T Stern). This knowledge is essential to practise social work.

In their study, anthropologists give due consideration to the simple pre-literate societies, along with the complex urbanized communities. Anthropology also advocates cross cultural and comparative study of societies and cultures. In short, anthropology is a bio-social science that examines human beings in a holistic perspective with a field based and cross cultural methodology.

Social work students receive information regarding the social organizations, their values, beliefs and customs on the basis of this information, they understand the needs and problems of the tribal people. Then, a plan of action is prepared for the solution of their problems. This knowledge can be derived only through the study of anthropology.

Check your progress

1. List out disciplines closely related to social work.
2. What is the relationship between social work and sociology?

Let us do



Prepare a powerpoint presentation showing the influence of various disciplines on the development of social work.

Let us sum up

In this chapter, we discuss the concepts related to social work, evolution of social work as a profession, social work and its relation with other disciplines etc. In the first part of this chapter, we discuss the importance of social work and related concepts like social

service, social welfare, social reform, social security, social justice, social health and social legislation.

We practice social service in our day to day life, but it does not require any training. Social welfare signifies the total well being of the individual and the community and plays a vital role in the upliftment of the disadvantaged sections of society. Social reform is a deliberate attempt to bring about change in social attitudes, social values and social institutions. Social security provides security against unforeseen contingencies of life. Social security is provided in the form of as social insurance and social assistance. Social justice focuses the importance of fairness and justice. Social health emphasises the importance of mutual relationship and interdependence among members of the society. Social legislation is the framing of formal rules against social evils.

In the second part of this chapter, we go through the history of social work in UK, USA, and India. The evolution of social work in United Kingdom has gone through various phases – AD 1200-1500, AD 1501-1600, AD 1601-1800 and 1801-1900. We could understand that the introduction of Elizabethan Poor law was a landmark in the history of social work in UK.

The history of social work in USA can be classified into Colonial Period (1620-1776), Civil War and Industrial Revolution (1776-1860), Industrialization -the human side (1860-1900), social work seeking professional characteristics (1900-1930) and highly professionalized discipline (1930 onwards). Charity Organisation society, Settlement House Movement, and implementation of professional training centres played an important role in the development of social work in USA. The first training centre for social work was organised by New York Charity Organization Society (NYCOS) in 1898, currently known as Columbia University. Mary E Richmond was considered as a pioneer in this profession.

The development of social work in India was associated with social reform movements in ancient period, medieval period and modern period. Organisations like Brahma Samaj, Arya Samaj, Theosophical Society, Ramakrishna Mission, Muhammedan Anglo Oriental Society etc. played a significant role in the development of social work in India. The first School of social work started in India in 1936 is now known as Tata Institute of Social Sciences (TISS)

The knowledge base of social work is related to various disciplines. The last part of this chapter discuss the relationship between social work and other disciplines like sociology, psychology, economics and social anthropology.

Learning Outcomes

- ◆ Familiarises the basic concepts related to social work.
- ◆ Differentiate social work and related concepts
- ◆ Understands the evolution of social work in different countries.
- ◆ Analyses contribution of various disciplines to social work.

Evaluation Questions

1. Prepare a chart showing social work and its related concepts.
2. Rearrange the following correctly:

A	B	C
1869	National Insurance Act	Providing free meals
1941	Elizabethan Poor Law	London charity organization societies
1911	Meals Act	Public assistance, Children's allowance
1906	Formation of COS	Compulsory health insurance for workers
1601	Bevarridge Commission Report	Categorized people into three

3. 'Rajaram Mohan Roy is considered as a contributor to the development of social work in India'. Comment.
4. Complete the Venn diagram showing the relationship between social work and related disciplines.



CHAPTER

3

FIELDS OF SOCIAL WORK



KEY CONCEPTS

- 3.1 Health Social Work
- 3.2 Social Work in School, Industry and Correctional Settings
- 3.3 Social Work with Families and Children.
- 3.4 Social Work in Disaster Management and Eco Social Work
- 3.5 Gerontological Social Work
- 3.6 Social Work with Persons with Disability
- 3.7 Social Work with Persons Affected with HIV/AIDS
- 3.8 Social Work with Marginalized and Vulnerable Population
- 3.9 Social Work and Human Resource Development
- 3.10 Social Work in Rural and Urban Communities.
- 3.11 Social Work and Human Rights



You have already learnt about Social work, it intervenes with individuals, groups and communities. Can you list out different methods of Social work?

•

.....

Social workers apply these methods while working with diverse types of clients with diverse demands. Professional Social worker makes use of scientific knowledge, skills and techniques to help the clients. Social work is considered to be a science as well as an art. Observe the pictures given below.



Social workers are performing their roles in a variety of fields. Can you list out a few fields where social workers are active?

-
- Some of the fields are hospitals, psychiatric clinics, community, school, industry, correctional fields like jail and children's home, observation home and so on. Social workers are known by different names as per the areas in which they function like Medical social worker, Psychiatric social worker, School Social worker, Industrial social worker and so on. In this chapter we will discuss the various roles played by social workers in different fields.

3.1 Health Social Work

Health is a state of complete physical, mental and social well being and not merely an absence of disease or infirmity (WHO).



Health social work includes the role of social work in medical and psychiatric settings.

A Medical Social Work

Have you ever come across a person who has been hospitalized for a major heart surgery? What may be the problems faced by the patient and his family members?

-

Economic difficulty, fear of patient and family members, etc. are some of the problems. Don't you think that a person is needed to assist the patient and family at this critical situation?

•

Of course, a hospital social worker will be the right person to perform such guidance. So the social worker in a hospital setting is called medical social worker. What will be the roles and functions of a medical social worker ?

•

Diseases have physical, social, psychological, economic and emotional dimensions. This necessitates a multidimensional approach in dealing with physical illness. In today's health care scenario, individuals are seen as patients and not as persons. The human side of the sick person is often neglected. An understanding of the social, emotional, economic and psychological needs of the patient as an individual is important for proper diagnosis and treatment. A medical social worker caters to all these needs of the patient.

The social worker helps the patient in restoration of health and prevents the resultant family and personal deterioration. The new scientific medical advancements like organ transplantations, open heart surgery and the control of chronic diseases have led to greater demands on social workers. Life style disease demands conscientization and education. They also have to strive towards resolving the ethical, social, legal and emotional issues involved in such modern treatment modalities. They have to prepare the patient to accept the diagnosis and subsequent medical treatment. The prolonged hospitalization may cut the patient off from her/his social circle. Family relations may become less cordial. In such situation social worker tries to ensure the participation of the family members in the treatment process.

The Social worker in a hospital setting may have to help other members of the staff recognize and accept the feelings of the patient and his/her family. Sometimes he/she has to interpret the real meaning of the behavior of the patient that might appear to others as non cooperation. It is appropriate for the worker to raise an awareness of the social and emotional factors that are related to the medical and health needs of the patient among health care personnel.

A social worker has to practise social case work, group work, research, psychosocial education, counselling, socio economic assessment, community health services, home visits, resource mobilization, in- service training of the

hospital staff, rehabilitation and after care, and referral services in a hospital setting.

Social work intervention in the health sector should be organized at the levels of prevention, promotion, curation and rehabilitation. Prevention becomes significant especially due to the prevalence of life style diseases. The Social Worker must be aware of various resources in the community to carry out rehabilitative services effectively. The Social Worker also has to enlist the cooperation of other social welfare agencies in the community.

B Psychiatric Social Work



Have you ever seen a person with mental illness? What are the symptoms you observed? Why do people fall mentally ill?

•

People become mentally ill due to a variety of reasons. Having a mentally ill person at home is highly traumatic. The family members have to make many adjustments. Sometimes they may find it difficult to tolerate this behaviour and try to hide the illness from others. On such occasions a psychiatric social worker can help the family to adjust better to the situation.

Psychiatric social work is practised in child guidance clinics, mental health centers, half-way homes, rehabilitation centres of mentally ill and de-addiction centres. Mental health of an individual is determined by this ability to adjust to the increasing demands of life and environment. The influence of environmental and social factors is crucial in making a person mentally ill. The social worker assists the psychiatrist to understand the patient as a social being by analyzing and interpreting social and environmental factors.

A psychiatric social worker acts as a member of the multidisciplinary team which comprises the psychiatrist, clinical psychologist, psychiatric nurse, occupational therapist, vocational therapist etc. As a member of the team the social worker has to interpret the social diagnosis for the team members. He works with the family to educate them about the diagnosis and treatment. He has to ensure their cooperation in the treatment process. The person is assisted to solve his social, educational and economic issues. Ego-strengthening and enhancing social adjustment becomes a major focus of Social work intervention.

Check your progress

1. What is meant by Team work in a psychiatric setting?
2. What is the role of a Social worker in a medical setting?

Let us do



Visit a hospital and conduct an interview with the medical social worker on the various roles he is performing there. Prepare a note on it.

3.2 Social Work in School, Industry and Correctional Settings

Here we discuss the role of social work in school, industry and correction settings.

A Social Work in School

Vinitha is a XI Std student, who is normally good at studies. Now a days she is found gloomy in class. Most of the time she will be lying down on the table, saying that she is having a terrible head ache. When the teacher asked her to erect and concentrate she burst into tears. Teacher expelled her from the class. Do you see anything wrong with Vinitha?

How can you assist her?

•

Yes, Vinitha is suffering from a personal problem for which she needs care and assistance. Expelling her from the class is not a solution to her present state.

The principal referred her to the school social



worker, and after a few sessions with the worker she was found cheerful and she could concentrate in the class. With the assistance of the Social worker she managed to sort out the issues which prevented her from functioning properly in the class.

Let us see how a social worker contributes to the welfare of students.

The goal of school social work is the development of all students with particular attention to those who are disadvantaged. The quality of their life depends on the type of family environment, parenting, curriculum, infrastructural facilities at school and relationship with teachers and peers. Sometimes unfavorable conditions in the school may result in behavioural problems among children. Methods of teaching, language difficulty, faulty attitude, ill treatment by teachers, bullying by peers also may affect children. Similarly unhealthy environment at home may interfere with the child's performance. Lack of motivation, poor concentration, truancy, absenteeism, stealing, substance abuse and scholastic backwardness are some of the issues that demand social work intervention.

The social worker addresses the common behavioural and emotional problems of the students. The social worker can orient students, teachers and parents towards mental health problems including learning disability. Students' enrichment programmes with emphasis on personality development, self-esteem, inter personal competence, improvement of memory, scholastic performance life skills, sex education and career guidance can be organized. Parental training can be done on topics like adolescent problems, study habits, learning environment in families, child rearing practices, positive reinforcement and value education.

B. Social Work in Industry

The 'Zig Zag World' is a company where many of the employees were found to be abstaining from work without prior permission. It is found that a considerable number of them were consuming alcohol. The issue was raised at the Management meeting. How will the management address the issue?

•

The Social worker in the company (the labour welfare officer) was entrusted with the responsibility of finding a solution to the problem. He conducted several sessions with the employees, and made them aware of the problem.



Later a medical camp was organized and family members of the employees also were contacted in order to tackle the issue. Habitual drinkers were taken to de-addiction services. What are the other functions of a social worker in this sector?

•

Since business organizations and industrial sectors have recognized their social obligations, social work has plenty of scope in the industrial setting. Social work enables industrial organizations to achieve their social goals. Nowadays the managements are more concerned about the organisational climate inside the organization, the work culture and the mental health of the employees. Industrial social work aims at improving social climate and quality of human relations. Industrial social work is the systematic way of helping individuals and groups towards better adaptation to work situation.

The responsibilities of an industrial social worker fall mainly in the category of non - statutory services such as

- i. Family, individual and group counselling and home visits in relation to problems at preventive level.
- ii. Participation in Corporate Social Responsibility (CSR) activities and community development initiatives of the industry.
- iii. Social workers address the problems of employees like absenteeism, alcoholism, stress etc. They also take care of welfare, pay, service benefits, work-life balancing etc.
- iv. Application of social work methods such as Social case work, Social group work, Community organizations, Social action and Social work-research.
- v. Health education and referral services.
- vi. Co-ordination of welfare services with other welfare agencies.
- vii. Education of workers
- viii. To impart family life and life skills education.
- ix. Workers' recreation management.
- x. Strengthen satisfactory and productive relationship between the management and the workers
- xi. Mandatory roles like that in collective bargaining, domestic enquiry and strikes and lock outs.

C. Social Work in Correctional Setting

A court gives 2 years imprisonment to a thief. Where is he sent to?

•



Culprits are sent to jail or juvenile home to reform their behaviour. These centres are known as correctional settings.

The organisational climate inside a jail has changed a lot over the last decades. So far they were treated as centres to punish the convicts. Now the punitive theory has given way to correction and transformation. Jails and juvenile homes are centres for correctional administration. The prison reform movement in the western world was largely the result of timely intervention made by professional Social workers. India too is adopting a humanitarian and developmental approach in our treatment of offenders.

Though we have gone a long way ahead in the direction of changing our attitude towards offenders, we have a lot more to go. A shift in the attitude is obvious from the change in terminology, labelling, stigmatizing and the revolutionary steps taken to refine and empower the offenders. Services like

probation, welfare, rehabilitation etc are also given emphasis these days.

Correctional institutions are intended to reform the offenders who are in conflict with law. These institutions focus on reforming the person rather than punishing him. Sometimes punishment has a detrimental effect on the offender. Children's home, prison and other institutions concerned with implementation of law and order come under the purview of correctional institutions. The social worker tries to analyze the circumstances under which one commits crime. He tries to understand the individual in his environment. This understanding will help him to make his service more effective.

In prisons the social worker has to ensure the availability of mandatory physical comforts, proper diet, clothing, medical help, recreational facilities, educational and vocational centres and enough opportunities to express their creativity. Probation emphasizes the concept of the community's responsibility to the individual by bringing

the offender back into the community. Parole helps an offender to reinstate his social support system.

While working with children in conflict with law (Juvenile Delinquents) the social worker has to understand the circumstances under which the offence was committed. The child and his family must be enabled to accept the changed environment. Schooling, vocational training, recreation, counselling services are some of the important functions of the Social Worker in a children's home (Juvenile home). Systematic rehabilitation strategies should be formulated for each

Do you know!

Juvenile Delinquent is a person below 18 years who is found to have committed a crime.

The Juvenile Justice Act 2000 provides for a special approach towards the prevention of Juvenile Delinquency. It also provides a frame work for the protection, treatment and rehabilitation of Juvenile Delinquents.

offender. The social worker prepares a case study of each offender. On the basis of findings of different tests, and information gathered, diagnostic formulation and tentative treatment plan for the offender is chalked out. He helps in the court system also. Every treatment of the offender must be geared towards rehabilitation.

The social worker visits the home of the offender and makes personal contacts with the offender's parents and relatives. He also tries to change the attitudes of others in order to facilitate the offender's adjustment after release. The social worker makes follow ups even after his release from the correctional institutions.

Check your progress

1. Name two correctional institutions.
2. Identify the role of a Social Worker in schools

Let us do



Visit a correctional institution and prepare a note on the strategies adopted for the rehabilitation of the inmates.

Conduct interview with an Industrial Social Worker and prepare a report on the various roles he plays.

3.3 Social Work with Families and Children

Why do we claim that family is the basic unit of society?

-



Family is the basis for the entire human experience. The general climate of the family has a profound bearing on the individual's mental and emotional wellbeing. Family is responsible for carrying out the instrumental and expressive roles like procreation, protection, education and socialization of its members. The aim of family and child welfare services is to enable the members of the family to develop their capacities to the fullest extent possible, to lead personally satisfying and socially useful lives in the family unit. Social workers render their services in individual and family service centres, schools and government agencies. They carry out roles such as family service provider, family court counsellor, child welfare officer, child

protection officer, career guide, geriatric care taker etc.

Do you know!

Institutions for Children

Observation Homes are meant for the temporary reception of any juvenile in conflict with law during the pendency of any inquiry against him / her.

Special Homes are where juveniles or children, below 18 years of age, are housed when they are convicted for offences such as murder, rape, theft, burglary and other crimes.

Halfway service means a rehabilitation center where people who have left an institution, such as a hospital or prison, are helped to readjust to the outside world.

Special school provides accommodation, maintenance and education with facilities for the development of his character and abilities and give him necessary training for his reformation.

After-care organisations taking care of children after they leave children's homes or special schools for the purpose of enabling them to lead an honest, industrious and useful life;

Government and NGOs take up various programmes for women such as awareness on the rights of women, adult education, health services, family planning, entrepreneurship, working women's hostel, programmes for victimized women, after-care service etc.

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

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

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

Have you heard of CHILD LINE? Do you know their help line number?

-

CHILDLINE is a programme, coordinated by the Ministry of Social Justice and Empowerment to protect children against abuse and neglect. Social workers function as CHILDLINE



coordinators in each district. They function in cooperation with the police to provide physical, mental support and all sorts of care for the children in distress. The Juvenile Justice Act (2000) has made many recommendations to ensure the welfare of children. Juvenile Justice Board has been formed in each district to deal with the children in conflict with law. They perform the trials of children in a non-threatening manner. Social workers have decisive role in Juvenile Justice Board. Child Welfare Committee acts as the competent authority at the district level to take final decisions in the matter of children in need of care and protection. The committee plays the role of a regulator as well as a catalyst and ensures that standards of care are maintained in all child care institutions.

Establishment of shelter homes is another contribution of Juvenile Justice Act. There are short stay homes for children in need of temporary shelter, immediate care and protection. Under Foster care, a child is placed in a family for a short term

depending upon the need for care and protection and thus provides a nurturing family environment for the child. Social workers extend their professional skills and expertise in all the above fields as counsellors, probation officers, group therapists, family therapist and case managers.

Check your progress

1. What are the services available to ensure the welfare of children?
2. What are the roles played by a social worker while working with families?

3.4 Social Work in Disaster Management and Eco Social Work

Man is dependent on his environment for survival. But the modern man has modified his environment for the sake of development. Social worker has a role in preventing destruction of ecology and prevent disaster. Hence the disaster management and eco-social work is relevant.

A Social Work in Disaster Management

What do you see in these pictures?

•



These types of unavoidable incidents happen all over the world at any time. We call them 'Disaster'. A disaster is a natural or man-made hazard causing significant physical damage or destruction, loss of life or drastic change to the environment. We cannot prevent all types of disasters but can try to reduce risks and manage

the crisis more effectively. The term disaster includes hazards like flood, drought, lightning, cyclone, landslides, earthquakes, dam failures, tsunami, epidemics, forest fire, bomb blasts, illicit liquor tragedy, stampede etc. Disaster management focuses on reducing the occurrence of disasters and minimizing their impact. Social workers can play a significant role in disaster management. It requires co ordination, liason, training, legal actions and awareness building.

Measures to Manage Disaster

How can we reduce the impact of these disasters?

Certain measures to manage disasters are listed below

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



Do you know!

Kerala is considered to be a multiple hazard prone state. The state government in line with National Disaster Management Act, 2005 has notified Kerala State Disaster Management Rules, 2007. The State has constituted disaster management authority at state and district levels. Kerala State Disaster Management Authority (KSDMA) functions as the apex decision-making body and co-ordinate all disaster management activities in Kerala. Kerala State Disaster Management Policy (2010) aims at an integrated approach to disaster management.

Phases of Managing Disaster

- i. Pre-Disaster Phase-Prevention, Mitigation and Preparedness.
- ii. Disaster Response Phase (Relief and Rescue).
- iii. Post-Disaster Phase-Recovery, Rehabilitation and Reconstruction

Let us do



Prepare an article on Tilly Smith (the Tsunami fame brave girl)) who saved hundreds of people on 26th December 2004 on Macao Beach in Thailand?

B. Eco Social Work

Let us listen to the lamentation of a senior citizen to his grand children.



"I think of those good old days..... we used to dive in to the water, for hours!! The coolness of fresh water touching and cooling all my senses!!! But now! Oh, alas! See this; my river is no more.... my river! It is full of waste, mud, rough stones and what not!"

Do you know what might have led to the death/degradation of the river?

•

Our rivers are dying due to excessive encroachment like sand mining, pollution, illegal constructions etc. Not only the river, but the entire environment is under threat!

The Earth is our home. Our entire life support system is dependent on the well-being of all the species living on the Earth. The environment is undergoing degradation day by day. Our natural resources like air, water, and soil are being depleted by the non-judicious utilization by human beings. It leads to the destruction of the ecosystem and the extinction of wild life. These undesirable disturbances to the environment are known as environmental degradation.

The causes of environmental degradation in India are haphazard development and lack of policy formulation. Emission from vehicles and factories are polluting our air, water and soil. Unplanned urbanization, which gives way to over - crowding and increasingly unsanitary living conditions, especially in developing countries. It may in turn expose an increasing number of people to diseases. The change in climate leads to global warming and green house effect. Global warming causes a rise in sea level

which affects marine and coastal life. The rising sea levels also cause land erosion which harms the habitats of animals living by the coast. Other factors of environmental degradation are unwise soil use patterns, increase in energy use, and increase in transportation.

Deforestation and wasting of resources add to the demise of an environmentally - sound and safe planet. When pesticides, fertilizers, harmful chemicals and toxic wastes get into a region's water system, water get contaminated giving rise to diseases. All the environmental problems have far-reaching implications on our planet and its inhabitants.

What can we do to save the earth?

•

In order to develop a healthy relationship between man and his environment, Social Workers can play a very significant role by developing the right kind of thinking, attitudes, and behavioural patterns among people. Social workers have to:

- i. Create awareness regarding conservation of natural resources, use of renewable energy sources, healthy waste disposal patterns, etc.
- ii. Encourage purchase of recycled products.
- iii. Encourage transport pooling, public, pedal or pedestrian transport to reduce trips and vehicle emission.



- iv. Observe important days related to environment protection.
- v. Mobilize and organize people to challenge activities detrimental to the conservation of environment.
- vi. Restraint on deforestation and promote afforestation and restraint on deforestation.
- vii. Work towards enforcement of various policies and legal enactments.
- viii. Associate and act with different environmental protection groups like Green Peace, Narmada Bachao Andolen (NBA), One Earth One Life, Good Earth, SEEK, Periyar Samrakshana Samithi.

Check your progress

1. Name any four environmental protection groups in Kerala.
2. Identify the role of social worker in disaster management.

Let us do



Prepare a skit on the theme 'Water Conservation' and present it on World Water Day

3.5 Gerontological Social Work

How many of you have grandparents at home?

What are the problems faced by your grandparents ?

-

Fortunately, your grandparents are lucky enough to have their children and grandchildren around them. Many others are left all alone without anyone to look after them. Such conditions make the intervention of social worker necessary. They try to cater to the varying needs of the elderly.

Ageing is characterized by a series of physical, social and emotional changes in an individual. Reduced income, isolation due to the loss of family and friends and physical ailments add to their misery. Social workers provide support and services to the elderly to remain active and respond constructively to the process of ageing. They also work with them



in community and institutional settings. Social workers assist the physically capable elderly to maintain economic security and independence by availing employment opportunities. They are provided with information about services available especially financial assistance or pensions. The family members are motivated to make use of adult day care services.

Institutional care is provided for those who are dependent, abandoned and suffering from chronic illness. Specialized services are provided to patients with dementia, alzheimers, mental illness etc. Social work methods such as case work, group work, social welfare administration and research can be used. Consultation and counselling help are rendered to senior citizens to manage their feelings of dejection and to reduce their anxieties related to ageing.

Do you know!

Life expectancy rose from 32 years in 1947 to 63.4 years in 2011. The overall population in India is projected to grow by 55% between 2000 and 2050 whereas the aged population of 60 years and above is projected to increase by 32.6% and those in the age group of 80 and above by 70%.

Let us do



Visit ten elderly people in your village and interview them to understand the problems they face. Prepare a write up on it.

3.6 Social Work with Differently Abled Persons

Let us read the condition of Babu:

Babu is a 45 year old IT professional who met with a motor accident and got one leg amputated. This incident plunged him into great sorrow and even the family members were totally distressed as to how to manage the situation.

Suppose you are a Social Worker, what will you do to help him to become productive?

-

People with physical or mental disabilities encounter a unique set of difficulties in everyday life. Systematic training and rehabilitation are essential to change a disabled person into a socially



productive individual with maximum functional ability. This makes the intervention of social workers necessary. As per the Persons with Disabilities Act of 1995, disability includes blindness, low vision, leprosy cured, hearing impairment, loco motor disability, mental retardation and mental illness. Persons suffering from not less than forty percent of any disability as certified by a medical authority can be considered as persons with disability.



The first step to help any disabled person is to assess the extent of needs, residual abilities and disabilities in a person. Another task of the Social Worker is to enable the client adjust to the particular disability condition both physically and mentally. The next step is to coordinate the rehabilitation care package. Individuals should be provided with special education and training to adapt themselves to the new condition and to acquire new skills to be able to earn a living.

Combined and co-ordinated use of medical, social, educational and psychological possibilities enable a person to enhance his /her functional abilities. Rehabilitation should include medical, vocational, social and psychological dimensions. As part of rehabilitation they should be helped to gain economic independence and possible comforts of life. Pre-vocation training should be based on the interests and the abilities of a person. The disabled persons should be conscientised and assisted to avail themselves of the welfare services provided by governmental as well as non- governmental agencies. Community based rehabilitation is considered to be the ideal measure for assisting them.

Persons with disabilities can be trained in different trades such as cane work, carpentry, weaving, tailoring, book binding, painting, drawing, printing etc. Placement in proper employment must be followed by regular follow up. A Social Worker can also provide counseling, guidance, application of Social case work, Group work, Community organization. He can also facilitate provision of social service in terms of subsidized food, shelter and clothing and make social security measures like disability pensions, reservations in jobs and other benefits available.

Let us do



Prepare a picture album of eminent personalities among the differently abled group. Prepare a note on their achievements.

3.7 Social Work with Persons Affected with HIV/AIDS

Ramya is a twelve year old girl who was admitted to hospital followed by a motor accident. She was given 6 units of blood to save her life. On medical examination a year later, she was found to be HIV positive. The news of her illness spread like wildfire. The parents of other students refused to send their children to the same school. The school authorities advised her mother to keep her away from school due to the pressure from the parents of other children.

How can we help Ramya to overcome this situation?

-

Human Immuno Virus (HIV)/ Acquired Immuno Deficiency Syndrome (AIDS) is one of the most challenging public health problems faced by the world. AIDS is a serious physical condition caused by Immuno Deficiency Virus. This virus attacks the immune system of the body leaving the individual vulnerable to any sort of infection. Globally, India has the second position in terms of the overall number of people living with HIV/AIDS.

The attitudes of our society towards people with HIV/ AIDS is often negative. They face discrimination, stigmatization and denial in family, communities, work place, school, health care settings etc. The negative attitudes of health care professionals develop anxiety and fear among many people living with HIV/AIDS and prevent them from seeking health care. The children of HIV affected parents are the most affected group, no matter whether they are HIV positive or not. The children are denied the rights to go to school and are separated from other children. Wives of

infected men are blamed by the society. The traumatic experiences, anxiety and fear undergone by the infected person makes him/her keep HIV status a secret. This situation makes the intervention of a Social Worker necessary.

Social workers have a significant role in awareness creation which is an important



Do you know!

HIV is transmitted through

- Unprotected sexual intercourse
- Blood/blood product transfer
- Use of infected needle
- Mother to child (during pregnancy, delivery, breast feeding)
- Sex with multiple partners

component of preventing the spread of HIV. Awareness programmes can be imparted to all sections of the society. Education of the general public helps to prevent the incidence of new infections. It helps to reduce the stigma and discrimination. They can be motivated to reduce risk behaviour. Information can be imparted on what HIV is, how it is transmitted, how to protect oneself from being infected, use of condoms, how to practice responsible sex etc.

Educating the HIV positive individuals is equally important. Education helps to improve the quality of their life. Social Workers can motivate the infected persons not to pass on the disease to others.

They can be helped to access medical service. Antiretroviral treatment can slow the course of the disease and may lead to a near-normal life expectancy. They should be provided with emotional support and counselling. Institutionalized care can be given to those who are dependent or abandoned.

Efforts should be made by the Social Workers to make sex education and AIDS awareness a part of the school curriculum. It is also important to educate the social groups who are at high risk of infection such as injecting drug users, sex workers, etc.

Do you know!

There are various agencies engaged in AIDS related activities at international, national, state and district levels. Some of them are UN AIDS, NACO (National Aids Control Organisation) and KSACS (Kerala State Aids Control Society). Pulari, Ushus, Prathyasa, Jyothis, Prathiksha and Suraksha and Sneha are the projects under KSACS. CPK+ (Council of HIV positives in Kerala) function in all districts. Social workers function as counsellors, directors, and co-ordinators in these projects.

Check your progress

1. What are the problems of the aged?
2. Who are included under the category 'disabled'?
3. How can a social worker help persons infected with HIV?

Let us do



Conduct a study among special school children in your locality to identify their needs.

- *Make posters depicting various aspects of HIV/AIDS for exhibiting on World Aids Day.*

3.8 Social Work with Marginalized and the Vulnerable

Have you heard of the Tribal people? How do they differ from the people living in cities and villages?



•
They are denied of many opportunities of modern life. Marginalisation or social exclusion is a process by which individuals or entire communities are systematically blocked from rights, opportunities and resources. These resources can be housing, employment, health care, civic engagement and democratic participation. These resources are normally available to members of the society and they are key to social integration. Marginalisation can result from a person's social class, educational status, geographic limitations etc.

Who do you think come under this category?

•
Marginalised includes vulnerable groups like people with disability, the aged, tribals, minorities, Lesbian-gay-bisexual-transgender etc. Anyone who deviates in any perceived way from the norms of a population may become subject to different forms of social exclusion.

The marginalized people or communities are prevented from participating fully in the economic, social, and political life of the society in which they live. Marginalization result in material deprivation, social exclusion phsychological traxima etc.

Many communities experience social exclusion. As a result, they have lost their land, source of livelihood, forced into destitution, and are excluded from the labour market. Marginalisation can occur from race, income, employment status, social status, geographic location, personal habits and appearance, education, religion and political affiliation etc.

Unemployment is considered a key cause of marginalization, especially in countries with weak welfare safety nets. Similarly lack of access to public transport, deviation from religious teachings also can lead to marginalization. Marginalization may lead to crime. Growing crime rates may reflect the fact that a growing number of people do not feel valued in the societies in which they live. The psycho-emotional damage from marginalization may lead to suicide, drug addiction etc.

What is meant by vulnerability?

•
Vulnerability means the reduced capacity of an individual or group to anticipate, cope with, resist and recover from the impact of a hazard. Poverty and its common

consequences such as malnutrition, homelessness, poor housing, and destitution are the major contributors to vulnerability. It can also arise when people are isolated, insecure and defenceless in the face of risk, shock or stress.

Who are considered vulnerable?

-
Children, pregnant women, elderly people without family support, malnourished people, people who are ill, displaced populations (e.g. due to earth quakes, flood), migrants, returned migrants, widows, disabled persons etc. constitute this group.

Role of a social worker among the marginalized and the vulnerable

Let us see what are the roles of social worker among this group.

- i. Establish relationship with the marginalized and vulnerable sections of people by providing care and protection to them, thereby assisting them to maintain meaningful contact with the mainstream.
- ii. Recognize the social problem which leads to marginalization.
- iii. Identify the problems associated with marginalization.
- iv. Learn the cultural, political, historical and social background of the people.
- v. Strive towards reduce the impact of labelling and stigmatization, and formulate appropriate policies.
- vi. Empower individuals, groups and communities through various social work methods.
- vii. Work towards education and advocacy to promote the human rights of the marginalized.
- viii. Plan and formulate strategies for the rehabilitation of the vulnerable and the marginalized utilizing the resources available.

3.9 Human Resource Development

"The greatest asset of our nation is our people". Do you agree with this comment?

The well educated, socially committed, cultured and value-oriented people can lead the country to the highest level of development. They are the real resource of any nation; that is human resource. So human resource is the term used to refer to the people who work for a company or organization. This term was coined in the United



States during 1960s when labour relations became a greater concern for U.S business and has since spread around the world.

The people who make up a company's workforce-its human resource-are considered to be an asset to the company whose value is enhanced by development. A company is more likely to be successful if it manages its entire resources well, including its people. This is why many companies have human resource departments, even though those departments do not directly contribute to the company's production, services, sales or profits. Rather, effective human resource departments allow and encourage the companies' employees to do their best, which in turn contributes to the success of those companies.

Human resource development includes training an individual after he/she is first hired and providing opportunities to learn new skills. Human resource development focuses on developing the effective and efficient work force so that the organization and individual employees can accomplish their work goals. In short, human resource managers are the people in charge of ensuring that the right employees are recruited, hired, and trained. Social workers function as Human Resource managers in business firms. They carry out the following tasks:

- i. Recruitment, selection, appraisal, staff development and training
- ii. Implementing employment legislation and welfare.
- iii. Help the company to achieve its Corporate Social Responsibility (CSR) objectives.
- iv. Plan and conduct new employee orientation to foster positive attitude towards organizational objectives
- v. Identify staff vacancies, recruit, interview and select applicants.
- vi. Apply Social work methods like Social case work, Social group work, Social welfare administration, etc. effectively to resolve issues in industries.
- vii. Perform difficult staffing duties, including dealing with understaffing, refereeing disputes, firing employees and administering disciplinary procedures.
- viii. Resolve conflicts between employers or between employees and their managers as well as grievances filed against the company by employees.

Check your progress

1. What is marginalization?
2. Explain the importance of human resource.

Let us do



Prepare a collage about the problems of any one marginalized group.

3.10 Rural and Urban Community Development

There are two types of community development they are:

- A. Rural Community Development and
- B. Urban Community Development

A Rural Community Development

Do you know which is the largest employment generation programme in the world?

•

.....
Mahatma Gandhi National Rural
Employment Guarantee
Programme (MGNREGP) is the
prestigious rural community
development initiative of India.
There are many other similar



programs in India. These programs aim at restructuring the rural life. They seek to empower individuals and groups of people by providing them with the skills to function as agents change in their own communities. Community development has been one of the chief concerns of the successive Five Year Plans in India. Majority of the population, around 65% of the people live in rural areas. Rural

Do you know!

Different Community Development Programmes of Our Nation

- Swarnajayanti Gram Swarozgar Yojana (SGSY)
- Mahatma Gandhi National Rural Employment Guarantee Programme (MGNREGP)
- Samagra Awas Yojana (SAY)
- Indira Awas Yojana (IAY)
- National Old Age Pension Scheme (NOAPS)
- National Maternity Benefit Scheme (NMBS)
- Prime Minister's Grama Sadak Yojana (PMGSY)
- Provision of Urban facilities in Rural Areas (PURA)
- Rajiv Gandhi National Drinking Water Mission (RGNDWM)

development in India is one of the most important factors for the growth of the Indian economy. Rural development in India focuses on alleviation of poverty and unemployment, provision of basic amenities and infrastructure facilities through innovative programmes of wage and self-employment. It also provides facilities such as drinking water, electricity, road connectivity, health facilities, rural housing, education and promoting decentralization of powers to strengthen the Panchayath Raj institutions. Rural development can be more effective only through the participation of the people.

The National Rural Employment Guarantee Act, 2005 was introduced by the Ministry of Rural Development for improving the living conditions of the rural poor. Various ministries of the central government are engaged directly or indirectly for implementation of many programmes and schemes for the development of rural areas, like Ministry of Agriculture, Health and Family Welfare, New and Renewable Energy, Science and Technology, Women and Child Development and Tribal affairs etc.

B. Urban Community Development



We have already discussed various aspects of rural life. Can you identify some issues related to urban life? Look at the picture and write down your conclusion.

-

In spite of all the advantages of city life, umpteen numbers of problems exist in the urban communities. A vast number of people in urban areas face homelessness, health hazards, pollution, violence, poor housing, etc. People who are homeless are constantly threatened by illnesses and have a lower life expectancy. Poverty and social disintegration cause increased rate of urban crime and

violence. These problems are the results of unequal distribution of income and faulty socio-economic policies.

The United Nations Development Programme (UNDP) has recommended the following provisions for urban development.

- i. Increasing shelter for the urban poor.
- ii. Provision for basic urban services such as education, primary health care, clean water and sanitation.
- iii. Improving women's access to basic services and government facilities.
- iv. Upgrading energy use and alternative transport systems.
- v. Reducing air pollution.

Role of Social Worker in community settings

The important roles of social worker in community are the following:

- i. Organising the community to improve the quality of their life.
- ii. Effective implementation of community development programmes.
- iii. Formulating development project and its implementation.
- iv. Facilitating communal harmony.

Do you know!

Different Urban Community Development Programs of Our Nation

- Jawaharlal Nehru National Urban Renewal Mission(JNNURM).
- Urban Infrastructural Development Scheme for Small and Medium Towns(UIDSSMT).
- Conservation and Restoration of Water bodies in Urban Areas(CRWUA).
- Housing and Urban Development Programs in India(HUDPI).
- North Eastern Region Urban Development Programme (NERUDP).

- v. Empowering women, youth and children.
- vi. Conducting social surveys and researches.

3.11 Human Rights



As Indians we enjoy certain fundamental rights. These rights are essential for our development. What are they?

•

They are rights to live, freedom, expression of speech, belief, education etc. Human Rights are the fundamental rights which are essential for an individual to lead a just and dignified life in the society.

Can we tolerate the denial of these rights?

But this happens all over the world. Man as a member of human society has some rights which make his life better. Human rights are concerned with the dignity of the individual.

The discriminations based on class, caste, race, nationality, colour, religions and the social and economic status are still prevalent in various parts of the world. Child abuse and child labour, exploitation of labourers, dowry system, child marriage, corruption of the bureaucracy are social evils existing worldwide today. All these, in one way or the other violate human rights.

In a world of increasing human rights violations, Social Workers, play an important role in promoting human rights. Social workers help the client individuals, groups and communities to realise their rights through the application of social work methods.

Today, social work follows a right-based approach. The United Nation's Declaration of Human Rights includes three of rights. They provide a guideline in this respect. Being a human rights professional, social workers can help people to safeguard their human rights in the following ways:

- i. Help the individual realise his/her rights.
- ii. Advocacy on behalf of disadvantaged and the marginalized groups.
- iii. Getting the services accessible to all e.g. education, housing, health care, etc.
- iv. Capacity building - facilitate the community to realise their goals and fight against injustice.
- v. Programme and policy development.
- vi. Administration of social justice programmes.

Check your progress

1. Expand MGNREGP.
2. Mention any two roles of social worker to promote human rights.

Let us do



Prepare some posters on human rights protection.

Let us sum up

In this chapter we have discussed various fields of Social work, application of social work methods and the role of social worker in these fields. Some of the fields are hospitals ,psychiatric clinics ,community, school, industry ,correctional institutions, environment protection, disaster management and human rights protection. Social workers are known by different names as per the areas in which they function, like Medical Social Worker, Psychiatric Social Worker, School Social Worker, Industrial Social Worker and so on.

The Social Worker in a hospital setting caters to the social ,emotional, economic ,and psychological needs of the patient. A psychiatric Social Worker acts as a member of the multidisciplinary team which comprises of Psychiatrist, Clinical Psychologist, Psychiatric nurse ,Occupational therapist, Vocational therapist etc. School Social Work aims at the maximum development of all students with particular attention to those who are disadvantaged .Industrial Social Work is the systematic way of helping individuals and groups towards better adaptation to work situation and improving social climate and quality of human relations within the institution. Correctional institutions focus on reforming the offenders who are in conflict with law. Systematic rehabilitation strategies enable them

to get back in to the main stream of the society. Social Worker in family and child welfare agencies take up various programmes to enable the children , women and families to develop their capacities to the fullest extent possible.

Social Worker in the field of disaster management can play an important role in reducing the risks of disasters and manage the crisis more effectively. To develop a healthy relationship between man and his environment social workers adopt various strategies and develop the right kind of thinking, attitude and eco-friendly behavioural patterns among people. Gerontological Social Workers provide support and service to elder adults to remain active and respond constructively to the process of ageing.

As per the Persons with Disabilities Act of 1995 disability includes blindness ,low vision, leprosy cured, hearing impairment, locomotor disability, mental retardation and mental illness. The Social Workers who work with disabled people try to provide systematic training and rehabilitation to change a disabled person into a socially productive individual with maximum functional ability .Social Workers have a significant role in creating awareness regarding AIDS, developing a positive attitude towards the people and rehabilitating them. They work towards wiping out discrimination, stigmatization, and denial in families, communities, work place, schools, and health care settings. Social Workers play an important role in the empowerment of individuals, groups, and communities who are considered to be marginalized and vulnerable through analysis, awareness creation, advocacy and rehabilitation strategies.

In the field of human resource the Social Worker focuses on developing the most superior work force in an organization. Urban and rural community development strives to ensure basic amenities and infrastructure facilities through the participation of the people in the urban and rural areas. Being a human right profession, Social Workers also help people from all walks of life to safe guard their human rights. Thus Social Workers apply methods such as social case work, social group work, community organization , social action, social welfare administration and social work research in these fields in their efforts to help their clients.

Learning Outcomes

- ◆ Learns the different fields of Social Work practice.
- ◆ Understands the role of a Social Worker in different fields.
- ◆ Familiarises the application of Social Work methods in different fields.

Evaluation Questions

1. "The Industrial social worker with his basic knowledge of human dynamics and skills in working with individuals at different levels will be a great asset in industrial settings". Substantiate the statement.
2. Explain the role of a Psychiatric Social Worker as a member of the multidisciplinary team.
3. Mention any two problems faced by students in schools. Which methods of Social work can be applied to solve these problems? Explain.
4. Fill up the boxes of different fields of social work profession with appropriate functions of social worker from the list given below:

Family	Hospital	Industry	Correctional Setting

- a. Occupational health
 - b. Prison welfare service
 - c. Pre-marital counselling
 - d. Probation service
 - e. Community health service
 - f. Family counselling service
 - g. Labour welfare
 - h. Medical and psychiatric social work.
5. Comment on the scope of social work profession in environment protection.
 6. List out the functions of Social Worker in a Family counselling centre.
 7. Visit an old age home and list out the problems faced by the residents there. As a social worker how will you help them to make their life more comfortable?
 8. What is meant by marginalization? How can a social worker help the marginalized sections to get back to the main stream of the society?
 9. "Many countries lag behind in development due to ineffective human resource management", Comment on it.

CHAPTER

4

HUMAN RIGHTS AND SOCIAL LEGISLATIONS



KEY CONCEPTS

- 4.1 Equity and Equality
- 4.2 Social Justice
- 4.3 Human Rights
- 4.4 Empowerment
- 4.5 Social Capital
- 4.6 Social Legislation

India became a Republic on the 26 January 1950. What is the significance of Republic day?

-

The Constitution of India came into force on this day. Why do we need a Constitution?

-

Constitution of India guarantees all its citizens equality, social justice, freedom etc. It also ensures certain rights like the right to live, freedom of expression, freedom of movement etc. All these are the basic social needs of a citizen. Do you think all these constitutional provisions are being enjoyed by the ordinary citizen?

In this chapter we discuss the importance of social work in ensuring human rights, social justice and empowerment. Social work profession strives to ensure social welfare, social justice, human rights etc.

4.1 Equity and Equality

Observe the pictures A and B given below.



Picture A



Picture B

Do you observe any difference in the two pictures? Share your observations.

-

Can you make out the difference between equity and equality through these pictures?

-

In picture A, we can see that all are given equal opportunities. In picture B, each one is provided special treatment according to their needs, so that they have equal

opportunity to view the game, this is equity. For this we should consider the particular situation of disadvantaged sections of people and treat them accordingly i.e., equity, and it brings equality. The concept of equity is linked to the idea of fairness and justice. It deals with the willingness to give to each what they deserve, or 'to each according to their needs'.

Everybody has a right to be treated equally without being subjected to any discrimination at home, school or work place etc. Equality relates to the principle which recognizes that the same right shall be applied to all citizens. It is the principle behind all economic, social and cultural rights, and its violation leads to discrimination.

The concepts equity and equality are interrelated. As the Pan American Health Organization puts it, 'equity is the means, equality is the outcome.'

4.2 Social Justice

Observe and analyse the data given below.

MODERNA - Manufacturers of Steel product		
MUSTER ROLL		
January 2011		
Sl.No.	Name of the worker	Wages
1	Ramesh	200.00
2	Sruthi	100.00
3	Rasheed	200.00
4	Leela	100.00
5	Gopi	200.00
6	Rosa	100.00
7	George	200.00

The above data is from the muster roll of common workers of a steel factory. Do you notice any difference in the payment? Is it justifiable? What is your opinion?

-

In many parts of the world, certain sections of society such as children, women, senior citizens, *dalits*, *adivasis*, indigenous groups, minorities etc. face injustice. So we have to empower all these disadvantaged and marginalized sections of

society to receive equal treatment and position and bring them to the mainstream. This is the scope of social justice.

Social justice entails that community and state activity should be based on just and equitable treatment of all people regardless of caste, religion, colour, race, sex, age, class. Social justice is a call to honour the life and dignity of each individual, especially the least among us and social justice is based on four interrelated principles of equity, equality, access and participation.

Can you suggest some measures to ensure social justice?

-

To ensure social justice, there should be:

- i. fairness in the distribution of resources.
- ii. rights recognized and promoted.
- iii. better access to economic resources and services essential to meet the basic needs and to improve the quality of life of people.
- iv. better opportunities for genuine participation.

4.3 Human Rights

Observe the pictures A and B.



Picture A



Picture B

What do you understand from these pictures? Discuss.

-

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

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

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

Universal Declaration of Human Rights (UDHR)

The Universal Declaration of Human Rights (UDHR) which proclaims human rights to all, is considered as the Magna Carta of Human Rights.

The Universal Declaration of Human Rights is a declaration made by the United Nations General Assembly on 10 December 1948 at Paris. UDHR provides a common understanding of what everyone's rights are and is considered as one of the major achievements of the United Nations. This was the first time in history that a document on human rights and fundamental freedoms was set forth in such detail. It was a milestone in the long struggle for human rights.

The Universal Declaration of Human Rights articulates fundamental freedoms and human rights considered inherent to all humans. It contains a preamble and 30 separate articles, each detailing specific rights that belong to humans everywhere, including the principles of non-discrimination, civil and political rights as well as economic and social rights. International human rights obligates Governments to act in certain ways or to refrain from certain acts, in order to promote and protect human rights and fundamental freedoms of individuals or groups. Since 1948, the UDHR remains one of the best known and most often cited human rights documents in the world.



Do you know!

December 10 is observed as World Human Rights Day

Do you know !

Articles from UDHR

- Article 1. Right to equality
- Article 2. Freedom from discrimination
- Article 3. Right to life, liberty and personal security
- Article 4. Freedom from slavery
- Article 5. Freedom from torture and degrading treatment
- Article 6. Right to recognition as a person before the law
- Article 7. Right to equality before the law
- Article 8. Right to remedy by capable judges
- Article 9. Freedom from arbitrary arrest and exile
- Article 10. Right to fair public hearing
- Article 11. Right to be considered innocent until proven guilty
- Article 12. Freedom from interference with privacy, family, home and correspondence
- Article 13. Right to free movement
- Article 14. Right to protection in another country
- Article 15. Right to a nationality and the freedom to change it
- Article 16. Right to marriage and family
- Article 17. Right to own property
- Article 18. Freedom of thought, conscience and religion
- Article 19. Freedom of opinion and information
- Article 20. Right to peaceful assembly and association
- Article 21. Right to participate in government and elections
- Article 22. Right to social security
- Article 23. Right to desirable work and to join trade unions
- Article 24. Right to rest and leisure
- Article 25. Right to adequate living standard
- Article 26. Right to education
- Article 27. Right to participate in the cultural life of community
- Article 28. Right to a social order
- Article 29. Responsibilities to the community
- Article 30. Freedom from interference in these human rights

Human rights violations

There are instances of violation of human rights in many ways all around the world. Can this be allowed? Is there any mechanism to curb such violations?

-

Human rights violations occur when actions by state and non-state actors deny basic human rights including civil, political, cultural, social, and economic rights.

Can you point out some examples of human rights violations?

-

Some situations of human rights violations are given below

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

Human rights situations are monitored by United Nations committees, national human rights institutions, inter-governmental and non-governmental organizations. Many international non-governmental organizations such as Amnesty International, International Federation for Human Rights, Human Rights Watch, World Organization Against Torture, Freedom House, International Freedom of Expression Exchange, Anti Slavery International, Asian Forum for Human Rights and Development etc. work to eradicate human rights violations. These organizations collect evidence and document human rights violations and apply pressure to enforce human rights. There are many national human rights organisations in our country. The National and State Human Rights Commissions are mandated to promote human rights in our country.

Social work and human rights

We can see that in spite of the existence of numerous provisions to prevent human rights violations, they occur in many parts of the world. Being a profession concerned with human rights, how can social workers intervene in such issues? Discuss.

-

Social workers play a vital role in the protection of human rights. There is a shift in the social work approach from need based to rights based.

Core values of the social work profession include service, social justice, dignity and worth of the person, and the importance of human relationships. Human rights act as guideline for social work intervention. Social Worker can intervene in human rights issues in the following ways:

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

Do you know!

The Preamble of NASW

The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty (NASW 1996).

Check your progress

1. Differentiate equity and equality.
2. What do you mean by Human Rights?
3. Identify three international organizations for human rights protection.

Let us do



Conduct a discussion with a human rights activist and prepare a report. Prepare a Collage related to human rights issues in the contemporary world.



Visit website of United Nations and prepare an article about UDHR.

4.4 Empowerment

Do your parents or neighbours take part in *Kudumbasree* or *Ayalkkoottam* meetings? What are the benefits they get by being part of this gathering?

-



They can enjoy facilities such as:

- sharing and caring
- financial security
- leadership development
- empowerment at various levels (social, financial, educational etc).

Kudumbasree helps to strengthen the women by making them financially secure. It leads them to self reliance, participation and provides a platform for empowerment. Now let us discuss the concept of empowerment.

‘Empowerment is a process whereby individuals, families, organizations, communities and societies increase their personal, interpersonal or political power to realize improvements in their situations’ (Parsons, 2008).

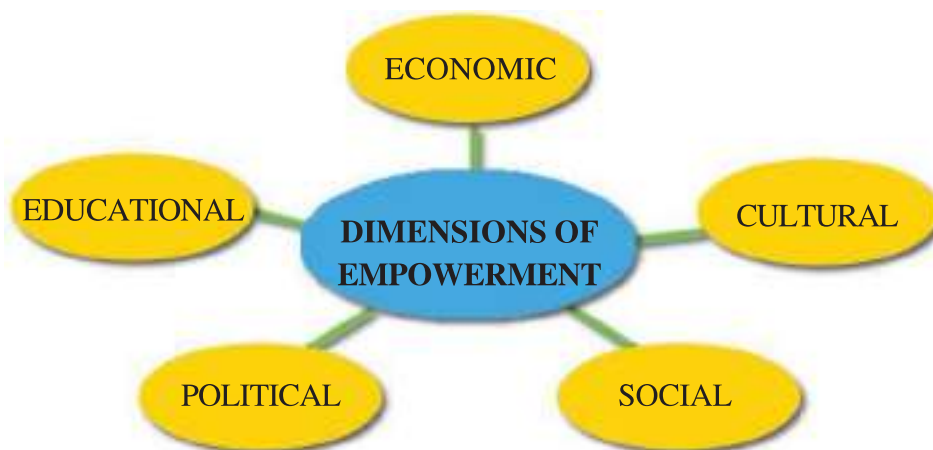
Empowerment is the process of enhancing the capacity of individuals or groups to make choices and to transform those choices into desired actions and outcomes. Empowerment serves as both a process and an outcome in social work practice, to help clients and communities recognize and use their own strengths to overcome their limitations.

The shift in the social work approach from need based to rights based, calls for empowerment. The empowerment approach concentrates more on capacity building and strengthening of people especially the marginalized and vulnerable sections of the society, considering it as their right. For this an integrated approach of social work is needed.

Dimensions of empowerment

Empowerment may be effected in different dimensions.

Examine the illustration given below:



Empowerment has many dimensions. Some of them are:

- Social : freedom of mobility, awareness of equality, justice.
- Political : involvement in decision making and governance, awareness of rights.
- Economic : make choices related to employment and earning.
- Educational : awareness, accessibility.
- Cultural : involvement in customs, rites, rituals, arts, literature.

Elements of empowerment

Empowered people have freedom of choice and action. This in turn enables them to better influence the course of their lives and the decisions which affect them. It encourages people to gain the skills and knowledge that will allow them to overcome obstacles in life.

The four key elements of empowerment are:

- i. access to information
- ii. inclusion and participation in general issues
- iii. accountability in common endeavours
- iv. local organisational capacity

How can you identify an empowered individual or community?

- They are

The following are the general features of an empowered person/community

- i. the ability to make decisions about personal/collective circumstances from a range of options
- ii. the ability to access information and resources for decision making
- iii. having positive thinking about one's ability to make change and involving in the growth process
- iv. increasing one's positive self image and overcoming stigma

In our society there are various marginalized groups. Let us discuss how some of these groups can be empowered.

a. Women empowerment

Women constitute half of the world's population, but do they get equal status as men?

What is your opinion?

-

In our country women do not get equal status with men because of many reasons. Ignorance about their rights makes this issue worse. In order to overcome these issues women must be empowered. Can you say what is women empowerment?

•

It is basically the development of the capacity within women, to make independent decisions on their personal development. Through the empowerment process, women are helped to overcome their limitations. As a result, they become stronger and continue to extend their capacities to broader areas.



Need for women empowerment

Why should women be empowered?

•

Women are to be empowered to generate:

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

Women also have the right to achieve success in their personal and professional lives. This can happen only if they are empowered. Here comes the importance of women empowerment



How can we empower women?

-

Women empowerment can be achieved in the following ways:

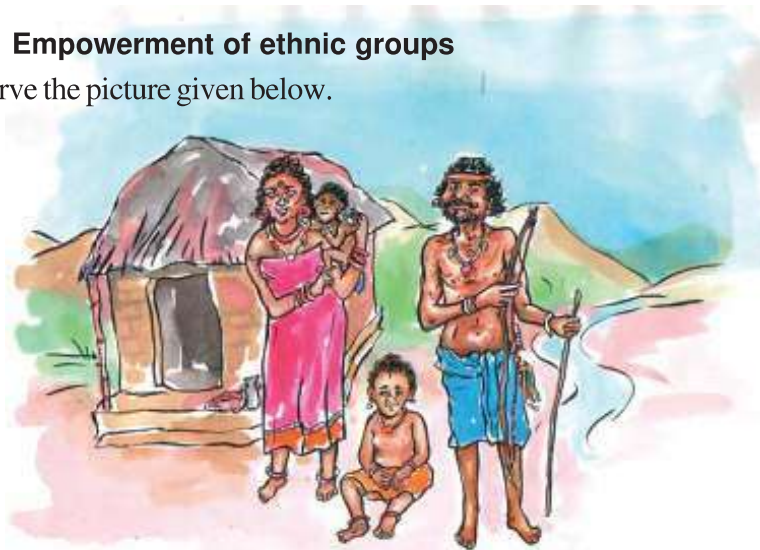
- education and awareness.
- poverty eradication.
- just, humane approach.
- improving women mobility and social interaction.
- improving labour participation.
- micro credit and Income Generation Programmes.
- access and control of resources.
- involvement in decision-making.
- representation in governance /administration.

Check your progress

- What do you mean by empowerment?
- What are the elements of empowerment?

b. Empowerment of ethnic groups

Observe the picture given below.



What do you make out of this picture? What are the features of ethnic groups?

-

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

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

How can they be free from these barriers?

-

They must be empowered in different areas such as education, health, politics etc.

Ethnic groups can be empowered by giving them:

- i. education.
- ii. awareness on proper health and sanitation.
- iii. means for economic freedom, without compromising on their values, uniqueness, and authenticity.
- iv. participation in main stream politics.

Autonomy is important to the ethnic groups in order to restore their dignity, and to enable them to continue living in frameworks of their own-including the retention of their language and unique internal practices.

c. Empowering Farming Community

Observe the following statistics.

Farm suicide annual averages in select States 1995 - 2002 & 2003 - 2010			
State	Farm Suicides annual average		Difference (2nd Avg - 1st Avg)
	1995 - 2002	2003 - 2010	
Andhra Pradesh	1590	2301	+ 711
Assam	155	291	+ 135
Karnataka	2259	2123	- 136
Kerala	1292	1071	- 221
MP + Chattisgarh	2304	2829	+ 525
Maharashtra	2508	3802	+1294
Tamil Nadu	992	866	- 126
Uttar Pradesh	640	531	- 109
West Bengal	1426	990	- 436

The table only includes States whose annual averages have risen or fallen by over 100 farm suicides between the two periods. It also treats Madhya Pradesh and Chattisgarh as one unit for data purposes.

Source: NCRB Accidental Deaths & Suicides in India reports 1995 -2010

Why does farmers suicide?

- Debt
- Crop failure
- Sickness

What are the problems faced by farming community?

-

The problem faced by the farming community are:

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

Farmers are the backbone of every community. They play the vital role in food security of the society. Most of them live in poor socio-economic conditions. Many of them struggle to make a living and many leave farming to pursue opportunities in urban areas. Government subsidies and other assistance provide some relief, but many small farmers remain poor, with limited access to basic needs. Natural calamities and crop failures affect their life.

Observe the given picture:

What does the picture tell you? What can we do for them?

-

Government can support them by providing financial support and subsidy, debt relief etc.

The plight of small scale farmers is an issue that concerns all of us. we can meet the ever increasing need for available and affordable food by making their work more profitable.



The farming community requires reliable, convenient, and sustainable solutions that address their challenges. Farmers should be equipped with modern techniques of cultivation, high yielding varieties of seeds, irrigation facilities, agricultural

equipments, credit facilities, storage- processing facility, crop insurance, proper marketing strategy to free them from the exploitation by middlemen. There should also be a proper co-ordination of their activities.

Farmers can be empowered by:

- training in scientific agricultural practices.
- collective farming and resource pooling.
- forming co-operative marketing societies.
- forming self help groups.
- e-agriculture (marketing).
- crop insurance and buffer pricing.

Check your progress

1. Point out any four features of ethnic groups.
2. Suggest some measures to empower the farmers.

Let us do



Conduct a discussion on the need of empowerment of farmers and women community.

- *Conduct a study on any marginalised community and prepare an article for the school magazine.*

4.5 Social Capital

Suppose you woke up to find a thief attempting to steal something from your home, what will be your reaction?

-

You may most probably shout or call your neighbours. What would your neighbours do? What makes them come and help you?

-

They may rush to your assistance and catch or chase the thief. This type of caring and helping for each other is a response in every community. This is an important resource - that can be made use of in a mutually beneficial manner - is termed Social capital.

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

The term social capital emphasizes not just warm and friendly feelings, but a wide range of social virtues that originate from the trust, reciprocity, information, and cooperation associated with social networks. Social capital creates value for the people who are connected directly or indirectly.e.g. When a group of neighbors informally keep an eye on one another's homes to ensure security, it is social capital in action. Social capital can be found in friendship networks, neighbourhoods, schools, residents associations etc. Social capital works through multiple channels as given in the illustration below:



The methods of social work can enhance the social capital and it may help the community to help themselves.

4.6 Social Legislation

"Dowry is prohibited in India; so if anyone gives or accepts dowry, he/ she will be prosecuted."

Do you know which law prohibits dowry system?

-

The Dowry Prohibition Act 1961 prohibits taking or giving dowry in any form.

Do you know about any other law which curbs evil practices in the society?

-

Problems such as juvenile delinquency, crime, socio-economic injustice, social inequality, and atrocities against women, children and the elderly have to be tackled through legislations. The legislations formulated to control and prevent such social issues are termed social legislations.

Social Legislation consists of laws that provide particular kinds of protection or benefits to society. When new problems and demands arise in our existing social system, we need appropriate legislations to ensure social order. Social legislations are the formal means of controlling and regulating human behaviour in group life. Dr. R.N. Saxena defines social legislation as 'Any Act passed by the legislature or a decree issued by the government for the removal of certain social evils, or for the improvement of social conditions, or with the aim of bringing about social reform'. There are two major components for social legislation.

- a. Formulation
- b. Enforcement

In democratic countries, elected people's representatives propose and formulate laws in national councils, parliaments and state assemblies. Enforcement of laws are equally important. Weak and corruptive enforcement undermines the very purpose of legislations. The Police, the Judiciary, the Local Self Governments are the agencies of law enforcement.

Do you know!

Some Social Legislations...

- Immoral Traffic (Prevention) Act (PITA), 1956.
- Child Labour Prohibition and Regulation Act, 1986.
- Dowry Prohibition Act, 1961.
- Consumer Protection Act, 1986.
- The Juvenile Justice (Care and protection of Children) Act, 2000.
- The Protection of Women from Domestic Violence Act, 2005.
- Right to Information Act, 2005.
- National Rural Employment Guarantee Act, 2005.
- The Prohibition of Child Marriage Act, 2006.
- Right of Children to Free and Compulsory Education Act, 2009.
- Prevention of Children from Sexual Offences Act, 2012.
- The National Food Security Act 2013.

A. Fundamental Rights and Directive Principles

We as Indians are part of the great democratic tradition and enjoy certain rights guaranteed by our Constitution. What are they?

-

Fundamental Rights are those rights and freedoms of the people of India, which are accorded constitutional recognition and guarantee. The Supreme Court of India and the High Courts have the power to enforce Fundamental Rights. The Supreme Court is the guardian of fundamental rights

The Fundamental Rights under the Indian Constitution includes:

1. Right to Equality (Articles 14-18)
2. Right to Freedom (Articles 19-22)
3. Right against Exploitation (Article 23-24)
4. Right to Freedom of Religion (Articles 25-28)
5. Cultural and Educational Rights (Articles 29 and 30)
6. Right to Constitutional Remedies (Article 32)

Fundamental rights are justiciable and inalienable. It provides the people protection and freedom. Apart from fundamental rights, The Indian constitution makes provision for certain directives, though they are not justiciable, yet are important for a welfare state.

Can you mention some examples?

-

Do you know!

Our Constitution....

- World's largest written constitution.
- Contains 395 articles and 12 schedules.
- Sovereign, Socialist, Secular, Democratic.
- Parliamentary type of Government.
- Partly unitary and partly federal.
- Partly rigid and partly flexible.
- Fundamental Rights, fundamental duties.
- Directive principles.

Directive Principles make India a welfare state by introducing measures of socialism in the economic sphere, aimed at providing social security and better standards of health and care for all. It emphasizes obligations towards women and children, backward and tribal classes. Thus, Directive Principles serve "as a signpost and guide the state in its entire works."

Social legislation always promotes the wellbeing of people. It ensures fundamental rights, and follows directive principles to safeguard the interest of people. There are certain legislations which are landmarks in history. Let us discuss some relevant social legislations such as Child Labour Prohibition Act

(1986), Right to Education Act (2009), Right to Information Act (2005), Domestic Violence Act (2005) etc.

Check your progress

1. Explain the concept of social legislation.
2. Differentiate Fundamental Rights and Directive Principles of State Policy.

B. Child Labour (Prohibition & Regulation) Act (1986)

See the given picture. They are children at work. Have you noticed this type of child labourers in your locality/ surrounding?

Child Labour is an outcome of various socio-economic problems such as poverty, economic backwardness, illiteracy and family breakdown.



What happens if children are forced to do manual labour?

Their rights will be denied. It is our responsibility to provide a congenial atmosphere for their development. The Child Labour (Prohibition & Regulation) Act prohibits the employment of children (below the age of 14) in 18 occupations and 65 processes. The employment of children as domestic servant and in dhabas, restaurants, tea stalls etc, has been banned.

The National Child Labour Policy mainly focuses on the general development programmes for the families of child labour and project-based action in areas of high concentration of child labour.

Government of India implements National Child Labour Project (NCLP). Children rescued/withdrawn from work are enrolled in the schools, where they are provided with bridge education, vocational training, nutrition, stipend, health care, etc, before being mainstreamed into the formal education system. The proper implementation of Right to Education is a positive step in curbing child labour.

C Right To Education (RTE)



Have you seen children on the streets picking rags! Have you seen children begging along with the parent? What are they supposed to do at this age?

•

Many children like them do not get opportunities to study. Thus they are denied their right to education. Being a fundamental right, everyone is entitled to get education. RTE is a step towards ensuring this right.

The Right of Children to Free and Compulsory Education (RTE) Act, 2009, came into force on 1 April, 2010. As per the Act, every child has a right to full time elementary education of satisfactory and equitable quality in a formal school, which satisfies certain essential norms and standards.

The RTE Act entitles the Government and local authorities to provide and ensure admission, attendance and completion of elementary education by all children in the 6-14 age group, free of cost. With this, India has moved forward to a rights-based nation obligating the Central and State Governments to implement this fundamental child right.

Do you know!

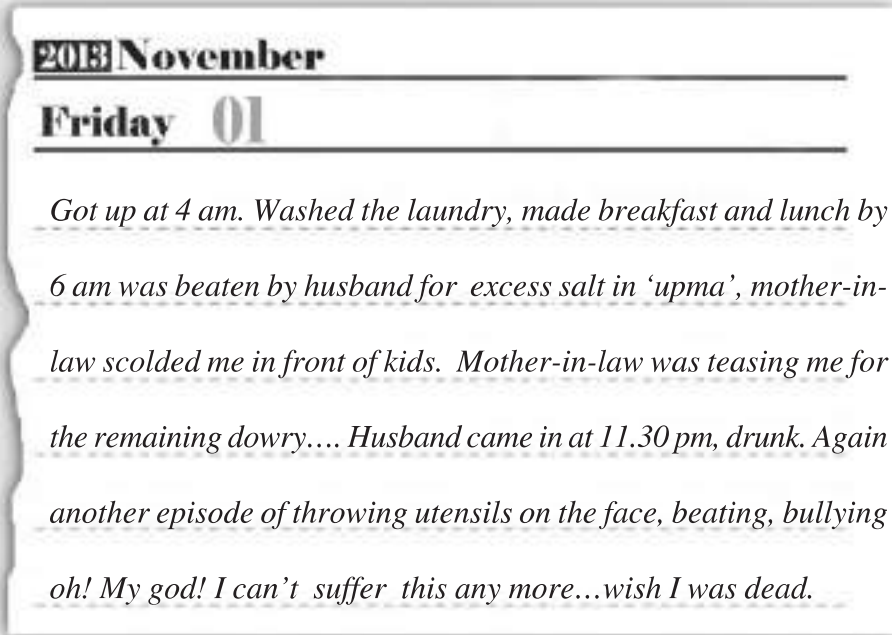
- The RTE demands all private schools to reserve 25% of the seats for children from backward caste.
- No child shall be held back, expelled, or required to pass a board examination until the completion of elementary education.
- Provision for special training of school drop-out, to bring them on par with students of the same age.
- Provisions for improvement of school infrastructure, teacher-student ratio and faculty.
- It prohibits (a) physical punishment and mental harassment, (b) screening procedures for admission of children, (c) capitation fee, (d) private tuition by teachers and (e) running of schools without recognition.

Check your progress

1. Mention the year of Child Labour Prohibition Act.
2. Point out any three provisions of RTE.

D. Domestic Violence Act

Read the excerpt from Meera's diary.



Meera is under stress due to stressful conditions at home. How can we help her?

-

Incidents like this are not rare. There may be thousands of Meeras around us who are victims of various forms of ill treatment and violence at home. We can help her legally. Our Constitution stands against any sort of discrimination and atrocity against women.

Over the last two decades, domestic violence has emerged as one of the most serious problems faced by women in India. They experience physical and psychological violence very often not only from their in-laws, but also from their intimate partner.

Domestic violence is defined as “any form of abuse causing harm or injury to the physical and/or mental health of the woman, compromising her life and safety, any harassment for dowry or to meet any other unlawful demand, threat to cause injury or harm.”

This situation underlines the need for the effective implementation of Domestic Violence Act 2005. The definition of domestic violence has been made wide enough to include every possibility of abuse and harm to women. It provides for the first time civil remedies to women by way of protection orders, residence orders and orders for monetary relief in the event of a domestic violence.

Domestic violence under the Act includes actual abuse or the threat of abuse, whether physical, sexual, verbal, emotional or economic. Harassment by way of unlawful dowry demands to women victims, or their relatives would also be covered under the definition of domestic violence.

Do you know!

Key Features of the Protection of Women from Domestic Violence Act, 2005:

- Unambiguous recognition of a woman's right to live free from violence – provides immediate relief to victims in cases of emergency.
- The right to reside in shared household – recognizes inequality within the home.
- Ensures effective access to justice – introduces new authorities and mechanisms (Protection Officer as the interface between the woman and the court).
- Access to immediate orders to prevent further acts of violence, to provide remedies for violence faced and to prevent destitution of women.

E. Consumer Protection Act



Geetha bought an expensive watch. After four months of use, it stopped working. When she approached the dealer, he disowned his responsibility. What can Geetha do in this situation?

-

When she discussed this matter with her friend, she advised Geetha to seek the help of the consumer court.

A consumer is a person, who avails of goods or services. He has a right for just and fair treatment. Consumer Protection Act 1986, came into force on 24 December 1986 and was modified in March 2003. The Consumer Protection Act, is a consumer specific legislation designed to provide speedy and inexpensive remedy to the consumers. The Act for the first time gives statutory recognition to the rights of a consumer.

According to the Act, a consumer who is not satisfied with the product or service purchased, can complain to the concerned forum and get the grievance settled. A three-tier redressal machinery at the District, State and National level has been constituted.



Do you know!

Pecuniary Jurisdiction

- Up to Rs. 20 Lakh District Consumer Disputes Redressal Forum
- Rs. 20 Lakh to Rs. 1 Crore State Consumer Disputes Redressal Commission
- Higher than Rs. 1 Crore National Consumer Disputes Redressal Commission

The Act offers remedies to consumers, not only in respect of defects in goods or deficiencies in services, but also for overcharging and a host of unfair and restrictive trade practices. You cannot file a complaint in a consumer court two years after the deal.

Let us do



Suppose your TV failed to work just two weeks after purchase. Even after repeated complaints, the shop keeper did not take any action. In this situation how will you handle the problem? Prepare an action plan.

F. Right to Information (RTI) Act

“I applied for gas connection one year back, but I haven’t got it so far. My neighbour who applied after I had done, got the connection” said Babu.

Babu likes to know why it is so and the status of his application for gas connection. How can we help him?

.....
Here comes the relevance of getting information on time. R.T.I. Act is a milestone in the development of the democratic system in our country. It has removed the veil of secrecy experienced by the common man, created by those holding authority.

Right to Information Act, 2005 empowers the citizen of India to access the information available with Government departments, Public Sector Undertakings, Local Bodies, and Voluntary Organizations substantially benefitting from Government. It is an Act to provide access to information, in order to promote transparency and accountability in the working of every public authority.

Provisions are there in the act to compensate for delay in providing the pertinent information. There are nodal officers in each office prefixed by the authority to release the information on time. Enforcement of this law today has emerged as a new field of social work by exposing socially relevant information on issues of corruption.

Do you know!

Important Features of the RTI Act, 2005

- Anybody who desires to have the information should apply in white paper affixing court fee stamp worth ten rupees.
- Information means record, document, e-mail, circular, press release, contract sample, electronic data etc.
- Information will be provided within 30 days from the date of request in the normal case, or within 48 hours from the time of request- if it is a matter of life or liberty of a person.
- Every public authority should provide information on written request or request by electronic means. Penalty is enforceable for refusal to receive an application for information or for not providing information
- Central Information Commission and State Information Commission are to be constituted

G. Cyber Laws

Look at the two cases given below.

Case I: You happen to hear that your photograph has been uploaded in a social network group. But you don't even have such an account!

Case II: One of your friends is being disturbed by anonymous calls regularly even at midnight!

What can we do in such situations?

•

There are laws to support people in such situations where mobile phone/ computer/internet etc are involved.

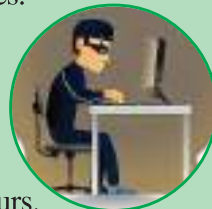
Technological advancements have brought about a wide range of benefits and opportunities for mankind. Along with its advantages, it has brought disadvantages too, such as online cheating and criminal activities like harassment, blackmail, extortion etc. This is called cyber crime and there are laws to prevent those



Do you know!

Types of Cyber Crimes.....

- Unauthorized access and hacking.
- Virus and worm attack.
- e-mail & IRC related crimes.
- Denial of service.
- Pornography.
- Forgery.
- Cyber terrorism.
- Intellectual Property Rights (IPR) Violations.
- Banking/Credit card related crime.
- e-commerce/ investment frauds.
- Sale of illegal articles.
- Defamation.
- Online gambling.
- Pedophiles.
- Identity theft.
- Theft of internet hours.
- Damaging a computer system.
- Breach of privacy and confidentiality.
- Copy right violations.



crimes. These laws check the misuse of mobile phones, computers and the internet.

Cyber laws provide legal recognition to electronic documents and a framework to support e-filing and e-commerce transactions. They provide a legal framework to check cyber crimes.

Cyber crimes involve criminal activities that are traditional in nature, such as theft, fraud, forgery, cheating, defamation and mischief, all of which are traditional in nature and subject to the Indian Penal Code.

The abuse of computers resulted in a variety of new age crimes that are addressed by the Information Technology Act, 2000.

Some of the notable features of the ITA are as follows:

- focusing on data privacy
- focusing on information security
- defining cyber café
- making digital signature as means of authentication of documents
- defining reasonable security practices to be followed by corporates
- redefining the role of intermediaries
- recognizing the role of Indian computer emergency response team
- defining and including child pornography and cyber terrorism
- authorizing an inspector to investigate cyber offences

Check your progress

1. Give some examples of Domestic violence.
2. What do you mean by Cyber laws?

Let us do



Collect news of various incidents of domestic violence and analyze the reasons



Conduct a debate on 'Internet and Mobile Phone- a boon or a bane'?

H. Legal Aid

Rema is an illiterate woman, 40 years old, with two children, hailing from a poor family. She has been abandoned by her husband. She is jobless and has no source of income. Some people told her to approach the court. As she is poor and uneducated, she is afraid of such steps. How will you help her to get justice?

-

Have you heard of legal service authority?

-



Legal Aid implies giving free legal service to the poor and needy, who cannot afford the services of a lawyer for the conduct of a case or a legal proceeding in any court, tribunal or before an authority

Legal aid is the provision of assistance to people otherwise unable to afford legal representation and access to the court

system. Legal aid is regarded as central in providing access to justice by ensuring equality before the law, the right to counsel and the right to a fair trial. Legal aid is provided by the Legal Services Authority.

- legal aid is a constitutional obligation of the state and a citizen's right.
- provide free legal aid to those who cannot access justice due to economic and other disabilities.
- simplification of legal procedure.
- settlement of cases outside court through Lok Adalats etc.

Do you know!

The Free Legal Services Include

- payment of court fee, process fee and all the other charges payable or incurred in connection with any legal proceedings.
- providing Advocate to assist in legal proceedings.
- obtaining and supplying of certified copies of orders and other documents in legal proceedings.
- preparation of appeal, including printing and translation of documents in legal proceedings.

People eligible for free legal services include

1. women and children.
2. members of SC and ST.
3. industrial workmen.
4. victims of disaster, violence, flood, drought, earthquake, industrial disaster.
5. disabled persons.
6. persons in custody.
7. persons whose annual income does not exceed Rs. 50,000/-.
8. victims of trafficking.

I. National Human Rights Commission

We have already learnt about human rights and its violations. National and State Human Rights Commissions deal with human rights violations in our country. Do you know who the chairman of National Human Rights Commission is?

•

The National Human Rights Commission (NHRC) was constituted under the Protection of Human Rights Act, 1993. This Act drew its inspiration mostly from the International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights, adopted by the General Assembly of the United Nations on 16 December, 1966.

Objectives of National Human Rights Commission

According to the Protection of Human Rights Act 1993 the National Human Rights Commission was constituted for better protection of human rights and related matters.

Functions of the commission

The Commission performs the following functions (Section 12 of the Act),

- to make inquiries, suo-moto or on a petition presented to it by a victim or any person, on the violation of human rights.
- intervenes in proceedings involving any allegation of violation of human rights pending before a court with the approval.
- to visit State government institutions in the correctional setting, to study the living conditions of the inmates and make recommendations.
- review and recommend on human rights protection and recommend measures for their effective implementation.
- review the safeguards provided by the legal system.

J. Women's Commission

We know that women face various problems in our society, and many of them are related to human rights violations. Do you know any mechanism that deals with women's grievances?

-

The Government of India set up a Commission for women, called the National Commission for Women (NCW) in 1990. The objective of the NCW is to represent the rights of women in India and to provide a platform to voice their issues and concerns. The subjects of their campaigns include dowry, politics, religion, equal representation for women in jobs, exploitation of women for labour, abuse of women etc.

Women's Commission is striving to build a gender equitable society. They make provisions to ensure women's rights, social justice and independent identity. They undertake monitoring, capacity building, creating awareness, and dealing with individual complaints.

Objectives

1. to promote, protect and guarantee women's rights.
2. to encourage women's participation in development.
3. to establish the National Women's Commission as an autonomous and inclusive commission.

Let us do



Conduct a seminar on the relevance of fundamental rights in enforcing human rights.

- *Find out the directive principles from the Indian Constitution and make a note on it and exhibit it on your school bulletin board.*

Check your progress

1. What is legal aid?
2. Expand NHRC.
3. Point out the functions of Women's Commission.

Let us sum up

This chapter discusses the relevance of Social Work as a human rights profession with special emphasis on social legislation. Concepts like equity, equality, social justice, human rights and its violations, social capital and empowerment are discussed here.

In the modern era where the focus of Social work has shifted from need based to right based and transforms through an empowering approach, this chapter provide an understanding of these concepts.

The concept of equity is related to the idea of fairness and justice. Equity focus on concern for people's needs, instead of providing services to the greatest number of people. Equality is the principle which recognizes that the same right shall be applied to all citizens.

Social justice is based on equal rights for all people and the ideal that benefits from economic and social progress are for all people. It is the principle behind all economic, social and cultural rights. Social justice applies to the life and dignity of each individual.

Human rights are rights that can be enjoyed by all human beings. These rights are all interrelated, interdependent and indivisible. Universal Declaration of Human Rights is the basic document on human rights.

Human right protection is a state responsibility and the constitution of many nations highlight this through fundamental rights .

Social work and human rights are closely related. Social Workers play a vital role in promoting human rights and protect people against human rights violations. Various social legislations and constitutional provisions ensure human rights without facing discrimination on various grounds.

Empowerment is the process of enhancing the capacity of individuals or groups to make choices and to transform those choices into desired actions and outcomes. We deal with bottlenecks in the development of marginalized sections of society such as women, ethnic groups , farming community and the strategies to empower these vulnerable groups. We also discuss social capital which is the ability of people to work together for common purposes among groups and organizations, which promotes empowerment.

Social legislations are necessary to safeguard people from discrimination. We discuss some important social legislations like Right to Information Act, Right to Education, Domestic Violence Act, Child Labour Prohibition Act, Consumer Protection Act etc.

Relevant provisions like Legal Aid, Cyber Laws and other instruments and provisions to protect people against injustice are discussed here. The role of Human Rights Commission, Women's Commission etc. is also described in the last part of this chapter.

Hence law can be used as an effective instrument by social workers. In this process, social workers can play an important role to ensure justice especially to the weaker sections. Social work can network with law and help in the implementation of social justice for juveniles, women, prisoners rehabilitation, commercial sex workers, scheduled caste/scheduled tribe, poor and needy, who are in need of legal assistance. Social legislation can be used by professional social workers as a tool for social advocacy, empowerment to ensure basic human rights, dignity, and conducive environment for self fulfillment and development. In other words, the overall thrust of social work will be on developmental, remedial and rehabilitative dimension with a inclusive approach. Thus, social legislation works as a tool for social reform, empowerment, social welfare, development and change.

Learning Outcomes

- ◆ Familiarises the concepts such as social justice, human rights, social legislation.
- ◆ Analyses the application of social legislation and human rights in social work practice.
- ◆ Understands and analyse the issues related to human rights.
- ◆ Perceives social work as an empowering approach.
- ◆ Appreciates the relevance of Right to Information Act, Right to Education Act etc.
- ◆ Identifies laws that safeguard common people from injustice.

Evaluation Questions

1. Social workers safeguard human rights! Discuss the relationship between social work and human rights in the light of the above statement.
2. 'Empowerment approach is the need of the present day society.' Do you agree with this statement. Substantiate.
3. Examine the relevance of social legislation in promoting human rights.
4. 'Cyber crimes are on increase worldwide.' Examine the above statement highlighting the importance of cyber laws.
5. 'Right to information Act is a revolutionary step towards transparency in government affairs'. Discuss with the help of the salient features of RTI Act.
6. Examine the functions of National Human Rights Commission?

CHAPTER

5

FUNDAMENTALS OF SOCIAL LIFE



KEY CONCEPTS

- 5.1. Society
- 5.2. Community
- 5.3. Association
- 5.4. Social Groups
- 5.5. Social Institutions
- 5.6. Social Process
- 5.7. Socialization
- 5.8. Social Change
- 5.9. Social Control

You have seen the relationship between Social Work and Sociology in Chapter 2. Try to summarise what you have understood from that.

•

We know that sociology is the scientific study of society and its origin, development, organizations, and institutions. It is a social science which uses various methods of scientific investigation.

There are certain words like society, community, association, institution, social system, folkways, mores, values, customs etc in Sociology. A Social Worker should have a clear understanding about these basic concepts.

‘No man is an island.’ What is your opinion on this comment?

-

From this we understand that human beings cannot live without the help of others, which means we belong to a society. Let us discuss.

5.1. Society



The word Society is derived from the Latin word ‘*socitus*’ which means companionship or friendship. Companionship means sociability. According to Aristotle “Man is a social animal.” This indicates that man always wishes to be in companionship. Man needs society for his living, working and enjoyment of life. According to Mac Iver “society is a web of social relationships.”

Mac Iver and Page (1968) defined society as a “system of usages and procedures of authority and mutual aid of many groupings and divisions, of controls of human behaviour and liberties.”

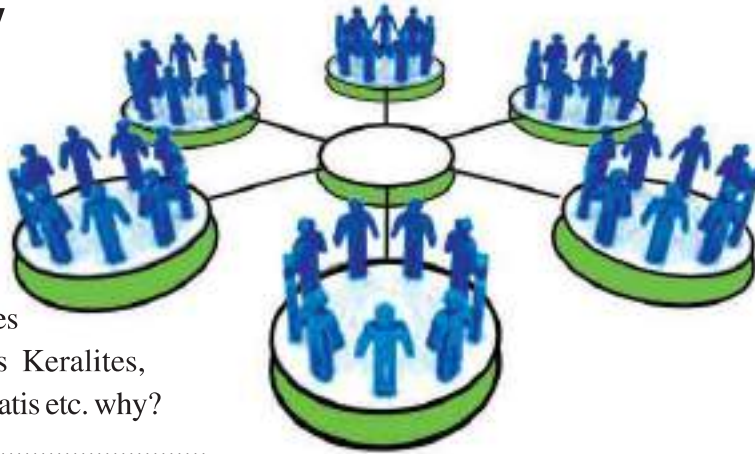
August Comte (1839), the father of Sociology, saw society “as a social organism possessing a harmony of structure and function.”

Characteristics of Society

From the definition given above, some of the characteristics of the society can be summarized as:

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

5.2. Community



People from particular states are known as Keralites, Punjabis, Maratis etc. why?

•

By community we mean a group of people living in a specific geographical area, sharing a 'we-feeling.' It is a collection of people in a particular area with common culture, community sentiments and social structure.

According to Bogardus (1957), community is a social group with some degree of we-feeling and lives in a given area.

Mac Iver (1968) defines community as an area of social living marked by some degree of social coherence.

Elements of community

Elements of community are as follows:

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

Types of community

There are different types of communities-rural, urban, tribal and maritime. The people who live in villages and depend mainly on agriculture for livelihood constitute a rural community. People who live in cities and engage in industrial and allied occupations are called urban community. Some people live in interior forests or isolated landscapes with some particular culture are called tribal community. The people living in the coastal area with fishing and related occupations are known as maritime community.

Difference between Society and Community

Is there any difference between society and community? Try to differentiate.

-

Table 5.1 summarises the difference between society and community.

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

*Table 5.1.
Difference between society and community*

5.3. Association

Do you have any arts or sports club in your locality? Name some of them

-

When a group of people are organized with some common interests and objectives, they form an association. They try to fulfill their needs through co-operation and mutual dependence.

On the basis of these cooperative efforts, each individual helps his fellow beings. This cooperation gives birth to association.

According to Bogardus, (1957) “An association is an organization deliberately formed for the collective pursuit of some interest or set of interests which its members share.”

According to Morris Ginsberg, (1978) “An association is a group organized for the pursuit of an interest or a group of interests in common.”



Characteristics of Association

Can you identify the characteristics of an association from the above definitions?

-

The main characteristics of an association are:

- group of people with common interest
- cooperative spirit
- organizational structure
- regulation of association

An association may be permanent or temporary. Associations like the state, family, religious association etc. are examples of permanent associations. But some associations which are purely temporary in nature. E.g. The association formed to felicitate the rank holders in the IAS examination. There may not be any relevance to such an association after the felicitation.

Examples for association are National Association of Professional Social Workers in India (NAPSWI), Kerala Association of Professional Social workers (KAPS) Parent Teachers Association (PTA).

Check your progress

1. What do you mean by society?
2. List out any three characteristics of Association.
3. List out the elements of community.

Let us do



Prepare a profile of your community

5.4. Social Groups

Suppose all of your friends are transferred to another school! What might be your feelings? How would you manage the situation?

-

Man is a social animal; he cannot live alone. That is why we move in groups. People live and work together in groups with some common aims and objectives. Such groups are called social groups.

Social group is a collection of individuals living or working together. Frequent interaction leads people to share service and materials. In the social sciences a social group has been defined as two or more people who interact with one another, share similar characteristics and have a sense of unity.

Types of Social Group

C.H. Cooley classified social groups into primary and secondary groups.

A Primary Groups

Those groups that are characterized by intimate face-to-face relationship are called primary groups. The family, the child's play group, and neighbourhoods are examples of primary groups. These groups are almost universal in all societies. The relationships of primary group are informal and intimate. They provide emotional attachment and sense of security to the members.



Characteristics of a primary group

From the description given above, we may conclude that primary groups are characterized by:

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

B. Secondary Group

Secondary group is a large and impersonal social group whose members have specific interests or activity. The relationship of secondary group involves weak emotional ties and little personal knowledge of one another. Most secondary groups are formal, impersonal, utilitarian and goal oriented. E.g. Rotary Club, Trade union, Red Cross etc.



Characteristics of a secondary group

From the description given above, we may conclude that secondary groups are characterized by:

- i. large size
- ii. lack of physical proximity
- iii. relationship is a means to end
- iv. voluntary membership
- v. indirect relations
- vi. impersonal relations
- vii. formal rules

C. Reference Group

According to Merton reference groups are models to other groups and individuals. Those groups orient and influence others' opinion, tendency and behaviour. Teachers' clubs, fans associations, moral education groups are examples of reference groups.

D. e - Group or Communities

A new social group emerged by interaction through social media like Face book, Google +, Twitter are called e-group or e-community.



Check your progress

1. What do you understand by social group and give an example of social group?
2. Teacher's club is an example of _____ group.
3. Point out the characteristics of Secondary groups.

Let us do



Conduct a debate on the causes of deterioration of primary groups.



Collect the details of e-communities with the help of internet and prepare an article on it.

5.5. Social Institutions

Family, religion, etc are well established social institutions which mean to control the individual and society. They have usages and procedures like an institution. So they are called social institutions. A social institution is a complex, integrated set of social norms or rules to preserve social values. Thus marriage, family, education, politics and religion are considered as social institutions.

According to Bogardus (1971) “a social institution is a structure of society that is organized to meet the needs of the people chiefly through well-established procedures.”

Ginsberg (1957) defines social institution as recognized and established usage governing the relations between individuals and groups.

Characteristics of social institutions

We can observe and identify the following characteristics of social institutions.

- | | |
|--------------------------|--------------------------------|
| i. social in nature | ii. universal in nature |
| iii. standardized norms | iv. means for satisfying needs |
| v. controlling mechanism | vi. relatively permanent |
| vii. abstract in nature | viii. synthesizing symbols |

Common social institutions

Let us discuss some of the familiar social institutions in our society.

A Marriage

You may have participated in many marriages. Can you mention the purpose of marriage?

-

Marriage is a socially accepted custom to form family.

Marriage is one of the universal social institutions established to control and regulate the sexual life of human being. There are some rules and regulations like age of the bridegroom, place of marriage, etc. Marriage has different dimensions in different cultures.

According to Lundberg, marriage consists of the rules and regulations that define the rights, duties and privileges of husband and wife with respect to each other.



Types of marriage

Different types of marriages are given below:

- a. **Polygyny:** It is a form of marriage in which one man marries more than one woman at a given time.
- b. **Polyandry:** It is the marriage of one woman with more than one man.
- c. **Monogamy:** It is a form of marriage in which one man marries one woman.

B. Family

What do you feel when you are away from family?

-

What are your feelings when you are back with your family?

-

We feel more secure in our family. Family is the basic unit of society. The family has been seen as a universal social institution and an inevitable part of human society. It is the primary social group that socializes human beings. The goal of family is procreation and upbringing of children.

Nimkoff (1987) says that family is more or less a durable association of husband and wife with or without child or of a man or woman alone or with children. Family ensures emotional bonding and physical proximity. Family can be seen everywhere in the society



Characteristics of family

From the description given above, we may conclude that family is characterised by:

- i. **Universality:** Family can be seen everywhere in the world. There will not be any community without family.
- ii. **Emotional basis:** Family is grounded in emotions and sentiments. It is built upon sentiments of love, affection, sympathy, cooperation and friendship.
- iii. **Limited size:** Family is smaller in size. As a primary group its size is necessarily limited. It is the smallest social unit.
- iv. **Nuclear position in the social structure:** The family is the nucleus of all other social institutions. The whole social structure is built of family units.
- v. **Social regulation:** The society takes precaution to safeguard this institution from any possible breakdown.

Types of family

On the basis of ancestry or descent, family can be classified as matrilineal family and patrilineal family. On the basis of size or structure family can be classified as nuclear or the single unit family, extended family and joint family.

C. Religion

Some people go to temple, some others to mosque or church to worship? Why?

-

Religion is the belief in the power of the supernatural. These beliefs are present in all the societies. Religion is people's organised responses to the supernatural power. Sociologists are yet to find a satisfactory explanation for religion.

Mac Iver and Page have defined religion as a relationship not merely between man and man but also between man and some higher power. According to Ogburn religion is an attitude towards superhuman powers.

Religion guides the people regarding what can be done and what cannot be done. It gives guidelines for personal and social life and try to control human behaviour according to the socio-cultural standards. There are two theories of religion. They are animism and naturism. Animism means the belief in spirits while naturism is the belief in natural forces.

Check your progress

1. What do you mean by social institution?
2. Write a note on different types of marriages.
3. What do you mean by religion?

Let us do



Conduct a discussion on the importance of social institutions and prepare a note on different social institutions.

5.6. Social Process

Suppose you get a chance to travel through and observe a community as part of a study. You have been wandering for many days through the community for the same. Try to point out the possible scenes and events you may witness:

-



You can see that people are engaged in various activities like cultivation, construction of buildings, schooling, business, and ceremonies. At the same time you can observe people coming together with love and care and we feeling. There may be quarrelling, attacks, separation etc. too.

These regular activities make the community or society dynamic. A process contains many activities. So we can say that all those activities are part of the social process. In the society there are differences of opinion, conflict, competition, consensus and cooperation among the members. The society goes through several such social processes.

Human beings interact with others and establish social relationship to satisfy their different needs. We may witness such relationships between father and son, employer and employee, teacher and student, merchant and customer, leader and follower etc. Communication and interaction are necessary for social relationships. Such interaction is called social interaction. This interaction can take place between two or more individuals or groups. Interaction occurs in the form of social processes. The social processes are the fundamental ways in which people interact and establish social relationships.

A.W Green (1986) is of the opinion that "The Social processes are merely the characteristic ways in which interaction occurs." According to Ginsberg: "Social processes mean the various modes of interaction between individuals or groups including co-operation and conflict, social differentiation and integration, development, arrest and decay."

Types of social process

Analyse the two situations given below.

Case I:

Suppose the roads that leads to your house is not fit to commute. But there is a possibility to construct a new one with a group effort. What will you do?

-

Case II:

Some of your neighbours block your road saying that you have no right to use it! What would be your response?

-

In the first instance, you may come together and co operate to construct a road. But in the next, you may question them who blocked the road. It means that

people interact with each other in different ways in different contexts. So there are different types of social processes. They are associative and dissociative processes.

Can you say Case I and Case II are coming under which category?

Case I

Case II

A Associative Social Process

Associative processes always work for the integration and benefit of society. Associative process leads to love, justice, liberty, brotherhood, positive interaction etc. Therefore, these are called integrative social process. These social processes bring progress and stability to the society. Co-operation, accommodation, assimilation etc. are the examples of associative social process. The associative social process are of three types.

- a. Cooperation
- b. Accommodation
- c. Assimilation

a. Cooperation

Cooperation means working together for the achievement of common goals. The word cooperation is derived from two Latin words: 'Co' meaning together and 'Operari' meaning 'to work'. According to Merrill and Eldredge (1980), "Cooperation is a form of social interaction wherein two or more persons work together to gain a common end." Man cannot exist without cooperation. Cooperation is important in personal and social life to deal with and overcome each and every situation.



b. Accommodation

You may be familiar with *Sreerangapattanam* Treaty. It was a treaty between *Tippu Sulthan* and the British army at the end of the Mysore battle in 1792. It is an example of an associative process called accommodation. Accommodation

means an adjustment made after a conflict. Man has to face a number of conflicts throughout his life. These conflicts cannot continue indefinitely. So adjustments are made always. Such adjustments that man make continuously to the conflicting groups and situations are called accommodation. Mac Iver (1988) says that the term accommodation refers particularly to the process in which man attains a sense of harmony with his environment. Peace after war, family members expressing love and care towards each other after quarrels are examples of this phenomenon.



c. Assimilation



Let us explain assimilation with the example of Ranju.

After completing Plus Two, Ranju joined a professional college in Bangalore. He could not adjust to the climate, language, lifestyles and even the food habits of the place. He tried to leave the place but his parents compelled him to stay on and study there. Finally he got first class in his course. Now Ranju likes to do his Ph.D and get a job in Bangalore.

What happened to Ranju? He gradually adapted himself to the language, food habits, customs and values of the new place. It is called assimilation.

According to Bogardus, (1978) “Assimilation is a process whereby attitudes of many persons are united and thus developed into a united group.”

Like accommodation, assimilation is also a form of social adjustment. It is a process in which persons or groups acquire the culture of the group into which they come to live. They adopt its attitudes, values and patterns of life. So assimilation requires more fundamental changes. When assimilation occurs, people in two distinct groups become almost indistinguishable. Newly married people assimilating to each other’s culture is an example of assimilation.

B. Dissociative Social Process

Dissociative social process is just opposite to associative social process. Dissociative process leads to hatred, injustice, unfair treatment and negative interaction. These social processes always work for the disintegration of society

and hinder the progress and development of society. These types of social processes are also known as disintegrative social processes. Competition and conflict are the examples of dissociative social process.

a. Competition

Suppose, there is a grand prize to the top scorer in Plus Two humanities examination and 9 students including you have got top scores in the previous examination. What would you do? What will be the attitude of your friends to one another?



•

People begin to compete when there are only limited opportunities but more demands. It is a social process. Competition is a fundamental form of social struggle. It is the natural result of the universal struggle for survival. All people can never satisfy all their desires since the supply of resources are insufficient.

Mac Iver and Page, (1957) "Competition is impersonal conflict between individuals for attainment of any objects of desire that are limited in supply."

b. Conflict

Suppose you would like to study hotel management after your Plus Two course. But your parents want you to do general nursing. What might happen in your family in this regard?



•

Conflict is a form of struggle among individuals or groups. It is ever present in human relations. The process of conflict goes on in every society. It is an inseparable part of the social system.

Whenever a person or group tries to gain a reward by preventing others from effectively competing for it, conflict is the result.

According to Horton and Hunt (1990) "Conflict may be defined as a process of seeking to monopolize rewards by eliminating or weakening the competitors."

Contact is an essential condition of conflict. But in competition, contact and communication among the competing persons or groups are not necessary. Conflict is destructive in nature. It may be associated with violence. Like competition, the fundamental cause of conflict is also the existence of limited means and unlimited needs.

5.7. Socialization



Let us examine two cases given below

Case I:

'Balu, my friend invited me to dinner. He has two children Vani and Dil. At the time of dinner I asked Balu about Dil. He told me that he prefer to have take dinner after we finish! He added that he likes to be alone.'

You may know some personalities like Dil! Why are they so?

-

Case II:

There was a girl who had been brought up by wolves. She moved on all fours, could not speak or take food and died at an early age. Why was it so?

-

The girl was devoid of all stimuli for normal growth and development. Since she had not been in contact with human beings, she could not pick up the way human beings do things. This shows the effect of the environment in which one grows up on the development of one's personality.

The above characters are not social, are they? Every individual is amoral and asocial by birth. But society has its own ways and means to give social training to its new borns. This process is called socialization. According to Green (1985), "Socialization is a process through which a man develops into a social being."

The newborn child learns the values, beliefs, rules and regulations of society or the culture in which he/she is born. Socialization is an unconscious process whereby an individual becomes a functioning member of the society. The individual is socialized by learning the rules and practices of social groups in which he/she lives. By this process an individual develops his/her personality. Socialization equips an individual to perform his/her duties in the society.

Agents of socialization

The process of socialization is operative not only in childhood but throughout one's life. The following are the agencies by which a new born child is socialized as a mature individual.

A. Family

Family being the basic unit of society, exerts a major influence on its members. Parents are the first persons to introduce to the child the culture of his/her community where he/she is going to live.

The intimate relationship between the mother and the child has a great impact on shaping the child's attitudes, behaviour and abilities. The child learns the values like love, sharing, caring, co-operation, and respect towards others from home. The appropriate and inappropriate behaviour of the child is approved or disapproved through rewards and punishments.

B. School

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

C. Peer Group

Whom do you like to spend your leisure time with?

-

You may certainly feel more comfortable in the company of people of your age group. Peer group is one of the most influential agents of socialization after family. The members of a peer group share knowledge and experience they do not get from the family, school and elders. Peer groups influence the individual's, lifestyles, fashion, social activities, attitude etc.

D. Mass Media

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

relevant socio-cultural subjects and experiences and it can influence individual behaviour. Researches show a correlation between influence of television programmes and social behaviour among children. Internet which is considered as pool/reservoir of knowledge has a damaging effects, if not used properly.

The other agents of socialization are neighbourhood, religion, aged people, association, books and stories etc.



Check your progress

1. What is social process
2. Write a brief note on associative social process
3. Which are the dissociative social processes?
4. Prepare a note on the agents of socialization.

Let us do



Conduct a seminar on the agents of socialization

5.8. Social Change



Observe the pictures and identify the changes that have taken place in the village. Change is the law of nature. It is inevitable in life. The term social change is used to indicate the changes that take place in human interactions and interrelations. Social change means change in the system of social relationships. According to Kingsley Davis, (1950) "Social change means alteration in social organization that

is in the structure and functions of society.” Majumdar (1978) says “Social change may be defined as a new fashion or mode, either modifying or replacing the old, in the life of people or in the operation of society.”

Social change is the process whereby measurable differences occur in a social system over a given period of time. Social change does not refer to the changes in the life of an individual. It actually takes place in the entire community. The speed of social change is not uniform everywhere. In primitive societies, it was very slow but in modern society, social change occurs at a greater pace.

Characteristics of social change

- i. Social change is continuous
No one can stop changes that take place in society. Innovation, renovation and modification take place continuously. The pace of social change increases with scientific and technological advance. Material culture changes faster than non material culture.
- ii. Social change is environmental
Social change occurs within a geographic, physical and cultural context. Human behaviour is greatly influenced by the physical and cultural environment.
- iii. Social change means human change
Human society never remains the same. It undergoes continuous change. Human beings bring about changes and are themselves influenced by changes.
- iv. Social change may be planned or unplanned
Proper planning and preparation may bring about change. This is planned change. Changes in the traffic system, better methods of population control etc. are examples of planned change.
- v. Social change often leads to controversy
Everyone does not welcome all the social changes whole heartedly. Some people consider it good while others consider it bad. The Industrial Revolution was welcomed by capitalists while the working class opposed it. Certain laws envisaging for social change may not get unanimous acceptance from society.

Factors of Change

Every social change is the result of multiple factors. The most important factors of social change are as follows:

i. Biological factors

Biological factors include human beings, plants, animals and birds in the area. Human life is also influenced by factors like size and composition of population, sex ratio, ratio among youths and the elders, birth and death ratio etc. Alternation in these factors leads to social change. Overpopulation may lead to food shortage, housing problem, unemployment, poor health and poverty.

ii. Physical environment

Physical factors such as climatic change, soil erosion, deforestation and rain fall can contribute to social change. Human misuse can bring very rapid changes in physical environment which in turn can change the social and cultural life of people.

iii. Isolation and contact

Since most new traits come through diffusion, those societies in closest contact with other societies are likely to change most rapidly. When societies are isolated from other societies the change occurs very slowly.

iv. Attitudes and values

A rapidly changing society has a different attitude towards change and this attitude becomes both the cause and effect of the changes already taking place. Literate and educated people tend to accept changes more willingly than the illiterate and uneducated. Attitudes and values affect social changes.

v. Cultural factors

Culture is the outcome of social life. The cultural changes are always accompanied by social changes. Culture includes knowledge, belief, art, morals, law, customs and any other capacities acquired by man as a member of a society. When such traits change, the social order also changes.

There are two types of cultures. They are material culture and non-material culture. T.V, telephone, car, gold, dress etc. are material aspects of culture while social values, religious beliefs, traditions etc are non-material aspects of culture. When the non-material culture does not match the material culture, a lag (gap) is said to occur. Such a lag between material and non-material culture is known as cultural lag.

vi. Technological factors

Technology is growing fast. Any change in technology brings about changes in the social life of the society. For example, inventions of mobile phones, transport systems, white goods, internet, social media etc. influence social life. The social effects of technology are far-reaching.

Check your progress

1. What do you mean by social change?
2. What are the factors of social change?
3. Explain cultural lag.

Let us do

Conduct a survey in your locality and identify the changes in material and non material culture that have happened in the past five years and prepare a note on it.

5.9. Social Control

Can we drive a car or bike without license?

-

No individual has the freedom to harm his fellow beings, physically or mentally. Individuals have the responsibility to behave in a socially accepted manner. There are certain rules and regulations to control the behaviour of individuals. The sum total of those methods by which a society tries to influence human behaviour has been termed as social control.

According to Ogburn and Nimkoff (1988), “Social control refers to the patterns of pressure which a society exert to maintain an order and establish rule.”

Means of social control

Let us read the story of Anil:

Anil is a plus one student. His father works abroad. He was very mischievous during his childhood and later he got into bad company. He started misbehaving with his friends and relatives. In spite of the efforts of his

parents, teachers, friends, relatives and counsellors, he continued his ways. He gradually became engaged in anti social activities. The public complained against him at the police station and he was produced in the court. Finally he ended up in jail.

Enlist the means used to correct Anil:

-

There are two means to correct Anil. They are classified as formal and informal. Formal means of social control like law, legislation, military force, police force and administrative systems play very important role in controlling the individuals of a society.

Sympathy, sociability, anger, sense of justice, public opinion, reward and punishment, humour and ridicule, fashion, religion and morality, folkways and mores are some of the informal means of social control.

A. Formal Means of Social Control

a. Law

Early societies depended upon informal means of social control. But when societies grew in size and complexity, they formulated new rules and regulations. These rules and regulations expect a standard behaviour and specify the penalties to be imposed upon those who violate them. Law is a body of rules enacted and enforced by authorized bodies or agencies.

b. Education

The importance of education as a means of social control is increasing. It prepares the child for social living. It moulds his/her attitude. It teaches him/her the values of discipline, social cooperation, tolerance and sacrifice.

c. Coercion

Coercion is the use of force to achieve a desired end. It may be physical or non-violent. It is the ultimate means of social control when all other means fail. Physical coercion may take the form of bodily injury, imprisonment and death penalty. Nonviolent coercion consists of strike, boycott and non-cooperation.

B. Informal Means of Social Control

a. Customs

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

b. Folkways and mores

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

c. Religion

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

d. Public opinion

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

e. Propaganda

Propaganda is an organised attempt made by a person or a group of persons to influence public opinion and attitudes of individuals in society. Propaganda affects people's faith, ideology, attitude and behaviour of individuals.

Other informal means of social control like family, peer groups etc. also play a very important role in controlling the behaviour of individuals.

Check your progress

1. What do you mean by social control?
2. Write any three informal means of social control.

Let us do

Conduct a seminar on Means of Social Control.

Invite a lawyer to your class and discuss the role of law in controlling human behaviour.

Let us sum up

In this chapter we discuss concepts like society, community, social groups, associations and social institutions. We also deal with social process, social change, socialization and social control.

Sociology is the study of society. The knowledge base of Social work largely depends on sociology as the understanding of the social environment of an individual is inevitable to the effective practice of Social work

Sociology opens the theoretical background to Social work. Society is a web of social relationship. Community is a group of people living in a specific geographical area with some degree of coherence.

Association is an organization deliberately formed for the collective pursuit of some interest or set of interests which its members share ie, an association work for the attainment of a specific goal. Social institutions are rules and procedures by which the society controls its members. Marriage, religion, education etc are examples of social institutions.

Social group is a collection of individuals living or working together and share similar characteristics and have a sense of unity. Social Groups can be classified as primary group like family and secondary group like political party.

The social processes are the fundamental ways in which people interact and establish social relationships. Social processes are broadly divided as associative and dissociative social process. Associative social process includes cooperation, accommodation and assimilation; it brings progress and stability to the society.

Competition and conflict are dissociative social processes that work for the disintegration of society and hinder the progress and development.

Socialization is the process whereby a human organism develops into a matured person with social values and social custom. By this process an individual develops his/her personality. Family, school, peer group and mass media play important role in the socialization process of an individual.

In the last part of the chapter we discuss social change and social control. Social change is the process whereby the measurable changes occur in any social system during a particular period of time. Society controls the behaviour of its members by formal and informal means. Since we are social animals we cannot live without depending on others to satisfy our numerous needs. Thus this chapter deals with various dynamics of social life.

Learning Outcomes

- ◆ understands and analyses the basic concepts of society, community and association.
- ◆ knows the importance of primary and secondary groups
- ◆ recognises the rules existing in the society regarding marriage and family
- ◆ knows the means of social control
- ◆ understands socialisation and social change and its factors
- ◆ internalises social process and categories and the types of social process.

Evaluation Questions

1. Suppose, you are asked to speak about society and its characteristics, what are the things that you would mention?
2. Explain the factors of social change.
3. Complete the illustration:



4. Prepare a note on different types of social processes.
5. List out different types of social groups.
6. Differentiate primary and secondary groups:

<i>Primary group</i>	<i>Secondary group</i>
• Physical proximity	• Lack of physical proximity
•	•
•	•

6. Prepare a note on the importance of family in moulding your personality.
7. Discuss how the informal means control the society.
8. Explain cultural lag.
9. Prepare a chart on different types of social institutions.

CHAPTER

6

CONTEMPORARY SOCIAL CONCERNS

KEY CONCEPTS

- 6.1. Social Problem
- 6.2. Social Pathology
- 6.3. Social Analysis
- 6.4. Contemporary Social Issues

Analyse the pictures given below and note down what each represents.



A.



B. Overpopulation



C.



D.



E.

List out similar issues that we encounter in our society.

-

The above mentioned issues affect the society directly or indirectly. They create problems to individuals and the community, don't they?

6.1. Social Problem

The human society has its own order and equilibrium as long as its various parts are properly adjusted, and fulfill their functions. This equilibrium or orderliness in the social world may often be disturbed by various forces. This resultant state of disturbance, termed "Social disorganization," leads to social problems.

According to (Reinhardt, 1952), social problem has been defined as "a situation confronting a group or a section of a society which inflicts injurious consequences that can be handled only collectively". Social problems are situations or happenings in society which affect the normal life of individuals and the general progress of the community. Unemployment, alcoholism, child labour etc. hinder the social progress.

Characteristics of Social Problem

Can you identify the common features of problems in our society?

-

Social problems can be understood by means of its characteristics. The main characteristics of social problems are:

- universal
- disintegrative
- multiple causes
- many remedies
- impact on social life
- interconnected
- common basis of origin
- hinders the development of society
- occur in all society and all periods

Do you think unemployment is a severe problem in the society? What are the reasons for unemployment? Think over.

-

Over population, lack of education, poverty etc. are the main reasons behind it.

Causes of Social Problems

A single problem is caused by a number of factors. They are so intertwined that it becomes difficult to say which of these contributed the most. Sometimes there is a confusion to determine the cause and the effect. For example, unemployment and poverty. Some problems cannot be solved without solving another problem. Whatever it may be, studying the causes of the problem is the first step in problem solving process. The general factors that cause social problems are the following.

- i. **Psychological factors:** The behaviour of individuals is largely determined by the nature of the community in which they live. The communication pattern, attitudes and motivation of the individuals lead to disorganisation and precipitate problems in the society.
- ii. **Cultural lag:** The imbalance between the rates of the speed of change of the material culture and non- material culture causes social problems. Child marriage is still prevalent in some society even though they have facilities and opportunities for advanced education and profession. Resorting to black magic for the cure of disease when there are modern medical facilities, is another example of cultural lag
- iii. **Physical or geographical factors:** The physical or geographical situations like floods, earthquakes, epidemics, cyclones, storms etc. upset the social balance.
- iv. **Biological factors:** Population explosion or scarcity of population, defective biological traits and such other biological factors may also cause social problems.
- v. **Socio-cultural factors:** The socio cultural environment influences the individual's behaviour and it causes social issues. Poor housing and over crowded neighbourhood are examples.
- vi. **Disintegration of social institutions:** Disintegration of family, religion and politics create social problems.
- vii. **Degeneration of values:** Degeneration or sometimes degradation of social values due to rapid social changes causes social problems.
- viii. **Unequal distribution of resources:** Equitable distribution of resources is an indicator of social development. If there is a violation, it may result in the emergence of social problems.
- ix. **Rapid strides in science and technology:** Technologies like internet, mobile phones and innovative mechanisations create many social problems.

- x. **Cultural invasion and media influence:** Cultural invasion may leads to conflict and maladjustments in society. Media like TV channels, cinema, magazines and new social media influence the behaviour of the society.

Remedial Measures

Even though social problems are universal, how long can we suffer them? It may damage many other functions of the society! So the social problems should be controlled and solved as soon as possible. The following are some remedial measures against social problems.

- i. control of tension factors
- ii. ensure equitable distribution of resources
- iii. impart value based education
- iv. strengthen social welfare measures.
- v. behaviour modification
- vi. legal control
- vii. change in social structure
- viii. effort by leaders
- ix. checking corruption

Let us do



Collect any 5 or 6 news items related to social problems from news papers and magazines, and prepare a note on the reasons for them.

6.2. Social Pathology

When you have fever, what you will do?

-

We recover from it after certain investigation and subsequent treatment by a medical practitioner/doctor. You might have understood that there are many causes for your fever.

The study of the causes and symptoms of a disease is called pathology. Similarly every social problem has a number of reasons. Social pathology is the study of social disorganization and social problems.



Social pathology is the study of the causative factors of social disorganization and the resultant social problems, which hinder development and the scientific solutions derived to ameliorate the problem.

Characteristics of Social Pathology

Some of the characteristics of social pathology are:

1. studies the various causative factors of social problems.
2. explores the dynamics of pathology interlinked reasons behind the problems.
3. uses scientific tools and techniques for investigation.
4. aims at developing solutions to these problems.
5. designs preventive strategies.

6.3. Social Analysis

Identify the problem represented in the photograph given below and write the causes and effects in the respective columns

Causes		Effects
<ul style="list-style-type: none"> • • Deforestation • 		<ul style="list-style-type: none"> • Drinking water scarcity • •

Now what have you done here? You identified a problem and tried to find out its cause and effect by a simple analysis.

Systematic study of various aspects of a society, its perspectives, structure and functions is known as social analysis. Social analysis is not only the study of the causative factors of problems but the scientific and systematic study of the social phenomenon. Social pathology necessitates social analysis to diagnose the problem and find out its solution. Social analysis is the systematic diagnostic process of identifying the magnitude and influence of various correlated factors responsible for a specific social situation.

Characteristics of Social Analysis

Now you may have identified some characteristics of social analysis. Let us discuss them:

1. social analysis is a scientific activity to explain the social phenomenon
2. curative social strategies can be evolved through social analysis.
3. ideological and social theories influence the social analysis approaches.
4. social analysis helps to locate the real factors responsible for a problem.
5. mass media and public opinion are also used as sources of information.
6. dynamic interplay of various social factors is exposed through scientific social analysis.
7. social analysis is used in social pathology.

Types of Social Analysis

The social thinkers and scientists uphold different perspectives and types of social analysis to explain the social phenomenon and they developed various theories. The most popular methods of social analysis are the following.

a. Structural Analysis

The society has a socio- economic structure or system. Society is made up of four major social systems known as ‘four pillars’ - the economic system, political system, social system and cultural system. The economic system is concerned with production, consumption, distribution and exchange. Many social phenomena are closely related to the economic system of a society. Economic policies and practices should be analysed to define a social phenomenon. Social system is the pattern of social interactions existing in the society. Analysing the customs, habits, mores, traditions etc. helps to understand the social phenomena. The political system reviews the power distribution in the society and its collective decision making process. It explains how the people are governed and regulated as social beings. Analysing the political system helps to identify the influence of political system on social phenomena.

Culture is everything that the human race has acquired and practised in the social life. Cultural factors may be predominant in some social phenomena and problems. So the cultural system of the society should be systematically analysed.

b. Functional Analysis

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

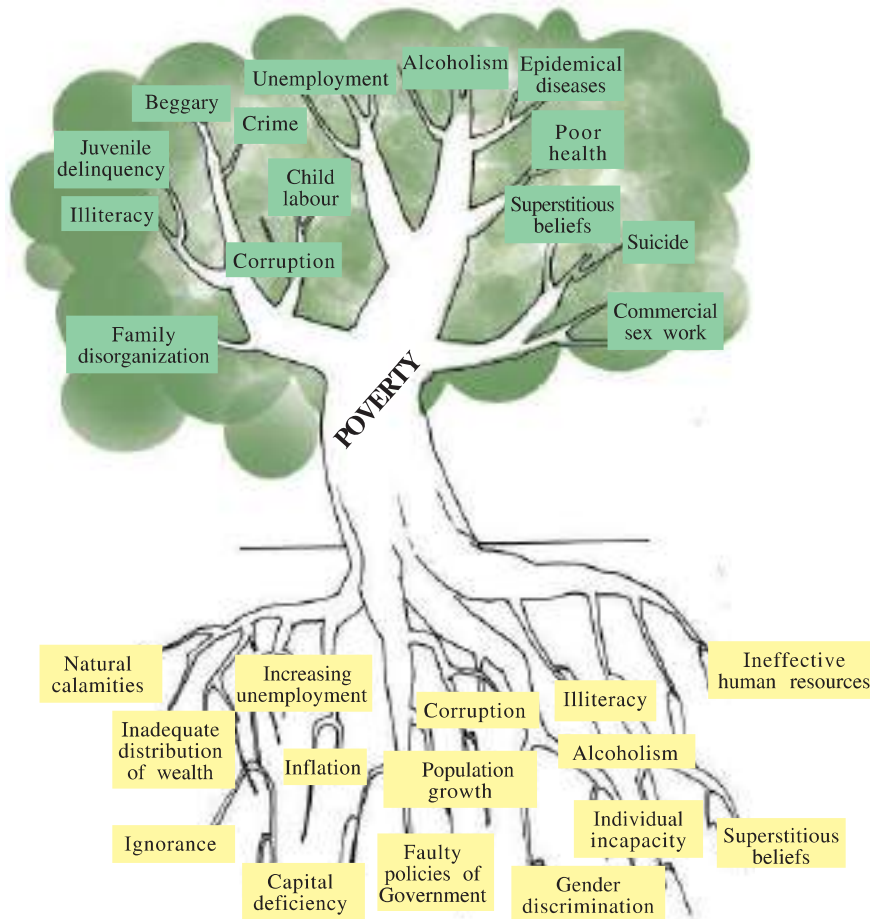
c. Critical Analysis

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

d. Problem Tree Analysis.

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

Examine the models of problem tree analysis given below.



Let us do

Make a table of the structural and functional factors of your village or community

- *Identify the various problems of your state and analyse any one of them with the help of problem tree method*

Check your progress

1. Differentiate social analysis and social pathology.
2. Name the scientific activity that explains the social phenomenon.
3. Analyse drinking water scarcity using problem tree method.

6.4. Contemporary Social Issues

Now we are familiar with social pathology and social analysis. Let us discuss some problems faced by our society.

A Poverty

You may be familiar with the following picture



We do not know what happened to the child! Can you explain what is happening to him?

-

Do you know how many people are living in this world without basic amenities? Those people are called poor. Let us discuss poverty.

Poverty is a major problem of the society. Poverty is the state where the human beings are deprived of basic necessities of life. According to Gillin, “poverty is the condition in which a person either because of inadequate income or unwise expenditures, does not maintain a scale of living high enough to provide for his

physical and mental efficiency and to enable him and his natural dependents to function usefully according to the standards of the society of which he is a member.”

The inability to afford basic human needs such as clean and fresh water, nutrition, health care, education, clothing and shelter is known as absolute poverty. Lack of usual or socially acceptable levels of resources or income as compared with others within a society or community is called relative poverty.

Causes of Poverty

Can you list out some reasons for poverty?

•

The main causes of poverty are:

1. individual incapacities and other deficiencies:
2. inadequate distribution of resources
3. increasing unemployment
4. inflation and capital deficiency
5. gender discrimination
6. ineffective human resource management
7. corruption
8. faulty policies and approaches of government
9. illiteracy and ignorance
10. climate change and natural calamity
11. incapable leaders
12. chronic diseases

Haven't you interacted with poor people?

Can you empathise with their feelings? Try to point out the effects of poverty on them.

•

Poverty results in the underdevelopment of the society. Poverty adversely affects the quality of life and the standard of living. Poor health – physical and mental – and many epidemics follow poverty. Some other social problems like juvenile delinquency, child labour, commercial sex work, beggary, corruption, crime, suicide,

Do you know!

- One out of every ten persons in the world, has no access to adequate food (WFWO, 2013).
- October 16 is observed as World Food Day.
- *Kudumbasree Mission* in Kerala is a government agency operating to eradicate poverty.
- Mahtma Gandhi National Rural Employment Guarantee Act, 2005 helps the poor.

etc. are consequences of poverty. Anti -social activities and exploitation will increase due to poverty.

Intervention to Alleviate Poverty

Think of how the poor people meet their day to day requirements.

Poverty eradication is a joint effort of the government and the society. The following measures can be taken to reduce poverty.

1. proper planning for utilization of resources
2. increasing the supply of basic amenities
3. population control
4. employment generation programmes
5. development of educational facilities
6. prevent corruption
7. capacity building training for youth

Let us do



Conduct a seminar on the poverty eradication programmes of the Government of India.

B. Unemployment

Why are modern youths eager to do professional courses such as MBBS, B.TECH, MSW, MBA, etc.?

-

Such courses provide an opportunity to get a job easily. It is very difficult to live without a good job, isn't it? There are many people who are eligible and ready for job but they have no opportunities. Those people are called the unemployed. Thus, unemployment become a social problem. So let us analyse unemployment.



Unemployment is a condition of the labour market in which the supply of labour is greater than the number of openings. Chapman suggests that there are subjective and objective unemployment. Subjective unemployment is caused by physical and mental diseases of the individual. Objective unemployment includes cyclical unemployment, structural unemployment and the usual unemployment.

Causes of Unemployment

When we try to explore the causes of unemployment we tend to notice several factors such as poverty, illiteracy, ill-health, lack of opportunities etc. Let us analyse the causes of unemployment:

1. individual or personal factors: Age, vocational incompatibility, illness and physical disabilities
2. enormous increase in population
3. trade cycle and economic depression
4. unplanned and uncontrolled growth of technological incompatibility
5. strikes and lockouts
6. stigma towards certain jobs and the desire for white collar jobs
7. defects in educational system
8. geographic immobility
9. traditional compulsion.

Like many other social problems unemployment causes personal and social damage. Unemployment damages the physical, mental and moral health of individuals. It upsets the equilibrium of the family and leads to the disintegration of the family. Unemployment leads to social disorganization. Begging, gambling, drug addiction, alcoholism and poverty are the effects of unemployment. Unemployment causes incalculable economic loss to the nation. Unemployed people become a burden to the nation. In India, the rate of unemployment is 27 per 1000, while it was only 25 two years ago. As on January 1, 2010, the number of unemployed was 9.8 million. By January 1, 2012, it increased to 10.8 million. Do you think unemployment can be controlled or eradicated? If you are appointed as an authority to control this problem, what you will do?

- “I will try to:

Remedial Measures

1. population control
2. promoting the development of agriculture

3. industrial development programmes
4. practical or vocational education
5. skill development for employability
6. proper planning and implementation of employment generation programmes
7. controlling deflation and inflation

Let us do



Conduct a survey among the unemployed youth in your locality and analyse the reasons for unemployment. Suggest some measures to reduce.

Check your progress

1. What do you mean by poverty?
2. What are the remedial measures for unemployment?
3. Write any 5 causes of poverty.

C. Child Abuse

Which is the most innocent, playful and most enjoyable period of your life?

•

Do you remember how you felt when you were a child? What did you do most of the time? Quite surely, you spent the time playing and enjoying yourself. But for various reasons, some children are assigned to do some jobs or obey some restrictive and hazardous directions by the elders. They have to work in hotels, brick yards etc. How do you look at this matter? If you were in their positions what would be your feelings?

•

So, think about those children who are being misused or abused by the elders! It is a severe social problem to address. Observe the picture.

Childhood is considered as the sweetest period in one's life span. It is the period of psycho-social and physical formation. Children need special care and attention.





Children constitute 40% of India's population. Family, school and neighbourhood play a significant role in a child's development. But many children are facing a number of problems in their childhood. Using or compelling the children to satisfy the interests of adults is known as child abuse.

Means of child abuse

- | | |
|----------------------|--------------------------------------|
| 1. bonded labour | 2. deprivation of primary facilities |
| 3. child trafficking | 4. sexual exploitation |
| 5. child soldiers | 6. antisocial activities |

Causes of Child Abuse

The main reasons for child abuse are:

- | | |
|------------------------------------|--------------------------------|
| 1. poverty | 2. family disintegration |
| 3. absence of parental protection | 4. degradation of moral values |
| 5. traditional beliefs and customs | 6. unemployment |
| 7. lack of education | 8. inadequate laws |

Consequences

Child abuse causes widespread consequences in the society. It is not an individual or community problem but it affects the global society. The child has to face severe mental and physical pain in any type of abuse. They do not get opportunity for education. They cannot use recreational facilities and enjoy life. The children do not get proper nutrition and psycho-physical care. It results in the stunted growth of human resource and leads to many social problems like beggary, commercial sex work etc. It creates an antisocial and worthless generation.

Whatever may be the reason, child abuse should be stopped. How can the social worker intervene in it? Try to find out some solutions to abolish child abuse.

-

Intervention against Child Abuse

The following are some of the measures.

1. proper implementation of Child Labour Prohibition Act
2. proper implementation of Child Marriage Prohibition Act

3. proper implementation of Right to Education Act.
4. promote social values
5. provision for direct legal service to the children
6. provide training for effective parenting
7. opening of child care centres at grassroot level
8. reporting abuses to child help line services.

Do you know!

Child Line is a voluntary agency to help the children in psycho-social problems. Dial 1098 to access Child Line services.

Let us do



Conduct a street play on the theme “child abuse”.

D. Substance Abuse



Haven't you read the news of some cricket and football players being banned from the field because of consumption of some banned substances? Have you noticed some people chewing tobacco- added substances? Write down the names of such substances?

-

Those people are using such substances to get stamina, to be intoxicated, stimulated or to be relieved from pain etc. It is misusing of such substances.

Abnormal use of any substance for intoxicating effects is known as substance abuse. The abusable drugs may be divided into six categories.

- | | |
|------------------|--------------|
| 1. alcohol | 2. sedative |
| 3. stimulants | 4. narcotics |
| 5. hallucinogens | 6. nicotine |

Do you know!

- Government has prohibited sales and consumption of pan masala goods in Kerala.
- Selling tobacco containing goods to persons under the age of 18 is punishable
- Many medicines available in the market without medical prescription are addictive

Alcoholism and drug addiction are harmful not only to the individual but to his family and society also. World Health Organization (WHO) expert committee defined substance abuse as “a state of periodic or chronic intoxication, detrimental to the individual and to the society, produced by repeated consumption of a drug either natural or synthetic.”

Did you notice the statutory warning on the packet of tobacco goods like cigarette, gudka etc.? What is it?

-

Though the abuse and misuse of those goods are dangerous to health and life, many people are using them. The use of such substances must strictly be avoided.

Causes of Substance Abuse

The following are the identified reasons that lead to substance abuse.

1. psychological factors like tension, curiosity, boredom etc.
2. acceptance among friends
3. poverty and unemployment
4. physiological reasons like staying awake, removing pain, getting sleep, getting physical energy
5. availability of these substances
6. escape from responsibilities
7. media influence
8. celebrations
9. pretend to be progressive and fashionable

An estimated 7.5 crore Indians are drug addicts and the number is going up significantly, spreading to semi-urban and backward areas, according to official figures. According to a UN report, there are one million registered heroin addicts in India, and unofficially there are as many as five million. (Indian Institute of Information Technology, Allahabad, 2012)

Stages of Substances Abuse

WHO identified three stages in drug addiction.

1. an overpowering desire or need to continue taking the drug
2. a tendency to increase the dose
3. a psychic and sometimes physical dependence on the effects of the drug

The socio-economic impact of drug addiction is very vast. Individuals suffer health problems like kidney failure, diabetics, liver and lung diseases, cancer etc.

Addiction increases conflicts and emotional pain for every member of the family and it causes domestic violence, separation and other form of family disintegration. Most of the drug users are in the age group of 13 to 35 years. It reveals the wastage of human potentials. The substance abuse leads to child abuse, crime against women, prostitution, poverty etc. The addicts spoil not only their own life but that of the next generation also.

Suggest some remedial measures to control substance abuse

-

Promoting a generation with social values, proper legislation and implementation, awareness programmes, prohibition of addictive substances etc are the remedial measures to the problem.

Let us do



Secretly observe people who consume any form of drugs or addictive substances in your school or locality, and try to analyse the reasons that make them do so. Suggest some measures to help them out of the situation.

E. Disorganized Family



What is your concept of a family?

-

Read the following passage.

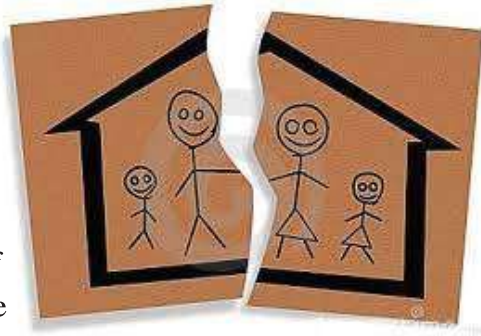
“Ramu was my neighbour. He had three children and wife. It was about 16 years ago that he got married and started to live happily. No one had any bad opinion about Ramu and his family. Two years back, he

got a promotion in his job and the company transferred him to Mumbai. His family remained here and he used to come home on holidays. One such holiday, at night we, heard a group of people shouting and partying at Ramu's house. It was a get together of his friends! The next day, at about 6 pm, Ramu's 12 year old child rushed to my home crying.....!! He asked me to go with him immediately. I felt something wrong was happening in his home and rushed along with the child. I witnessed a horrible scene; Ramu was beating his wife with a cane!! His 8 year old daughter was trying to pull back her father! I ran towards Ramu and wrenched the stick away from his hand. By that time three more neighbours arrived on the scene, restrained Ramu and brought him outside. Ramu had consumed alcohol in excess and could not stand straight on the floor! We called his wife and discussed the matter with her. Then we knew that Ramu had become an alcohol addict since last year. Initially, for the next few days, there was no problem. But within a month they began quarrelling and at last his wife left him for her paternal home. Just yesterday, I heard that Ramu's wife had filed a case for divorce.

You may have heard about these types of incidents happening around us. What happened to Ramu's family? It is disorganized, isn't it? What do you mean by a disorganized family?

-

Family is the basic unit of a society with many important functions to perform. It is the most important primary group. The primary functions of the family are procreation and upbringing of children, the sharing of responsibilities and satisfaction of the sexual needs of the partners. It provides a calm and harmonious psycho-social environment to the member. Some families get disorganised due to various reasons, therefore failing to perform their primary functions.



Now, can you find out the causes for family disorganization?

-

Causes of Family Disorganisation:

The main reasons behind disorganised family are:

1. maladjustments between spouses
2. role or status changes of partners
3. clash between life styles/ego (traditional v/s modern)
4. variation in the philosophy
5. economic tensions such as poverty, business failure etc.
6. occupational tensions
7. disparity in cultural background
8. ill- health of the spouse
9. dowry and interference of in-laws
10. harassment of spouse
11. alcoholism
12. lack of cleanliness
13. extra marital relationships
14. child marriage
15. sexual incompatibility
16. paranoia

What may be the consequences of family disorganization? Guess.

-

The consequences of family disorganization pose a lot of emotional and social tensions to the partners and their children. Personal disorganization, troubled social relations, maladjusted sexual relationships are the results of family disorganization. It can lead to unemployment, deviant behaviour, economic problems, drop outs, prostitution, child abuse, alienation etc.

We know the importance of family in individual and social life. Such a problem should not be allowed to persist and cause psycho-social damage to the family and society. How can we control family disorganization?

-

Remedial Measures

The following measures can be taken to prevent family disorganization.

1. family life education
2. pre and post marriage counselling

3. training in parenting
4. financial security and management
5. employment generation
6. prohibition of child marriage and dowry
7. promoting freedom to select partners
8. creating social support
9. promoting remarriage
10. discouraging substance abuse
11. referral services.

Check your progress

1. What you mean by child abuse?
2. Write down any three causes of family disorganization.
3. Write any five remedial measures for drug addiction.

Let us do



Conduct an awareness programme on 'Family Relations' for the PTA members and students.

F Suicide

Note the news paper clippings given below.

Do you think the above news indicate any social problem? Why?

•
Every living being is afraid of death. Some end their life deliberately. According to Durkheim (1932) "suicide is the term applied to all cases of death resulting directly or indirectly from a

positive or negative act of the victim himself, which he knows will produce this result." Freud (1856) says that "suicide is the manifestation of will to die." Suicide is not just a personal problem, but a social phenomenon too.





When most people are eager to live, why do some try to put an end to their life?

-

Causes of Suicide

- | | |
|------------------------------------|------------------------------------|
| 1. poverty | 2. unemployment |
| 3. loss of jobs | 4. indebtedness |
| 5. family breakdown | 6. dowry disputes |
| 7. illness and other health issues | 8. failure in examination/business |
| 9. failure in love affair | 10. severe depression |

Types of Suicide

Durkheim (1932) mentioned three types of suicide that occur in different social situations.

1. Altruistic suicide

The altruistic suicide occurs when the integration of the individual with the group is very close. A woman committing suicide due to her husband's death is an example of altruistic suicide.

2. Egoistic suicide

When the integration of the individual with the group is very weak egoistic suicide occurs. Most of the suicides fall under this category e.g. suicide due to family breakdown or divorce.

3. Anomic suicide

Some suicides occur due to lack of social happenings on which individual behaviour has less control. Business depression, inflation, government policies etc are some of the agents that trigger suicide. Suicides related to these types of causes are called anomic suicides.

4. Fatalistic

It occurs when the individual feels controlled and merely oppressed there by preferring to die rather than live.

Remedial Measures

Do you think suicide is a personal problem? No, it is a social problem rather than a personal problem. So it is our responsibility to prevent this issue. The following steps can be adopted to control the issue.

1. Promotion of mental health through various programmes like yoga, aerobics, education, counselling, therapy etc.

2. family life education and life skill education
3. suicide prevention counselling (childline, *mythri*, we help, *thrani*)
4. promotion of social and family integration
5. control inflation and other economic crisis
6. control of drug abuse and alcoholism
7. career counselling and exam clinics

Check your progress

1. A woman committing suicide due to her husband's death is an example of.....
2. Write any four remedial measures to prevent suicide.

G. Corruption



Observe the above news items. What is it about? Why does this happen?

What do you mean by corruption?

Corruption is a form of behaviour which departs from ethics, morality, traditions, laws and civic virtues. Corruption, in simple term, may include misappropriation, favouritism, bribery, nepotism etc.”

It is the use of public power for private gain in a way that constitutes a breach of law or a deviation from the norms of the society. Corruption is a complex phenomenon present in the society.

Various form of corruption

1. **Bribery**: money or fund in cash or kind or gifts as inducement to procure illegal or dishonest action in favour of the giver.
2. **Nepotism**: undue favour from holder of aid to relatives.
3. **Misappropriation**: using others money for one's own use.
4. **Patronage**: wrong support or encouragement given by patron and misusing the position.
5. **Favouritism**: undue preference to one.
6. **Adulteration**: exchange duplicate or sub-standard and things for original.

Causes of corruption

There is a talk that no man is born a thief; the environment makes him so! Comment on this.

-

The main reasons are:

1. value degradation
2. nexus between business men and politicians
3. vested interests of the administrative systems.
4. expansion of developmental activities without proper monitoring.
5. ineffective administration- lack of vigilance, accountability etc.
6. scarcity of goods
7. lack of transparency and social auditing
8. bureaucracy and red-tapism
9. expansion of market economy
10. lack of adequate machineries to deal with corruption
11. ignorance of the public.

Do you know!

Anti-corruption laws in India

Public servants in India can be penalised for corruption under the

- Indian Penal Code, 1860
- Prosecution section of Income Tax Act, 1961
- The Prevention of Corruption Act, 1988
- The Benami Transactions (Prohibition) Act, 1988 to prohibit benami transactions.
- Prevention of Money Laundering Act, 2002
- Lokpal Bill - under discussion.

Consequences of Corruption

Is corruption an economic or social problem? Try to analyse its nature and consequences. Write down your observations.

•

Corruption is a social and political evil involves the material advantages in a manner that hinders the development of society and nation. The major issues are as follows:

1. poor socio-economic development of the country
2. violence and lawlessness in the society
3. deterioration of morals and destruction of the individual character
4. increased inefficiency, nepotism and laziness and indiscipline in all the fields of administration
5. increased circulation of black money in the country
6. increased adulteration of eatables, drugs and shortage of consumables.

India was ranked 94th out of 176 countries in Transparency International's 2012 Corruption Perception Index (CPI), released on 5 December 2012. In 2011, India was ranked 95 out of 183 countries. Statistics with the government shows corruption cases against government servants have risen from 17 % in 2008 to 28 % in 2011.

Remedial Measures

Isn't it the high time to abolish this social evil from our society. What can we do in this regard?

•

1. proper value orientation
2. civic sense among the public
3. administrative measures to avoid delays
4. effective monitoring of government programmes
5. adequate legislation
6. proper machinery to enforce laws
7. transparency in governmental activities.
8. social auditing and peoples participation.
9. whistle - blowing.



Do you know!

Vigilance and Anti-Corruption Bureau

PMG, Thiruvananthapuram
Tel: 0471- 2303220, 2303854
Fax: 0471- 2305033
E-mail: dir.vacb@kerala.gov.in

Check your progress

1. Point out any three causes of corruption.
2. What is nepotism?

Let us do

Prepare a pamphlet on corruption

Conduct an anti- corruption rally with the help of your local self government.

H. Communalism

You may be familiar with headlines given below.



What is it about?

-

Communalism is a psycho-social tension between different groups based on caste, ethnicity and religion. The antagonism practised by the people of one community towards another community can be termed as communalism. This antagonism that goes to the extent of accusing, harming and deliberately insulting a particular community. It may result in looting, rioting, burning down houses and shops of the helpless and the weak, attacking the women and children etc.

In India, 648 people were killed and 11,278 injured in 4,030 incidents of communal violence during 2005-09. An average, 130 people die and 2,200 get injured in communal violence each year. (PRS Legislative Research, June 15, 2011)

We know that all the religions are the same in their content and that they preach to love and peace. Peace and non-violence are core to all religions. The modern governments follow secular and democratic patterns. Meanwhile the casteism is prohibited and is shunned. Can you cite examples of communal conflict? Try to point out the factors behind communalism.

-

Causes of Communalism

The chief reasons for communalism are cultural, religious, endogamous and personal.

1. **Cultural factors:** Special dietary habits, religious festivals, intolerance towards other religion etc are the cultural factors. Cultural invasions and transactions also cause communalism.
2. **Religious factors:** Different concepts about God, lack of knowledge about other religions, prohibition of inter religious study and superiority over other religion.
3. **Endogamous factors:**, Restrictions to inter caste and inter religious marriages
4. **Personal factors :** Socio-cultural fear, non tolerance, frustration and insecurity among the group and manifesting in occasional aggressive and offensive behaviour.
5. **Other factors:** Economic backwardness of a particular religion, unemployment, growth of communal parties and organizations, electoral compulsions of political parties, immature leaders , misuse of media, literature and textbooks for communal interests are some other major reasons.



Consequences

Consequences of communalism are unpredictable. The social unity may get permanently damaged. Communal organizations will become strong and become a threat to socio-cultural development. Violence and social anarchism will dominate the society. Women and children are the worst affected by the riots. It will create fear and frustration among the people. Migration and other related social problems and anti-social activities will take place under the guise of the conflicts. There is the possibility of foreign invasion of the nation.

Communalism is a severe socio-political problem of our nation as well as all over the world. What can we do to control and eradicate this problem? Discuss:

-

Remedial measures

1. promote interfaith understanding and tolerance
2. promote inter religious learning and worship
3. avoid compulsion for practice of traditional beliefs and customs
4. separate religion and politics
5. implement economic reservation instead of communal reservation
6. give importance to national celebrations promoting national integration
7. prohibition of organizations that promote communal sentiments
8. formation of peace committees
9. conduct programmes on communal harmony and secularism

Check your progress

1. Point out the cultural factors of communalism.
2. Write any five remedies for communalism.

Let us do

Conduct a seminar on communal harmony

I. Juvenile delinquency

Listen to the conversation of the PTA president of a school with a Childline worker:

Worker : “President, actually what is the problem created by Gopu in the school?”

President : “Nothing... but he has stolen Rs. 7000/- (Rupees Seven Thousand) from school office.

Worker : “Sir, are you sure that it was done by Gopu?”

President : “Yes, two students witnessed it and there are letters in the complaint box against him. Then we discussed the issue with him and he admitted it.”

Worker : “Ok, what action are you going to take?”

President : “We have informed the police and a PTA executive meeting has been called today evening to discuss this matter.”

Worker : “Oh! Why can’t you take a decision along with the Principal?”

President : “No...It is not possible in the case of Gopu. He had created several similar problems earlier also and was warned many

times but in vain. We enquired about his behaviour to his parents, friends and previous teachers and understood that he had been showing such deviant tendencies for a long time. He may repeat the same in future also.”

Suppose Gopu is in your school. What may be your attitude towards him? He is 14 years old. What action can be taken by the PTA Committee and Police? Can they consider him as an adult criminal? What will be the outcome if they do so? Share your perspectives.

•

Gopu is a juvenile and he has delinquent behaviour. Neither police nor the criminal court is supposed to deal with him! There are other alternate services for him. Let us discuss them.

Delinquency is a kind of deviant behaviour. When an individual deviates from the course of normal social life, his behaviour is called “delinquent”. According to Friedlander (1951) “delinquency is a juvenile misconduct that might be dealt with the law.” In simple words, it can be said that juvenile delinquency is a type of abnormal or anti-social behaviour by a juvenile, who is below the age specified by statute. It varies from country to country but commonly it is the age between 7 to 16 or 18.

According to National Crime Records Bureau (NCRB) data of 2011, 64% of all juvenile criminals fall under the age group of 16-18. In 2011, 33,887 juveniles were arrested for 25,178 instances of crime. Of these, 1,211 juveniles fall under the 7-12 years age group, 11,019 fall under the 12-16 years age group while 21,657 fall under the 16-18 years age group. In Delhi itself, of the 925 boys arrested for juvenile crimes in 2011, 567 were in the 16-18 years age group.



All human beings are born innocent. Indeed, we look so too, don't we? Then when and why do some turn delinquent? Critically discuss.

•

General Causes of Delinquent

Behaviour

1. broken families
2. poverty
3. vulnerable neighbourhood/areas
4. companions and gangs
5. beggary
6. dissatisfaction with school life
7. domestic violence
8. lack of proper parenting
9. influence of media and pornographic literature
10. negative role models
11. conduct disorders
12. emotional problems.

Classification of Juvenile

Delinquency

Hirsh (1937) has classified juvenile

delinquency under six groups on the basis of the kind of offence committed.

- | | |
|----------------------|----------------------------|
| 1. incorrigibility | 2. truancy |
| 3. larceny (robbery) | 4. destruction of property |
| 5. violence | 6. sex offences. |

The environment plays a major role in making a child delinquent in behaviour. Then what tactics can be taken to deal with the delinquent behaviour? Suggest some remedies:

-

Remedies for Delinquent Behaviour

The following are some remedies that can be taken to prevent the problem:

1. establishing child guidance clinic to give appropriate treatment to the disturbed and maladjusted children
2. educate family members to provide proper attention to the needs of the young children
3. establishing wholesome recreational agency for children

Do you know!

Henley and Bronner attribute the following causes for delinquent behaviour.

1. bad company
2. adolescent instability and impulses
3. early sex experiences
4. mental conflicts
5. extreme social suggestibility
6. love of adventure
7. motion picture
8. school dissatisfaction
9. poor recreation
10. street life

4. improving the social environment they live in
5. proper rehabilitation
6. implementation of Juvenile Justice Act 2000
7. therapies such as psycho-therapy, reality therapy, behaviour therapy, activity therapy, counselling.

Check your progress

1. Which is the age limit of a juvenile?
2. Write the types of juvenile delinquency.

Let us do



Conduct a seminar on juvenile delinquency in the Class PTA .

J. Violence against Women

Read the news given below:



What did you understand from the above news?

•

There are many questions to be answered by ourselves. Several instances of violence have happened against our mothers and sisters. Here who are the victims? Why are they still victims? Why are women are attacked by men often and at many places?

Here we can discuss the problem of violence against women.

The problem of violence against women is not new. Many a times and at many places, women in our society have been victims of humiliation, torture and exploitation. “Even though women are recognized as important, powerful and meaningful contributors to the life of men, their condition is pathetic. Ideologies, institutional



practices and the existing norms in society have contributed much to their harassment.” (Ram Ahuja, 1997)

The term “violence” has been described differently by different authors. According to Gellis (1979) violence as “an act of striking a person with the intend of causing harm or injury but not actually causing it”. Domenach (1981) has described it as “an act of a person which encroaches upon the freedom of another”. Thus rape, kidnapping, murder, wife battering, elderly abuse sexual abuse, eve teasing are examples of violence against women.

Nature of Violence against Women

Women are victimized to violence in many ways. Following are some of them.

1. **Criminal violence:** rape, abduction, murder, cyber crimes etc.
2. **Domestic violence :** dowry death, wife battering, sexual abuse, ill-treatment of widows or elderly women etc.
3. **Social violence:** forcing female foeticide, eve teasing, refusing inheritance to women, dowry, harassment at work place etc
4. **Sexual violence:** violence in married life , indecent display of modesty of women, advertisements, morphing etc.

About 35% of the women experience violence. The study finds that intimate partner violence is the most common type of violence against women, affecting 30% of women worldwide (WHO, 20 June 2013, Geneva). We know women are the inseparable part of the society. There is the pledge saying “all Indians are our brothers and sisters”. Then why is there violence against women? Write down your perspectives.

-

Causes for Violence against Women

The identified causes of violence against women are the following.

1. patriarchal social system
2. gender discrimination
3. religious taboos
4. stressful family and married life
5. use of intoxicative substances-alcohol, drugs etc.
6. lack of modern education and socialization
7. victim provocation

8. lack of adequate law and its proper implementation
9. exposure of women in media like TV, cinema, internet and periodicals.

This violence against women is shameful to the society and to the nation. Violence against women will lead the society to anarchy. The victims may suffer mentally and physically.

This may cause problems in occupation and their social interactions. Social problems such as suicide, prostitution, child abuse, juvenile delinquency, family breakdown will increase with the increase of violence against women.

Can you discuss the remedial measures to alleviate the problem?

-

Remedial Measures

Violence against women cannot be reduced with a single measure. It needed socio-economic and political changes in the present system. The possible measures are given below

1. modern and social education
2. preparing and implementing laws against women
3. changing the traditional taboos
4. promoting democratic values in family
5. providing social and economic empowerment for women
6. special help services for women
7. formation of women help group (Government regulated and community based)
8. conducting awareness and training programmes on gender equality.

Do you know!

Protection of Women from Domestic Violence Act 2005 was brought into force by the Indian government from October 26, 2006. The Act was passed by the Parliament in August 2005 and assented to by the President on 13 September 2005.

Do you know!

National Commission for Women is an apex national level organization of India with the mandate of protecting and promoting the interests of women.

Check your progress

1. Write two examples of social violence against women.
2. Write any three remedial measures to reduce violence against women.

Let us do

Prepare a seminar paper on gender equality.

- *Conduct a debate on the causes of violence against women.*

K. Commercial Sex Work

Have you heard any news item related to commercial sex work?

Do you have favourable attitude towards those people? Why are the people engaged in these types of activities! Share your views:

-

At present, commercial sex work (previously termed as prostitution) is a socio-cultural problem of the society. So we have to analyse the subject.

Sex and sexuality is a characteristic of a living being. It is a psycho-physical urge for procreation through which generations of species are sustained. But in the case of human beings it is considered as sacred.

According to Geoffrey(1903) “prostitution (commercial sex work) may be defined as the practice of habitual or intermittent sexual union, more or less promiscuous for mercenary inducement”. The three important elements of commercial sex work are,

1. illicit and promiscuous sexual intercourse
2. mercenary basis whether in cash or kind
3. lack of affection or personal interest.

It is against the moral ethics of the society; those people are considered as a shame to the society. Then why do some people follow sex as a commercial work?

Causes of Commercial Sex Work

There are various psycho social and economic causes for commercial sex work.

Major reasons are pointed out as follows

1. poverty
2. family breakdown
3. compulsion by others
4. sexual curiosity
5. sexual victimisation
6. moral degradation
7. unsatisfying marital relationships

8. divorce
9. taboo on remarriage
10. desire for luxurious life
11. *devadasi* system and other traditional superstitions
12. migration and displacement
13. promotion of luxurious tourism
14. easy money making.

Do you know!

- Immoral Traffic (Prevention) Act, 1956 (PITA) is to control commercial sex work.
- Sections 366(A) and 372 of the Indian Penal Code, prohibit kidnapping and selling minors into prostitution respectively.

Consequences

What may be the consequences of commercial sex work?

-

The impact of commercial sex work is wide spread

1. **diseases:** some venereal diseases like syphilis, cancrroids, and gonorrhoea are spreading from man to man and offsprings through the commercial sex workers (John Lewis, 1933). HIV/ AIDS is another dangerous disease spreading through the sex workers
2. **poor hygiene:** When sexual workers have sexual relationship with more than one partner, it causes poor personal hygiene.
3. **disturbance in family relationship:** the love, care and affection of the family members may be lost and it leads to family disintegration.
4. **others:**
 - uncontrolled sexual behaviour and relations result in unwedded mother and illegitimate children
 - commercial sex work may lead to degradation of socio-cultural values and humanity
 - multi sexual relationship is considered as unacceptable and ugly by our society
 - commercial sex work may lead to personal and social anarchy and immoral social relation.

Remedial measures for commercial sex work are proper sex education to the young and adult, prohibition of immoral trafficking by law, sensitization on gender equality, poverty eradication programmes, promoting widow remarriage, checking sexual harassments etc.

Check your progress

1. Which is the Act used to control commercial sex work.
2. Write any four consequences of commercial sex work(CSW).

Let us do

Visit any agency that manages the problems related to commercial sex workers and prepare an article on the issue.

Let us sum up

In this chapter we discuss various psycho-social problems of the individual, group and problems in communities. Social problems are situations or happenings in society which affects the normal life of individuals and the general progress of the community. The major causes of social problems are biological, psychological, geographical, socio-cultural, disintegration of social institutions, degeneration of values, cultural lag etc.

Social pathology is the study of causative factors of social disorganizations and the resultant social problems which hinder development and the scientific solution derived to ameliorate the problem.

Social analysis is a systematic study of various aspects of society, its perspectives, structure and functions. There are various methods of social analysis like functional, structural, critical analysis and problem tree analysis.

Poverty is the state where human beings are deprived of basic necessities of life. By analyzing the causes of poverty, some remedial measures can be taken such as proper planning for utilization of resources, population control, employment generation programs, prevention of corruption etc.

Unemployment is a state where employment opportunities are less than the number people who seek work. The main causes of unemployment are poverty, illiteracy, ill-health, lack of opportunities etc.

Using or compelling the children to satisfy the interests of adults is known as child abuse. Child abuse take the form of child labour and sexual abuse.

Substance abuse results in many social evils. Alcoholism and drug addiction are harmful not only to the individual but to his family and society.

Suicide is self inflicted death which is growing at an alarming rate. There are different types of suicide like Anomic, Egoistic, altruistic etc. Corruption is the use of public power for private gain in a way that constitutes a breach of law or a deviation from the norms of the society.

Communalism is the ill feeling of people of one community against another community. This is a great threat to nationalism.

Juvenile delinquency is a type of abnormal or anti-social behavior by a juvenile who is below 18. The problem of violence against women is very common where women are subjected to humiliation, torture and exploitation. Domestic Violence Act 2005 protects women from atrocities. The last part of this chapter addresses commercial sex work, which is a socio-cultural problem.

Apart from the problems analyzed here, there are many contemporary social issues that needs to be effectively addressed through social work intervention .

The social worker has to develop knowledge and skill in social analysis and application of remedial measures. The social worker should be trained and empowered to handle social problems effectively.

Learning Outcomes

- ◆ Internalizes the definition, characteristics and various methods of social pathology and social analysis.
- ◆ Identifies various social problems causes, their magnitude and complexity.
- ◆ Develops skills in social analysis and remedial intervention in social problems
- ◆ Disseminates scientific and positive approaches towards social problems.
- ◆ Recognizes the qualities and responsibilities of a social worker for intervention in social problems.

Evaluation Questions

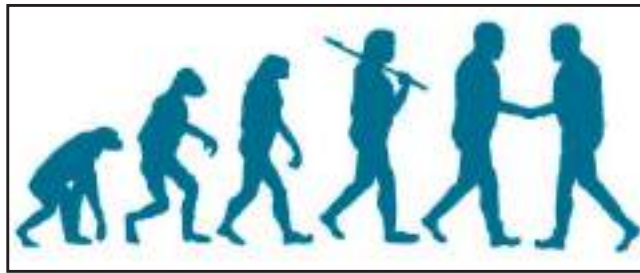
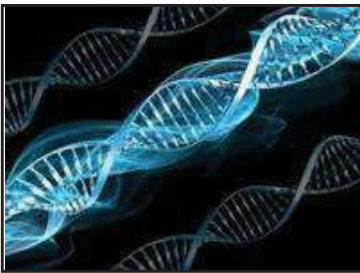
1. Disturbed state of equilibrium or orderliness of social world is called
2. The study of social disorganization and social problems is
3. What you mean by social analysis?
4. Analyze communalism using the problem tree method.
5. Prepare an essay on the severe contemporary social problems.
6. Match the following.

A	B	C
<ul style="list-style-type: none"> • Social analysis • Juvenile delinquency • Child abuse • Corruption • Suicide 	<ul style="list-style-type: none"> • Bribery • Anomic • Systematic • Sexual exploitation • Age between 7 to 16 or 18. 	<ul style="list-style-type: none"> • Family life education • Black money • JJ Act 2000 • Problem tree • Child Marriage Prohibition Act.

CHAPTER

7

HUMAN BEHAVIOUR



KEY CONCEPTS

- 7.1. Human Brain and its Functions
- 7.2. Perception
- 7.3. Cognition
- 7.4. Intelligence
- 7.5. Learning
- 7.6. Memory
- 7.7. Human Needs
- 7.8. Attitude
- 7.9. Motivation
- 7.10. Aptitude
- 7.11. Creativity
- 7.12. Emotion
- 7.13. Growth and Development

Why does the same person respond differently in different contexts? So also, respond to the same situation differently at different life stages? What makes us to do so?

-

It was a dilemma for centuries. For some, it was the result of one's mind set. If so, where do you think our mind is? This led to the study of mind and human behaviour. This query resulted in the origin of psychology. So what may be psychology?

-

"Human behaviour flows from three main sources: desire, emotion and knowledge."

- Plato

Psychology is the scientific study of human and animal behaviour, its goals are to describe, understand, predict and control behaviour (Dennis Coon, 1986). Human behaviour is determined by biological, psychological and social factors. This concept points out that biological (brain functions, growth and development), psychological (mental processes such as perceptions, cognition, emotions etc.), and social factors (interactions and relations) play a significant role in human behaviour. This chapter introduces the functions of human brain, mental processes and developmental changes at various stages of life.

This section depicts the influence of psychological factors on human behaviour. The mental processes influencing human behaviour include perception, cognition, intelligence, learning, memory, emotion, attitude and motivation.

What do you mean by behaviour?

-

In simple terms, we can say that behaviour is “anything we do – eating, sleeping, talking, thinking, sneezing, dreaming, watching TV, learning Malayalam, reading...etc”. It includes covert process (private, internal) such as thinking, feeling.....perceiving... etc. and overt (visible) actions. All human behaviours evolve from tiny cells of our brain. It is the magic of billions of nerve cells!!

7.1. Human Brain and its Functions

How do we remember the way to our friend’s house? Why do our eyes blink without even thinking about it? Where do dreams come from?

-

Our brain is in charge of these things and a lot more! In fact, brain is the boss of our body. It runs the show and controls everything we do, even while we sleep.

Observe the Figure 7.1 and identify the main parts of human brain.

Our brain has different parts that work together. The main parts of human brain are cerebrum, cerebellum, brain stem, and hypothalamus.

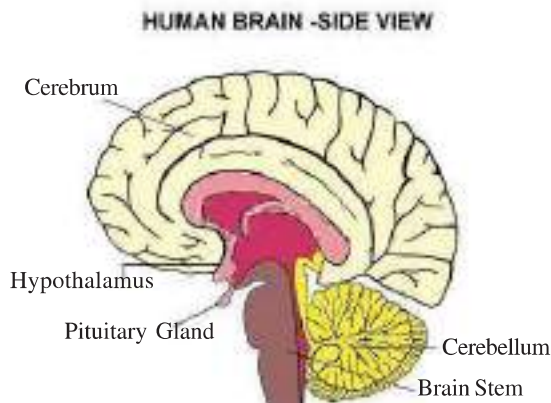


Fig.7.1
Parts of Human Brain

a. Cerebrum

Which is the biggest part of the brain?

•

The cerebrum makes up 85% of the brain's weight. The cerebrum is the thinking part of the brain and it controls our voluntary muscles. Cerebrum controls memory. Observe the Figure 7.2 and identify the functions of two hemispheres.

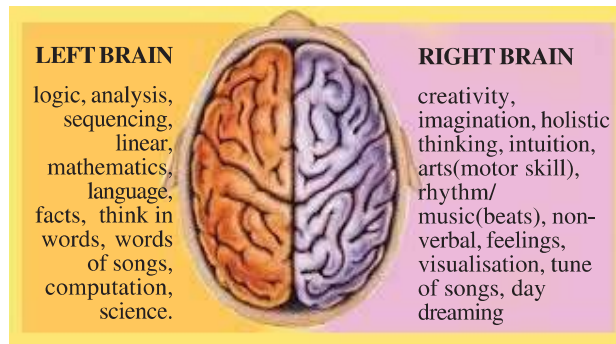


Fig. 7.2
Hemispheres of Brain

The cerebrum has two halves, one on each side of the head. The right half (Right Hemisphere) helps to think about abstract things like music, art, and concepts. The

left half (Left Hemisphere) is said to be more analytical, helping you with maths, logic, and speech. The right half of the cerebrum controls the left side of our body, and the left half controls the right side.

Do you know!

- The brain is one of the largest and most complex organs in the human body.
- The brain is surrounded by a layer of tissues called the meninges. The skull (cranium) helps protect the brain from injury.
- It is made up of more than 100 billion nerves that communicate in trillions of connections called synapses.

Each Cerebral hemisphere is divided into four anatomical sections by horizontal and vertical grooves, these four sections are called cortical lobes: 1) Frontal lobe. 2) Parietal lobe. 3) Temporal lobe. 4) Occipital lobe. Observe Figure 7.3 and identify the lobes.

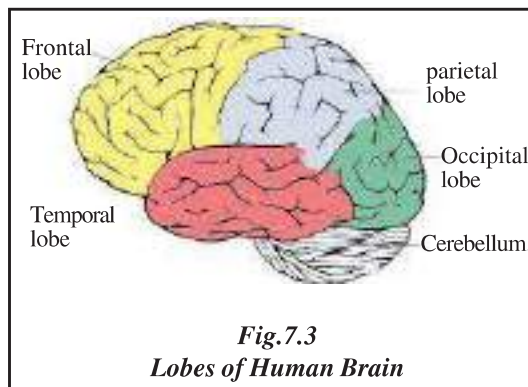


Fig. 7.3
Lobes of Human Brain

Frontal lobe has two areas-motor area and association area. Motor area takes care of the voluntary movements of our body parts. Association area deals with cognitive activities like thinking, planning, decision making, language, memory, speech, etc. Parietal lobe manages incoming sensory stimuli, mainly bodily sensations; this lobe helps to grasp and handle things. Occipital lobe deals with visual sensations and vision information processing. Temporal area is responsible for sense of hearing and auditory information processing.

Check your progress

1. Which are the lobes responsible for planning, judgment and motor function?
2. Name the lobes involved in memory.

Do you know!

Be Good to Your Brain

- Drink sufficient quantity of natural water
- Eat healthy food that contain potassium and calcium, very important for the nervous system.
- Involve in playing and do regular exercise
- Wear a helmet when you ride your bike or playing game that may cause head injury.
- Don't drink alcohol, take drugs, or use tobacco.
- Use your brain by doing challenging activities, such as puzzles, reading, playing music, making art, or anything else that gives your brain a workout!

b. Cerebellum

Observe Figure 7.1 and identify the position of cerebellum

Cerebellum, that lies below the cerebrum, is smaller than the cerebrum and only 1/8 of its size. But it is a very important part of the brain. It controls balance, movement, and coordination.

c. Brain stem

Another part which is small but powerful is the brain stem. The brain stem is located beneath the cerebrum and in front of the cerebellum. It connects the rest of the brain to the spinal cord, which runs down our neck and back. The brain stem controls all body functions like breathing air, digesting food, and circulating blood.

There is a small pear like part seen in the brain, it is the pituitary gland. Where is it? Identify from Figure 7.1

Pituitary gland releases special hormones to help the physical growth of our body. This gland plays a significant role during puberty. This is the time when boys' and

girls' go through major bodily changes as they gradually become men and women. It controls the amount of sugar and water in our body. It also helps keep our metabolism.

d. Hypothalamus

The hypothalamus functions like a thermostat in brain. It regulates our body temperature (about 98.6°F or 37°C). If the body is too hot, the hypothalamus gives internal signals to sweat so as to reinstate the normal conditions. It produces emotions, and is the control centre for endocrine glands in the body such as the thyroid, adrenal gland, testis and ovaries. This regulates human behaviour in terms of responses and sexual behaviour.

Do you know!

Metabolism is the sum total of the chemical processes that occur in living organisms, resulting in growth, production of energy, elimination of waste material.

Do you know!

Some Brain Conditions

- **Stroke** : when blood flow and oxygen supply to an area of brain tissue is suddenly interrupted that part of the brain gets damaged. A blood clot or bleeding in the brain is the cause of most strokes.
- **Brain tumour**: brain tumour is the abnormal tissue growth inside the brain.
- **Meningitis**: Inflammation of the lining around the brain or spinal cord, usually from infection. Stiff neck, neck pain, headache, fever, and sleepiness are common symptoms.
- **Encephalitis**: Inflammation of the brain tissue, usually from infection with a virus, fever, headache, and confusion are common symptoms.
- **Traumatic brain injury**: Permanent brain damage from a traumatic head injury. Obvious mental impairment or more subtle personality and mood changes can occur.
- **Parkinson's disease**: Nerves in a central area of the brain degenerate slowly, causing problems with movement and coordination. A tremor of the hands is a common early sign.
- **Epilepsy**: The tendency to have seizures. Head injuries and strokes may cause epilepsy, but the root cause is yet to be ascertained.
- **Dementia**: A decline in cognitive function resulting from death or malfunction of nerve cells in the brain. Alcohol abuse and strokes can cause dementia.
- **Alzheimer's disease**: For unclear reasons, nerves in certain brain areas degenerate, causing progressive dementia. Alzheimer's disease is the most common form of dementia.

Check your progress

1. List the major functions of Cerebellum.
2. Which is the biggest part of human brain?
3. Which gland controls growth of our body?

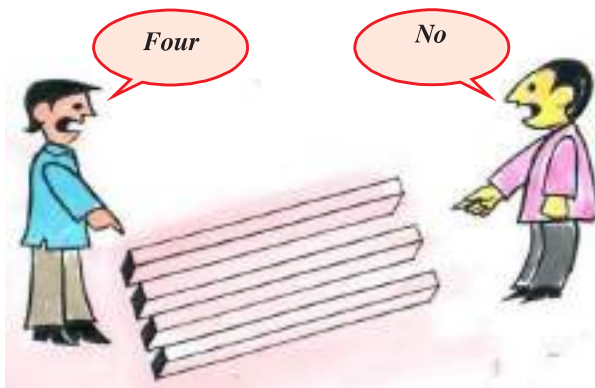
Let us do

Conduct a seminar on the topic “Brain and its functions”.

7.2 Perception

Observe the following figure and note down how many logs are there.

-



Why do different opinions arise on same thing?

-

Because perception of one person differs from that of another. Then, what is perception?

-

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

Perception allows us to act according to the stimulus. Our early experiences, learning, attitude, structure and function of our sense organs and brain influence our perception process. An incorrect perception caused by a distortion of visual sensations is known as illusion.

**Do you know!**

Stimuli means anything that meets the attention of our sense organs. Sound, smell, sight, taste, touch etc. are such stimulants.

According to Charles G Morris (2004) “All the process involved in creating meaningful patterns out of a jungle of sensory impressions fall under the general category of perception”.

Perception includes the five senses; touch, sight, hearing, smell and taste. It involves the cognitive processes required to process information, such as recognizing the face of a friend or detecting a familiar smell etc.

From the definitions given above, we may conclude that perception is characterized as:

- a process
- preparation to response
- provides organization
- information extractor
- involves sensation
- highly individualized

Let us do



Draw an abstract picture on a chart paper and collect the perceptions of your friends. See how each one differs.

7.3 Cognition

Observe Figure 7.3 and find out which lobe deals with the cognitive functions in our brain.

-

What are those cognitive functions?

-

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

The three most commonly cited domains of cognition are attention, memory and execution. Three critical elements of cognition:

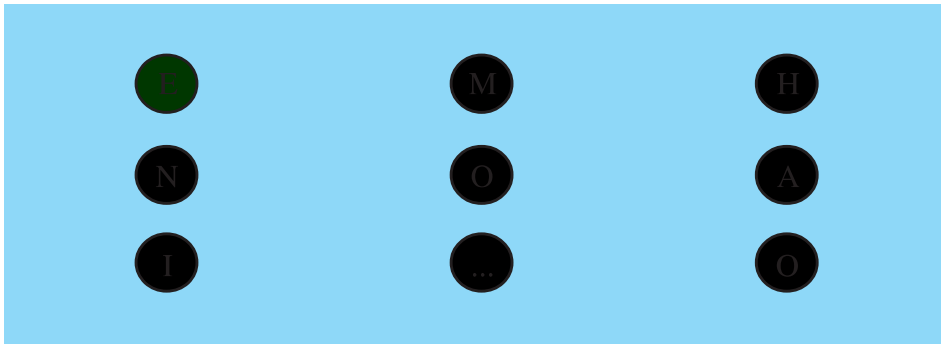
- The ability to identify salient features in a situation.
- The organization of past experience or new information into a plan or idea.
- The ability to make decisions, evaluations or judgments.

We can assess cognitive abilities of an individual, such as verbal and non verbal skills, memory and rapid processing skills. This also helps us to locate any impairment in cognitive abilities of an individual at an early age. Standardised cognitive tests are used to measure a person's cognition. Some of them are:

- Neuropsychological tests
- Psychometric tests
- Psychological tests
- Intelligence tests or Neuro-cognitive tests.

7.4 Intelligence

Let us check our intelligence by doing the following puzzle.



Observe the figure and identify the missing letter.

-

The missing letter is 'X'. How can we say that X is the missing letter?

-

In the alphabetical order, the letter E comes in the 5 position and H in 8 position. The middle letter M is the sum of these two letters i.e., 13. Now don't you get the idea?

“Intelligence is the aggregate or global capacity of an individual to act purposefully, think rationally and to deal effectively with his environment”. - David Wechsler (1938).

“Intelligence is the ability to plan and structure one's behavior with an end in view.” J.P. Das.

We often refer to others' intelligence by describing them as bright, sharp, dull, slow or stupid. If we can adapt to our environment efficiently, have the ability to understand complex ideas and to learn from experience, it shows our intelligence level. Adaptation to the environment is a key factor in intelligence.

The term intellect refers to cognitive power like perceiving, observing, remembering, imagining and thinking. But intelligence has wider meaning than intellect - Not only intellectual activities but also the capacity for solving practical problems of life. That is why Terman opined that intelligence is the capacity for abstract thinking. Binet and Simon (1908) simply defined intelligence as “the ability to judge well, to understand well and to

reason well. Psychologists have different views in defining the term intelligence, but they all agree it as the ability to think, to learn, and adapt to changing situations.

A. Intelligence Quotient (IQ)

You might be familiar with the word IQ? What do you mean by IQ?

-

IQ is the index, which indicates the ratio between Mental age (MA) and Chronological age (CA). **$IQ = MA/CA \times 100$.**

The concept of mental age was put forward by Binet and Simon, while the concept of IQ is introduced by Stern. The mental age is determined by the performance of the individual in an intelligence test. Chronological age is the actual age of an individual as per date of birth.

Observe the following table showing the distribution of IQ.

<i>IQ Range</i>	<i>IQ Classification</i>
130 and above	Very superior
120–129	Superior
110–119	High average
90–109	Average
80–89	Low average
70–79	Borderline
69 and below	Extremely low

Ref. Wechsler (WAIS–III) 1997

Let us do



Find out the IQ of Mr. Vijay whose mental age is 25, and his chronological age is 20.

B. Multiple Intelligence

Some students are excellent in studies; some others are good at music. Yet others perform well in sports. ! Why?

-

The talent of each individual varies. It is because, of individuals differ from one another in their intellectual ability. This is the basis of the theory of multiple intelligence.

The theory of multiple intelligence was proposed by Howard Gardner in his book 'Frames of Mind: The Theory of Multiple Intelligences' (1983). Gardner chose eight ability areas such as musical - rhythmic, visual - spatial, verbal - linguistic, logical - mathematical, bodily - kinesthetic, interpersonal, intrapersonal, and naturalistic. He later suggested that existential and moral intelligence may also be worthy of inclusion. He clearly observed that individuals may differ in their abilities in one or more domains.



Howard Gardner

a. Musical - Rhythmic

This area has to do with sensitivity to sounds, rhythms, tones, and music. People with a high musical intelligence normally have good pitch and may even have absolute pitch, and are able to sing, play musical instruments, and compose music. Since there is a strong auditory component to this intelligence, those who are strongest in it may learn best via lecture. They will sometimes use songs or rhythms to learn.

b. Visual - Spatial

This area deals with spatial judgment and the ability to visualize with the mind's eye. It is related to space or the immediate environment. Switching off mobile phones while attending a confidential meeting or keeping footwear outside before entering a house are examples of this intelligence. Successful architects and space designers will have higher spatial intelligence. Taxi drivers recollecting their routes once travelled is an indication of their spatial intelligence.

c. Verbal - Linguistic

People with high verbal-linguistic intelligence display better performance in words and languages. They are typically good at reading, writing, telling stories and memorizing words along with dates. Writers, orators and poets do have this intelligence.

d. Logical - Mathematical

This area has to do with logic, reasoning, numbers and critical thinking. This also has to do with the capacity to understand the causes behind any social phenomena.

e. Bodily - Kinesthetic

The core elements of the bodily-kinesthetic intelligence are control of one's bodily movements and the capacity to handle objects skillfully. According to Gardner this also includes a sense of timing, a clear sense of the goal of a physical action, along with the ability to train responses.

People who have bodily-kinesthetic intelligence learn better by involving muscular movement (learning by doing e.g. lab experiments, field visits, model making etc.), and be generally good at physical activities such as sports, games, dance, acting, making things, and manual work.

f. Interpersonal

Interpersonal means to interact with others. Individuals who have high interpersonal intelligence are more sensitive to others' moods and feelings, temperaments and motivations, and they are more co-operative in a group. Those with this intelligence communicate effectively and empathize easily with others. They typically learn best by working with others and often enjoy discussion and debate.

Gardner believes that the careers that suit people with this kind of intelligence include those of sales persons, politicians, managers, teachers, counsellors and social workers

g. Intrapersonal

This deals with introspective and self-reflective capacities. This refers to having a deep understanding of the self; what your strengths or weaknesses are, what makes you unique and being able to predict your own reaction or emotions.

h. Naturalistic

This area refers to the identification of oneself with nature and relating to other organisms around. Examples include classifying natural forms such as animal and plant species, rocks and mountain types. This ability was clearly of great value, in our evolutionary past as hunters, gatherers, and farmers; it continues to be central in such roles as botanist or chef. Aesthetic sense is a manifestation of naturalistic intelligence.

i. Existential

People having existential intelligence always care for their life. They will not engage in risky activities. They maintain positive attitude towards life. Those people use helmet while riding motor bike is example for existential intelligence. People commit suicide or having addiction to alcohol lacks existential intelligence. Those who habitually spend more than they earn also belongs to the same category.

Check your progress

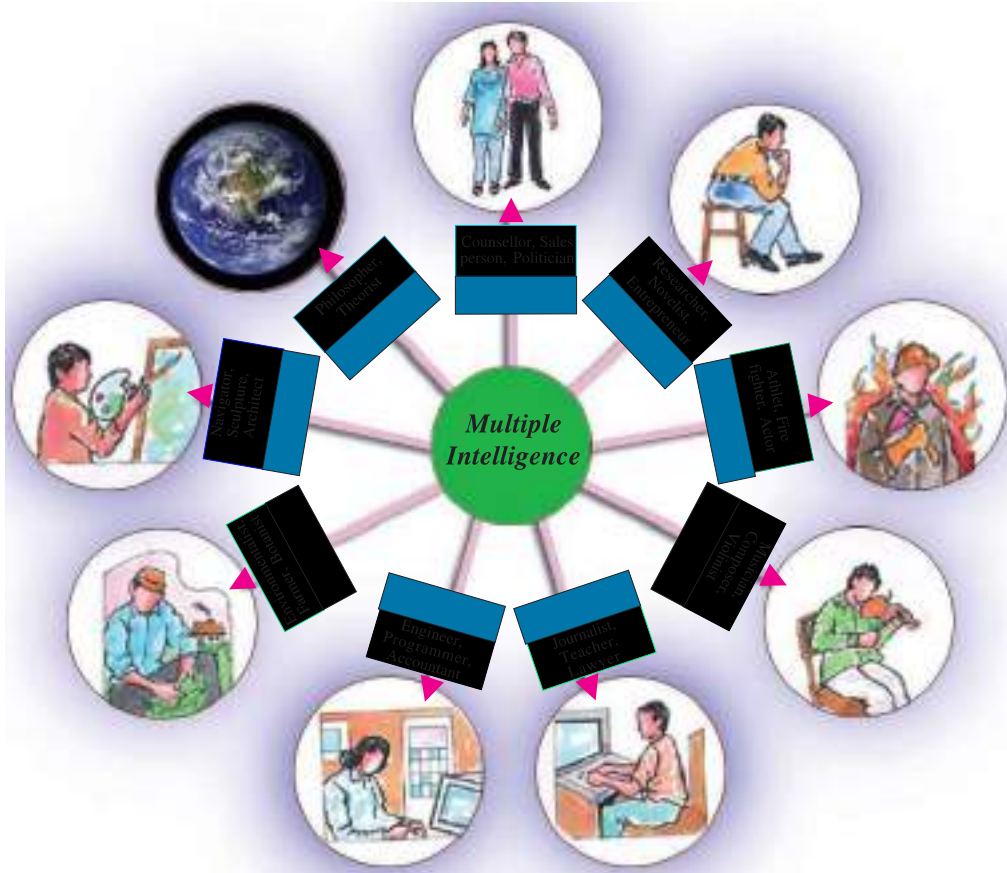
1. Write a short note on 'Multiple Intelligence'.

2. What do you understand by 'Perception'?
3. List out various cognitive activities of our brain.

Let us do



Observe the following figure and fill in the blank space with the types of Intelligence desirable for the given professions.



7.5 Learning

Observe the figure given below.



What happens here?

•

How will the child respond?

•

Will the child repeat the same? Why?

-

The child has some unpleasant and painful experience. Hence there after he will avoid similar situations because he learned that touching fire is harmful.

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

As we observed above figure, when the child touches a burning candle, he withdraws his hand due to heat and pain. In future he may not dare to touch a burning candle. From his experience, he changed his behaviour. So, learning involves changes in a person's behaviour as a result of one's experiences. It consists of the maintenance and modification of capabilities or skills already available to the learner, it is inferred from performance (David A. Dushkin, 1970).

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

From the definitions given above, we may conclude that learning is:

- adjustment
- universal
- purposeful
- transferable
- improvement
- personal
- creative
- affects behaviour
- continuous
- interactive

Let us do



Narrate your experience of learning 'cycling'.

7.6 Memory

Can you remember your first day at school? Share it with your friends.

Some of you could recollect those days clearly, but some others couldn't. Why?

-

How do we recollect things? It is through the act of remembering, that is memory.

Memory is a mental ability to store what has been experienced in the past and recollect whenever needed. It is a process in which information is encoded, stored, and retrieved. Encoding is the first stage, which allows information from the outside world to reach our

senses in the form of chemical and physical stimuli. Storage is the second memory stage or process that maintains information over a period of time. The third process is the retrieval of information when needed.

Simply, memory is the ability to remember something that has been learned or experienced. It is a vital part of learning process. Memory involves learning, retention, recall, and recognition. We conserve and preserve our experiences since birth. Some experiences which do not find place in the conscious mind are pushed to the unconscious mind and are called 'Mneme'. Experiences that are retained in the conscious area are known as 'memory'. The loss of memory is described as forgetfulness, or as a medical disorder, named 'amnesia'.

Types of Memory

a. Sensory memory

Sensory memory hold sensory information for a few seconds or less after an item is perceived. The ability to look at an item, and remember what it looked like is sensory memory.

b. Short-term memory

Closely related to "working" memory, short-term memory is the very short time that you keep something in mind before either dismissing it or transferring it to long-term memory.

c. Long-term memory

Long-term memory can store much larger quantities of information for potentially unlimited duration (sometimes a whole life span), unlike short term memory.

Memory techniques

Some principles and techniques that have been used to assist memorization include:

a. Rote learning

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

b. Mnemonic

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

A peg system

This technique helps the learner to remember things in an order. For this, the learner arranges some dear objects in chronological order. Arrangements of these dear objects are called pegs. Then, the things to be remembered while learning are to be linked creatively with the pegs. For eg: the peg arrangement of a learner can be 'bun' for 'one', 'tattoo' for 'two', 'tree' for 'three' and so on.

If a learner has to remember 'child, care and bucket' in order he/she can relate the things with wild imaginations like a child carrying a huge bun, a car full of tattoos and big tree with buckets hanging on all its branches.

Let us check our memory ?

Read these numbers in the following order at a rate not exceeding one number per second.

9 1 5 11 2 4 6 15 10 3 7 13 12 8 14

Please close your book and try to remember the numbers... please write down..

Read these numbers in the following order at the same speed.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Please close your book and try to remember the numbers and write down the numbers. Was it easier the second time? Did you remember more numbers the second time? Both sets of numbers are exactly the same. The second set of numbers was placed in definite order. Anything that is in definite order is easy to learn and remember.

Check your progress

1. State any four characteristics of 'Learning'.
2. Explain any two memory techniques.

7.7 Human Needs

'It is quite true that the basic need of human beings is to find food' — when there is no food, what will we do?

-

It is sure that we will seek alternatives to obtain food to satisfy our basic needs, hunger. Things or conditions which one require to sustain life are generally called needs. Needs are the lack of something which is necessary. There are general wants or desires.

Abraham Maslow is a social scientist who studied human needs and arranged them in order. He proposed the Need Hierarchy Theory in which human needs are arranged in the form of a pyramid.



Abraham Maslow

Maslow wanted to understand what motivates people. He stated that people are motivated to achieve certain needs. When one need is fulfilled a person seeks to fulfil the next need and so on.

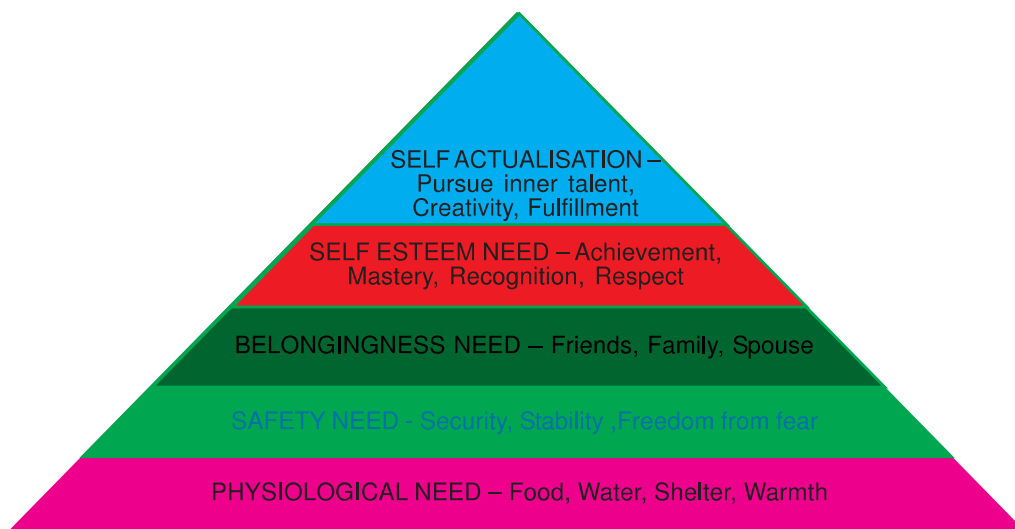


Figure showing Hierarchy of Needs

One must satisfy the lower level basic needs before progressing on to meet the higher level growth needs. Once these needs have been reasonably satisfied, one may be able to reach the highest level called self-actualization.

Every person is capable and has the desire to move up the hierarchy towards a level of self-actualization. Unfortunately, progress is often disrupted by failure to meet lower level needs. Life experiences including poor scholastic performances, divorce and loss of job may cause an individual to fluctuate between levels of the hierarchy.

According to Abraham Maslow, only few will reach the stage of self actualisation which requires existence motivation.

Needs are generally classified into:

- a. **Biological or Physiological needs** - air, food, water, shelter, warmth, sex, rest, elimination of body waste etc.
- b. **Safety needs** - protection from enemies, security, peace, law and stability.
- c. **Social Needs** - Belongingness and Love, companionship, family, affection, relationships etc.
- d. **Esteem needs** - self-esteem, achievement, mastery, independence, status, dominance, prestige.
- e. **Self-Actualization needs** - realizing personal potential, self-fulfillment, seeking peak performance.

Later on Maslow added three higher level needs to the pyramid. They are cognitive, aesthetic and transcendence needs. Cognitive needs relating to knowledge, meaning, etc. Aesthetic needs include appreciation and search for beauty, balance, form, etc. and transcendence needs denotes helping others to achieve self actualization.

Check your progress

1. Arrange the following needs in triangle form on the basis of 'Abraham Maslow's hierarchy of needs.'
Self-actualization, Love and belonging, Physiological needs, Esteem, Safety needs.

Let us do



Conduct a discussion on the significance of 'Maslowian theory' to analyse human behaviour.

7.8. Attitude



Suppose you come to know that your close neighbour is HIV positive, will you continue your closeness as before?

•

You may or may not continue your relationship based on your outlook towards HIV infected. This reflects your attitude. So, what is attitude?

•

An attitude can be defined as a positive or negative evaluation of people, objects, event, activities, ideas, or just anything in your environment. In other words, attitude is an expression of favour or disfavour towards anything. Attitude can be formed from a person's past and present experiences. Attitudes are measurable and changeable as well as influence the person's emotion and behavior. Jung's definition of attitude is 'a readiness of the psyche to act or react in a certain way'

An attitude is “a relatively enduring organization of beliefs, feelings, and behavioural tendencies towards socially significant objects, groups, events or symbols” (Hogg & Vaughan 2005).



Daniel Katz (1960) classified attitudes into four different groups based on their functions.

1. **Utilitarian (Adaptive):** People adopt attitudes that are rewarding and that help them avoid punishment.
2. **Knowledge:** Helps people organize and interpret new information.
3. **Ego-defensive:** Attitudes can help people protect their self-esteem (Denial, repression).
4. **Value-expressive:** Used to express central values or beliefs.

Structure of attitudes

Attitudes structure can be described in terms of three components.

- **Affective component:** this involves a person's feelings / emotions about the thing. For example: “Persons scared of spiders”.
- **Behavioural (or conative) component:** the way attitude influences our actions or behaviour. For example: “The person will avoid spiders and scream if he/she sees one”.
- **Cognitive component:** this involves a person's belief / knowledge about a thing. For example: “The person believes spiders are dangerous”.

This model is known as the ABC model of attitudes. The three components are usually linked.

From the descriptions given above, we may conclude that attitude is characterized as:

- learned behaviour.
- mental state of readiness.
- capacity of the individual to respond in a particular manner.
- may be negative or positive.
- acquired and not inherited.
- directed towards an object, person or idea.
- attitude towards the same object may differ from culture to culture.
- attitude may be overt or covert.
- more or less fixed, but modification in attitude is possible.

Measurement of Attitude

Attitude scales are scientifically developed to measure attitude. Different Types of Attitude Scales are:

1. **Single item Scale:-** Itemized Category Scales, Rank Order Scales, Comparative Scales
2. **Multi-item Scales:-** Semantic Differential Scale, Staple Scales, Likert Scale

Let us do



Conduct a group discussion on “Dowry System in Kerala” and prepare a note on different attitudinal views of the group members.

7.9 Motivation



Do you know the inspiring story of ‘Helen Keller’?

-

Without Ann Sullivan there could not have been a Helen Keller. What do you think was the role of Ann Sullivan in Helen Keller's life?

-

Ann Sullivan inspired Helen throughout her life. This inspiration was the driving force behind Helen Keller's achievements. So, in everyone's life there are people or incidents behind their success or failure.

Motivation is a psychological feature that arouses an organism to act towards a desired goal and elicits, controls, and sustains certain goal-directed behaviours. The word 'Motivation' is derived from the Latin word 'movere' which means to move. It is the process of arousing the organism towards a goal. It can be considered a driving force; a psychological one that compels or reinforces an action towards a desired goal. For example, hunger is a motivation that elicits a desire to eat. Motivation is the reason or psychological cause of an action.

Motivation is an inner drive to behave or act in a certain manner. These inner conditions such as wishes, desires, goals and dreams activate to move in a particular direction in behaviour.

"Motivation refers to the driving and pulling forces which result in persistent behaviour directed towards particular goal." – Morgan and King (1975).

"Motivation refers to the internal process that can't be directly observed but that activates, guides and maintains an overt behaviour." – Baron (1992) and Schunk (1990).



Characteristics of Motivation

- Motivation refers to the internal processes that can't be directly observed.
- Motivation activates the individual to perform tasks.
- Motivation directs an individual's behaviour.

- Motivation regulates behaviour by initiating it and by keeping it consistent till the goal is attained.
- Motivation is always goal oriented, i.e., our behaviour is directed towards goal achievement.
- Extra energy is mobilized during an emergency or achieving situation.

Types of motivation

1. Natural or intrinsic motivation

Motivation causing individuals to perform an activity for their own enjoyment and not for any reward. An individual is motivated to act or behave not because of external rewards but due to internal rewards such as happiness, satisfaction etc. E.g. a person reading a poem for enjoying its aesthetics.

2. Unnatural or extrinsic motivation

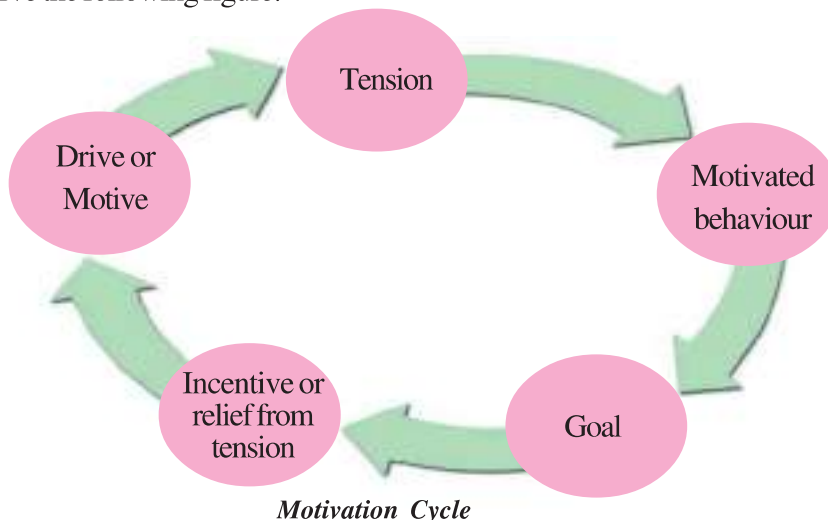
Motivation causing individuals to participate in an activity for some external reward. The reward could be money, recognition, award etc. E.g. a worker working hard expecting a hike in salary.

Motivation cycle

The motivational cycle can be explained as follows

1. The behaviour is initiated on account of some inherent need.
2. It initiates one's behaviour to goal directed path.
3. In this step, we are getting a temporary halt till the arrival of the next need.

Observe the following figure:



Need produces drive or motive, which creates tension and organism acts for reducing the tension. In this way the behaviour of the organism becomes goal directed. In the final stage the organism reduce the tension through the desired goal achievement and his drive or motive is satisfied. When he/she reaches the desired goal, he is further motivated to act and incentives are used for this stage.

Check your progress

1. What do you mean by attitude?
2. Write a short note on the importance of motivation in life.

Let us do



Collect the autobiography of any great personality and prepare a short note on his/her motivated behaviour.

7.10 Aptitude



A..... B..... C..... D..... E.....

Do you know these eminent personalities?

-

List out their areas of achievement.

-

How do they become successful in the respective areas?

-

Their innate abilities and potentialities helped them to excel in certain areas, which is known as 'aptitude'. An aptitude is a component of a competency to do a certain kind of work at a certain level, which can also be considered "talent". Aptitudes may be physical or mental. Aptitude is not knowledge, understanding, learned or acquired abilities (skills) or attitude. Having a high aptitude for something means you are good at doing that thing.

The word aptitude is derived from the word 'Aptos' which means fit for. Aptitude is the sum of capacity and interest. It is the aptness or smartness to succeed in a specific

field of activity. It is a present condition that is indicative of the individual's potentialities for future. It refers to potential capacity in a specific area.

According to Warren, "Aptitudes are a set of characteristics symptomatic of an individual's ability to acquire with training, some specific field of knowledge, skill or set of responses".

Hahn and Macheam consider aptitude as a "pronounced innate capacity for, or ability in, a given line of endeavour such as a particular art, school subject or vocation." In short, aptitude is latent potentialities or undeveloped capacities to acquire abilities and skills and to demonstrate achievements.

Characteristics of aptitude

- an abstract phenomena and integrative part of personality.
- present condition but with a forward reference.
- fairly stable but not perfectly constant.
- contribution of both heredity and environment.
- prediction about the individual's future performance.
- Individual performance can be seen in aptitude.

Aptitude tests

There are many kinds of aptitude tests to know certain areas like verbal, numerical, clerical, sensory, spatial or mechanical, logic and reasoning skills.

Aptitude tests that are intended for educational use include the Scholastic Assessment Test (SAT) and the Differential Aptitude Test (DAT), which assess one's particular skill and overall academic competency.

Let us do



Prepare an album of eminent personalities around the world and point out their aptitude in concerned areas.

7.11 Creativity

Look at this picture and say what do you see?

-

The more answers you have, the more creative you are.

You have Rs.1 lakh to spend in an hour, how will you spend it?

-



If you have more choices, it shows your creativity.

Creativity is a phenomenon whereby something new and valuable is created (such as an idea, a joke, a literary work, a painting or musical composition, a solution, an invention etc.). It is also the qualitative force behind any given act of creation, and it is generally perceived to be associated with intelligence and cognition.

Definition from Webster's - Creativity is marked by the ability or power to create to bring into existence, to invest with a new form, to produce through imaginative skill, to make or bring into existence something new.

According to Carl Rodgers (1961), 'Creativity is the emergence of a novel, relational product, growing out of the uniqueness of the individual'.

So creativity is a mental process leading to the generation of new ideas or concepts. It can be new associations and relationships between existing ideas or concepts. It is a unique way of thinking which is based on the insight we have in a particular area.

Types of creativity

1. **Exceptional creativity:** it is the creativity shown by great scientists, artists and philosophers which changes the course of the world.
E.g. Albert Einstein, Pablo Picasso, Socrates etc.
2. **Mundane creativity:** it is the creativity expressed in our day to day life.

Elements of creativity

- Keen observation
- Curiosity
- Insight
- Divergent thinking
- Risk taking
- Enjoys challenges
- Persistence
- Imaginative
- Flexibility
- Optimistic
- Confidence
- Adaptability

Do you know!

Creative Individuals have

1. A great deal of energy.
2. Playfulness and discipline, or responsibility and irresponsibility.
3. Alternate between imagination and fantasy at one end, and rooted sense of reality at the other.
4. Harbour opposite tendencies on the continuum between extroversion and introversion.
5. Remarkably humble and proud at the same time.
6. Rebellious and independent.
7. Openness and sensitivity

Let us do

Identify one or two children from your school who have done many creative works and exhibit their works in the school exhibition.

7.12 Emotions

Observe the facial expressions in the given figure and note down various emotions.

-

It is evident that individuals express different emotions according to the situations. The word “emotion” is derived from the French word *émouvoir*, which



means “to stir up”. Emotions have been described as discrete and consistent responses to internal or external events which have a particular significance for the organism. Emotions are brief in duration and consist of a coordinated set of responses, which may include verbal, physiological, behavioural, and neural mechanisms. Anger, disgust, fear, happiness, love, sadness and surprise are some basic emotions expressed by us

A simple definition of emotion is that it is a response by the organism, involving (1) physical arousal, (2) expressive behaviors (3) conscious experience.

‘An emotion is a disturbed state of the body’ -Woods Worth.

Components of emotion

- **Cognitive appraisal:** provides an evaluation of events and objects.
- **Bodily symptoms:** the physiological component of emotional experience.
- **Action tendencies:** a motivational component for the preparation and direction of motor responses.
- **Expression:** facial and vocal expression almost always accompanies a state to communicate reaction and intention of actions.
- **Feelings:** the subjective experience of emotional state once it has occurred.

Characteristics of emotions

1. Emotions are universal prevalent in every living organism at all stages of development.

2. Emotions are personal.
3. Same emotions can be aroused by a number of different stimuli.
4. Emotions have the quality of displacement.
5. Emotions arise abruptly but subside slowly.
6. An emotion can trigger off a number of other similar emotions.
7. There is a negative correlation between the upsurge of emotions and intelligence.
8. Emotional experiences are associated with biological drives.
9. The core of an emotion is feeling which is aroused on account of the cognition of a perceived stimulus, giving way to a sort of impulsive act or urge to do.
10. Every emotional experience involves many physical and physiological changes in the organism.

Kinds of emotions

Emotions, in general, can be categorized as positive emotions and negative emotions. Unpleasant emotions like fear, anger, jealousy which are harmful to the wellbeing and development of an individual are termed as negative emotions. The pleasant emotions like amusement, love, curiosity, joy and happiness which are helpful and essential to the normal development are termed as positive emotions. However, by their nature it should not be concluded that experiencing of positive emotion is always good and that of negative emotion is always bad. While weighing the impact we should also keep in mind other factors like (i) the frequency and intensity of emotional experiences and (ii) the situation, and nature of the stimulus which arouses the emotion. Excess of everything is bad. Emotion with too much intensity and frequency, whether positive or negative bring harmful effects. On the other hand, the so called negative emotion may prove very essential for human welfare. For example, the emotion of fear prepares an individual to face the danger ahead.

Check your progress

1. Explain the term 'Emotion'.
2. Write a short note on the importance of aptitude in the career planning of a student.

7.13 Growth and Development

The life span approach

The illustration shows the distinctive stages of the life span of an individual. As he grows from infancy through this successive stages and reach old age, he undergoes

many changes. For example adding weight, height, learning to walk, talk, write, relate etc. Some of these changes are quantitative and others are qualitative. In common parlance, these changes are termed as growth and development. But they are distinctive.



Growth

Growth refers to the quantitative changes right from conception till death. Adding weight, height etc. which are mainly physical and quantitative, and are easily measurable, constitute growth.

Development

Development refers to the change over a time in the structure, thought and behaviour of a person due to biological and environmental influences. Some developments are purely biological while others are environmental. For e.g. prenatal development is biological and learning a new language while living in a foreign country is an example of development influenced by environment.

Types of development

a. Physical development

Development involving the body's physical makeup, including the brain, nervous system, muscles, and senses, and the need for food, water, and sleep.

b. Cognitive development

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

c. Personality development

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

d. Social development

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

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

Different stages in the life span

Development stage	Age range
Prenatal period	Conception to birth
Infancy	Birth to 2 weeks
Baby hood	2 weeks 2 years
Early childhood	2 years to 6 years
Late childhood	6 years to 12 years
Puberty	12 years to 13 or 14 years
Adolescence	13 or 14 years to 18 years
Early adulthood	18 years to 40 years
Middle age	40 years to 60 years
Old age	60 years to death.

Source: Elizabeth Hurlock, Developmental Psychology

Developmental task

A physical or cognitive skill that a person must accomplish during a particular age period is called a development task. They are stages of development and tell us how individuals are doing at certain ages. So it is a guideline to assess one's abilities. Developmental task is a term used to refer to age-related customs that replicate social outlook for normal development. They can also be defined as skills that a person has to achieve during a particular age.



Look at the illustration above and observe the developmental tasks at various stages of life.

Developmental tasks during the life span

a. Infancy and Babyhood

- Social smile.
- Holding the neck straight.
- Sit without support.
- Learning to take solid food.
- Learning to walk.
- Learning to talk.

b. Early childhood

- Learning to control the elimination of body waste.
- Learning sex difference and sexual modesty.
- Getting ready to read.
- Learning to distinguish right and wrong and beginning to develop conscience.

c. Late childhood

- Learning physical skills necessary for ordinary games.
- Building a wholesome attitude towards oneself as a growing organism.

- Learning to get along with age mates.
 - Beginning to develop appropriate masculine or feminine social roles.
 - Developing fundamental skills in reading, writing, and calculating.
 - Developing concepts necessary for every day living.
 - Developing a conscience, a sense of morality, and a scale of values.
 - Developing attitudes towards social groups and institutions.
 - Achieving personal independence.
- d. Adolescence**
- Achieving new and more mature relations with age mates of both sexes.
 - Achieving a masculine or feminine social role.
 - Accepting one's physique and using one's body effectively.
 - Desiring, accepting and achieving socially responsible behaviour.
 - Achieving emotional independence from parents and other adults.
 - Preparing for an economic career.
 - Preparing for marriage and family life.
 - Acquiring a set of values and an ethical system as a guide to behaviour-developing an ideology.
- e. Early adulthood**
- Getting started in an occupation.
 - Selecting a mate.
 - Learning to live with the spouse.
 - Starting a family.
 - Rearing children.
 - Managing home.
 - Taking on civic responsibility.
 - Finding a congenial social group.
- f. Middle age**
- Achieving adult civic and social responsibility.
 - Assisting teenage children to become responsible and happy adults.
 - Developing adult leisure time activities.

- Relating oneself to one's spouse as a person.
- Accepting and adjusting to the physiological changes of middle age.
- Reaching and maintaining satisfactory performance in one's occupational career.
- Adjusting to aging parents.

g. Old age

- Adjusting to decreasing physical strength and health.
- Adjusting to retirement and reduced income.
- Adjusting to death of spouse.
- Establishing an explicit affiliation with members of one's age group.
- Establishing satisfactory physical living arrangements.
- Adapting to social roles in a flexible way.

Check your progress

1. Explain growth and development and distinguish between them.
2. List out the developmental tasks during adolescence.

Let us do



Identify the different roles of people as grandfather, father, adolescent etc. from your home or neighbouring home and make a note on the different tasks they are performing.

Let us sum up

In this unit we learn various parts of human brain such as cerebrum, cerebellum, brain stem, hypothalamus and its various functions. The importance of lobes of brain, its functions and how it protect our brain is explained here.

The human brain is like an advanced computer that drives and regulates human behaviour. The brain is connected to the external world through sensory organs. The sensory organs in our body are made with cells capable of sensing the electromagnetic stimuli and translating the same through a process of transduction into neural impulses. These impulses are then analyzed to bring about meaning which we call perception.

Perception is the beginning of many other higher order mental processes such as learning, memory, intelligence, cognition, attitude, aptitude, creativity, emotions, motivation etc. which drive human behaviour.

Cognition is a group of mental processes that includes attention, memory, learning, reasoning, problem solving and decision making.

Intelligence is the aggregate or global capacity of an individual to act purposefully, think rationally and to deal effectively with his/her environment. Howard Gardner's theory of multiple intelligence address the concept of intelligence which include various levels of intelligence like verbal, spacial, musical, bodily-kinesthetic, logical etc.

In this unit we also discuss the concept of 'Learning' and its relevance in our day to day life. Memory is essential in learning process. Some memory techniques like rote learning, mnemonic, peg system etc are also discussed here.

Abraham Maslow's hierarchy of needs describes human desire to move up the hierarchy toward a level of self actualization.

We study the concept of 'attitude'. It is an expression of favour or disfavour towards a person, place, thing or event. Another concept is motivation, which is an inner drive to behave or act in a certain manner. Motivation cycle describes the process of motivation. Another concept is 'aptitude', which is the potential capacity in a specific area, can be measured. Creativity is a phenomenon whereby something new and valuable is created, which involve a higher mental process leading to the generation of new ideas or concepts.

Emotion is a stirred up state of the body, which may be positive or negative. The last part of this unit explains the characteristics of growth and development of human beings, from womb to tomb-like infancy, babyhood, childhood, adolescence, adulthood, middle age, old age -which explains the development task in each stage of life.

Learning Outcomes

- ◆ Understands the physiological and psychosocial bases of human behaviour.
- ◆ Understands the functions of the human brain.
- ◆ Internalize the basic concepts in mental process.
- ◆ Understands different stages of life span and its developmental tasks.

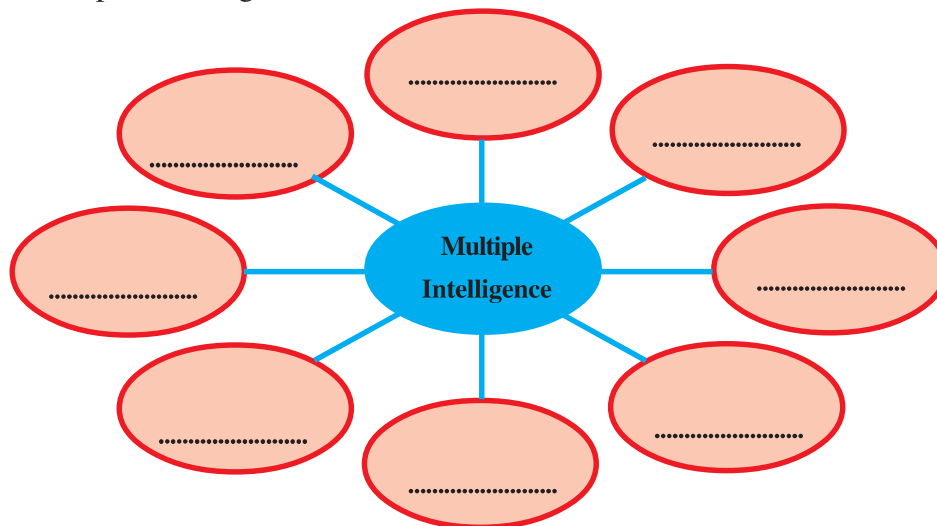
Evaluation Questions

1. 'Memory is the ability to remember, something that has been learned or experienced' - What are the factors involved in this process?
2. 'Learning is the modification of behaviour through experience' - can you state examples to substantiate this statement?
3. Discuss the relevance of Abraham Maslow's Hierarchy of Needs in the present scenario.

4. Complete the table

Parts of the brain	Functions
Cerebrum	
	Balance, movement and coordination.
Hypothalamus	
	Breathing, digesting and circulating blood
Pituitary gland	

5. 'A child plays, an adolescent dreams, adult models, and an aged depends'. Justify the statement showing the characteristics of each stage?
6. 'Perception is a process' - can you justify this comment with examples?
7. 'Memory is the ability to remember, something that has been learned or experienced' - what are the factors involved in this process?
8. 'Emotions are said to be both constructive and destructive in nature' - Substantiate the above statement with appropriate example?
9. In a class, a student named Sumesh is studying well out of her genuine interest and desire to be successful in life. But Babu is doing well in his studies only for getting the gift offered by his parents.
Name the type of motivation in the two cases and explain them. Comment which type of motivation is more effective and why?
10. Complete the diagram



8

[illegible]

- 8.1 Personality
- 8.2 Determinants of Personality
- 8.3 Theories of Personality
- 8.4 Mature Personality

- Mahatma Gandhi

Can you identify the persons in the pictures given below?



a.



b.



c.



d.

Can you say why they are familiar to us?

-

They have certain unique attributes that attract us, so we generally call them as great personalities.

Persons with such qualities are known in their community or all over the world. We like to become great personalities as these great men. But can we say that only great people do possess personality? No; not at all! . Every individual in the society have their own unique characteristics which make them a person different from others.

The collection of these distinctive characteristics is called personality. Thus you, your father, mother, postman, teachers, servant and all others have their personality.

8.1. Personality

In ordinary language, personality means the external appearance of an individual. The external properties of the person include his/her dress, speech, bodily action, habits, expression etc.



In philosophy, the meaning of personality has been interpreted in terms of self. But in Psychology the concept of personality has a different meaning. It includes both the external appearance as well as the self.

The word 'Personality' has been derived from the Latin word '*persona*' which means a mask worn by an actor to hide his face while performing his character on the stage in ancient Greek theatre. The personality is the ability of a person to respond appropriately and effectively in different situations. Personality varies from person to person.

We can understand personality as the sum total of an individual's properties as a distinct and unique human being. In other words, personality is made up of the characteristic pattern of thoughts, feelings and behaviour that make a person unique. Generally personality is defined as the sum total of the physical, mental and social characteristics of an individual. A number of psychologists attempted to define personality and their definitions are different in nature.

Would you like to know how these definitions evolved over the years?

-

The definition of personality has evolved as a composite work of various authors – Allport, Walter Mischel etc.

G.W. Allport (1961) studied nearly fifty views about personality and then he arrived at the following definition. “Personality is the dynamic organization within the individual, of those psycho-physical systems that determine his unique adjustment to the environment.”

Personality usually refers to the distinctive patterns of behaviour (including thoughts and emotions) that characterise each individual’s adaptation to the situations of her/his life. (Walter Mischel, 1981)

According to Feist & Feist (2009) “Personality is defined as being a pattern of relatively permanent traits and unique characteristics that give reliability and individuality to one’s behaviour.”

Taking a cue from the above definitions, it may be concluded that personality may be characterised as:

- Unique
- Specific
- Adjustment
- End product of learning
- Result of individual’s interaction with his environment
- Product of heredity and environment
- Ability of individual to respond positively according to circumstances
- Dynamic
- Continuous
- Susceptible of modification

Name a book or a friend that influenced you? How do they influence you?

-

Like the book or friend that influenced you let us discuss the other factors that determine one’s personality.

8.2 Determinants of Personality

There are certain factors that determine our personality. Let us learn some of the determinants of personality. Personality is the product of heredity and environment or nature and nurture. Several factors, within and outside the individual, influence and shape the personality. Individual’s genetic make-up, family, education, culture, religion, media, peer group etc. have an influence on personality.

1. Heredity

Heredity means all those factors that are inherited from our parents. These factors are present in the individual at the time of birth and determine the path of development of personality.

2. Biological factors

A person with good physique and constitution enjoys good health. Physical traits are largely inherited. E.g. height, complexion etc. of an individual is determined genetically. A child is likely to receive the biological characteristics of the ancestors. The functioning of the different organ systems in the body especially nervous system and endocrine system has an influence on the personality. The main endocrine glands are Pituitary gland, Adrenal glands, Thyroid gland, Pancreas and Gonads. Glandular system affects our personality because each gland regulates varied types of activities. Every gland secretes hormones which affect physical as well as mental functions. All our mental processes are controlled by nervous system. Externally imposed biological conditions like starvation, malnutrition, effects of alcohol and drugs, infections, certain kinds of disease etc. may also affect the personality of an individual.

3. Psychological factors

The mental traits of an individual have a great influence on his/her personality. The mental processes like perception, learning, memory, thinking, feeling, attitude, behaviour etc contribute to one's personality. Intelligence has an important bearing on personality and emotional intelligence enables better adaptation

4. Family

Experience in early childhood is one of the major determinants of personality. The influence of family is important not only during childhood but at all stages of development. Parenting, home environment, birth order, attitude of siblings etc. greatly influence the personality of an individual.

5. School

After family the school and the teachers have the greatest influence on personality. Academic achievement, teachers' personality, peer influence, classroom environment, discipline system, curricular and extracurricular exposure, inter relationship between teachers and friends etc. all these factors affect and influence personality.

6. Culture

Culture is shared learnt behaviour. Culture includes all the values, customs, traditions, folkways, fashions, mores etc. Every individual is part of a culture and it has a significant role in determining the personality of an individual. The attitudes, values etc. are unique to each culture.

7. Media

Today individuals are highly influenced by media. The media plays a significant role in shaping the thoughts, feelings attitudes, values and behaviour of an individual. The media has positive as well as negative impact on personality.

Other than the above given determinants there are many factors like socio-economic status, occupation, rapid social change, neighbourhood, geographical condition etc. that influence the personality. So personality is the product of or culmination of numerous factors.

Let us have a look at various personality tests

1. Objective techniques

- a. Personality inventories and questionnaire
- b. The Minnesota Multiphasic Personality Inventory (MMPI)
- c. Cattell's 16 F questionnaire
- d. Eysenck Personality Questionnaire (EPQ)

2. Projective techniques

- a. The Rorschach Ink Blot Test
- b. The Thematic Apperception Test (TAT)
- c. Sentence completion Test
- d. The Draw-A-Person Test

3. Subjective techniques

- a. Interview,
- b. Observation,
- c. Situational Test

Check your progress

1. Define personality in your own words.
2. What are the characteristic features of personality?
3. List out and describe various determinants of personality.

Let us do



Prepare the profile of any two great personalities.



Conduct a debate on the influence of various media in shaping adolescent's personality.

8.3. Theories of Personality

There are numerous theories to explain personality. Different perspectives have been developed for analysis and interpretation of personality. The personality theory can be classified into stage theories and trait theories. The stage theories

describe that development of personality pass through certain progressive stages. Some of the important stage theories are as follows.

- A Psycho Analytic Theory of Personality - Sigmund Freud
- B. Theory of Psycho-Social Development –Erick Erikson
- C. Cognitive Development Theory- Jean Piaget

Trait theory of personality suggests that personality is composed of a number of broad dispositions or traits. E.g. G.W. Allport's Classification of Personality and Cattels' Classifications. The following session describes the important three stage theories in detail.

A Psycho Analytic Theory of Personality - Sigmund Freud

Do you know who the father of modern Psychology is?

•

It is Sigmund Freud and he has provided great insight into human personality. Let us have a look at his theories.

The Psycho Analytic theory of Sigmund Freud has three major parts

- a. Theory of Personality Dynamics
- b. Theory of Personality Structure
- c. Theory of Psycho-Sexual Development.
- a. Theory of Personality Dynamics**

In his theory of personality dynamics, Freud tries to explore the unconscious part of human mind. He used the term Psycho-dynamics to describe the process of mind. According to Freud

human mind has three levels of consciousness - the conscious, the pre-conscious (sub-conscious) and the unconscious. The conscious refers to all the information

Do you know!

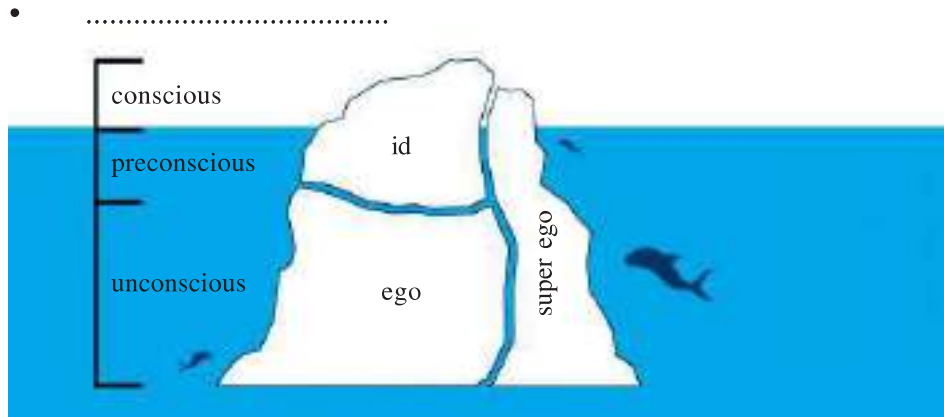
Sigmund Freud

Sigmund Freud was born in Moravia on 6 May 1856 and died in London on 23 September 1939. Freud completed his graduation in medical science from the university of Vienna. Freud's interest in neurology inspired him to specialize in the treatment of nervous disorder. Sigmund Freud developed the theory of personality during the late 19 century and it is called 'Psychoanalytical theory'. He is considered as the father of modern Psychology. Freud formulated the theory of Psychoanalysis by observing his patients.



we are aware of at any given time. Preconscious or sub-conscious contains all the information outside the person's attention but which can easily be retrieved into awareness. The person is unaware of the contents of the unconscious mind which is not accessible to him/her by his/her own efforts. Freud believes that the unconscious part of the mind largely determines the personality. Freud considered that to understand personality, it is necessary to expose the content of the unconscious and he mentioned it like a floating ice berg.

Observe the figure given below and comment on it?



b. Theory of Personality Structure

Freud proposed that the structure of personality consists of the Id, Ego and Super Ego. Each of these elements has its own functions and properties. Human personality is the product of an interaction between these three elements.

Id:

Id consists of biological drives and instincts. It operates on pleasure principle. It is the store-house of primitive impulses such as hunger, thirst and sex. It is also the reservoir of 'libidinal' energy or psychic energy. Freud called Id as "true psychic reality" because it represents the inner world of subjective experience with no objective reality.

Ego:

The Ego operates on reality principle. It develops when the child reacts to satisfy his/her urges and desires. Ego helps to take mature decisions for satisfaction of instincts. It mediates between Id and Super Ego. The Ego is said to be the executive of the personality because it controls the individual's actions. Ego keeps the individuals in touch with reality. The Ego strives to facilitate the goals of Id in a more acceptable manner without violating the interests of Super Ego.

Super Ego:

Super Ego operates on morality principle. The Super Ego is the morally and culturally conditioned aspects of the Psyche. It develops as a result of the child's interaction with parents, teachers, religion etc. The main concern of Super Ego is to decide whether something is right or wrong. Super Ego has two parts - Conscience and Ego-ideal. Conscience is the part of Super Ego that prevents from doing what is morally wrong and Ego-ideal motivates one to do what is morally desirable.

c. Theory of Psycho-Sexual Development

Observe the picture given below. Have you wondered why the little girl interacts with the father, while the boy does so with the mother?



Theory of psycho-sexual development explains the process of personality development. According to Freud, the early childhood is the most crucial period in the development of personality. The gratification of needs at each stage of development has a significant role in the formation of personality.

According to this theory 'libido' is a special kind of energy which acts as a propelling force of all human behaviours. The 'libido' is in constant search of pleasure. Personality development takes place as a result of the attempts to resolve conflicts between unconscious sexual aggressive impulses (Libido) and social demands to control these impulses.

Freud stressed that 'libido' was always present in the organism. The libidinal energy focuses on certain parts of the body which is known as erogenous zones. The libidinal zone shifts from one part of the body to another as the individual

grows. There are five distinctive stages of psycho-sexual development which are as follows:

i. Oral stage (Birth to 2 years)

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



ii. Anal stage (2 to 3 years)

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



iii. Phallic stage (3 to 5 years)

During this stage the erogenous zone shifts to genital organs. Children become aware of sexuality and develop strong sexual attachments to the parent of opposite sex at this stage. According to Freud, two complexes develop at this stage - Oedipus and Electra complex. The Oedipus complex is formed in the male child in the form of his attraction towards his mother and Electra complex is formed in the female child in the form of her attraction to her father. The fixation during this phase leads to sexual deviance or confused sexual identity.

iv. **Latency stage (6 years to puberty)**

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

v. **Genital stage (Adolescence onwards)**



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

Fixation

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

Check your progress

1. “Human personality is the product of interaction between id, ego and super ego”-comment.
2. Explain the term ‘fixation’.

Let us do



Make an article on personality dynamics to be published in your school magazine by using additional information from various sources like internet.



Prepare a seminar on the relevance of the psycho analytical theory of Sigmund Freud.

Defence Mechanism



Amal aspired to join a premier engineering college in India after completing Plus Two. Because he could not score as much marks as expected, Amal was compelled to join a less prestigious institution. Later he told his friends that it was good that he had joined here as he could be a day scholar, otherwise he would have missed his home. Why do you think Amal responded in this way?

•

Thus he could convince and defend himself. All of us apply these types of mechanisms in our daily life. They are known as defence mechanism. The term

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

The following are some common defence mechanisms.

1. *Reaction formation*

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

2. *Projection*

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

3. *Rationalization*

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

Sour-grapism

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

Sweet-lemonism

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

4. *Repression*

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

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

5. *Displacement*

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

6. *Regression*

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

7. *Sublimation*

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

8. *Compensation*

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

9. *Denial*

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

10. *Acting out*

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

Check your progress

1. Prepare a chart on defence mechanism.
2. Explain the term 'rationalization'.
3. Describe the concept 'projection'.

Let us do

Observe and prepare a report on defence mechanism adopted by your friends in their daily life.



Conduct a quiz programme in your class based on defence mechanism.

B. Theory of Psycho-Social Development - Erik Erikson**Do you know!****Erik Erikson**

Erik Erikson (1902-1994) was born on 15 June, 1902 in Frankfurt, Germany. Erikson travelled extensively throughout Europe after finishing his school. Erikson studied psycho analysis and earned a certificate from the Vienna Psycho Analytic Society. He also met Anna Freud and Sigmund Freud. Erikson moved to USA in 1933 and served as a faculty at Harvard Medical School. Then he worked at University of California, San Francisco Psycho Analytic Institute etc.



'Steve spent only one semester at Reed College at Oregon and then dropped out, as he was more interested in eastern philosophy, fruitarian diets, and LSD (Narcotic drug) than in the classes he attended. He moved to a hippie commune in Oregon'.

This is a part extracted from the biography of late Steve Jobs, former CEO of Apple. Later the course of his life changed and he became a very successful person. Do you know any other persons with a similar life history?

-

What lesson do we learn from this description?

-

So we can say that change can occur at any stage in a person's life. There are some personality theories to support the above observation on human personality. In his psycho-social development theory, Erik Erikson proposes that social experiences have great influence on our personality throughout our life. He emphasized the role of culture and society on personality. According to Erikson the Ego develops as it successfully resolves crisis that are social in nature, or in other words, the ego develops through social interaction.

Erikson's theory is concerned with becoming competent in the area of life. Successful completion of each stage results in healthy personality and the acquisition of basic values. Basic virtues are the characteristic strength which ego can use to resolve subsequent crisis. For Erikson, crisis is psycho social in nature because they involve psychological needs of the individual. Erikson suggests that there is plenty of room for continued growth and development of an individual throughout one's life. Like Freud and many others, Erikson maintained that personality develops in a predetermined order and build upon each previous stage. This is called epigenic principle.

Failure in the successful completion of a stage can result in the formation of an unhealthy personality. But this can be resolved successfully at a later stage. According to Erikson development proceeds through eight stages. They are:

1. Trust vs Mistrust
2. Autonomy vs Shame
3. Initiative vs Guilt
4. Industry vs Inferiority
5. Identity vs Role confusion
6. Intimacy vs Isolation
7. Generativity vs Stagnation
8. Integrity vs Despair

1. Trust vs Mistrust (0 to 2 year)

This stage corresponds to Freud's oral stage. During this period infant is dependent, the development of trust is based on the dependability and quality of parent child relationships especially with the mother. If a child successfully develops trust, he/she will feel safe and secure. If the parents fail to provide warm and secure environment, the child will develop a sense of mistrust.

2. Autonomy vs Shame (2 to 3 years)

Children develop greater sense of personal control at this stage. Erikson believed that toilet training is a vital process of learning to control one's bodily functions and it leads to a sense of independence. If parents permit the child to explore and manipulate his/her environment the child will develop a sense of autonomy or independence. An unpleasant emotional reaction of an individual to an actual or presumed negative judgment of himself/herself by others, resulting in self-depreciation

3. Initiative vs Guilt (3 to 5 years)

During this stage children are learning to master the world around them. They are engaging in playing and other social interactions. Children who are successful at this stage feel capable to lead others. Those who fail to acquire these skills are left with a sense of guilt.

4. Industry vs Inferiority (6 to Puberty)

Erikson viewed the elementary school years as critical to the development of self-confidence. At this time children perform different tasks. Children who are encouraged by parents and teachers develop a feeling of competence. Those who receive little or no encouragement from parents, teachers or peers will doubt their ability to be successful.

5. Identity vs Confusion (Adolescence)

The adolescents develop a sense of self and independence. Those who receive proper encouragement and reinforcement through exploration at this stage develop a strong sense of self. Those who remain unsure about their beliefs and desires will feel insecure and confused about themselves and their future.

6. Intimacy vs Isolation (Young Adult)

It is the time of exploring personal relationship. Those who are successful at this stage will form relationships that are committed and secure. Erikson believed that a strong sense of personal identity is important to the development of intimate relationship.

7. Generativity vs Stagnation (Middle age)

Contributing to society and helping to guide future generation are the primary developmental tasks of middle age. Those who are successful during this phase will feel that they are contributing to the world by being active in their family and society. Others, who fail to attain this skill, will feel unproductive and uninvolved in the world.

8. Integrity vs Despair (Old age)

During this period the people evaluate their past accomplishments and realise they are leading a successful or unsuccessful life. Those who feel proud of their accomplishments will feel a sense of integrity and others will feel despair.

Psycho social theory of personality emphasizes the social nature of human beings and the importance of social relationship.

Check your progress

1. Write a note on epigenic principle.
2. List out and describe the various stages of the psycho-social development theory of Erik Erikson.

Let us do



Prepare a chart showing Erikson's stages of psycho social development and exhibit it in your school bulletin board.



Present a seminar on the psycho-social theory of Erik Erikson by using power point.

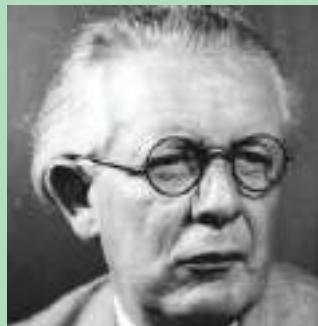
C. Cognitive Development Theory - Jean Piaget



Do you know!

Jean Piaget

Jean Piaget was born on August 9, 1896, at Neuchatel, Switzerland. At an early age, he showed interest in natural science. He was a trained biologist but his interest in psychology transformed him to a Psychologist. In 1918, he received PhD in zoology from University of Neuchatel. Piaget spent a semester studying psychology under Carl Jung and Paul Eugen Bleuler at the University of Zurich, where Piaget developed a deeper interest in Psycho Analysis. Piaget was more interested in how children use their intelligence rather than studying how to measure intelligence. Piaget was a recipient of the prestigious Erasmus Prize and Balzan Prize. He died on September 16, 1950, in Geneva, Switzerland.



The term “Cognition” refers to the process of knowing. Cognition involves higher order mental processes such as perceiving, thinking, problem-solving, reasoning,

decision-making, learning and storing. Piaget's theory of cognitive development describes the nature and development of human intelligence. He believed that children are born with a very basic mental structure upon which all subsequent learning and knowledge are based. Most psychologists perceived mind at birth to be a blank paper (*tabula rasa*) to be written on by experience. But Piaget assumed that there are inborn invariant processes in human beings that play a vital role in understanding reality. He saw cognitive development as a progressive reorganization of mental process as a result of biological maturation and environmental experience.

There are three basic components to Piaget's Cognitive theory.

- a. Schema
- b. Adaptation (Assimilation and Accommodation)
- c. Stages of Cognitive Development

a. Schema

A Schema is a unit of knowledge or information relating to one aspect of the world including objects, actions and abstract concepts. "A Schema is the basic building block of intelligent behavior, a form of organizing information that a person uses to interpret the things he/she sees, hears, smells, and touches" (Singer & Revenson, 1997). We store and apply schemas to understand and to respond to situations; e.g. babies have a sucking reflex, triggered by something touching the baby's lips. A baby will suck a nipple, or a person's finger. Piaget therefore assumed that the baby has a 'sucking schema'.

b. Adaptation

Adaptation deals with the individual's relation to the external world and the ability to change or adapt to that world. Adaptation involves two processes namely assimilation and accommodation.

i. Assimilation

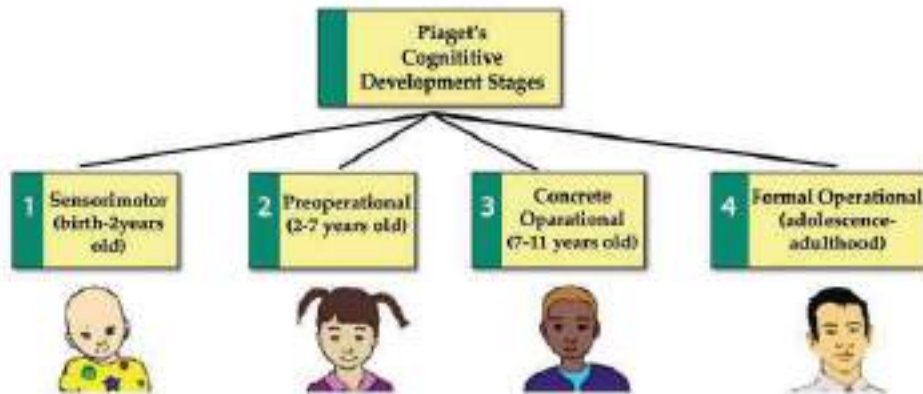
Assimilation refers to the process by which new objects and events are grasped within the scope of existing schemas or structures.

ii. Accommodation

Accommodation refers to the process through which the existing schemas or structures are modified to deal with new objects or situation.

c. Stages of Cognitive Development

Observe the illustration given below. Based on the illustration and description given, make a note on 'stages of cognitive development'.



1. *Sensory-Motor Stage (birth to 2 years)*

The infant's sensory- motor period occupies the first two years of life. The babies are not able to distinguish themselves from the rest of the world at the beginning of this stage and their behavior is restricted to reflex patterns. As the baby grows, new response patterns emerge and they are able to make intentional movements.

2. *Pre-Operational Stage (2 to 7 years)*

This stage is called pre-operational because the child is not yet able to think logically. But it starts to communicate with the parent as it is capable to use words and imagination. During pre-operational stage child's thinking is governed by what is seen rather than by logical principles.

3. *Concrete Operational Stage (7 to 12 years)*

During this stage the child can think of only those objects or events that are physically present before them and he/she is able to manipulate in the immediate context. So children develop the abilities of rational thinking, but their thinking is tied to concrete objects.

4. *Formal Operational Stage (12 to 16 years)*

This stage is characterized by the emergence of logical thinking and reasoning. Thought is more flexible, rational and systematic. The individual can now conceive all possible ways of problem solving and can approach a problem from several points of view.

The individuals' response to various situations depends on one's personality. Theories help you to understand why, and how predict human being responds to situations. An understanding of the same, helps the social worker to assist the individual develop appropriate responses to specific situations.

Check your progress

1. What do you mean by cognition?
2. Explain the concept of schema and adaptation.
3. List out the stages of cognitive development.

Let us do



Prepare a seminar presentation on Piaget's theory of cognitive development stages by using power point.

8.4. Mature Personality

Suppose your father brings home a bar of chocolate for both you and your mother. Imagine you ate the entire bar without sharing a part with your mother. What will your mother do? Will she scream in rage? What will be her responses? Why?

-

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

- a. **Self-extension:** The mature person will never be ego centric. He/she is involved in activities outside of himself/herself and he/she will have a definite goal in life.
- b. **Warm relationship:** The mature individual is compassionate to the rights, needs and values of others.
- c. **Emotional stability:** - The mature individual will not over react to the frustrations of life and he/she is able to tolerate it.
- d. **Realistic perception:** - Mature individual lives in the "real world" and reacts to the problems of life rationally.
- e. **Self-awareness:** - Mature person has a realistic self-image and he/she knows his/her potentialities and weaknesses.
- f. **Unifying philosophy of life:** - Mature people have a clear sense of how they wish to live their lives. This life is value-oriented and these values are for the welfare of all.

Let us sum up

In this chapter, we learn the concepts, definition, characteristics and theories of personality, defence mechanism, qualities of a mature person etc. Personality refers to the individual difference in characteristic pattern of thinking, feeling and behaviour.

Personality is not static, but it is evolving throughout the life. The personality is determined by several factors within and outside the individual including biological, psychological and environmental factors.

There are a number of theories to explain personality. We discuss Sigmund Freud's psychoanalytical theory, Erik Erikson's psychosocial development theory and Jean Piaget's theory of cognitive development here

Freud's Psycho analytical theory has three major parts –theory of personality dynamics, theory of personality structure and theory of psycho-sexual development. Theory of personality dynamics says that the human mind has three parts i.e., conscious, pre conscious and unconscious. Unconscious part of the mind has high bearing on personality of an individual. Theory of personality structure includes id, ego and super ego. These are the elements of mind and human personality is the product of an interaction among these. The theory of psycho sexual development explains the process of personality development namely oral, anal, phallic, latency and genital stages. The gratification of need at each stage of development has significant role in the formation of personality.

Defence mechanism enables an individual to maintain his/her mental equilibrium which are used to defend the self against frustrations and threats. We frequently make use of defence mechanism like projection, reaction formation, rationalization, repression, compensation, sublimation etc.

Erik Erikson's psycho social development theory explains eight stages through which one's personality develops. He proposes that social experiences have great influence on personality and there is plenty of room for continued growth and development of individual throughout life. Jean Piaget's theory of cognitive development is a comprehensive theory about nature and development of human intelligence. It deals with the nature of knowledge and how humans acquire, construct and use it.

Schema, adaptation (assimilation and accommodation) and stages of development are the basic components of Piaget's cognitive theory. Stages of cognitive development include sensory motor, pre operational, concrete operational and formal operational. The last part of the unit explains the meaning and characteritisc of mature personality. A mature person is able to respond to the environment in an appropriate manner.

Learning Outcomes

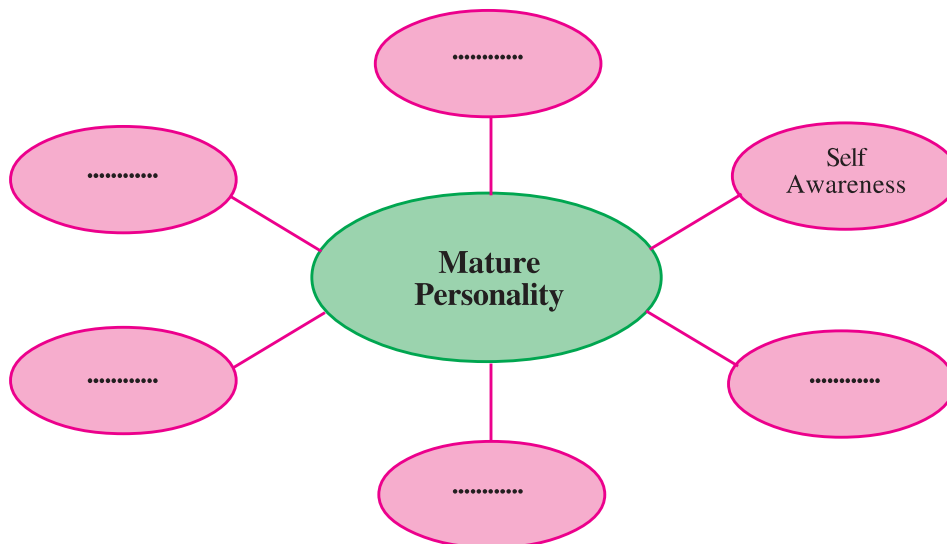
- ◆ Internalises the meaning, definition and characteristics of personality.
- ◆ Identifies the determinant factors of personality.
- ◆ Understands major theories of personality.
- ◆ Realises the characteristics of a mature person.

Evaluation Questions

1. 'Personality is the product of heredity and environment'-discuss
2. Explain personality with reference to 'Freud's psycho-analytic theory.
3. Present your understanding of the role of conscious, preconscious and the unconscious in the development of personality.
4. Match the following

A	B	C
Id	Reality principle	parent
Ego	Morality principle	child
Super ego	Pleasure principle	adult

5. List out and explain any five frequently used defence mechanisms.
6. Critically evaluate the stages of Erik Erikson's psycho-social development theory.
7. Prepare a note on Jean Piaget's theory of cognitive development.
8. 'Mature personality is not realistic, it is an ideal one.' Comment.
9. Complete the diagram.



CHAPTER

9

LIFE SKILL EDUCATION



KEY CONCEPTS

- 9.1 Self Awareness
- 9.2 Creative Thinking
- 9.3 Critical Thinking
- 9.4 Decision Making
- 9.5 Problem Solving
- 9.6 Communication Skills
- 9.7 Interpersonal Skills
- 9.8 Empathy
- 9.9 Coping with Emotions
- 9.10 Coping with Stress



How many of you know cycling? Do you know swimming? Cycling, swimming etc. are skills. So what can be called skills?

-

Skills are the ability to apply knowledge. All of you have some knowledge about cycling and swimming. But only a few have the skills of cycling and swimming.

What are the most important skills that you possess?

-

Note down some skills the others possess.

-

Reading, writing, communication, problem solving, singing, cooking, dancing etc. are certain skills. What are the skills required for leading a healthy and productive life?

-

Communication, keeping good relationships, problem solving, making decisions etc. are known as life skills. Those skills which are useful to cope with different life situations are called life skills. Life skills are abilities that facilitate the physical, mental and emotional well being of an individual.

In the age of rapid globalization, industrialization, economic liberalization, expansion in information technology and rise in consumerism, children and adolescents are exposed to a lot of information and cultural diversities. Violence and hostility are the hall marks of day to day living and women and children are the worst affected. Changes in social, moral, cultural and religious values have made life stressful for children. This can be observed in the rise of crime and suicide rates. Stress faced by children and adolescents is enormous.

Life skills are essentially those abilities that help to promote mental well-being and competence in young people. It is also known as 'vaccine for mind' or 'vaccine for life' because it will help the adolescents and youth to prevent the occurrence of many psychosocial problems which they may encounter in future life.



Life skills can be utilized in many areas such as prevention of drug use, sexual violence, teenage pregnancy, HIV/AIDS prevention and suicide prevention. The life skill development extends to consumer education, environmental education, peace education or education for development, livelihood and income generation among others. In short, life skills empower young people to take positive action to protect themselves and promote health and positive social relationships.

Self-awareness, self-esteem and self-confidence are essential tools for understanding one's strengths and weaknesses. Consequently, the individual is able to use available opportunities and prepare to face possible threats. Subsequently, it is possible to identify problems that arise within both the family and society. With life skills, one is able to explore alternatives, weigh pros and cons, and make rationale decisions in solving each problem or issue as it arises. It also helps to establish productive interpersonal relationships with others. So it is the need of the age to impart life skill education in our class rooms, that is life skills based education.

Life Skill Based Education (LSBE) refers to an interactive process of teaching and learning, which enables learners to acquire knowledge and to develop attitude, and skills which are needed to make decisions and take positive action to support the adoption of healthy behaviour. Can you list out some aims and objectives of life skill based education?

-

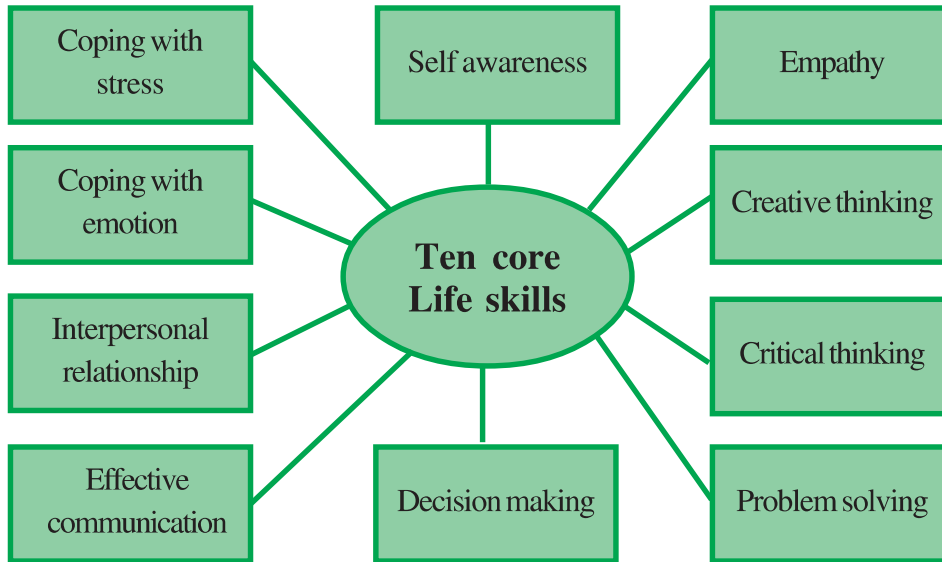
The major objectives of life skill based education are given below:

- i to understand the concept and need of life skills.
- ii to know the life skills can be used by the adolescents in their day-to-day life.
- iii to understand the basics of ten core life skills.
- iv to identify the life skills that students can use in their day-to-day life.
- v develop life skills among adolescents and equip them to apply in different life situations.

Hence, life skill is essential to lead a successful life, which helps to cope with and manage life situations. That is why UNICEF defines life skills as “a behaviour change or behaviour development approach designed to address a balance of three areas: knowledge, attitude and skills” and WHO also defines life skills as the “abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life”.

WHO and UNICEF proposed ten core Life Skills.

Observe the following illustration showing life skills proposed by WHO and UNICEF



These skills are classified as thinking skills/ cognitive skills, social skills and negotiation skills.

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

Check your progress

1. What do you mean by life skills?
2. List out various cognitive life skills.

Let us do



Design a poster showing various life skills to be exhibited in your class room.

Now, let us discuss the relevance of each skill and its application in detail. We have to achieve every aspect of each skill at optimum level. Then only life will become a big success.

9.1 Self Awareness



Make an attempt to write your strengths and weaknesses?

Strength.....,

Weakness,

Have you identified all ?

-

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



Clearly, what matters most is how you perceive yourself.

What do you understand from the above given illustration.

Let us check our personal qualities/ skills in the following table, mark your responses.

<i>Qualities</i>	<i>Yes</i>	<i>No</i>
Tolerance		
Cooperation		
Flexiblity		
Dancing		
Singing		
Encouraging		
Hardworking		
Punctuality		
Humour		
Expertise in cooking		

All of us have certain qualities and skills. If a person makes a self assessment/self evaluation or introspection about his/her qualities/skills, he/she has self awareness. It is very essential for self development.

Let us mark our strengths, weaknesses, opportunities and challenges (SWOC) in the following table.

<i>Strength</i>	<i>Weakness</i>	<i>Opportunities</i>	<i>Challenges</i>
<ul style="list-style-type: none"> • Punctual • Good in studies • Self confident • • • 	<ul style="list-style-type: none"> • Not systematic • Lazy • Short tempered • • • 	<ul style="list-style-type: none"> • Scholarship 	<ul style="list-style-type: none"> • Negative Peer pressure

Every individual has innate abilities and potentials. It may vary from person to person. We can identify our strengths and weaknesses and try to overcome our limitations, reduce or remove our weaknesses by recognizing and developing our strengths.

Self-awareness means having a clear and realistic perception of who you are. Self-awareness is not about uncovering a deep dark secret about yourself, but understanding who you are. It is directly related to emotional intelligence. It helps to set achievable goals because you can consider your strengths, weaknesses opportunities and challenges while setting your goals. It allows you to guide yourself in the right path by choosing the opportunities that are best for your skill-set, preferences and tendencies. It allows us to make positive behavioural changes that can lead to greater personal and interpersonal success.

9.2 Creative Thinking

List down all the possible uses of a PET bottle.

-

To store water, make a flower vase, hanging pot, decorations etc. isn't it?

We can make a lot of products from a piece of paper. Each one can develop a new item with a new idea like ship, aeroplane, flower etc. These kinds of divergent



thinking is known as creative thinking, which helps us to find out new ideas, look for choices and alternatives.

Creative thinking contributes to both decision-making and problem solving by enabling us to explore the available alternatives and various consequences of our actions or non-action. It helps us to look beyond our direct experience and can help a person to respond most appropriately and adapt with flexibility to various situations/exigencies of daily life.

Creative thinking will help an adolescent to find out options to avoid various adolescent issues like negative peer pressure, addiction to drugs, internet, TV etc. and also find out new ways to better one's studies, time management, money management, use of different media etc.

Check your progress

1. What do you understand by self awareness?
2. Write a note on the importance of creative thinking.

Let us do

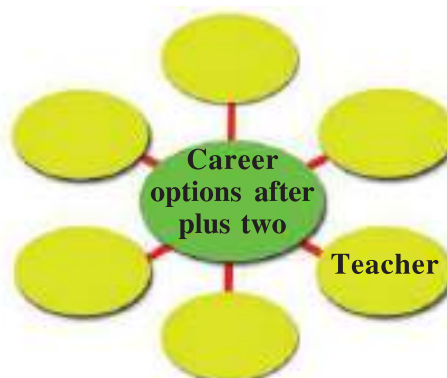


Explore your vision, missions and goals in life and share with your teachers and close friends.

- *Discuss and find out different options/choices for the following situation 1 & 2.*



Situation 1



Situation 2

9.3 Critical Thinking

Suppose you are travelling in a train and you are very thirsty. There is no drinking water in the compartment. You have a single choice to take either an orange or an apple. Which one will you select?

-

Why did you select an orange?

-

It is juicy, no need to wash, no need of a knife to cut it.

We have analysed the merits and demerits of the choice. There are positive and negative factors for each choice/option. The merit-demerit analysis of each option can be termed as critical thinking.



Critical thinking is the ability to analyze information and experience in an objective manner. It contributes to both decision making and problem solving by exploring the available alternatives and their various consequences. It is helpful to the effective and responsible utilization of resources.

Let us do



Analyze critically of the following situations and present a report in the class

- A friend requests you to capture the photographs of your friend by using a mobile phone.
- Your friends are compelling you to rag a junior student.
- Some of your friends are planning to involve in an antisocial activity.
- Racing a bike in the campus.

9.4 Decision Making

Find out and discuss any decision you had taken in your life?

-

Waking up early, being punctual, restricting time for watching television etc. may be some situations we need correction.

Think more about areas where you have to make decisions.

-

Decision-making helps us to deal constructively with our lives. It can be regarded as the cognitive process resulting in the selection of a course of action among several alternative scenarios. Every decision making process produces a final choice.

What are the steps in decision making?

-



POWER method for decision making is given below

- **P**roblems (Describing and analysing the problem objectively)
- **O**ptions (Alternatives/Choices identified with the help of creative thinking)
- **W**eighing (Positive, negative analysis of alternatives/choices; Critical analysis)
- **E**lect (Choosing the best alternative)
- **R**eflect (Reviewing the impact of decision)/**R**esponsibility (taking responsibility for decision made)

Whenever you are required to take decisions, you may go through the above stages (POWER). You must strongly feel the problem which need to be solved, then find out options, analyze them critically and make decisions. Reflect on or evaluate the decisions taken in an objective way, to sustain the behaviour to reach a problem solving level.

Let us do



Discuss and prepare a list of areas where you require to take strong decisions to better your study and life style and prepare a note on it.

- *Imagine your are a locomotive pilot. On approaching a station you seen a child standing on the nearest track, and 20 children on the track you are directed to take. What will you do if you have freedom to choose the track?*

9.5 Problem Solving



Dipin, a plus two student who could not study his daily lessons, has only two weeks left for his final examination. What will he do?

-

Lakshmi, is not systematic and punctual in her daily life . How can she solve her problem?

-

Albin is very poor in money management. How can he control his expenditure?

-

Over dieting is the problem of Reena. What can she do to solve this problem?

-

Everyone experiences problems in life from time to time. Some of our problems are big and complicated while others are simple and can easily be solved. Problem solving refers to the ability to use knowledge, facts and data to solve problems effectively. This does not mean we need to have an immediate answer to it, it means we must think and assess problems and find solutions.

Problem solving skills enable us to deal constructively with problems in our life but problems left unresolved can cause mental stress and give rise to physical strain.

Define the problem is first step of solving the problem. Then we have to analyse various causes effects etc. of the problem. It will lead arising positive solution and atleast we can take action with the most suitable solution. This is a skill to be here in our life.

Check your progress

1. Which skill helps us to explore options, choices, alternatives?
2. Expand POWER model of decision making.

Let us do



List 5 problems existing in your community. Select one and discuss ways to solve.

9.6 Communication

Imagine that you are in a queue to buy a railway ticket. A person comes from somewhere else, and stands in front of you in the queue. What will you do?

-

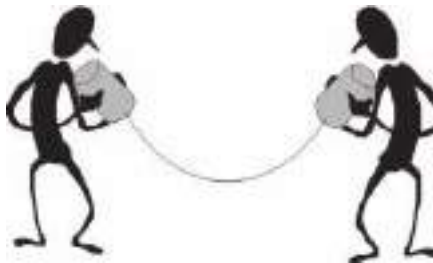
You may

- Keep quiet? (Passive)
- Push him out? (Aggressive), or
- Tell him to follow the queue and ask him to go back? (Assertive)

Which pattern of communication is the best one? What are the merits of that communication when compared with the other types?

-

Effective communication skills are required in our life to cope with many situations. Assertive communication is the skill required to overcome unfair pressure. It is the skill to say 'NO' when a person feels strongly against a particular issue. Saying



‘NO’ does not hurt the other person, rather it will make him feel how he had hurt you. We must be able to say ‘No’ when we feel that we are being pressurized to do something against our wishes. We must keep practising various techniques to say ‘No’ to get us out of difficult situations.

Patterns of communications

As we have cited earlier, there are three patterns of communication. They are passive/submissive, aggressive and assertive.

a. Passive/ Submissive

Some characteristics of passive communication are:

- communicates in a weak manner
- behaves in a passive manner
- afraid to address the problem or issue
- not strong to express opinions
- does not want to disappoint others
- confused body language.

Body language of passive communication are:

- | | |
|-------------------------|-------------------------|
| • talking quietly | • giggling nervously |
| • looking down or away | • sagging shoulders |
| • avoiding disagreement | • hiding face with hand |

b. Aggressive

Some characteristics of aggressive communication are:

- | | |
|------------------------------------|--------------------------------|
| • threatens to punish | • discourages the other person |
| • self-righteous (only I am right) | • forceful body language. |

Body language of aggressive communication are:

- | | |
|--------------------------------|-----------------------------|
| • shouting | • demanding |
| • saying that others are wrong | • leaning forward |
| • looking down on others | • pointing finger at others |

c. Assertive

Some characteristics of assertive communication are:

- standing up for our opinions
- tell exactly what you want
- strong and steady body language

Body language of assertive communication are:

- | | |
|-------------------------------|---------------|
| • knows what one wants to say | • eye contact |
| • not sarcastic | • stand stern |

What are the ways by which you can say 'No' to unfair peer pressure?

- Say 'No' politely, softly, with a smile
- Say 'No' again, more firmly
- Give a reason
- Suggest an alternative activity
- Talk about your own feelings
- Stand straight and stiff, look the weakest in the eye, say 'No' firmly
- Walk away
- Ignore them
- Avoid the situation
- Tell an adult about it. (Get the support of others).



Effective communication skills are very much essential for life. Effective Communication is a tool for healthy interpersonal relationships. To be an effective communicator we must learn to communicate assertively.

Adolescents are exposed to various pressures. The kind of behaviour that adolescents adopt has a great impact on the relationship with peers. Thus, it is vital for adolescents to use productive assertive techniques when confronting peer pressure rather than developing behaviours that are passive or aggressive.

Let us do



Conduct the following situations as role play in groups for assessing the various types of communication passive, assertive or aggressive. It does not matter whether the groups are all boys or all girls or mixed.

1. *Raju is being pressurized into smoking by his friends. Ask the group to come up with ways in which he can get out of the situation.*
2. *Manu's friends want him to go with them to bully a younger boy. Ask the group to consider, how Manu can say 'No' and also prevent his friends from bullying the boy.*

9.7 Interpersonal Relationships



What are the positive qualities that you find in a person you like and the negatives of a person you dislike?

Person I like

- Caring
- Understanding
- Mutual respect
-

For good relationships we require certain qualities like mutual understanding, respect etc. No matter how hard you work or how brilliant you are, if you can't connect with the people who work around, your life will suffer. Interpersonal skills help us to relate with others in a positive manner. The best relationship results from both people contributing the positive qualities like mutual respect, trust, freedom, love, kindness, understanding etc.

The given pictures represent some relationships. Identify the different relationships in our society.

-

There are various types of relationships among people. Keeping healthy relationships is very much essential for success in life. An interpersonal relationship is a strong, deep or close association between two or more people that may range in duration from brief to enduring. This association may be based on inference, love, solidarity or some other type of social commitment. Interpersonal relationships are formed in the context of social, cultural and other influences. The context can vary from family or kinship relations, to friendship, marriage, relation with associates, neighbourhoods etc. They may be regulated by law, custom or mutual agreement and are the basis of social groups and society as a whole.

Adolescents require to understand the problems in risky/unhealthy relationships. Peer relationships have both positive and negative influence on adolescents. Peer groups have a significant influence on psychological and social adjustments that are required by groups and individuals. Peer groups provide perspectives other than an individual's own viewpoints. Members inside peer groups also learn to

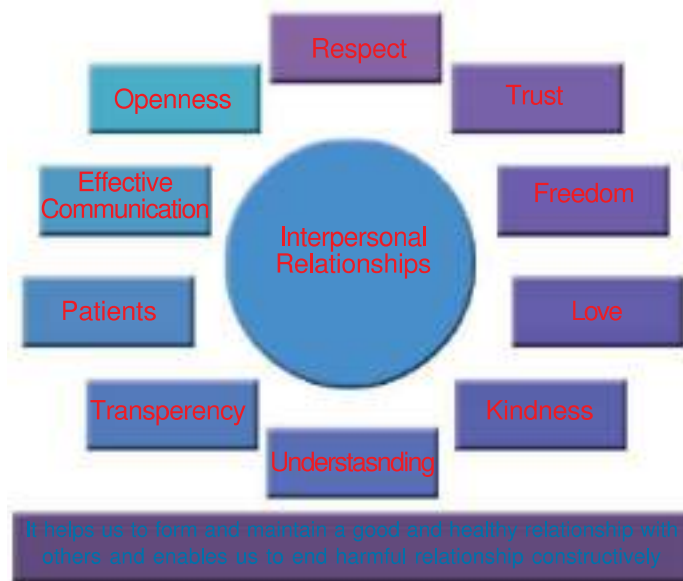
Person I hate

- Cruel
- Discourages
- Always blames
-



develop relationships with others in the social system. Peer group relations are more important during the adolescence period. Most adolescents are deeply involved with their peer group. The teenagers seek the approval of their group, and may even

change their behaviour to win social approval. Peer pressure has both positive and negative effects. The negative influence of peer pressure may disorient their personality and initiate them into many antisocial activities.



Do you know!

- **Friendship:-** A friend is one with whom we can share our thoughts and feelings. A friend understands us and we can trust him. In friendship there is give and take.

Infatuation:- It is an emotional or physical attraction with romantic or sexual feelings and it is often characterized by absorption, jealousy at times and daydreaming.

Love:- It is the most beautiful of all human experiences. It is the gift of one's self for the welfare and happiness of others. It can be between parents and children, brother and sister, husband and wife. Basically all love is the same. But the unity and the expression of love differs in each type of relationship.

Marriage:- Marriage is not merely a contract or a partnership but is a total union of man and woman for life. Marriage requires love and a commitment of love, maturity and adjustment.

9.8 Empathy

If you spot the scene of a bike accident, you can see people with different behaviour. One person (A) may not respond at all to the situation. A second person (B) may come forward and say; "Oh, poor man, it is his fate!". Another person (C) may take him to the hospital and provide necessary support. Analyze the characteristics of these three people.

Person A

Person B

Person C.....

The first person was not interested in helping the person, not even ready to be sensitive to the situation i.e. apathy.

The second person has sympathized with the victim, just making some comments i.e. sympathy.

The third person was involved in helping the victim by taking him to the hospital i.e. empathy.

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

It is essential for the developing of love, kindness and social responsibility. It encourages a positive behaviour towards people in need of support, care and assistance and avoids stigmatized behaviour. Empathy is better understanding of the emotional status of other people without losing one's own emotional status.



Check your progress

1. List out various styles of communication.
2. Differentiate apathy, sympathy and empathy.

Let us do



Conduct a field visit to an old age home / school for mentally challenged and interact with its residents.

9.9 Coping with Emotions

Cite a situation in which you feel angry. How can we control our anger?

-

Anger is an automatic response to ill-treatment.

Anger can be caused by both external and internal factors. The external expression of anger can be found in facial expressions, body language, physiological responses, and at times

in public acts of aggression. Humans and animals for example make loud sounds, attempt to look physically larger, bare their teeth, and stare.

List out the positive and negative emotions.



<i>Positive emotions</i>	<i>Negative emotions</i>
<ul style="list-style-type: none"> • • • Happiness • Joy 	<ul style="list-style-type: none"> • • • Sadness • Anger • Fear • Anxiety • Jealousy

Do you know!

5 D's for anger management

Distance
Distract
Deep Breath
Drink Water
Discuss

Emotions are both constructive and destructive. Positive emotional status will help to obtain mental health. Negative emotions create various health problems (Physical and mental).

Emotions are essential for human life. Emotional experiences vary from one individual to another and from one situation to another. Emotions / feelings have both positive and

Do you know!

'RID' Technique of Anger Management

R : Recognize your anger signals and accept that you are angry.
I : Identify a positive way to analyze the situation.
D : Do something constructive to calm down.

negative effects. Unpleasant emotions like fear, anger, jealousy may harm oneself, damage friendship, affect learning, disturb family relationships, team work etc. How can we control our emotions?

-

The following stages are useful to control our emotions:

1. Identify the emotion.
2. Analyse why the situation bothers.
3. Analyse the effect the situation can have on our life.
4. Decide what we can and cannot change.
5. Choose a positive way to react.
6. Think of something positive we can learn from the situation.

Adolescents require proper emotional adjustments. They are more vulnerable to emotional problems due to various physiological and psychological changes. Adolescence is a period that tries to experience various emotions to reach emotional maturity. Hormones have great influence on the emotional expressions of adolescents.

Do you know!

Do these for managing 'Anger'

- Count from 10 to 1
- Take a deep breath
- Ask for time to calm down
- Leave the scene
- Talk about your feelings with someone not involved
- Listen to calm music
- Exercise or do some physical activity
- Write down your feelings on a piece of paper and destroy it
- Explain how angry you are
- Help someone else
- Watch a funny movie
- Spend time on your favorite hobby
- Do something creative

9.10 Managing Stress

Have you ever felt stress in your life? Share those moments.

-

'Adolescence is the period of stress and strom' Find out certain adolescence issues and discuss a few stressful situations associated with it.

-



Concerns about growing academic pressure, unfair peer pressure, family matters etc. are some situations in which one feels stress.

Anything that poses a challenge or a threat to our well being is a stress. Some stresses get you going and they are good for you. However, when the stress undermines both our mental and physical health they are bad.

Adolescents are more susceptible to stress. Adolescents face many stressful situations these days. They can not cope with many unpleasant situations. The stress may be also due to the lack of adjustment with physical and psychological changes. Family tension, academic pressure, peer pressure etc. heighten the stress and strain among adolescents. Stress is the state of physical or psychological strain which imposes demands for adjustments upon the individual. The young adolescents are required to develop appropriate strategies to cope with stress.

Coping with stress is about recognizing the source of stress in our lives, recognizing how these affect one, and acting in ways that help to control the level of stress.

Symptoms of stress may be cognitive, emotional, physical, or behavioural.

Cognitive symptoms

- Memory problems
- Inability to concentrate
- Poor judgment
- Pessimistic approach or thoughts
- Anxious or racing thoughts
- Constant worrying

Emotional symptoms

- Moodiness
- Irritability or short temper
- Agitation, inability to relax
- Feeling overwhelmed
- Sense of loneliness and isolation
- Depression or general unhappiness

Physical symptoms

- Aches and pains
- Diarrhoea or constipation
- Nausea, dizziness
- Chest pain, rapid heartbeat
- Loss of sex drive
- Frequent colds

Behavioural symptoms

- Eating more or less
- Sleeping too much or too little
- Isolating oneself from others
- Procrastinating or neglecting responsibilities
- Using alcohol, cigarettes, or drugs to relax
- Nervous habits (e.g. nail biting, pacing)



What are the unhealthy ways of coping with stress?

-

People tend to rely on drugs or alcohol to reduce stress.

These coping strategies may temporarily reduce stress, but they cause more damage in the long run. Some negative coping strategies are given below. Everyone especially adolescents should strictly avoid these strategies.

Negative coping strategies

- | | |
|---|--|
| <ul style="list-style-type: none"> • Smoking • Drunkenness • Overeating or undereating • Zoning out for hours in front of the TV or computer • Withdrawing from friends, family, and activities • Fighting and getting into arguments | <ul style="list-style-type: none"> • Using pills or drugs to relax • Sleeping too much • Procrastinating • Filling up every minute of the day to avoid facing problems • Taking out your stress on others (lashing out, angry outbursts, physical violence) • Shouting and getting angry |
|---|--|

What are the healthy stress management strategies?

-
- Adopt a healthy lifestyle
- Strengthen physical health.

So we have to follow certain habits in our daily life to cope with stress.

a. Exercise regularly

Physical activity plays a key role in reducing and preventing the effects of stress. Devote at least 30 minutes for exercise, three times per week. Nothing beats aerobic exercise for releasing pent-up stress and tension.

b. Eat a healthy diet

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

c. Reduce caffeine and sugar

The temporary “highs” that caffeine and sugar provide often, end in a crash in mood and energy. By reducing the amount of coffee, soft drinks, chocolate, sugar and snacks in your diet, you’ll feel more relaxed and you’ll sleep better.

d. Avoid alcohol, cigarettes, and drugs

Self-medicating with alcohol or drugs may provide an easy escape from stress, but the relief is only temporary. Do not try to avoid or mask the issue that one is facing; deal with problems head on, and with a clear mind.

e. Get enough sleep

Adequate sleep fuels your mind as well as your body. Feeling tired will aggravate your stress because it may cause you to think irrationally.

Do you know!

**Some Healthy ways
to Relax and Recharge**

- Go for a walk
- Practise Yoga
- Spend time praying
- Spend time in meditation
- Spend time with nature
- Call a good friend
- Sweat out tension with a good workout
- Write a story or poem
- Take a long bath
- Light scented candles
- Play with a pet
- Work in your garden
- Curl up with a good book
- Listen to music
- Watch a comedy show

Coping with stress is about recognizing the source of stress in our lives, recognizing how these affect one, and acting in ways that help to control the level of stress. It also means learning how to relax so that tensions created by unavoidable stress do not give rise to health issues.

Let us sum up

In this chapter we study life skill, an approach designed to address a balance in three areas of one's life - knowledge, attitude and skills - which helps to cope and manage life situations, is essential to lead a successful life.

Life skills are classified as thinking skills/ cognitive skills, social skills and negotiation skills. self awareness, creative thinking, critical thinking, decision making, problem solving are known as thinking skills/ cognitive skills. Inter personal relationships, communication and empathy are social skills. The negotiating skills are coping with emotions and coping with stress.

The first part of this chapter deal with thinking skills or cognitive skills. Self awareness is the awareness about oneself - character, strength, weaknesses, desires and dislikes. Creative thinking is the divergent thinking of an individual to find out new ideas, look for choices and alternatives. Critical thinking is the ability to analyze information and experience in an objective manner. Decision making is the cognitive process resulting in the selection of a course of action among several alternative scenarios. Problem solving refers to the ability to use knowledge, facts and data to solve problems effectively.

The second part deal with social skills. Communication skill is essential to cope with many life situations. Assertive communication is the skill required to overcome unfair pressure in time. Interpersonal relationship skill is another skill which is strong, deep or close association between two or more people. Empathy is the ability to understand and accept others as they are, that is being nurturing and tolerant.

The last part of the chapter deals with negotiating skills such as coping with emotion and stress. Emotions are both constructive and destructive. Positive emotional status will help to obtain mental health. Negative emotions create various health problems. So the effective dealing and controlling of emotion in day-to-day life is essential for better personality. Coping with stress is about recognizing the source of stress in our

lives, recognizing how these affect one and acting in ways that help to control the level of stress.

Life skill education help adolescents to deal effectively with real life situations. Adolescents require analytical skills to make decisions, solve problems, become aware of their strengths and weaknesses, set certain goals for themselves, and to gear their efforts towards achieving these goals. Social skills help adolescents establish positive relationships with other people and help them in communicating effectively with peers, adults and others in the society. Negotiating skills are required to resist peer pressures, temptations and to make mutual compromises.

Learning Outcomes

- ◆ Perceives the need for life skill development and identify various life skills.
- ◆ Understands the concept, meaning of life skills and objectives of life skill education.
- ◆ Acquires various life skills and apply them in different life situations.

Evaluation Questions

1. Identify and list out various life skills proposed by W.H.O and classify them as cognitive skills, social skills and negotiation skills.
2. Self awareness improves a person's self confidence and self esteem. Substantiate the statement.
3. Creative thinking is helpful to find out new choices, options, and alternatives. How is creative thinking useful to adolescents.
4. Critical thinking is very much essential to manage certain risky situations. Find out a few examples for such risky situations faced by adolescents in their life, which require critical thinking.
5. List out the assertive ways to overcome various peer pressures.
6. There are various means for anger reduction. Find out a few ways to overcome anger.

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