

HIGHER SECONDARY COURSE
SOCIAL WORK

XI



Government of Kerala
Department of General Education

Prepared by
State Council of Educational Research and Training (SCERT) Kerala
2026

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

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FOREWORD

Dear Students,

The State Council of Educational Research and Training (SCERT), Kerala, is pleased to present the First-Year Higher Secondary Social Work textbook, prepared in accordance with the Kerala Curriculum Framework (2023). The textbook has been developed and periodically updated to ensure quality, relevance, and academic rigour in school education.

This book adopts a learner-centered, constructivist approach to learning. The content and activities are designed to encourage active participation, critical thinking, analytical ability, and knowledge construction. It has been developed with the valuable support of subject experts, practicing professionals, and academic stakeholders committed to building a knowledge-based society.

Social Work, as a professional discipline, has been presented using a thematic approach. The first unit focuses on understanding personal and social problems through critical analysis and a systems perspective. The second unit traces the historical development of Social Work as a modern profession at both global and national levels, highlighting the contributions of social reform movements in India. The third unit introduces the knowledge base of Social Work, including insights from related disciplines such as Psychology and Sociology. The final unit provides an overview of the various fields of practice and the services rendered by trained social workers, helping learners understand the scope and career opportunities in this field.

This textbook aims to provide you with a meaningful introduction to Social Work and its growing importance in today's rapidly changing society. It is also expected to help you understand social realities and contemporary challenges in a systematic and scientific manner.

SCERT hopes that this learning experience will inspire you to develop democratic values, social responsibility, a commitment to social justice, and respect for human rights. We trust that you will be motivated to contribute positively to society and play an active role in nation-building.

With regards,

Dr. Jayaprakash R.K.

*Director
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Some icons are used in this textbook for convenience



Assessment activities



Project based learning



Extended Activities



Further reading (Evaluation not required)

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a ¹**[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC]** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

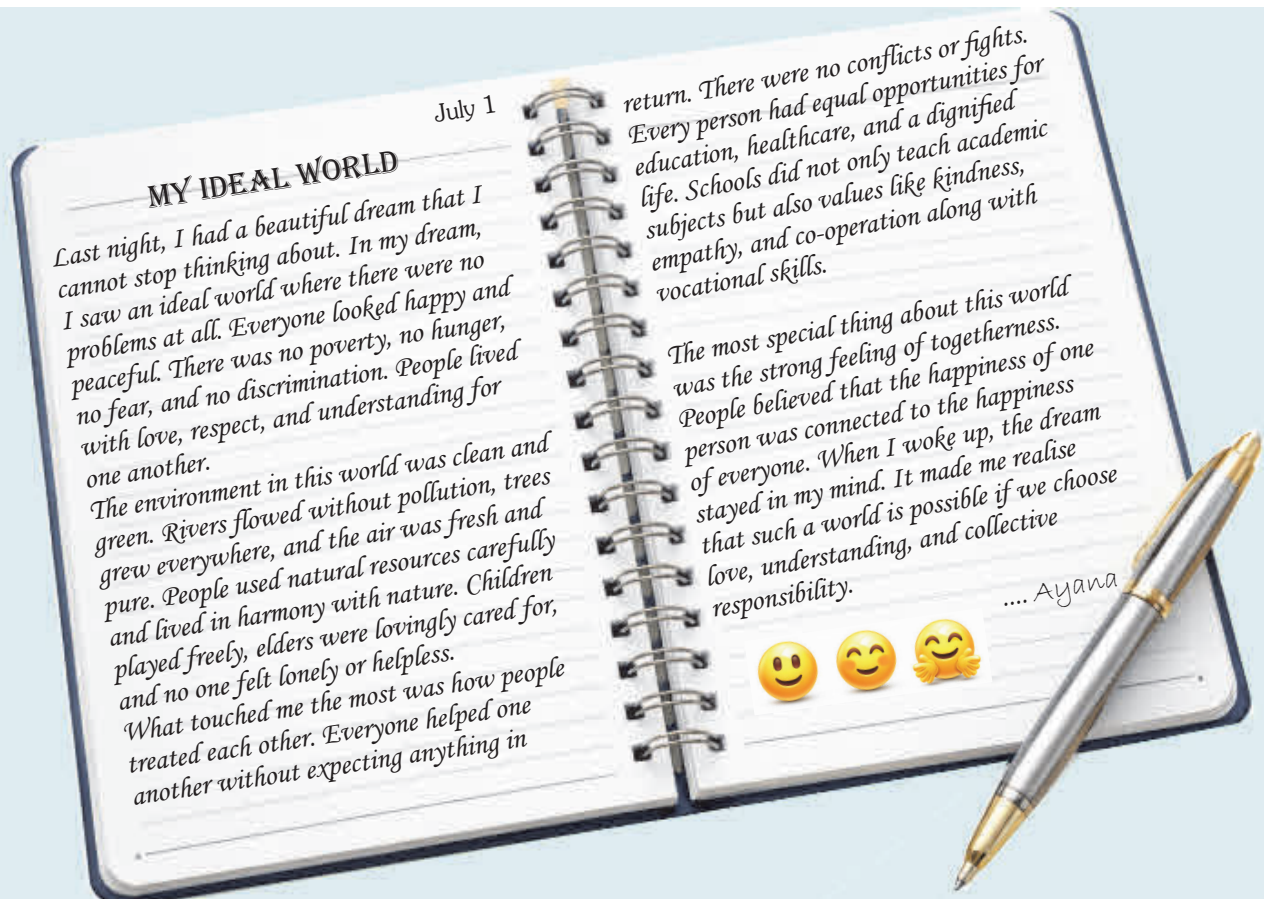
FRATERNITY assuring the dignity of the individual and the ²[unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

-
1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
 2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

THE CONTEXT OF PROFESSIONAL SOCIAL WORK: FROM PROBLEMS TO POSSIBILITIES

1



Didn't you read Ayana's diary above?

People often write diaries to record their experiences and express their dreams and fantasies. However, Ayana wrote her diary as part of a school assignment. She was asked to write about an ideal world of her dreams.

Does such an ideal world exist in reality?

Why do we find it difficult to experience such a world in real life?



How is Ayana's dream world different from the real world?

List out the problems in the real world.

- Lack of resources
- Poverty
-

1.1 Personal and Social problems

What are the problems and difficulties you face as a student?

- Stage fear
- Lack of self-confidence.
-

Individuals face several challenges that are personal in nature. These problems occur in an individual's daily life and are often not easily visible to others. Though problems may seem simple or private, they can deeply affect a person's behaviour, decisions, and quality of life.

You may face some personal problems when you interact with people at home, in your neighbourhood, or with your friends.

Can you list out such problems?

- Loneliness
- Relationship issues
-
-



"A personal problem refers to an individual's troubles or challenges that occur within their personal life and are often related to their own experiences, feelings, and relationships."

Charles Wright Mills
(1959)

Personal problems may seem individual in nature. They significantly influence a person's behaviour, academic performance, and emotional well-being.

What are the social problems that you see around?

- Poverty
-
-

Every society faces certain conditions that obstruct the growth, happiness, and well-being of both individuals and society. These conditions, manifest in diverse forms and impacting people in different ways, are collectively referred to as social problems.

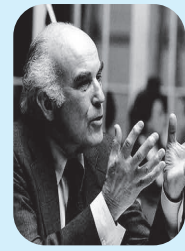
Personal problems mainly affect individuals and their immediate surroundings, whereas social problems influence a large number of people. They have an impact on families, groups, communities, and even on the overall development of a nation.

From the very beginning of human life, people have faced numerous problems within society. These problems need to be understood in a proper and systematic manner. To address these issues, we require scientific thinking, proper planning, and collective effort. Throughout history, humans have used their intelligence to understand such challenges. Therefore, it is essential to study these conditions carefully and develop a deeper understanding of them.

Read the following cases.



*Robert K
Merton*



*Robert
Nisbet*

“A social problem is a social condition that disrupts the functioning of society or threatens social stability.”

Merton & Nisbet (1976)

CASE 1

A teenager facing peer pressure

Vivek is a 15-year-old boy who is facing strong pressure from his friends and classmates. Some of them ask him to do things that go against his values, such as skipping classes, ignoring studies, and trying harmful habits. This makes Vivek feel stressed and confused because he does not know how to handle the situation. Earlier, Vivek was happy and active in school activities. But now, because of this pressure, he feels anxious and worried. He wants his friends to accept him and is afraid they may leave him if he says “No.” So, he has become quiet and avoids spending time with others. His studies are also affected. He finds it hard to concentrate in class and his performance has become weaker. He often looks tired, worried, and distracted. Like many teenagers, Vivek faces peer pressure, but he feels it is too difficult for him because he does not know how to refuse or whom to ask for help. Vivek lacks confidence and feels uncertain. He needs understanding, support, and guidance to deal with peer pressure and make good decisions for his future.



In **case 1**: What are the problems faced by Vivek?

Isn't Vivek the person who is most affected?

CASE 2

Life at Dharavi

Dharavi, located in the center of Mumbai, is one of the largest and most crowded slums in Asia [as the report published in the World Economic Forum (2016)]. Around one million people live in an area of about two square kilometers. Because of the large population, people face many problems in their daily lives.

There is poor sanitation, a shortage of clean drinking water, and a lack of basic facilities. The lanes are very narrow and the houses are built very close to each other, which makes living conditions difficult. Many people are also exposed to pollution and waste, which can cause health problems. Some residents do not legally own their houses, so they may be forced to leave them.

Dharavi also faces social and economic problems. Many people have limited access to education, jobs, and healthcare. The area is also at risk of floods, extreme heat, and other climate-related problems. Because of these difficulties, life in Dharavi is extremely challenging. However, the residents, authorities, and social workers are working together to improve living conditions in the area.



In **case 2**: Is it only one person affected?

What are the problems faced by people of Dharavi?

How would you classify these problems?

In these two cases, we have come across problems that fall under the categories of **personal** and **social problems**.

a. Personal problems

What are the characteristics of the personal problems you found in Vivek's case? Complete the chart.

Changes in Vivek's life	Characteristics of the problem
• Avoids his friends, and prefers to stay alone. • Feels sad, confused, lonely, and scared about the changes in his family. • • •	• Becomes lonely • Creates unpleasant emotions • • •

Characteristics of personal problems

Individual nature

In Vivek's case, peer pressure affects him deeply. Although many of his classmates also face peer pressure, they do not react in the same way. Vivek's experience is unique to him. This shows that personal problems are individual in nature. They arise from a person's unique experiences, personality, and circumstances. People respond differently to the same situation because each person has a different personality, strength, and way of coping.

Emotional involvement

Due to peer pressure, Vivek feels anxious, confused, and worried. These strong emotions affect his concentration, confidence, and interest in school and friends. Personal problems involve strong emotions. Feelings such as fear, sadness, or frustration

can become overwhelming and make it difficult to think clearly or make good decisions.

Impact on daily life

Because of peer pressure, Vivek's academic performance has declined, and he no longer enjoys taking part in activities or spending time with friends and family members. His daily routine is disturbed.

Personal problems clearly affect daily life. It can interfere with studies, relationships, and normal activities. They may reduce concentration, thereby affecting academic performance, decision-making, and overall emotional well-being, making daily life more challenging.

Limited visibility

Vivek appears quiet in class, but others may not understand the stress he is facing. His inner struggles are not easily visible. Personal problems are often hidden. A person may look normal from the outside while struggling emotionally inside.

Individualised solutions

Vivek needs support that suits his situation, such as guidance from teachers, support from family, and learning to handle peer pressure confidently. Personal problems need solutions based on the individual's needs, feelings, and background.

Opportunity for growth

By learning to deal with peer pressure, Vivek can develop self-confidence, decision-making skills, and emotional strength. Addressing personal problems can help individuals grow, understand themselves better, and become emotionally stronger.

b. Social problems

The problems exist in Dharavi, as shown in the second case, are not limited to a single individual. They affect a large number of people and, in some cases, the whole society.

Social problems are complex and have deep-rooted causes. They affect many people at the same time and cannot be solved by individual effort alone. Addressing these problems requires collective action, legislation, government intervention, changes in social policies, and creating alternative systems.

Can you identify some characteristics of social problems using the example of Dharavi?

-
-
-

Characteristics of social problems

Affects a large number of people

A social problem is not limited to a single individual or a small group. It influences a large section of society and creates difficulties in the lives of many people at the same time. Because they affect a wider population, they require social attention and organised efforts for their solution.

Socially recognised as a problem

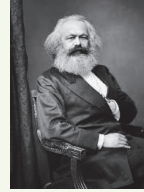
A situation becomes a social problem only when it is recognised by a large number of people as undesirable and in need of change. This recognition may come from the public, social institutions, scholars, or the government. When there is a shared understanding that a condition is harmful to society and steps must be taken to improve it, it gains the status of a social problem.

Caused by wider social factors

Social problems are not the result of the actions of a single individual. They arise from broader structural factors such as poverty, unemployment, inequality, lack of education, rapid population growth, and inadequate social infrastructure. These deep-rooted causes operate at the societal level and create conditions that affect many people simultaneously.

Changes over time

Social problems are dynamic in nature. Their intensity and form may increase or decrease depending on social change, public awareness, government policies, and collective action. Some problems may become more serious if neglected, while others can be reduced through planned and sustained efforts. New social problems may also emerge as society develops.



“A social problem is a condition rooted in social inequality and exploitation, benefiting some groups while disadvantaging others.”

Karl Marx (1844)



Interconnected in nature

Social problems are closely related to one another. One problem often leads to another and creates a chain of difficulties. For example, poverty may lead to poor health, lack of education, and unemployment. This interrelationship shows that social problems cannot be studied or solved in isolation and require a comprehensive and coordinated approach.

Impacts health and well-being

Social problems directly influence the physical, mental, and emotional health of individuals and communities. They lower the quality of life by causing stress, insecurity, unhealthy living conditions, and restricted opportunities for growth. When these issues persist over time, they obstruct both personal development and the progress of society as a whole.



Turn into groups. Each group should identify one social problem in your locality (for example: waste disposal, traffic congestion, unemployment, or pollution).

Discuss

- How many people are affected?
- What are the causes of the problem?
- Which characteristics of social problems are visible in this example?
- Suggest two possible solutions.

Digitally present your group's findings to the class.



Prepare a project report on any one of the topic given below under the supervision of the teacher.

1. Mental Health Awareness Among Adolescents.
2. Plastic-Free Campus: An Environmental Initiative.
3. Challenges Faced by the Elderly in Our Locality.
4. An Analysis of Students' Screen Time Habits.
5. Our School Against Addiction: Initiatives to Prevent Substance Abuse Among Youth.

Steps to do the project

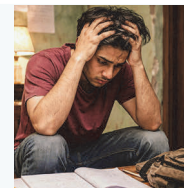
1. Form a group of four or five students under the guidance of teacher.
2. Select your topic.
3. Prepare an interview schedule and visit the community.
4. Interview at least five people (local residents, elders, social workers, etc.).
5. Collect information about:
 - causes of the problem
 - effects on people
 - possible solutions
6. Record your findings in a notebook.
7. Prepare a short report with pictures, charts, or diagrams.

Structure of the Report

Title
Introduction
Objective
Project Task
Steps / Procedure
Presentation
Reflection

Interconnected nature of personal and social problems

Imagine Vivek living in a crowded and poorly maintained area with limited basic facilities. Wouldn't he be facing social and personal problems there?



Vivek's life in a difficult environment can increase the intensity of his personal problems and reduce his ability to cope effectively. If these problems are not addressed at an early stage, they may develop into serious issues in the near future. There may be a risk of substance abuse, involvement in crime, family disintegration, and other social evils. Such outcomes are often shaped by long-term exposure to harmful social conditions.

Personal and social problems must be addressed effectively by focusing on both the individual and the social environment. Human beings are social beings; individuals cannot live in isolation. An individual's life is closely connected with society. Therefore, personal problems and social problems influence each other. Improving social conditions helps individuals lead healthier and more meaningful lives. Here comes the relevance of Social Work which deals with personal and social problems .

1.2 Social Work as a helping profession

Read the situation.

A factory worker lost his ability to move after a road accident. He is the only person earning money for his family. Because of this, the family is facing serious financial, emotional, and social problems.

Different types of help are suggested:

I. Immediate Assistance

- Provide food to the family every week.
- Find sponsors for the children's education.
- Give assistive equipment.

II. Professional Intervention

- Check his physical condition and abilities.
- Provide suitable self-employment or vocational training.
- Create job opportunities based on what he can do.
- Give psychological and social support, help him access government schemes through legal procedures, and provide regular follow-up support.

Identify which services give temporary relief and which provide long-term rehabilitation, and explain the reasons.

-
-
-
-

The first type of service gives immediate relief. It helps the family manage the crisis for a short time by meeting urgent needs like food and education. However, these services do not solve the main problem, so they cannot provide long-term stability or independence.

A long-term solution is possible only when the person's situation is carefully assessed, including his physical abilities and limitations, and by connecting him with available resources. Based on this assessment, he can receive suitable self-employment training or job opportunities that match his abilities. This approach represents the true purpose of Social Work.

Throughout history, societies have tried to solve personal and social problems in different ways. Earlier methods such as charity, welfare programs, reform movements, and government actions helped meet people's needs. Over time, these efforts became more organised, planned, and based on knowledge. This led to the development of Social Work.

Unlike temporary charity, professional Social Work focuses on empowerment, self-reliance, and social integration. It helps individuals and families rebuild their lives with dignity and independence.

Professional Social Work helps people help themselves while respecting their value and dignity. Social Workers do not just solve problems for people. Instead, they guide, motivate, support, and empower them so they can handle their own problems in the future and live a better and more independent life.

How Social Work becomes a helping profession?

Read the case.

The helping process in Social Work: Akash's journey to recovery

After the accident, Akash was admitted to a government hospital. As he began to recover, the doctors' expert panel referred his case to a medical Social Worker for careful follow-up and professional intervention.

The helping process began with listening. The Social Worker created a comfortable atmosphere and encouraged Akash to speak freely about his experience, his fears, and the sudden changes in his life. His family members also shared their worries. Being patiently heard helped Akash feel relieved and understood.

This was followed by engagement, during which a trusting relationship slowly developed between Akash, his family, and the Social Worker. Through regular interactions, Akash became more open in expressing his feelings and concerns, and he started to feel that he was not alone in facing his situation.

The Social Worker then moved to a careful study of his circumstances. Information was gathered about Akash's physical condition, emotional state, family responsibilities, financial position, and the resources available to him. This helped in understanding both the difficulties he faced and the strengths he possessed.

Based on this understanding, planning for intervention took place. The Social Worker discussed different possibilities with Akash and involved him in deciding the future course of action. His interests, abilities, and needs were given importance while identifying suitable forms of support.

The next phase was action. Akash was linked to skill-based training that matched his condition. He received guidance for employment opportunities and assistance in accessing the welfare benefits and services he was entitled to. At the same time, he was given emotional support to rebuild his confidence and adjust to the changes in his life.

After some time, evaluation was carried out. The Social Worker and Akash together reviewed the progress he had made. They looked at the improvements in his confidence, his ability to manage daily activities, and the effectiveness of the support provided. This helped them understand what had worked well and what needed further attention.

Finally, there was follow-up. The Social Worker continued to keep in touch with Akash and his family, offering guidance whenever new challenges arose and ensuring that the positive changes in his life were sustained. Through this gradual and supportive process, Akash moved from a stage of fear and uncertainty to a stage of renewed confidence and independence.

Identify the seven steps of the helping process shown in Akash's case.

- | | | | |
|--------------|----|--------------|----|
| 1. Listening | 2. | 3. | 4. |
| 5. | 6. | 7. Follow up | |

By understanding Akash's case, you have seen how Social Work functions as a helping profession. Social Work is not a temporary activity; it is a professional practice that follows clear steps and strong values to help individuals and families achieve long-term rehabilitation and independence.

1.3 Problem analysis: The scientific intervention

Imagine that your friend has a problem and comes to you for help.

How do you handle that issue?

- listening •
- asking questions •
- observation •

Before trying to solve the problem, it is important to understand it clearly. For this, you may use some simple and familiar means. By using these means, your enquiry helps to identify the causes and consequences of the problem. Similarly, there are certain approaches to identifying and analysing problems in Professional Social Work. The approaches mainly used by Professional Social Workers are Systems Approach and Problem Tree Method.

I. Systems Approach

Think of the human body as a system. The heart, brain, lungs, and muscles have different functions, but they work together to keep the body healthy. If one part does not work properly, it affects the other parts. So, to solve a health problem, we must look at the whole body, not just one organ.

In the same way, a person is part of a larger social system. A person's life is connected to family, friends, school, workplace, community, and society. A problem faced by a person may be influenced by one or more of these systems.



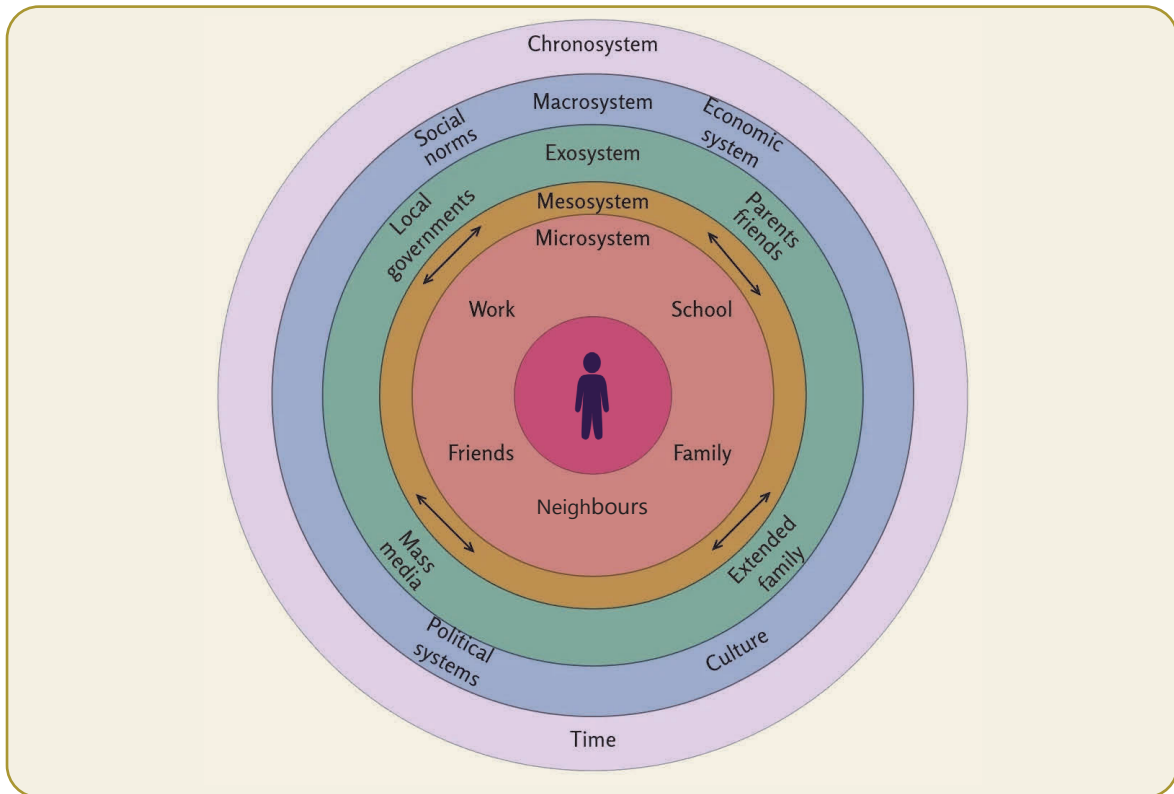
The systems approach helps us understand that people cannot be studied alone. Their problems are connected to the systems around them. To analyse effectively, a Social Worker must understand how these systems affect each other.

Draw yourself in the center of the box.

My Life Map

- Around it, write the names of people and places that influence your life, such as family, friends, school, neighbourhood, community, and society.
- Draw arrows to show how you are connected to them and how they influence you (for example, family supports you, school helps you learn).
- Sit in groups and share your drawings.
- Discuss how different systems (family, school, community) help you meet your personal and social needs.
- Together, list important social systems that influence everyone, such as education, family, health services, and the community environment.
 - How does the system work?
 - What happens if one part changes? (For example, poor health services can affect education and work.)

Observe the picture.



Compare your drawings with the picture above.

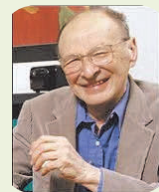
What differences do you see?

- Layers
-
-
-

In the picture, a person is standing in the center of five circles. Each circle represents a different environment, and each one affects the person's life in a different way. It portrays the **Ecological Systems theory** which was expanded from the systems approach.

The ecological systems model helps us understand how people's life, behaviour, and development are shaped by the different environments around them. Developed by **Urie Bronfenbrenner**, this model explains how individuals interact with many systems in their surroundings. When these systems are supportive

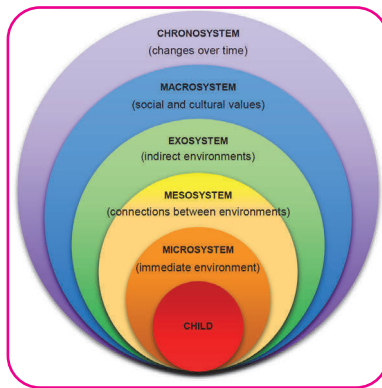
Urie Bronfenbrenner (1917–2005), a Russian-born American psychologist best known for using a contextual framework to enhance and understand human development. This framework, broadly referred to as 'Ecological Systems Theory.'



and positive, they create a healthy environment that fosters personal growth and development.

The Five layers of the Ecological systems model

1. Microsystem – the closest circle



Microsystem is the smallest and nearest environment. It includes the people and places with which a person interacts daily. These microsystems include family, friends, teachers, school, and neighbourhood.

2. Mesosystem – the connection circle

Mesosystem layer shows how the different parts of the microsystem are connected. It includes the relationships between family and school, between parents and teachers, or between school and peer groups.

3. Exosystem – the indirect circle

Exosystem is a social setting where a person does not directly participate, yet they still influence their life - For example, parent's workplace. If a parent loses job, the child may experience stress at home.

4. Macrosystem – the big picture circle

Macrosystem is the largest level. It includes cultural values, traditions, beliefs, laws, and economic and political systems. These macrosystems shape how people live and behave. A child growing up in a rural society will have a different experience from a child living in an urban area.

5. Chronosystem – the time circle

The chronosystem layer includes changes that happen over time, both in a person's life and in society. These may be major life events or long-term trends. New technology, economic fluctuations, or events such as wars come under this system.

Social Workers use Bronfenbrenner's ecological systems model to understand how a person's life is shaped by different environments such as family, school, community, culture, and life events. This model helps Social Workers look at the whole picture, not just the individual. It also shows that problems are often caused by many connected factors, not just one.

Observe the Ecological systems approach and the model of context given below. Analyse the contexts presented, discuss them, and complete the models.



The Ecological systems approach	
Systems	Factors
Microsystem	• Immediate relationships (family, friends, school)
Mesosystem	• Connections between microsystems
Exosystem	• Indirect environments that influence life
Macrosystem	• Culture, values, laws, economy
Chronosystem	• Changes over time and life events

Context: A child frequently absent from school

Systems	Factors you can identify
Microsystem	• Lack of parental care, sickness, fear of teachers, bullying by classmates.
Mesosystem	• Poor communication between parents and school, little follow-up from teachers.
Exosystem	• Parents' work pressure, poverty, lack of transport to school.
Macrosystem	• Low value given to education, child labour, poverty.
Chronosystem	• Long-term illness, repeated failure, family problems over time.

Context 1: A student addicted to mobile phone

Systems	Factors you can identify
Microsystem	•
Mesosystem	•
Exosystem	•
Macrosystem	•
Chronosystem	•

Context 2: A child showing aggressive behaviour in school

Systems	Factors you can identify
Microsystem	•
Mesosystem	•
Exosystem	•
Macrosystem	•
Chronosystem	•

A Social Worker can use this Ecological systems model approach as an assessment tool to analyse a problem in a holistic way. Instead of focusing only on the individual's behaviour or difficulties, the Social Worker examines how different systems such as family, school or workplace, community, institutions, and broader social structure influence the problem. By exploring these interconnected layers, the Social Worker can identify root causes, available supports, and existing barriers. This approach helps the Social Worker see how changes in one system may affect others, and enables the planning of effective interventions that address not only symptoms but also the underlying causes of the problem.

Analysing mental health problems through Ecological systems model

Read the case given below.

Anu is a student pursuing a professional course, living through the challenging period of the pandemic. Both at home and in college, she is constantly pushed to improve her academic performance and secure higher marks. This continuous pressure slowly begins to affect her mental well-being.

In between all this, a tragic incident strikes the family, Anu's father passes away. This loss pushes the entire household into deep emotional distress, and Anu finds herself struggling even more to cope with her studies and personal life. She also feels left behind compared to her peers, which further lowers her confidence.

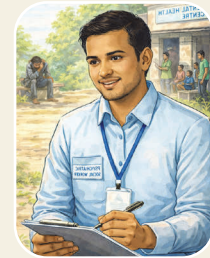
Anu's family believes that they are going through a "bad phase" in life. Instead of addressing the practical aspects of their problems, they focus more on this belief

and spend their time trying to get through what they see as an unfortunate period.

Meanwhile, the college authorities continue to express concern about Anu's declining academic performance. However, there is still a lack of proper communication between the college and her family, and no meaningful discussion takes place to understand her situation.

Amidst her personal struggles, grief, and the emotional atmosphere at home, Anu feels overwhelmed. Realising the need for help, she approaches a Professional Social Worker. Together, they begin to explore and understand her situation more deeply.

For this purpose, Social Worker adopts the Ecological systems model as a framework for analysis. This approach helps Anu and the Social Worker look at her problems in connection with her surroundings, family, college, and the broader social context making it easier to identify the root causes and work towards meaningful solutions.



How would the Social Worker have analysed Anu's problem using the Ecological systems model?

Microsystem
(immediate relationships)

Excessive academic pressure from parents and teachers, emotional distress due to father's death and difficulty coping with studies and reduced concentration

Mesosystem
(interaction of systems)

Poor communication between family and college, lack of co-ordination between teachers and parents regarding Anu's condition, no proper follow-up or support system from college to family

Exosystem
(indirect influences)

Father's demise leading to financial

instability, pandemic-related disruptions affecting education and routine, and limited access to proper mental health support systems

Macrosystem
(social values and beliefs)

Family believes that problems are due to a "bad phase" rather than real-life factors social emphasis on high academic achievement, and cultural stigma around mental health issues

Chronosystem

Pandemic period affecting learning and social life, and sudden death of father (major life-changing event)

It is evident how effectively the Professional Social Worker applied the five layers of the Ecological Systems Model to analyse and understand an individual's mental health problem. A proper understanding of a problem is the first and most important step towards finding an appropriate solution.

Across the world, Bronfenbrenner's Ecological systems model is widely used in Social Work as a scientific framework for problem assessment and analysis. It enables us to understand an individual's difficulties in relation to the various environmental systems that surround and influence them.



You presented a project in class about the problems faced by senior citizen. Using the Ecological systems model, analyse problems of senior citizen.

Prepare a short note explaining:

- How problems at different levels are connected?
- How support at different levels can improve the well-being of elderly people?

II. Problem tree method

What were the social problems you found in your area?

•

•

What are the causes and consequences of these social problems?

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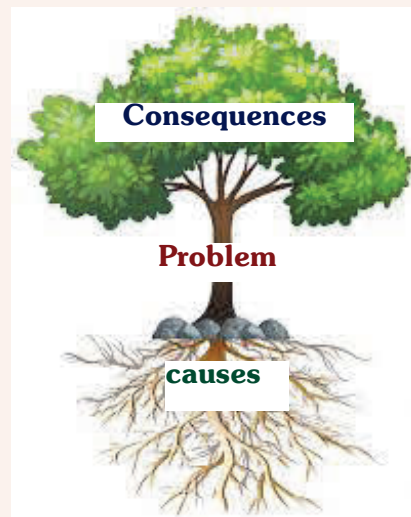
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Draw a tree.

- Write the name of the social problem on the trunk of the tree.
- Write the main causes for the problem on the roots.
- Write the effects or consequences of the problem on the branches and leaves.



In this method of analysis the causes of a social problem are shown as the roots, the main problem as the trunk, and the consequences as the branches and leaves, forming a **problem tree**.

The problem tree method is a commonly used technique in the field of Social Work intervention to understand a community and used as a tool to analyse social problems. Problem tree method is an activity-based problem-analysis method designed to understand a problem situation, its root causes, and its consequences in a detailed and systematic manner.

This method is commonly used in Participatory Rural Appraisal (PRA), where villagers actively take part in generating knowledge in a creative way. It helps both the community and learners to understand problems together. The problem tree method in Social Work is a visual, participatory tool used to analyse complex issues by breaking them down into a cause-and-effect structure

a. Analysis of poverty using problem tree method

Read the note prepared by a student on poverty.

Poverty: A major social problem

Poverty is a situation where people cannot meet their basic needs such as food, clothing, shelter, healthcare, and education. It is not only about having low income. People living in poverty often lack opportunities and may feel excluded from society. They may not have access to schools, proper medical care, or safe living conditions.



Definition

Poverty is the inability to meet the basic needs required for a healthy and dignified life - **World Bank(2018)**

Poverty means the lack of food, clean water, healthcare, education, employment, and participation in society- **United Nations(1995)**

Poverty is not just low income but the lack of basic capabilities. These include being healthy, educated, well-nourished, and able to participate in society with dignity. - **Amartya Sen (1980)**

Types of Poverty

There are two main types of poverty:

Absolute Poverty: This occurs when people do not have enough resources to meet basic needs like food and shelter. They live in very difficult conditions where survival itself is a challenge.

Relative Poverty: This occurs when people are poor compared to others in the same society. They may meet basic needs but cannot maintain the standard of living enjoyed by most people.

Causes of Poverty

Poverty has many connected causes, including:

Economic factors	unemployment, underemployment, and unequal distribution of wealth.
Social factors	caste discrimination, gender inequality, and lack of quality education.
Environmental factors	floods, droughts, and climate change that destroy homes and livelihoods.
Political factors	weak government policies, corruption, and poor implementation of welfare schemes.

Consequences of Poverty

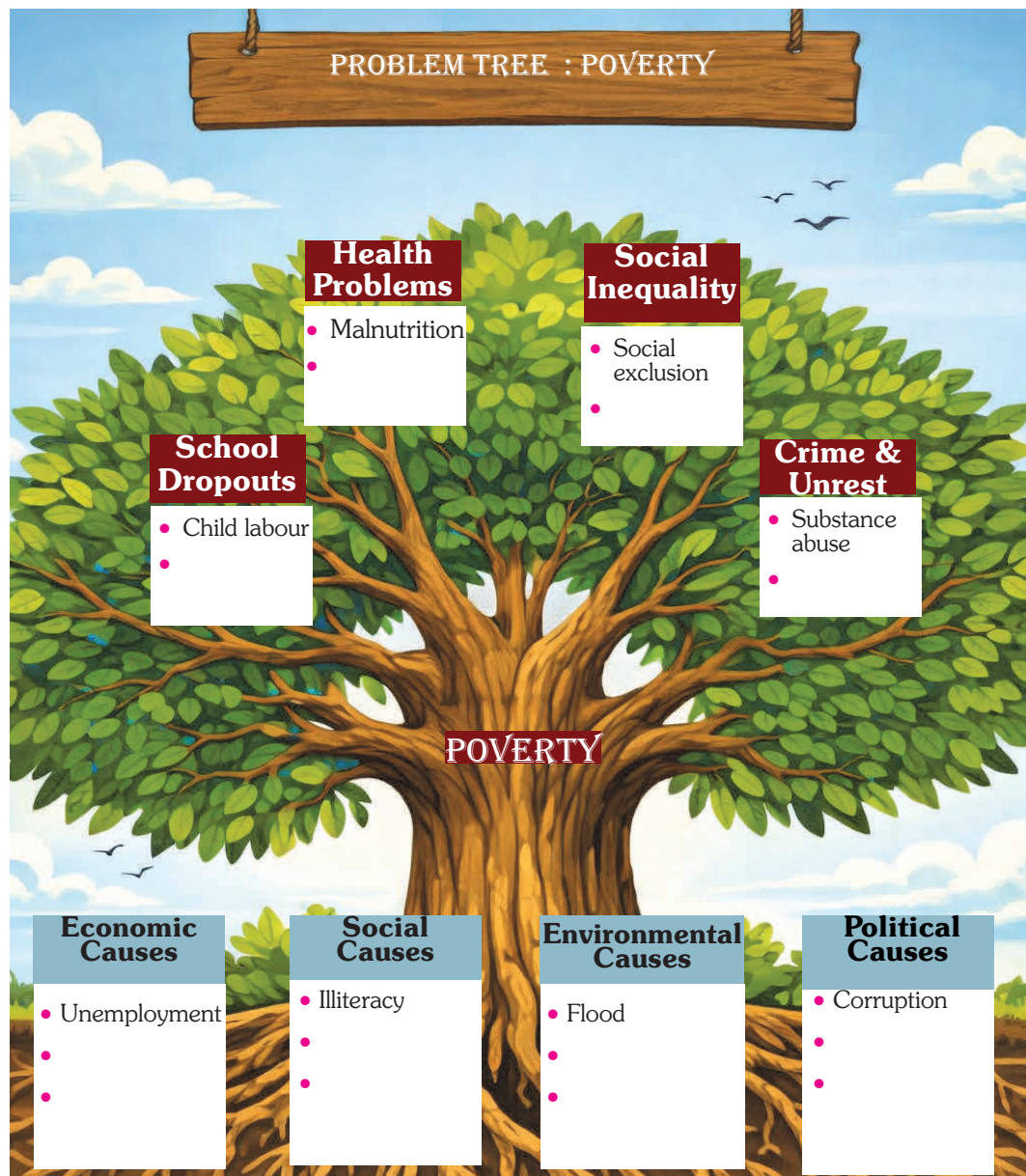
Poverty affects both individuals and society.

- People may lack education, healthcare, safe housing, clean water, and nutritious food.
- Many children drop out of school and may be forced into child labour.
- Poverty increases social inequality and discrimination against vulnerable groups.
- In some cases, it may lead to crime and social unrest.

Therefore, poverty is a serious social problem, and reducing it requires effective social action and government policies.



After reading the note on poverty, complete the given Problem tree based on your understanding.



b. Understanding Addiction

Observe the following situation.

1. Meera checks her phone every few minutes, even during meals or class.
2. Arun plays video games for one hour after finishing his homework.
3. Sandeep cannot sleep without drinking an energy drink at night.
4. Maya runs every morning.
5. John feels upset and angry if he cannot use social media for a short time.

Identify whether each example is a habit or an addiction?

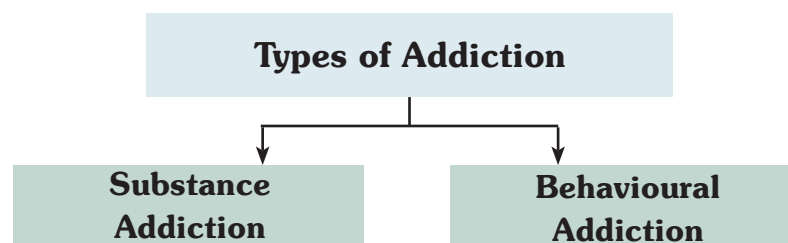
Habits	Addiction
• • •	• •

Why do some habits gradually develop into addiction?

Why is it important to be aware of addictive behaviours?

Certain things people do every day like going for a run or playing games for a short time are normal habits. They are chosen, and people can stop whenever they want. But other behaviours like checking a phone all the time or feeling angry when a person cannot use social media may show that the person is losing control.

Addiction is a long-term physical or psychological dependence on a substance or a behaviour. A person with an addiction feels a strong urge to continue using the substance or encouraging in the activity. They continue even when they know it can harm their health, relationships, studies, or daily life. They often find it difficult to stop, even when they truly want to.



According to the World Health Organisation, Substance Addiction refers to the harmful or hazardous use of psychoactive substances, including alcohol and illicit drugs, which leads to dependence syndrome. In recent years, as reflected in the classifications of the World Health Organisation (ICD-10 and ICD-11), the concept of substance addiction has been reframed as substance use disorder or substance dependence. This refers to a range of conditions associated with the use of psychoactive substances, whether legal or illegal.

Substance Addiction is when people become dependent on substances like alcohol, drugs, or tobacco. They feel a strong need to use them again and again, and stopping can cause physical or mental problems. Over time, more of the substance is needed to feel the same effect. This type of addiction can harm a person's health, behaviour, relationships, and work or studies.

Behavioural Addiction is when a person becomes addicted to certain activities instead of substances. Activities such as gambling, excessive gaming, heavy social media use, overconsumption, and overeating may provide pleasure or temporary relief from stress, but individuals may struggle to control these behaviours.

Even when these behaviours lead to difficulties in everyday life, the individual continues them, which harms their mental health, relationships, and overall well-being.

“Behavioural Addictions, such as gambling disorder, are characterised by a pattern of repetitive behaviour that becomes difficult to control and continues despite negative consequences.”

International Classification of Diseases
(ICD-11)

Characteristics of Addiction

Hello everyone,

My name is Tom, and I was an addict. For a long time, I thought I was in control of my life. But slowly, addiction took control of me. I constantly felt a strong desire to drink alcohol, even when I was with my family, at work, or resting. My mind always went back to alcohol. I tried many times to stop. I made promises to myself and others, but I could not keep them. I realised that I had lost control. Because of this, I started neglecting my responsibilities. I missed work, avoided my family, and ignored my health. When I tried to stop drinking, I felt restless, angry, anxious, and I could not sleep. These feelings made me start drinking again. Over time, I needed more alcohol to feel the same effect. Even when alcohol damaged my health and relationships, I continued drinking. I knew it was harmful, but I could not stop. Today, I understand that addiction is not a weakness. It is a condition that needs help and support. Groups like Alcoholics Anonymous helped me move forward in life. If anyone here is struggling, please remember that you are not alone. Recognising the signs early can change your life.

Thank you.



Read Tom’s sharing at an Alcoholics Anonymous (AA) meeting.

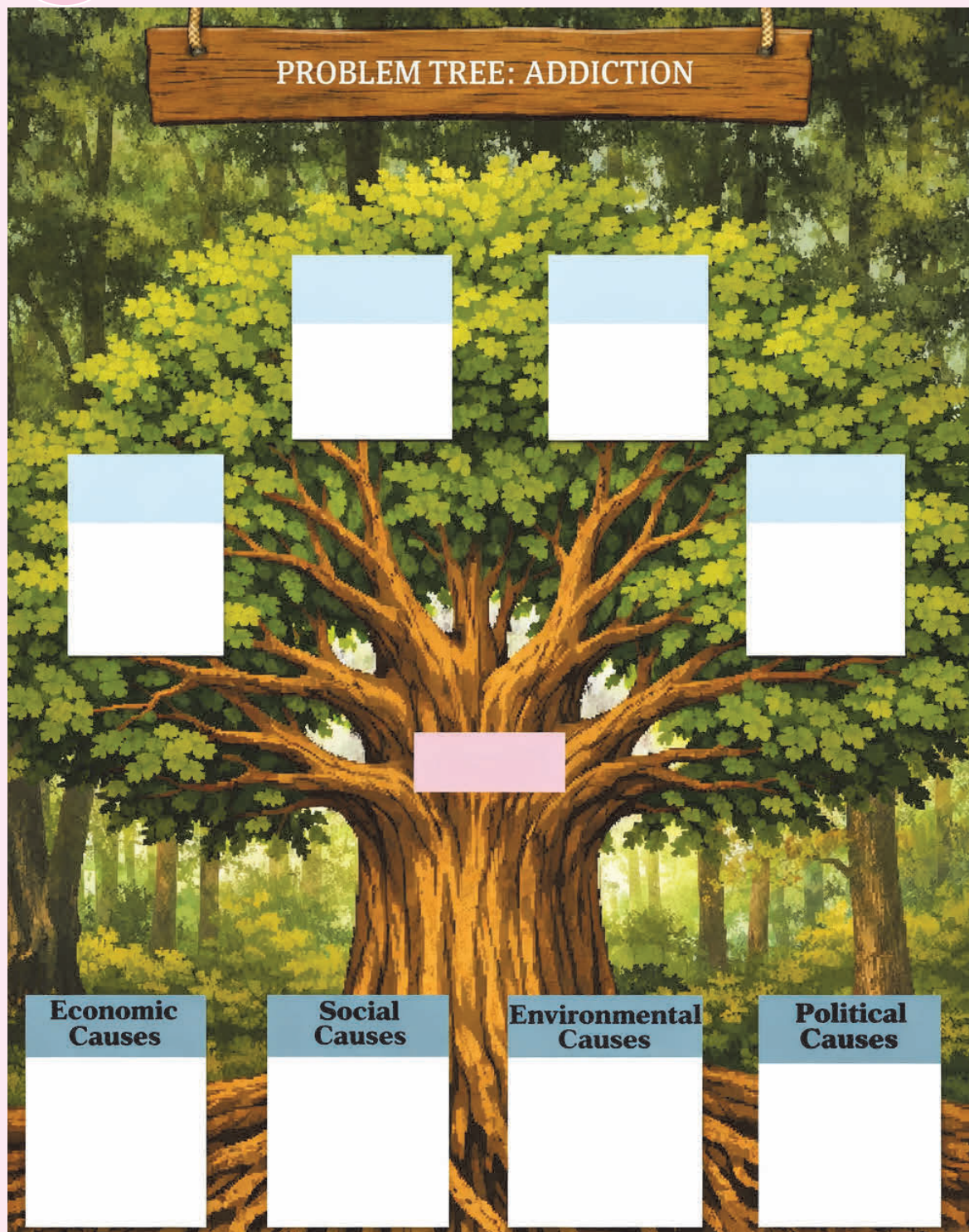
Can you identify the characteristics of addiction from Tom’s speech?

- Strong craving

•



Based on your class project on addiction, analyse the problem using the Problem tree method.



Analysis of an environmental problem using the problem tree method



With the help of your teacher, visit a place in your locality where there is an environmental problem such as poor waste management, water pollution, air pollution, poor sanitation, or deforestation.

Observe the place carefully. If possible, talk to local people and collect information about the problem. After the visit, analyse the problem using the problem tree method.

Based on the problem tree, write a short note explaining:

- How the different causes are linked to the main problem.
- How the problem affects people and the environment.



1. A 13-year-old boy works in a small workshop after school hours to support his family. He often misses classes and feels tired and stressed.

What type of social problem is this?

Is this situation justified? Why or why not?

Analyse the child's situation and conduct a role play demonstrating the child's condition and the intervention provided.

2. Organise documentary film screenings under the auspices of the Social Work Club to discuss various social issues.
3. Form groups and each group will conduct a simple survey in your neighbourhood or a nearby community. During the survey, identify social issues such as poverty, child labour, waste management, alcoholism, and similar concerns. Based on your observations, prepare a social map clearly marking the areas where these problems are found.
4. Conduct an exhibition in your school to show different social problems using the problem tree method and the Ecological Systems model.

2

SOCIAL WORK AS A PROFESSION: A SCIENTIFIC APPROACH TO HUMANITY



Have you looked at the pictures above that show employment diversity?

Identify the type of employment shown in each picture.

-
-
-
-
-
-

Do you notice any difference among these forms of employment?

- Manual works
-

All forms of employment and professions have value and dignity. How does the work of a manual labourer differ from that of a medical doctor?

What differences can you identify in terms of the level of skill required and the type of training involved?

- Becoming a doctor requires specialised training.
-

Although both a doctor and a manual labourer are employed, there are

clear differences between them in terms of qualifications, the duration and depth of training, the nature of responsibilities, and even remuneration. One important distinction among different kinds of work is that some are regarded as professions, while others are not.

What distinguishes certain occupations as professions

Abraham Flexner, Ernest Greenwood, and other scholars have identified certain features that are commonly regarded as the hallmarks of a profession. These include specialised knowledge, formal education and training, intellectual and skill-based work, a code of ethics, professional associations, and public recognition.

Therefore, a profession is not just any occupation. It requires specialised knowledge, systematic education and training, and adherence to an officially recognised code of ethics. In short, while all professions are occupations, not all occupations qualify as professions.

2.1. What makes Social Work a Profession?

Read the newspaper report given below.

Social Worker's Help Brings Positive Change in Keralam

Thiruvananthapuram: In a notable example of the increasing recognition of professional Social Work in Keralam, the District Child Welfare Office recently sought the expertise of a trained Social Worker to handle a sensitive case involving a 16-year-old schoolgirl facing emotional and academic challenges.

The student had reportedly stopped attending school for nearly three weeks and exhibited signs of anxiety, poor concentration, and emotional withdrawal. Concerned teachers brought the issue to the attention of authorities, leading to the case being referred to Anagha, a professionally trained Social Worker with a Master's degree in Social Work, specialising in

medical and psychiatric social work.

Anagha, who is also a registered member of the Kerala Association of Professional Social Workers (KAPS), conducted a detailed psychosocial assessment. Her approach included home visits, discussions with family members, and co-ordination with school authorities. The assessment revealed multiple stress factors, including financial strain, caregiving responsibilities at home, and experiences of cyberbullying.

Based on her findings, Anagha developed a structured intervention plan that included individual counselling sessions, family support meetings, and referrals to a government mental health programme. Her timely and skilled intervention helped address the student's challenges in a holistic manner. District officials commended

the effectiveness of the intervention, noting that such complex cases require the expertise of trained professionals with specialised knowledge and field experience. Following the intervention, the student has shown significant improvement, including better school attendance and continued emotional support.

Officials also emphasised that this case highlights the growing need to appoint professional Social Workers in schools, hospitals, and community settings to address the rising social and emotional issues among young people.

This incident stands as a strong example of the vital role played by qualified Social Workers in promoting individual well-being and strengthening community support systems.

After reviewing the news report, identify and list the activities undertaken by Anagha.

- Psycho-social assessment
-
-
-

a. Understanding the nature of Social Work

By examining Anagha's work, you may have become aware of the basic nature of her profession. Every profession has a mission, which is reflected in its definition.



(1879-1939)

Porter Raymond Lee (1929), in his book *Social Work as Cause and Function*, offered one of the earliest concise definitions of Social Work:

"Social Work is the art of helping people to help themselves."

"Social Work as a practice-based discipline and an academic field that promotes social change and development, social cohesion, and the empowerment and liberation of people." **The International Federation of Social Work (IFSW, 2014)**

"The professional activity of helping individuals, families, groups or communities enhance or restore their capacity for social functioning or creating societal conditions favourable to that goal". **The National Association of Social Workers (NASW, 1973)**

"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". **The Indian Conference of Social Work (1957)**

b. Objectives of Social Work

From Anagha's work as a Social Worker, you learned that she helped a sixteen-year-old student identify her psychosocial problems and guided her towards possible solutions.

Social Work, therefore, aims to support individuals in dealing with their personal and social problems so that they can cope better with difficulties and function effectively in their daily lives. At the same time, it encourages people to help themselves by recognising and using their own strengths, abilities, and resources.

Social Work is a professional and humanitarian service that seeks to improve the lives of individuals, families, and communities. It is guided by the principles of equality, justice, and respect for human dignity. To achieve its mission, Social Work focuses on the following objectives:

Helping people solve problems

Social Work helps individuals manage personal, family, or community problems such as poverty, illness, or conflicts by guiding them towards practical solutions.

Promoting social justice

It aims to reduce social inequality and injustice by supporting marginalised groups and ensuring fair treatment for all.

Enhancing well-being

Social Work improves the quality of life by supporting mental health, better living conditions, access to education, and healthy relationships.

Empowering communities

It encourages people to participate actively in their communities and become aware of their rights and responsibilities.

Advocating for change

Social Workers speak up for those who cannot express their concerns and work towards positive changes in policies and practices.

Promoting human rights

Social Work is based on the belief that every person deserves dignity and respect, and it works to protect these rights, especially for the vulnerable.

Preventing social problems

It focuses on awareness and early intervention to prevent issues such as domestic violence, substance abuse, and child abuse.

Supporting social integration

Social Work helps individuals who are socially isolated such as the elderly, migrants, or persons with disabilities to become active members of society.

From groups and each group selects one objective of Social Work.



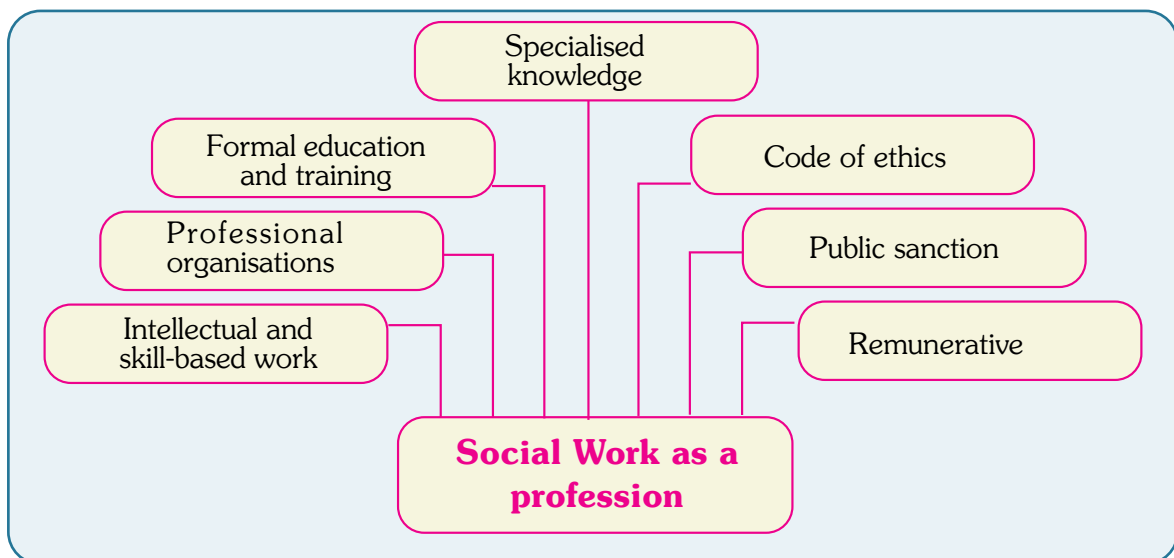
- Discuss the selected objective within the group.
- Explain the objective in your own words with a suitable real-life example.

Present your understanding to the class through a role play or by preparing a poster.

c. Key characteristics of Social Work as a profession

Have you become familiar with the nature and objectives of the discipline of Social Work? What elements make Social Work a profession?

Look at the diagram.



1. Knowledge base of Social Work

Imagine building a house - you cannot start with the roof or the walls; everything must begin with a strong foundation that supports the entire structure. Likewise, effective Social Work practice cannot begin with action alone; it must be built on a solid foundation of knowledge.

Social Work today has a distinct, organised, and continuously developing body of knowledge. This includes Social Work theories, methods, models, practice settings, roles, and skills. At the same time, it draws insights from related disciplines such as Psychology,

Sociology, Economics, Political Science, and Social Anthropology. This interdisciplinary base enables Social Workers to understand problems from multiple perspectives - psychological, social, economic, and cultural - and to design holistic approaches that promote social change and human well-being.

2. Formal education and training

Where did Anagha study?

After reading the newspaper report, do you think an untrained person could have handled this case? Why or why not?

Social Work requires systematic education and training that combine academic learning with practical experience. Professional courses in Social Work are offered at different levels, such as Bachelor of Social Work (BSW), Master of Social Work (MSW), and Doctor of Philosophy (Ph.D.).

One of the key strengths of Social Work education is supervised fieldwork. Through fieldwork, students gain hands-on experience by working in real-life settings like hospitals, schools, and communities. This practical training helps them apply classroom knowledge to real situations and effectively connect theory with practice.



There are about 600 colleges and institutions that offer Social Work education and training in India. Some of the institutions in our country that offer Social Work education are:

- Tata Institute of Social Sciences (TISS), Mumbai
- Delhi School of Social Work, University of Delhi
- Jamia Millia Islamia, New Delhi
- Loyola College, Chennai
- Christ University, Bangalore
- Madras School of Social Work, Chennai
- Aligarh Muslim University, Aligarh
- Pune University (Department of Social Work), Pune, Maharashtra
- Rajagiri College of Social Sciences, Kochi
- Loyola College of Social Sciences, Thiruvananthapuram.
- Sree Sankaracharya University of Sanskrit, Kalady, Keralam
- Central University, Kasaragod, Keralam

3. Professional organisations

In India, Doctor's day is celebrated on 1st July to honour the contributions of doctors, as recognised by the Indian Medical Association (IMA). The IMA is a professional organisation of doctors that works to uphold standards and represent their interests. In a similar way, Social Work is supported by professional organisations at both national and international levels. Some important examples include the National Association of Professional Social Workers in India and the International Federation of Social Workers. These organisations help to:

- Promote professional identity.
- Set standards for Social Work education and practice.
- Advocate for the role of Social Workers in policies and social development.

Major professional organisations of Social Work



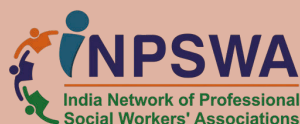
International Federation of Social Workers



International Association of Schools of Social Work



National Association of Social Workers



India Network of Professional Social Workers' Association



British Association of Social Workers



The Canadian Association of Social Workers



Kerala Association of Professional Social Workers
(KAPS)

- i. International Social Work Day is celebrated annually on the third Tuesday of March. Every year world Social Work day presents different themes. Find out the themes of the day for the last five years.
- ii. Visit the official website of the Professional Social Work Organisations. List out the functions of INPSWA.



4. Intellectual and skill based work

Social Work is not just about doing tasks; it is a profession that requires knowledge, careful thinking, and sound judgement. It involves understanding people's problems, analysing situations, and making informed decisions rather than doing routine physical work.

After reading about Anagha's work, what makes Social Work different from other jobs?

Social Work is recognised as a profession because it combines theoretical knowledge with practical skills. Social Workers use skills such as listening carefully, solving problems, and helping individuals access the support they need.

Social Workers act ethically and responsibly, think critically to make good decisions, respect cultural diversity, communicate clearly, and work for social justice and fair policies.

5. Social Work code of ethics

Read the situation.

A Social Worker is helping a poor family. One day, a journalist asks the Social Worker for details about the family's problems to publish in a newspaper. The Social Worker knows that sharing this information may help the family get support, but it will also expose their private life.

What should the Social Worker do?

Should they share the information or keep it secret?

Why ?

When Social Workers face such difficult situations, they need clear guidelines to decide what is right. These guidelines are called the "Code of Ethics in Social Work."

A **Code of Ethics** is a set of formal rules and guidelines that Social Workers must follow in their profession. Ethical practice lies at the heart of Social Work, as the profession is committed to upholding and promoting its core values, principles, and responsibilities.

The NASW (National Association of Social Workers) Code of Ethics are:

Ethical responsibilities	What to do?
• to Clients	• Upholding confidentiality, self-determination, and the client's well-being as a primary concern.
• to Colleagues	• Promoting respect, co-operation, and integrity in professional relationships.
• in Practice Settings	• Ensuring ethical behaviour within agencies, organisations, and supervisory roles.
• as Professionals	• Demonstrating competence, integrity, and accountability in all professional activities.
• to the Social Work Profession	• Contributing to the development of the profession through research, education, and upholding its values.
• to the broader society	• Advocating for social justice, human rights, and public welfare at the community and societal levels.

6. Public sanction

How do the general public respond to Anagha's interventions?

Social Work is now legally and socially recognised as a profession in most of the countries. In several countries, professional Social Work practice is licensed and regulated by government bodies, which helps ensure public trust and professional legitimacy. In India, too, the profession enjoys social acceptance, with Professional Social Workers employed to work with individuals, families, and communities. Effective Social Work interventions in areas such as child and family welfare, community development and health have been widely recognised. There has also been a notable rise in the number of students opting for Social Work as a career, along with an increased demand from employers for professionally trained Social Workers. In 2021, the National Commission for Allied and Health Care Professions was established under the Ministry of Health and Family Welfare to ensure quality education and regulate professional practices in the allied and healthcare sector.



7. Social Work is remunerative

Professional Social Work is a remunerative occupation, which means Social Workers receive financial payment for their professional services. Like doctors, teachers, and engineers, Social Workers are trained professionals who are employed in schools, hospitals, government departments, NGOs, and community organisations. They work full time and are paid regular salaries according to their qualifications and responsibilities. Remuneration ensures that Social Workers sustain their livelihood while serving society. This shows that Social Work is not only service-minded but also a recognised and paid profession.

During a Career Guidance session, the students of Class XII were asked to describe their dream profession. As expected, most students wrote familiar answers such as doctor, engineer, actor, nurse, teacher, or IAS



officer. However, one student, Suhra, wrote something that surprised her classmates. She said that she wanted to become a Professional Social Worker, just like her elder sister. Many students were puzzled. “How can Social Work be a profession?” they wondered. “Isn’t it just charity or voluntary service?”

To help the class to understand her choice, the Career Guidance facilitator invited Suhra to explain and justify her answer. Suhra decided to prepare a digital presentation.

Imagine you are Suhra. Prepare the outline for your digital presentation explaining why Social Work is a profession.

2.2 Competencies, methods and skills required for Social Work practice

Don't you think Social Workers need certain specific abilities to excel in the field of Social Work?

a. Competencies of Professional Social Work

The core competencies are the basic abilities that guide Social Workers in their professional life. They help Social Workers understand people's needs, use appropriate skills, and act ethically while serving individuals and communities. The main competencies of Social Work include acting ethically, thinking critically, respecting different cultures, speaking clearly, and standing up for fair policies.



Competencies, Skills, and Methods

A **competency** is the overall ability of a person to perform a task effectively by combining knowledge, skills, values, and good judgement.

A **method** is the step-by-step way of doing a task.

A **skill** is just one specific ability such as cutting or sanding.

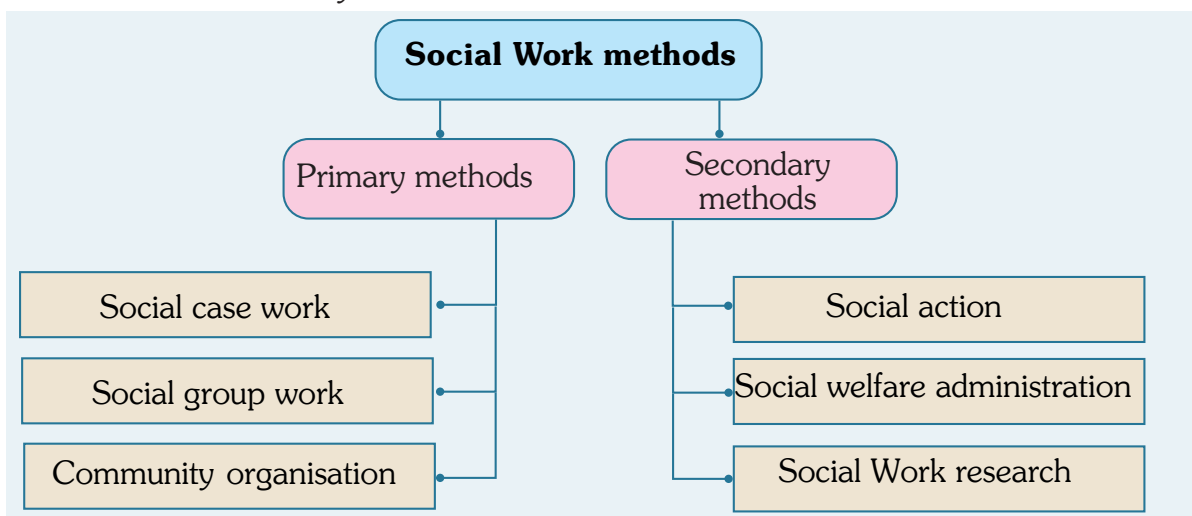
According to National Association of Social Workers (NASW) and Council on Social Work Education (CSWE), "Effective Social Work practice is built on nine core competencies."

Competency	What does it mean?
Demonstrate ethical and professional behaviour	It involves understanding and applying ethical principles and standards in all professional activities.
Engage in diversity and difference in practice	It involves recognising and respecting differences in race, ethnicity, gender, sexual orientation, socio-economic status, and other factors.
Advance human rights and social, economic, and environmental justice	This focuses on promoting social justice and human rights by addressing inequalities and systemic barriers that affect marginalised populations.

Engage in practice-informed research and research-informed practice	It involves integrating research findings into practice to ensure interventions are grounded in the best available evidence.
Engage in policy practice	Social Workers must understand and influence the policies that affect their clients and communities.
Engage with individuals, families, groups, organisations, and communities	Building strong, supportive relationships with various stakeholders.
Assess individuals, families, groups, organisations, and communities	This competency involves gathering and analysing information to understand clients' needs, strengths, and challenges.
Intervene with individuals, families, groups, organisations, and communities	It involves selecting and applying appropriate interventions based on assessments and evidence-based practices.
Evaluate practice with individuals, families, groups, organisations, and communities	This involves assessing the outcomes of interventions and practices to ensure they achieve their intended goals.

b. Social Work methods

Being a scientific profession, Social Work has its own methodology. Traditionally there are two types of Social Work methods: Primary methods and Secondary methods.

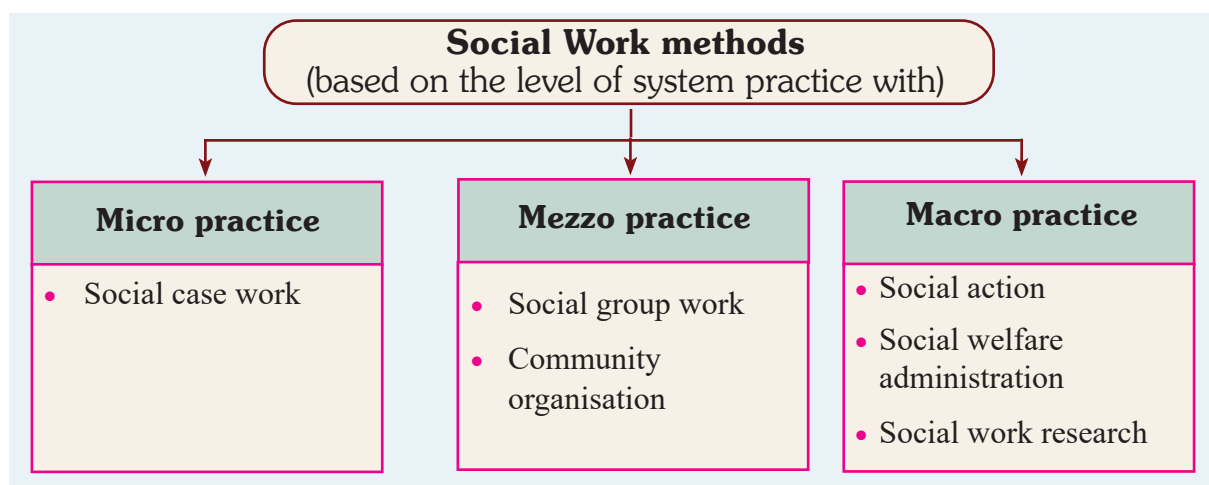


Primary methods directly work with the client and secondary methods indirectly assist the primary method and help the clients. In Social Work, a client refers to any person or social system that enters into a professional relationship with a Social Worker

for assistance, guidance, or intervention to improve social function and wellbeing. Social case work (working with individual) social group work (working with groups) community organisation (working with communities) are the primary methods. The secondary methods are social action, social welfare administration, and Social Work research.

Social Work methods are also grouped according to the level of the system they primarily work with and the kind of impact they aim to create. Social Workers engage themselves with various client systems. This client system involves individuals, groups, families and communities.

Accordingly these practice methods are categorised into the following levels:



♦ **Micro practice**

Micro practice focuses on working with individuals, single families, or small client units to help them cope with personal, psychological, emotional, or social difficulties. The goal is to bring positive change to the client's immediate life situation. Micro practice involves the Social Work method of social case work.

Social case work (Work with Individuals) : Social Case work is one-on-one professional help provided to individuals facing personal or emotional difficulties. Case work is used in schools, hospitals, correctional settings, mental health centers, child welfare services and family counselling centers.

♦ **Mezzo practice**

Mezzo practice deals with small and medium-sized groups, families, neighbourhood teams and peer groups. Mezzo practice involves Social Work methods such as social group work and community organisation.

In **Social group work**, Social Worker helps small groups grow, learn, and solve problems together by using group experiences. Working with self-help groups of addicts, caregivers, students with psychosocial adjustment problems, developmental issues etc. are the examples of social group work.

In **Community organisation**, Social Workers empower people in communities, by helping them identify their needs, organise themselves, and take collective action. For example, a Social Worker employing the community organisation method helps to organise women's self-help groups, and builds their capacities to plan social development interventions, so as to bring social change in their village.

♦ **Macro practice**

Macro practice focuses on large-scale systems such as communities, organisations, institutions, policies, and society as a whole. The aim is to create broad, structural change that improves the lives of large groups of people. Social Workers in macro practice work with government agencies, Non Government Organisations, and community leaders to influence public policy and promote social justice. Macro practice includes Social Work methods such as social action, social welfare administration, and Social Work research.

Mary Ellen Richmond is the first Social Worker to use the term **social action** who defined it as, “mass betterment through propaganda and social legislation.” Mass social issues such as environmental issues, gender discrimination, human rights violations can be tackled through social action.

Social welfare administration is used to transform social policy into action. This method utilises scientific and administrative techniques in planning, implementing, monitoring and evaluating welfare programmes.

Example: The successful implementation of the social policy on care and protection of old people will be possible through social welfare administration.

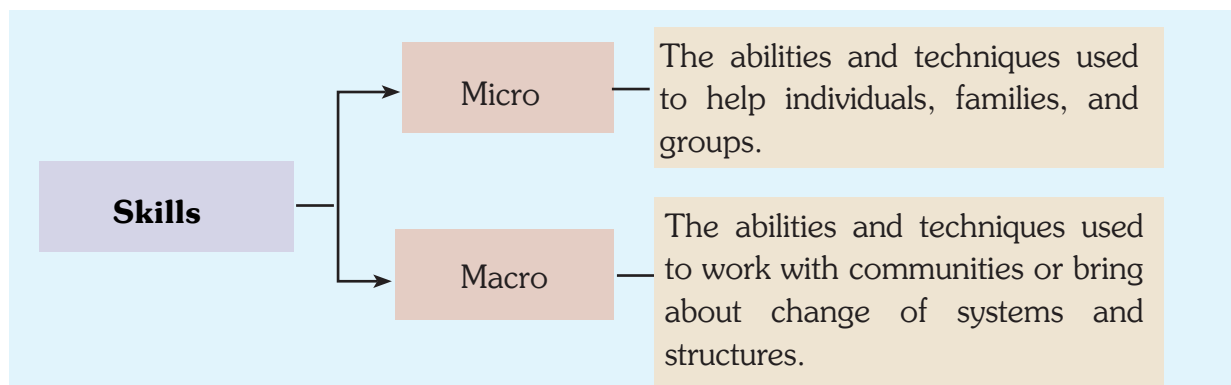
Social Work research helps to analyse the causes behind social issues. It helps Social Worker to solve social problems and measure the effectiveness of their interventions. To truly understand these deeper causes and solutions, Social Workers cannot rely on assumptions. That is why social work research becomes essential. Social Work research is

the systematic and scientific enquiry of a social phenomenon or a social problem.

c. Skills for Social Work practice

Just as a doctor needs medical skills to heal the illness, a Social Worker needs professional skills to understand, support, and empower people.

The skills of Social Workers can be classified into:



Social Work skills can be classified into micro and macro skills, based on the level at which intervention occurs - whether the focus is on individuals and small groups or on communities and larger systems. In addition, there are certain generic skills that all Social Workers require.

Micro Social Work skills	Macro Social Work skills	Specific generic skills
• Active listening • Motivating • Interviewing • Empathy and reflection • Observation • Case assessment	• Organising communities • Building capacities of people • Programme planning and management • Resource mobilisation • Networking and coalition-building • Advocacy and policy influence	• Documentation and record-keeping skills • Assessment and analytical skills • Crisis intervention skills • Teamwork and collaboration • Self-care and time management • Life skills

Know yourself as a future Social Worker



Read each skill, put a ✓ if you think you already have this skill.

Skills	✓
Micro Social Work skills	
I listen carefully to the client without interrupting them.	
I encourage the client to take positive action for themselves.	
I ask the right questions to understand the client's needs.	
I show the clients that I truly understand their feelings.	
I pay attention to the client's behavior and surroundings.	
I study the client's situation to create a helpful plan.	
Macro Social Work skills	
I bring people together to solve a local problem.	
I help people develop the skills to solve their own issues.	
I organise the schedule and steps of a social project.	
I find the money and tools needed to help the community.	
I connect different groups to work together for a cause.	
I speak up to change laws that affect my clients.	
Specific generic skills	
I keep accurate written notes of all my work.	
I use logic to understand complex social problems.	
I provide immediate help during a sudden emergency.	
I work effectively with other professionals to help people.	
I manage my time and stress to stay healthy.	
I use daily communication and problem-solving tools in my work.	

This checklist helps you assess yourself as a future social worker. It also guides you to identify and develop the skills you currently lack.

2.3. Social Work values and principles

Social Work has a clearly defined values and principles which govern the professional conduct of practitioners.

a. Core values of Professional Social Work

The Social Work Profession is guided by a set of core values and principles. In 2018, the National Association of Social Workers identified six key values that reflect the foundation of the profession. These values have been followed by Social Workers throughout its history and shape the unique purpose and perspective of Social Work.

Core Social Work values

- Service
- Dignity and worth of the person
- Importance of human relationships
- Social justice
- Integrity
- Competence

b. Principles of Social Work

Imagine a student in your class is being isolated because of his background. What should you do?

How should you treat that student?

What values should guide your behaviour?

- empathy
- respect

These are guiding ideas that direct our behaviour. They are called principles. Principles are the basic guiding ideas that help us decide what is right and how to act in a proper way in different situations. Principles of Social Work means basic values and ideas that how Social Workers think and act. Social Work principles are the fundamental guidelines that shape how professionals interact with clients and approach their practice. It ensures that Social Workers provide ethical, effective, and client-centered services across all settings.

1. Principle of individualisation

A school Social Worker noticed that two students were frequently absent. Instead of treating them the same, the Social Worker spoke to each student individually. It was found that one student stayed home to care for a younger sibling, while the other avoided school due to bullying. The Social Worker arranged childcare support for the first student and provided counselling and anti-bullying support for the second.

Principle of individualisation requires that a Social Worker respects each individual by understanding their unique situation, needs, and strengths. Social Worker should recognise the uniqueness of each individual and treat their problems differently.

2. Principle of acceptance

A Social Worker helps a person with a criminal record to find a job without judging or treating unfairly because of person's past.

According to the principle of acceptance, a Social Worker accepts clients as they are, without blaming or condemning them. Acceptance does not mean supporting wrong behaviour, but respecting the person as a human being.

3. Principle of meaningful relationship

A Social Worker is working with a teenager who is struggling with anxiety and poor academic performance. Instead of immediately giving advice, the Social Worker patiently listens to the student, shows empathy and creates a safe and trusting environment. Overtime, the student feels comfortable in this warm and respectful relationship and begins to open up and co-operate with the Social Worker.

This principle shows that a warm, trusting, and professional relationship between the social worker and the client is essential, as it builds confidence and co-operation. In Social Work, relationship is the channel through which growth-oriented changes are initiated. The relationship between the Social Worker and the client is known as rapport. It is an important element in the helping processes.

4. Principle of self-determination

A woman experiencing domestic violence approached a Social Worker for help. After understanding her situation, the Social Worker explained different options such as filing a legal case, seeking temporary shelter, attending family counselling, or staying at home with support services. The Social Worker did not force any decision but helped her to understand the advantages and limitations of each option. After careful thought, the woman chose to stay in a shelter home for the time being and later take legal action. The Social Worker respected her decision and arranged the necessary support.

The principle of self-determination states that clients have the right to make their own choices and decisions. The Social Worker guides and supports them without imposing solutions.

5. Principle of communication

A Social Worker was helping a senior citizen in a hospital who was refusing treatment. Instead of giving instructions, the Social Worker listened patiently, spoke in a simple and respectful way, and encouraged him to share his fears and doubts about the illness and treatment. Through this clear and caring communication, the senior citizen began to trust the Social Worker and agreed to continue treatment.

According to the principle of communication, a clear, respectful, and two-way communication is essential in Social Work, as it helps the Social Worker and client work together effectively.

6. Principle of social functioning

There are individuals diagnosed with medical conditions such as being HIV positive. Do you think they can effectively perform their various social roles such as husband, wife, parent or an employee?

Every individual has various roles to perform in the society. Social Work aims to improve how people function in their family, school, workplace, and community. It recognises that problems are not only within the individual but also in their environment, and focuses on both. The principle of social functioning helps the client to perform well in their roles.

7. Principle of confidentiality

A student shares with a school Social Worker that he is facing serious problems at home and feels emotionally distressed. The Social Worker assures that the information shared with will not be revealed to others without the student's permission.

Information shared by the client should be kept private and protected. The Social Worker should not reveal information without permission, except when safety is at risk. Confidentiality principle shows respect for the client's rights and dignity.



i. Match the situation with correct principle with the correct situation:

Situation	Principle
A Social Worker keeps a student's problem private	Acceptance
A Social Worker respects a student's career choice	Individualisation
A Social Worker treats every student differently	Self - determination
A Social Worker listens without judging	Confidentiality

ii. The class is divided into small groups. Case situations related to social work practice are written on slips of paper and placed in a box. The leader of each group selects one slip, and based on the chosen case, the group prepares and presents a role play illustrating the principles of Social Work.

2.4 Concepts related to Social Work: Service, Reform, Welfare, and Security

*Are Social service and Social Work the same, or are they different?
Is Social reform connected to Social Work?*

Are Social welfare and Social security closely related to Social Work?



People may often consider social welfare, social service, social security, and social reform as professional Social Work. While these concepts are related to Professional Social Work, they are not the same. What do these terms- social service, social welfare, social reform, and social security- actually mean, and how do they differ from the true nature of Social Work?

a. Social service

Observe the pictures.



Have you ever tried to provide any of the services to anyone?

These types of activities come under social service. Social service refers to help or assistance given by individuals or groups in society to those who are in need. It is mainly aimed at providing immediate relief to people facing problems such as illness, natural disasters, or other hardships. Social service is usually a voluntary activity, done out of compassion and goodwill rather than for money or professional recognition. It does not require any specialised training or formal

education, and anyone with a helping attitude can take part in it.

b. Social reform

Read the news.

GOVERNMENT UP SCHOOL AT OORUTTAMBALAM IS NOW Ayyankali-Panchami Memorial School

Thiruvananthapuram: Ooruttambalam Government UP School shall henceforth be known as Ayyankali-Panchami Memorial Government UP School. Ayyankali started the strike that changed history at Ooruttambalam Govt UP School, which was a *Kudippallikoodam*. A Dalit girl named Panchami was not allowed to study in school. Hearing this Ayyankali came to the school holding Panchami's hand and made her sit in the school. The feudals responded to this by setting fire to the school. The remains, including the half-burnt bench, can still be seen in the school museum.



Find out similar historical events where the dignity and worth of eminent individuals or communities were violated.

List out the individuals who have worked to challenge and end such injustices and inequalities in Kerala.

- Sree Narayana Guru
- Poykayil Appachan
-
-



“Social reform is a deliberate attempt to change social institutions and relationships to achieve a more just social order.”
Michael Haralambos

In India efforts were made by several prominent historical figures to challenge social inequality and injustice. In the news given above, we can clearly see that Ayyankali was initiating a powerful social reform movement.

Social reform means bringing positive and planned changes in the social system to remove injustice, inequality, and harmful practices. It aims to improve society by correcting what is wrong or unfair. In simple terms, social reform is an organised effort to change those customary practices which violate rights and dignity of human beings and social institutions that cause suffering or prevent progress.

Write some of the issues that can be addressed through social reform initiatives?

- Child marriage
-
-
-

c. Social welfare

Read the situation.

Leela is a widow with two children. She gets free ration, her children study in a government school, and she receives widow pension.

- Who do you think provides these services to Leela and her children?
- What could happen if such support systems were not available?
- How do these services reflect the responsibility of the government towards its citizens?

These types of services are what the term social welfare means. Social welfare refers to the organised system of social services and institutions designed to help individuals and groups meet their social needs and improve their quality of life. In the Indian context, social welfare has been an integral part of national development since independence. Examples of social welfare programmes in India include the Integrated Child Development Services (ICDS), National Health Mission (NHM), and schemes for women, children, persons who are differently abled, senior citizens etc. The Government of Kerala has launched the LIFE Mission (Livelihood Inclusion and Financial Empowerment) which aims at providing homes to around 6.5 lakh people by 2026.



ICDS



NHM

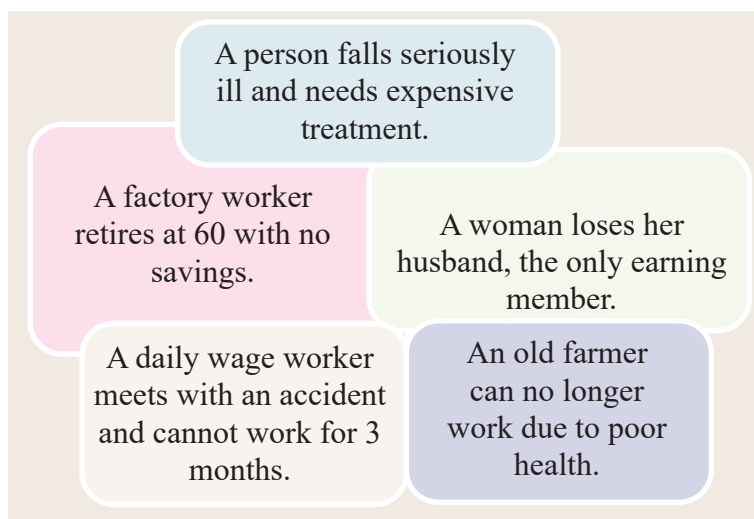


LIFE Mission

Can you identify some more examples of social welfare services available in your locality?

d. Social security

Read the following situations.

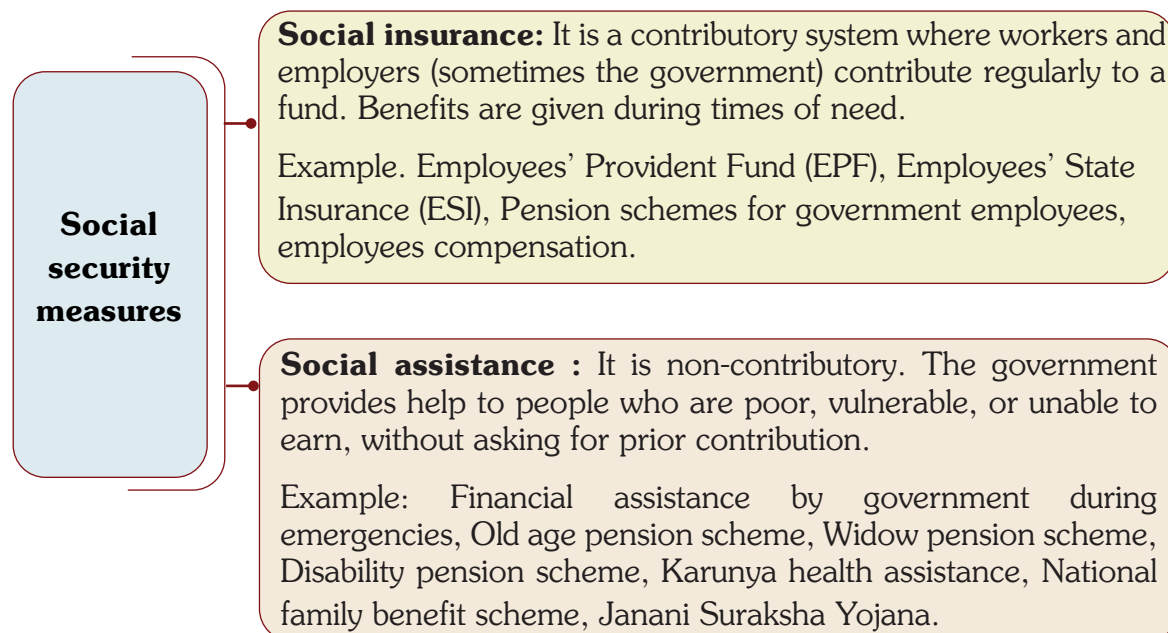


What problems will these people face? Who will help them?

Is family support enough?

The protective measures that society or government provides during such situations are called Social security. Social security refers to the protection provided by society to its members against social and economic risks that lead to loss of income or hardship. It means protecting people from life's uncertainties such as illness, unemployment, differently able, and old age.

There are different types of Social security measures.



i. Identify the type of social security.

- 1 A factory worker, receives medical treatment through ESI.
- 2 An elderly woman receives a monthly old age pension from the government.



ii. Imagine our society is a bicycle that everyone uses, but it has broken down. People are trying to help in different ways:

Person A
(Social service)

Gives the rider a bottle of water because the latter looks tired from walking.

Person B
(Social reform)

Protests to the city to make sure all bicycles are built with better metal in the future.

Person C
(Social security)

The government brings out a scheme providing new bicycle replacing the older one.

All these people are helpful, but none of them is a Social Work Mechanic. The Mechanic is the only one who uses a technical manual (scientific method), carries a toolbox (professional skills), and follows a service schedule (administration) to fix the bicycle and teach the rider how to maintain it.

Form groups and discuss on the narrative and state why social service, social reform and social security are not Professional Social Work.

2.5 Historical milestones in the development of Social Work

Today, Social Work is a professional job focused on helping others. But did you know that the idea of helping people in need is as old as human history?

I didn't know that! I thought it was a modern career. If there weren't Social Workers back then, how did people get help?

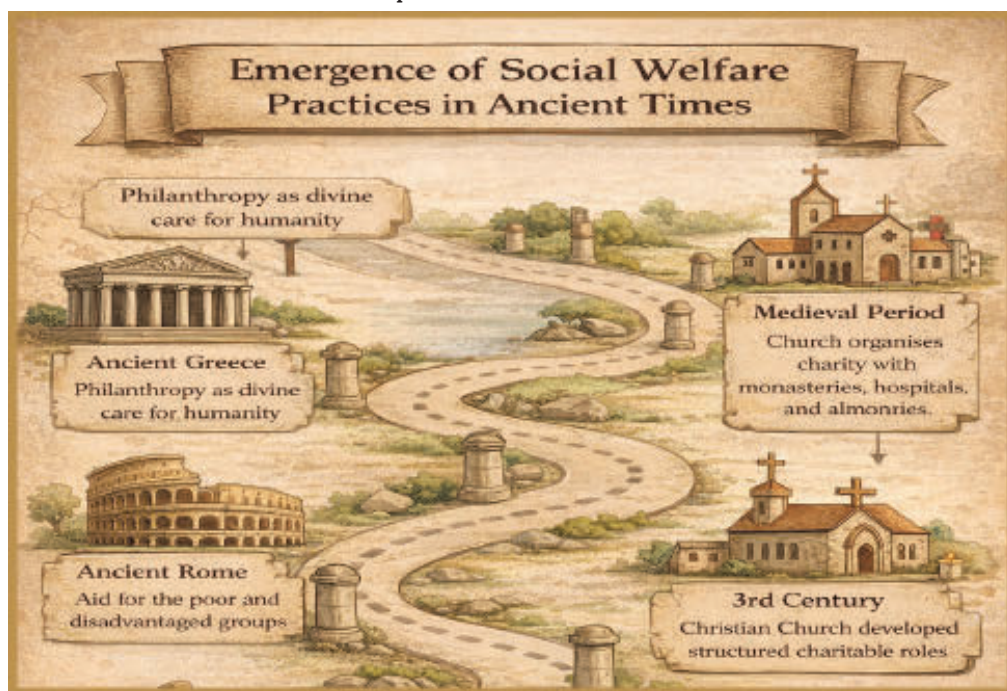
Back then, it wasn't a job that needed a degree it was a duty driven by religion and kindness.



Didn't you listen to the conversation in the classroom? To understand how Social Work became the professional field it is today, we have to look back at how ancient cultures first started looking after one another.

a. Emergence of social welfare practices in ancient times

Observe the road map.



What were the social welfare practices during that period?

Early forms of social welfare in Europe can be traced back to ancient Greek, Roman, and Jewish societies. In Greek city-states, helping others was seen as an act of divine care for humanity. The Romans also supported the poor through organised systems, showing concern for disadvantaged groups. In Jewish tradition, compassion was very important, with a strong duty to help widows, orphans, and strangers. By the third century, the Christian church began organising charity in a more structured way, with roles like deacons and almoners providing support to those in need. During the medieval period, the church became the main organiser of charity, setting up monasteries, hospitals, and almonries to collect and distribute help to the poor, the sick, and the needy.

b. Social welfare initiatives in pre-industrial societies

Observe the road map.



What social problems did the pandemic create in pre-industrial society?

•

What were the social welfare practices during that period?

•

During the pre-industrial period, Europe experienced major social and economic changes that laid the foundation for early social welfare. The signing of the **Magna Carta** in 1215 was an important milestone, as it limited the king's power and supported basic human rights, influencing later ideas of civil liberties. By the 14th century, the feudal system began to decline, especially after the Black Death of 1348 (Bubonic plague), which killed nearly one-third of Europe's population. With fewer labourers, many peasants lost the protection of feudal systems and had to move around in search of work, leading to greater social instability.

To deal with these changes, England introduced laws to control labour and poverty. The **Statute of Labourers (1351)** aimed to fix wages at pre-plague levels, prevent workers from demanding higher pay, force able-bodied people to work, and limit their movement. These

laws tried to restore economic order but also restricted workers' rights.

Later, the **Vagabonds Acts** (1531 & 1572) addressed the increasing number of unemployed people by dividing them into the “deserving” and “undeserving” poor. The old and disabled were allowed to beg with permission, while able-bodied beggars were punished. These laws marked a shift from church-based charity to government control, shaping the development of later Poor Laws and early social welfare systems.

The **Elizabethan Poor Law** of 1601 was an important turning point in the history of organised social welfare. It was passed by the British Parliament during the reign of Queen Elizabeth I to address the growing problem of poverty. For the first time, it created a national system to provide help for the poor in England and Wales. This law introduced the idea that the government has a responsibility to support people in need. It also made it compulsory for landowners to pay taxes to fund relief efforts. The poor were classified into three main groups: the impotent poor, the able-bodied poor, and dependent children.



Impotent Poor – The aged, chronically ill, blind, and mentally ill. They were provided care in alms houses or poorhouses.

Able-Bodied Poor – Those capable of work were sent to workhouses or “houses of correction,” where they were required to work. Citizens were forbidden to give them alms directly.

Dependent Children – Orphans, deserted children, and those whose parents could not support them were placed in indentured labour or apprenticeships.

A significant feature of the law is the responsibility placed on the local community (parish) for the relief of the poor through tax collection. This particular arrangement made sure that the relief system was funded locally. To administer the law, Overseers of the Poor were appointed in each parish (equivalent to a small county). The Elizabethan Poor Law laid the foundation for modern social welfare policies by institutionalising public responsibility for the care of the needy.



Prepare a timeline showing the major developments in Social Work during the pre-industrial period. Then, discuss these developments as a group.

c. The rise of modern Social Work in the UK and USA

The modern era of Social Work was shaped by important intellectual and social changes in Europe and North America. The Enlightenment of the 17th and 18th centuries emphasised reason, science, and human dignity, and laid the foundation for ideas like democracy, human rights, and social reform. It encouraged the belief that problems such as poverty and inequality could be solved through rational thinking and compassion. At the same time, the Scientific Revolution promoted observation, experimentation, and evidence based understanding, which later influenced Social Work's focus on systematic and scientific approaches.

The **Industrial Revolution** of the 17th and 18th centuries brought significant changes to society. Machine-based production replaced traditional methods, leading to urbanisation, economic growth, and the rise of factories. While it improved life for some, it also created serious problems such as poverty, child labour, overcrowding, pollution, unsafe working conditions, and poor sanitation. Many people had to depend on public relief, private charity, or even begging. The widening gap between the rich and the poor made it clear that organised social intervention was necessary.



Locomotive factory in Berlin (around 1845)

Together, the ideas of the Enlightenment, the methods of the Scientific Revolution, and the challenges of the Industrial Revolution laid the foundation for modern Social Work. Charity gradually developed into a more organised and professional effort to address social problems in a humane and scientific way.

The **Poor Law Commission** in the United Kingdom was established in 1834 under the Poor Law Amendment Act. Its aim was to reform the earlier system of poor relief, which had become inefficient and expensive. The Commission introduced a centralised system, replacing local parish-based support with Poor Law Unions managed by Boards of Guardians. It also introduced workhouses, where able-bodied poor people received food and shelter in exchange for labour.

The **Charity Organisation Society** (COS), which began in the 1870s, adopted a more scientific approach to dealing with poverty. Instead of giving help without proper assessment, COS workers carefully investigated each case to understand the causes of the problem. Their

method included investigation, registration, and supervision of those seeking aid. They also classified people as “deserving” or “undeserving” poor and encouraged self-reliance and personal responsibility.



Important aspects of Charity Organisation Society's functions

- Centralised clearing houses/registration bureaus collected information on recipients of help.
- Paid agents investigated whether applications for relief were genuine.
- Agents served as investigators, and their registered applicants, implemented decisions, and maintained records.
- Trained “friendly visitors” were recruited.
- Friendly visitors advised poor families and supervised their progress.
- Professional training was imparted.

The first Charity Organisation Society was established in England in 1869, with important contributions from Octavia Hill. In the United States, the first COS was founded in Buffalo, New York in 1877, with key roles played by Rev. Stephen Humphreys Gurteen and T. Guilford Smith. Later, in 1882, Josephine Shaw Lowell established the New York Charity Organisation Society, which became the first institution to provide formal training in Professional Social Work. Today, it is known as the Columbia School of Social Work.

The Settlement House movement



Samuel A. Barnett

The settlement house movement began in England in 1884 under the leadership of Canon Samuel A. Barnett, who founded Toynbee Hall in East London. The main idea was to encourage educated, middle-class men and women often university graduates to live among working-class people in poor neighbourhoods. These volunteers, known as “settlers,” aimed to understand the living conditions of the poor and work with them to improve their lives. Settlement houses provided services such as childcare for working mothers, English classes, healthcare, medical support, job training, and education.



Toynbee Hall

The movement soon spread to other countries. In 1886, Stanton A. Coit established the first settlement house in the United States, called the Neighbourhood Guild, in New York City, which was later renamed the University Settlement.

This movement became an important step in the development of modern Social Work, as it promoted empathy, community living, and social responsibility.



Stanton A. Coit

Prepare 10 multiple-choice questions on the emergence of Social Work in the U.K. and the USA, and organise a peer-level quiz competition.



Welfare state and modern Social Work

The emergence of welfare states played a key role in the growth of modern Social Work. Governments began to take responsibility for the well-being of their citizens by developing organised systems of social security, healthcare, education, and other social services. As a result, the scope of Social Work expanded significantly. With these changes, there was a growing need for trained professionals to plan, implement, and manage welfare programmes. This led to the formal recognition, institutionalisation, and development of Social Work as a professional field.



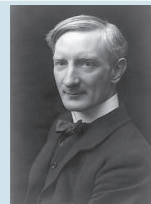
The early roots of the welfare state can be traced back to Germany in the 1880s. Under Chancellor Otto von Bismarck, some of the first social welfare programmes such as health insurance and pensions were introduced to support workers and reduce social unrest. However, the idea of a welfare state expanded significantly in the 20th century, especially after World War II. Many countries, particularly in Europe, began to develop and strengthen welfare programmes. In the United Kingdom, the Beveridge report of 1942 played a key role by proposing government-funded healthcare, social security, and employment support. Over time, countries like Sweden, Norway, and Canada developed strong welfare systems, while others adopted partial welfare measures depending on their economic and political conditions.

Beveridge report (1942)

The Beveridge Report was a landmark document in the history of social welfare in Britain. It was prepared in 1942 by Sir William Beveridge, towards the end of the World War II. The report proposed sweeping reforms to the existing social welfare system and became the foundation for the modern welfare state in Britain.

William Beveridge identified five major social problems, which he called the “five giants” Want, Disease, Ignorance, Squalor, and Idleness and argued that the government should take active responsibility to tackle them.

According to Beveridge, a well-developed system of social insurance can ensure income security and help reduce poverty (Want). However, poverty is only one of the five major problems in society and, in some ways, the easiest to address. The other challenges are Disease, Ignorance, Squalor, and Idleness.



William Henry Beveridge

He proposed a comprehensive system of social security, managed by the state, to ensure that every citizen would be protected from poverty “from cradle to grave.” When the Labour government led by Clement Attlee came to power in 1945, many of Beveridge’s ideas were put into practice.



Work in groups to observe and discuss the given picture. Then, prepare a journal on the development of Social Work in the modern era.



d. Pioneers in Social Work

Octavia Hill (1838–1912)

Octavia Hill was a leading English social reformer who worked to improve housing and living conditions for London's poor during rapid industrialisation. She emphasised decent homes, clean surroundings, and personal responsibility over charity. A founder of the Charity Organisation Society and co-founder of the National Trust, her efforts shaped modern social housing and welfare.



Laura Jane Addams (1860–1935)

Jane Addams, a pioneering Social Worker and women's rights advocate, co-founded Chicago's Hull House, a major center for education, reform, and community service. She promoted democracy, social justice, and community participation, influencing reforms in labour, health, and housing. Awarded the 1931 Nobel Peace Prize, her legacy continues to inspire social justice efforts.



Mary Ellen Richmond (1861–1928)

Mary Ellen Richmond, born in 1861, was a pioneering force in early Professional Social Work. Starting as a “friendly visitor,” she recognised the need for organised and systematic help. She developed social case work and social diagnosis, advocated professional training, and influenced reforms in housing, health, education and labour. Her key works which shaped modern practice included *Social Diagnosis* (1917), *Friendly Visiting Among the Poor* (1899) and *What is Social Work?* (1922).



Match the following.

Social Work pioneers	Contribution
Octavia Hill	Hull House
Laura Jane Addams	Foundation of Modern welfare state
Mary Ellen Richmond	Charity Organisation Society
William Henry Beveridge	Neighbourhood Guild
Stanton A. Coit	Social Diagnosis



2.6 History of modern Social Work in India

A clear understanding of Social Work, its philosophy, values, and principles can be gained only by first examining the concept of Social Work and its evolution in India.

a. Socio-religious reformers: Their methods and impact on Social Work

List out major socio-religious reformers in India during the 19th century.

- Raja Ram Mohan Roy • •
- • •

What were the social problems challenged and eradicated through these reform movements?

- Abolition of Sati • •
- • •

Social reform and the beginnings of Social Work in India can be traced back to the early 19th century. In ancient times, charity and religious devotion were central to Indian culture. The main focus was on promoting welfare and the common good, which is reflected in many folk tales and classical literary works.

The social reform movement began with the efforts of Raja Ram Mohan Roy, who laid the foundation for both religious and social reforms. Following him, many reformers such as Ishwar Chandra Vidyasagar, Jyotirao Phule, Savitribai Phule, Sasipada Banerjee, Gopal Krishna Gokhale, Kuriakose Elias Chavara, Sir Syed Ahmad Khan, Swami Dayanand Saraswati, Swami Vivekananda, and Balshastri Jambhekar worked across different parts of the country for nearly a century.

They focused on reforming social issues such as the caste system, child marriage, sati, widowhood, and idol worship. Their efforts were guided by the principles of justice, equality, and liberty. Many of these reformers also established schools and institutions to support people affected by these social problems. They promoted education and awareness, and encouraged the government to introduce laws to eliminate harmful social practices.

You may have already studied the Indian social reformers mentioned here. Prepare a short note on these eminent personalities by discussing the following aspects:



- Their key ideas and beliefs that shaped their thoughts and actions.
- Their contributions and social reform activities.
- The organisations or institutions they founded or led.
- The impact and importance of their work on society.
- Critical reflection on their ideas and their relevance in the present day.

b. Development of modern Social Work in India since 1900

Servants of India Society (1905)

Gopal Krishna Gokhale, a respected social and political leader and mentor of Mahatma Gandhi, made a significant contribution to social work in India. In 1905, he founded the Servants of India Society to promote the welfare of rural, tribal, and underprivileged communities. He trained dedicated volunteers for public service, making it the first secular organisation in India committed to serving the poor.

The Society carried out activities such as promoting education, sanitation, healthcare, and the removal of untouchability. Through its work and publications like *The Hitavada*, it helped lay the foundation for organised, ethical, and professional Social Work in India.



*Gopal Krishna
Gokhale*

Social Service League (1911)

The Social Service League was founded in 1911 by Narayan Malhar Joshi, a well-known social reformer and nationalist leader. It was a voluntary organisation dedicated to social uplift through education, welfare programmes, relief work, and reform activities. The League believed that social progress required trained and committed individuals, so it focused on preparing volunteers for organised social service. It also established schools, libraries, and dispensaries to support community development.



*Narayan
Malhar Joshi*

Clifford Manshardt and the Nagpada settlement house

The Nagpada settlement house was established in Mumbai in 1915 under the leadership of Dr. Clifford Manshardt, who had received training in Social Work in the United States. It was one of the earliest efforts to introduce the settlement house model in India, inspired



*Clifford
Manshardt*

by similar movements in Western countries. The main aim was to improve the living conditions of the urban poor, especially those in the densely populated Nagpada area.

The center organised programmes in education, health, hygiene, recreation, and vocational training, helping people develop skills and improve their quality of life. It also trained young Indians in community organisation and social service, thereby laying the foundation for professional Social Work education in India. The Nagpada settlement house became a pioneering institution for community development and urban social reform.

Tata Institute of Social Sciences, Mumbai (1936)

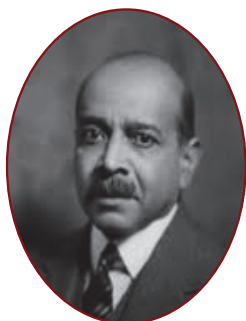
The Tata Institute of Social Sciences (TISS) was established in 1936 in Mumbai by the Sir Dorabji Tata Trust. It was originally known as the Sir Dorabji Tata Graduate School of Social Work, marking the beginning of formal social work education in India. In 1944, it was renamed TISS.

As the first school of Social Work in India and one of the earliest in Asia, TISS aimed to provide systematic education and training in social work and welfare services. It has played a major role in shaping the profession and continues to be a leading center for Social Science education and research in India.

Which is the first institute in Keralam to offer training in Professional Social Work?

•

Bhore Committee Report (1943)



Sir Joseph Bhore

The Health Survey and Development Committee, commonly known as the Bhore Committee, was set up by the Government of India in 1943 under the chairmanship of Joseph Bhore. Its report, submitted in 1946, is considered a landmark in the development of public health and social welfare in India.

The committee studied the existing health conditions and proposed a comprehensive plan for establishing a national health system. Its recommendations also helped define the role of medical and psychiatric Social Workers in hospitals, health centers, and community programmes. Soon after, in 1946, the first trained Social Worker was appointed at J.J. Hospital in Mumbai.

Gandhian ideology and the Sarvodaya movement

Any discussion on the history and development of Social Work in India is incomplete without mentioning the contribution of Mahatma Gandhi, one of the most important social reformers. His ideas and values have strongly influenced India's social policies since independence. This is reflected in the Constitution, which guarantees freedom of conscience, promotes national unity, and supports the development of a welfare state focused on social well-being.



*Mahatma
Gandhi*

Sarvodaya and Social Welfare

Gandhiji introduced the concept of Sarvodaya, which means “the well-being of all in every aspect of life.” The core idea of Sarvodaya emphasises Swarajya (self-rule) and Lokniti (people-centered governance), suggesting that people should govern themselves to achieve equality and justice.

The Sarvodaya movement focused on social reconstruction, especially in rural areas. Its goal was to build an equal society free from exploitation. It aimed to address major social problems like untouchability through a deep transformation of the social system.

Gandhiji's philosophy and the Sarvodaya movement played a key role in laying the foundation for the development of Social Work in India. His values continue to influence the goals, methods, and principles of the Social Work profession.

- i. Write an essay on the welfare approach of Gandhian ideology in the light of the Sarvodaya movement.
- ii. Form groups and prepare a timeline and concept map showing the development of modern Social Work in India.



c. Development of Social Work in post independent India

After independence, the government shifted towards the welfare approach and took several areas of Social Work under its purview. The popularity of ideas of social change, social development, institutional change and programmes of family planning, elimination of mass poverty and reduction of income gaps among the population reflects the direction of social orientation towards seeking and striving to achieve these goals.

First five-year plan (1951–1956)

The first five-year plan is particularly relevant in the history of modern Social Work in India. The First plan focused mainly on agriculture, irrigation, and energy to rebuild the economy after Independence and Partition. The emphasis was on increasing food production, improving rural welfare, and investing in community development programmes. Important social welfare measures included the Community Development Programme (1952) and National Extension Service (1953), which aimed to promote rural self-reliance and improve living standards. The first five-year plan emphasised the assistance of Professional Social Workers and schools of Social Work in providing expertise in implementing its programmes.

Community Development Programme (1952)

The Community Development Programme (CDP) was launched on 2nd October 1952, to improve living conditions in rural India after Independence. Since a majority of the population lived in villages, the programme aimed to promote both economic and social development in rural areas. It was inspired by earlier rural development experiments at Sriniketan, Marthandam, and Gurgaon, which emphasised self-help and community participation. With support from the United States, the CDP began with 55 pilot projects covering about 300 villages each and was later expanded nationwide. The programme laid the foundation for later rural development schemes and is remembered as a milestone in promoting community participation, local leadership, and grassroots democracy. Community development initiatives constitute an important part in modern Professional Social Work in India.



*Durgabai
Deshmukh*

Central Social Welfare Board (1953)

The Central Social Welfare Board (CSWB) was set up in 1953 by the Government of India under Prime Minister Jawaharlal Nehru. Durgabai Deshmukh, a well-known Social Worker, became its first chairperson. The Board was created to support and co-ordinate voluntary organisations working for social welfare. Its formation showed the government's belief that social development needs both state action and community participation.

The CSWB promoted public awareness on social issues through publications and reports. Its monthly journal *Social Welfare* shared new ideas, research, and developments in the field of Social Work across India.

Form groups and discuss how the post-independence period transformed the nature and scope of Social Work in India.

Discussion points:

- Shift from charity to a welfare state
- Increased government responsibilities
- Expansion of the field of Social Work



2.7 Evolution of Social Work approaches

What was the earliest model used to help people in need?

•

Can you identify some of the ways in which we help people now?

•

The history of Social Work reflects the changing ideas and values of society over time. From early acts of charity to modern rights-based and empowerment models, each approach has shaped how individuals and communities are supported.

1. Charity approach

After a severe flood, a voluntary organisation distributes food packets, clothes, medicine and temporary shelter to affected families.

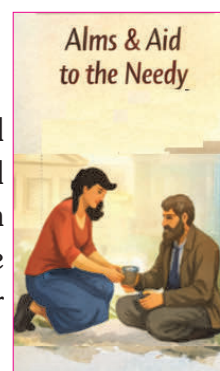
What is the immediate goal of these actions?

•

Will this attempt help to provide long time solution?

•

The charity approach represents the earliest form of organised social help. Originating in religious and moral traditions, it emphasised helping the poor out of kindness and compassion. Assistance was often given by voluntary or faith-based organisations to relieve immediate suffering. The approach focused on individual moral reform rather than addressing social or structural causes of poverty.



2. Welfare approach

Do you know that countries like Sweden and Denmark provide universal health care, free or highly subsidised education, unemployment benefits, child allowances, pensions and parental leave to all citizens?

Why do they do that?

What are the benefits of this approach?



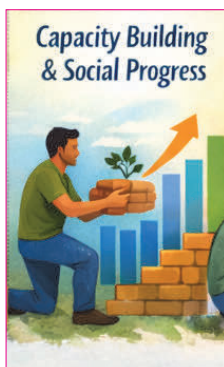
- Reduces inequality and prevents poverty.
-

The welfare approach emerged in the early 20th century with the rise of government responsibility for citizens' well-being. It focused on providing systematic aid through social welfare programmes such as pensions, unemployment benefits, and child protection. The state became the main provider of assistance through policies and institutions.

3. Development approach

A Social Worker works with a rural village to improve livelihoods by forming self-help groups, providing skill training programmes and facilitating micro credit for small income generating activities such as farming, tailoring or small shops.

How is the rural community benefited from these initiatives?



- It improves people's capacity and promotes self reliance.
-

By the mid 20th century, especially in developing countries, Social Work began to emphasise community development. The development approach sought to improve the overall quality of life by focusing on education, health, livelihoods, and infrastructure. Social Workers played roles as facilitators of social and economic progress.

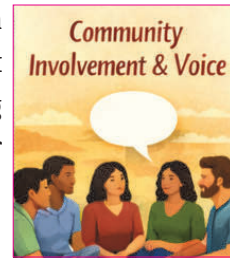
4. Participatory approach

In an urban slum, a Social Worker helps residents form a committee to address problems such as poor sanitation and lack of clean drinking water. Instead of making decisions alone, the Social Worker facilitates community meetings where residents identify their own problems, suggest solutions, and take responsibility for implementing actions like organising cleanliness drives and approaching the local municipality.

What is the role of the Social Worker in this approach?

-

The participatory approach developed as a reaction to top-down welfare and development models. It emphasises active involvement of people in identifying their needs, planning, and implementing solutions. The role of the Social Worker is to act as a facilitator rather than a provider.



5. Empowerment approach

A Social Worker works with women facing domestic violence by helping them understand their legal rights, available protection laws, and support services such as counselling, shelters, and helplines. Through awareness sessions and group discussions, the women gain confidence to recognise abuse, share their experiences, and support one another.

Will this experience help women to take informed decisions?

- Women understand the nature of violence they experienced in their daily life.
-



The empowerment approach focuses on increasing people's control over their own lives. It encourages individuals and communities, especially marginalised ones, to develop confidence, access resources, and challenge social injustice. Social Workers act as advocates and supporters who strengthen the capacity of people to make choices and transform those choices into action.

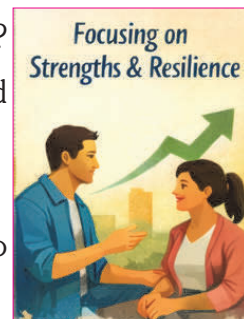
6. Strength-based approach

A Social Worker works with a young school dropout who is struggling financially and has low self-confidence. Instead of focusing on the student's failures, the Social Worker identifies the existing strengths, such as good communication skills, leadership qualities, and experience in helping with family work. By building on these strengths, the Social Worker supports the student to re-enroll in a vocational course and take up part-time work.

In your opinion, does this experience help the student gain confidence?

- The student gains confidence and move towards stable and productive life.
-

The strength-based approach shifts attention from problems to



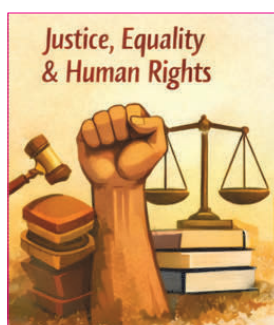
individual and community strengths. It recognises that every person has abilities, resources, and potential that can be mobilised to overcome challenges. Social Workers collaborate with clients to identify and use these strengths to achieve positive change.

7. Rights-based approach

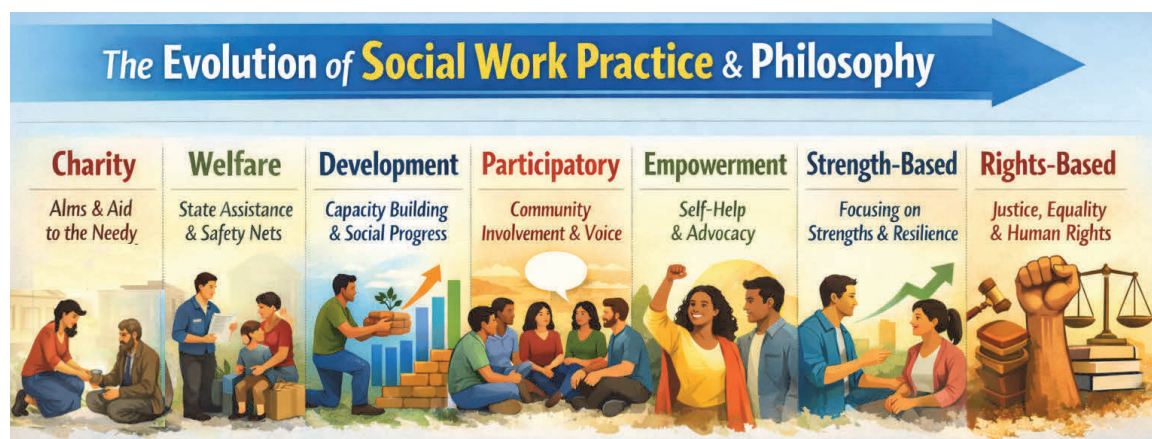
A Social Worker assists migrant workers who are denied minimum wages and safe working conditions. Instead of providing temporary relief, the Social Worker helps them understand their labour rights, supports them in filing complaints with the labour department, and facilitates access to legal aid. The workers are encouraged to collectively demand fair wages, proper contracts, and social security benefits. The focus is on claiming entitlements as rights, not as charity.

List out similar laws which protect citizen's rights?

- Right to Information



The rights-based approach is a modern framework that connects Social Work directly with human rights principles. It sees access to education, health, housing, and protection as legal and moral entitlements, not as charity. Social Workers use this approach to promote justice, equality, and accountability in society.





Observe the picture and complete the worksheet.

Approach	Main feature	Example
Charity Approach	Based on helping individuals through kindness, donations, and relief; short-term assistance.	
Welfare Approach		ICDS, old-age pensions, scholarships, and subsidised housing schemes.
Development Approach		
Participatory Approach		Community participates in planning a village watershed project using participatory methods.
Empowerment Approach	Helps individuals or groups gain control over their lives by building confidence, skills, and access to resources.	
Strength - based Approach		A teacher identifies a troubled student's drawing skills and uses them to motivate learning.
Rights - based Approach	Ensures that every individual enjoys fundamental rights; focuses on dignity, justice, and legal entitlements.	

Prepare a project report on any one of the topic given below under the supervision of the teacher.



1. From Charity to Profession: The Evolution of Social Work.
2. Philosophical Foundations of Social Work: A Historical Perspective.
3. Social Work Through the Ages: Changing Values and Methods.

Steps to do the project

1. Form a group of four or five students under the guidance of teacher.

2. Select your topic.
3. Gather information from textbooks, library books, and trusted websites. Focus on historical development of Social Work key thinkers like Mary Richmond and Jane Addams, Indian contributors like Mahatma Gandhi.
4. Prepare a short report with pictures, charts or diagrams.



1. Arrange an interaction with an official from KAPS to understand the current status of the Social Work profession within the school context. The discussion may include topics such as the recognition of the profession, accreditation and licensing procedures, employment opportunities and the challenges faced by the profession.
2. Examine the list of programmes given below and prepare a report describing how each programme is implemented, along with the benefits provided under each scheme.
 - Old Age Pension Scheme
 - Disability Pension Scheme
 - Karunya Health Assistance Scheme
 - Widow Pension Scheme
 - Mid-day Meal Scheme
3. Prepare a brief account of well-known Social Workers and reformers from the post-independence period, highlighting their major activities and contributions to the field of Social Work.
 - Bezwada Wilson
 - Sunderlal Bahuguna
 - Rajendra Singh
 - Vinoba Bhave
 - Medha Patkar
 - Sandeep Panday
 - Aruna Roy

INDIVIDUAL AND SOCIETY: A SOCIAL WORK PERSPECTIVE

3

Listen to the conversation of friends who are talking about their favourite football players.

My favorite football player is Cristiano Ronaldo. He's an amazing player. He's tall, strong, super fit, and always gives his best on the field.

I like Sunil Chhetri too. He's not just a great footballer but also a great leader. He respects his teammates, supports young players, and behaves really well both on and off the field.



Listening to both of you, I think personality isn't just about how someone looks. It also includes behaviour, values, habits, confidence, and the way we treat other people.

Who are their favourite football players?

• •

What are the aspects that they find attractive in their favourite players?

•

Could you infer what is 'personality' from the above conversation?

•

A person's physical and inner qualities together form their personality. Personality shows the unique way a person thinks, feels, and behaves in daily life. The word "personality" comes from the Latin word "*persona*." *Persona* means a mask worn by actors in ancient Greek theatre to play different characters. Personality can be defined as the aggregate of the physical, mental, and social characteristics of a person.



Gordon William Allport

Gordon William Allport (1937) defined personality as “the dynamic organisation within the individual of those psycho-physical systems that determine his unique adjustment to his environment”.

3.1 Personality and its determinants

Personality refers to the unique patterns of thoughts, feelings, and behaviours that make each person different. Personality develops through the interaction of several factors such as heredity, environment, culture, and personal experiences. Cultural values and social rules also influence a person’s attitudes, beliefs, and behaviour. Life experiences and personal choices gradually shape a person’s character. Therefore, personality is not formed by one single factor. It develops through the continuous interaction between heredity and environmental influences.

a. Hereditary factors

It was a summer afternoon during the vacation. Manu was standing with his wife and parents, watching his niece and nephew play in the courtyard.

Read their conversation given below.

Oh! See how Arjun has his father’s eyes, bet he’ll be as tall as his father in future!

Anjali is the carbon copy of her mother, she inherited her mothers’ smile, hair, eyes



It’s their heredity showing their nature.

What traits did Arjun and Anjali inherited from their parents?

- Eyes
- Smile



Heredity means the traits we are born with that are passed from parents to children through genes. These traits include physical features such as height, eye colour, hair type, body build, and so on.

Do such traits play a role in shaping an individual's personality?

-

Do you think all personality traits are inherited?

Hereditary factors pass from parents to children through genes. However, not all inherited traits appear in every generation. Some traits may stay hidden and appear only after many years or skip a generation. This happens because some genes are dominant and others are recessive. Your environment also influences how these traits develop.

b. Environmental factors

Read the case.

Rohan's journey from village to city

Rohan spent his early years in a village. The environment was calm, with close family relationships and simple daily life. He grew up patient, co-operative, and respectful because of this.

When he was 15, his family moved to a city. Life there was rapid, constantly evolving and competitive. Rohan had to adjust to crowded schools, strict schedules, and many challenges. This made him more ambitious, confident, and independent.

What are the changes occurred in Rohan's personality after moving to a city?

-

-

What factors do you think have led to these changes?

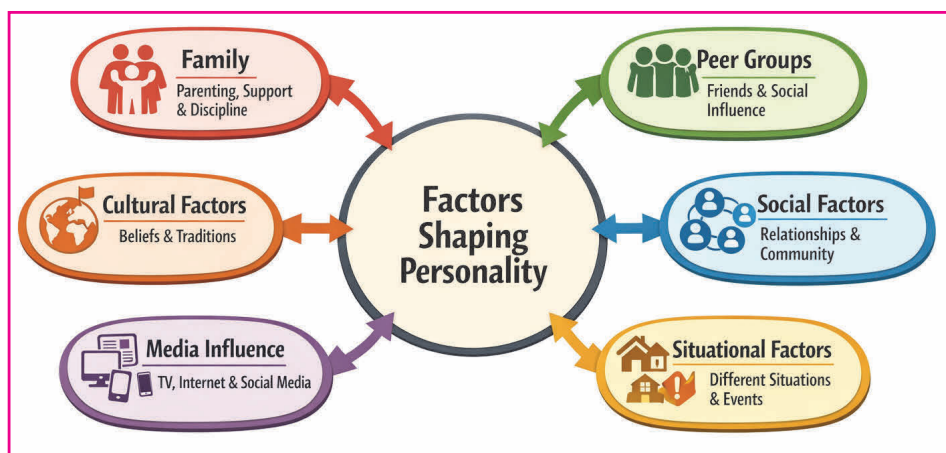
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-

After analysing Rohan's case, it is evident that along with heredity, environment plays an important role in shaping an individual's personality. Heredity gives us the inborn traits we get from our parents. The environment helps to shape and develop these traits.

Environmental factors are the outside influences and experiences that affect a person from birth. They work with heredity to shape behaviour, attitudes, values, and emotions.

What environmental factors have influenced or shaped you as a person?



Family

Family strongly influences a child's life. Parenting style, emotional support, discipline, and family relationships shape a child's personality.

Peer groups

Friends influence behaviour, decisions, and values of a person. Peer groups play an important role during adolescence and help shape attitudes, habits, confidence, and social skills.

Cultural factors

Culture is the shared beliefs, values, customs, and traditions of a society. It influences a person's thinking, behaviour, communication, and way of life.

Social factors

These include a person's relationships and social experiences. Interaction with family, friends, and the community helps build confidence, emotional strength, and self-esteem.

Media influence

Mass media such as newspapers, magazines, radio, television, films, the internet, and social media influence people. It helps spread knowledge, culture, and values and connects people around the world.

Situational factors

These are the situations or circumstances a person faces. Although personality is mostly stable, people may behave differently in different situations, such as at home, school, with friends, or during stressful events.

Personality develops throughout one's life through different influences. Heredity gives a person basic physical features, abilities, and temperament from birth. As an individual grows, environmental factors such as family, school, friends, culture, media, and life experiences shape their behaviour, attitudes, and values. Situations and social experiences also influence how they respond to challenges during childhood, adolescence, adulthood, and old age.

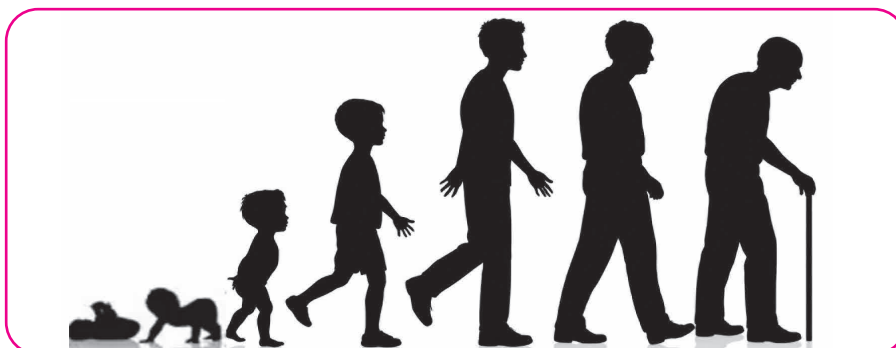
Form small groups and prepare a short video storyboard showing how environmental factors influence an individual's personality.

If possible, turn the storyboard into a short video and present it in your school's Social Work club.



3.2 Personality across life span

Observe the picture.



What physical changes can you see in the picture as the child grows?

- Increase in height
-
-

Is your thinking or behaviour the same as now during your childhood?

-

As we grow, our experiences, learning, and responsibilities change the way we think, feel, and behave. A child is usually concerned about playing and immediate needs. On the other hand an adolescent or an adult think more about goals, relationships, and responsibilities. This transition shows that personality is being shaped both internal and external factors.

A child may be born with a cheerful nature (heredity). However, family, school, friends, culture, and life experiences help shape the child into a confident, responsible, and caring adult. Hence, personality is not fixed at birth. It continues to develop and gets shaped through our interaction with environment throughout life.



Life Span Development refers to the different stages a person passes through in life: birth, infancy, childhood, adolescence, adulthood, old age, and finally death. As people grow from one stage to another, they learn many things and acquire new skills. They learn how to use their body, express their feelings, communicate with others, build relationships, care for others, love, and work.

a. Growth and Development



Watch the children having their height and weight measured, and reflect on how your body and abilities develop as you grow.

As children grow older, their height and weight increase in a regular and measurable way. These visible physical changes in size, height, weight, and body structure are called **Growth**. Growth can be measured using height-weight charts. Simultaneously, development also takes place.

Development refers to changes that cannot be easily measured. As a person grows, they learn new languages, gain skills, improve their thinking and understanding, and develop emotionally. For example, a child learns to walk, talk, read, write, solve problems, control emotions, and behave appropriately in social situations. All these changes in behaviour, abilities, thinking, and emotional maturity are known as **Development**.

Growth is not a continuous process; it stops when a person reaches maturity. However, development continues throughout your lifespan.

Experiences, relationships, and challenges at each stage shape an individual's personality, making development a lifelong process.

b. Developmental tasks – A lifespan approach

When you were a young child, you were expected to learn basic skills such as:

- Walking •
- Talking •

At your present age, society expects you to achieve things like:

- Choosing a career stream •
- •

At different stages of life, individuals are expected by society to acquire specific skills, attitudes, and responsibilities. These expectations change as a person grows and develops over time. Psychologists refer to these age-related expectations as **Developmental tasks**, a concept introduced by Robert J. Havighurst.



*Robert J.
Havighurst*

A **developmental task** is something a person needs to learn or achieve at a certain stage of life. It includes skills and abilities gained as the person becomes more capable of handling the surroundings of the person.



To better understand how people change over time, developmental psychologists have divided life into different stages. Each stage covers a certain age period during which development takes place. To understand these changes, we study human development through the lifespan approach. It helps us understand how growth and development happen at every stage of life, from infancy to old age.

1. Prenatal stage (Conception to birth)

The prenatal period is approximately nine months beginning from conception till birth of the baby. During this time period the embryo evolves from being a single celled entity to a full-fledged organism filled with the potential to survive outside the womb and its overall development is supported through the mother's nutritional intake. Major developmental changes include:



- Growth and formation of organs
- Development of the body systems

2. Infancy (Birth to 2 years)



Infancy is marked by rapid physical growth and the development of basic motor skills such as sitting, crawling, and walking. During this stage, the child learns to eat, and adapt to their environment. They also begin to talk, express needs, and form emotional

bonds with caregivers, leading to the development of trust and emotional security.

3. Childhood (2 to 11 years)

Childhood is a period between infancy and adolescence. It is further divided into two phases: **early childhood and middle childhood**.

Developmental task of early childhood

- language development
- improving motor skills
- increasing social interaction
- increase self help skills such as dressing, feeding, maintaining hygiene, and learning to distinguish right and wrong
- develop imagination and play skills
- learn basic social rules and behaviours
- gain independence



Developmental tasks of middle childhood

- development of academic skills
- stronger peer relationships
- increased independence
- mastering of reading, writing, and mathematics
- build friendship and teamwork skills
- develop self-confidence
- develop positive self-concept, and learn rules, responsibility, fairness, moral values, and independence.



4. Adolescence (11 to 18 years)

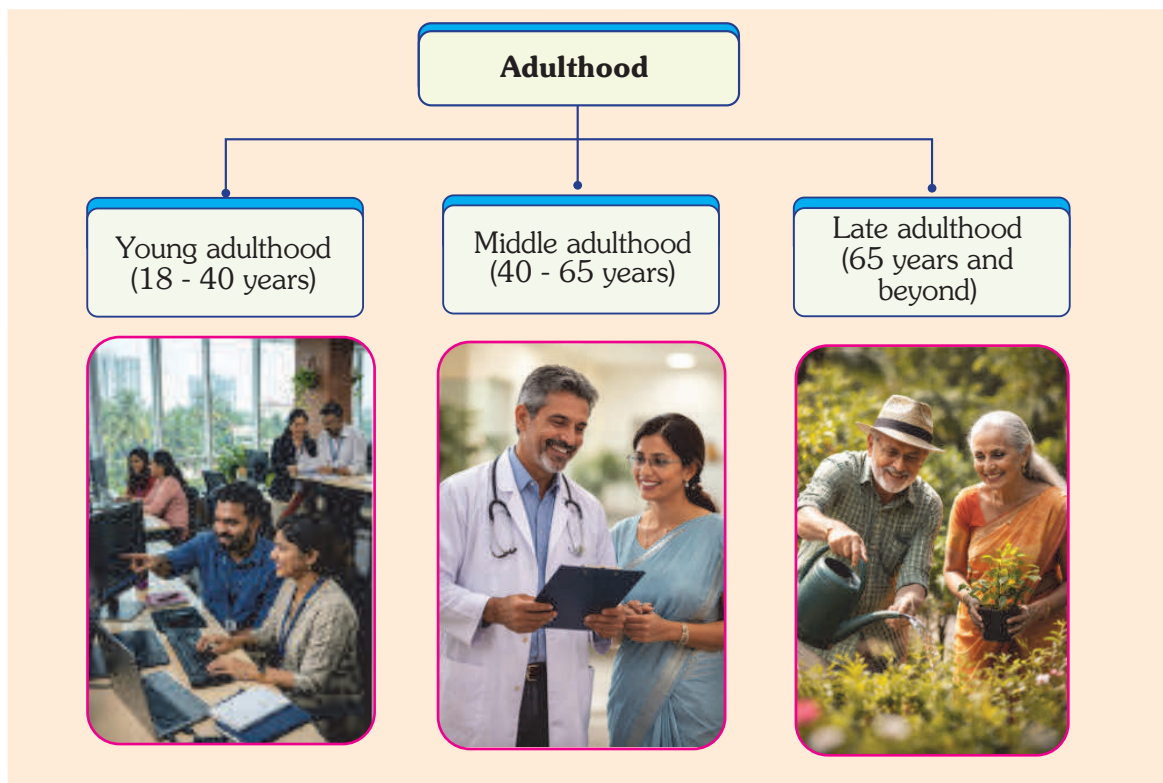
Adolescence is marked by rapid physical changes, identity formation, and emotional fluctuations, with a strong influence from peers. It is the transition period between childhood and adulthood.

Major developmental tasks during adolescence include accepting physical changes, developing a sense of identity and personal values, gaining emotional independence from parents and care givers, forming mature peer relationships, preparing for future career choices, achieving social roles, and developing socially responsible behaviour.



5. Adulthood (18 years and beyond)

Adulthood is the stage of development following adolescence in which individuals reach physical maturity and assume social, occupational, and family responsibilities. It is characterised by relative stability in personality along with continued growth in experience, roles, and emotional regulation. Adulthood is commonly classified into three stages based on age and developmental characteristics.



Young adulthood is a stage of establishing a career, forming long-term relationships, and taking major responsibilities. This period is marked by experimentation and exploration. During this stage, individuals learn to live with a partner, start a family, manage a home, rearing of children, begin a career, achieve financial independence, and develop civic and social responsibility.

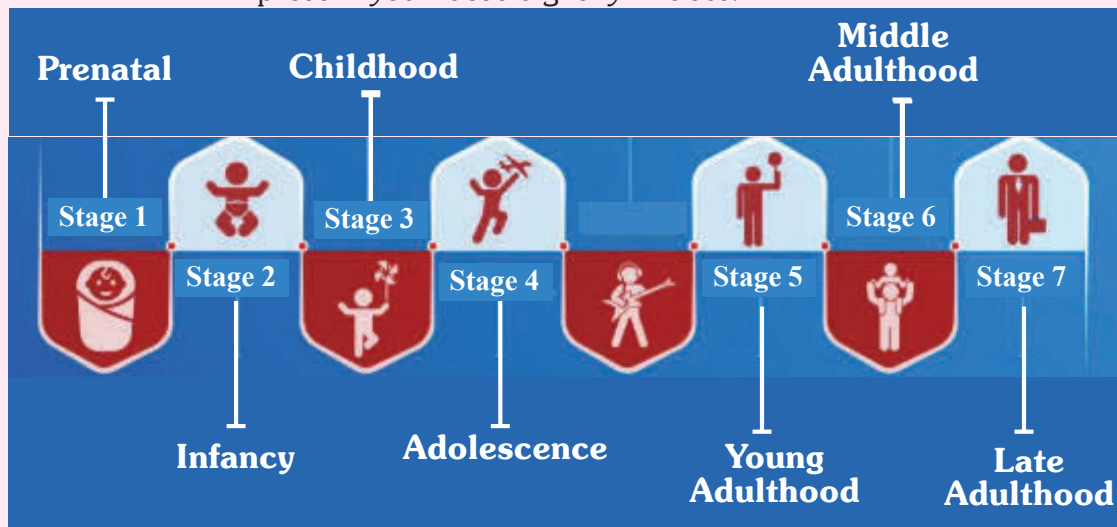
Middle adulthood is marked by stability in career and family life and increased contribution to society. Major developmental tasks include maintaining family and work responsibilities, guiding children towards adulthood, developing social and civic responsibility.

Late adulthood involves retirement, reduced physical strength, and a greater need for emotional support. Developmental tasks include adjusting to retirement, maintaining social relationships, coping with the loss of a spouse or friends, and reflecting on life experiences.

Form groups. Observe the image and discuss:

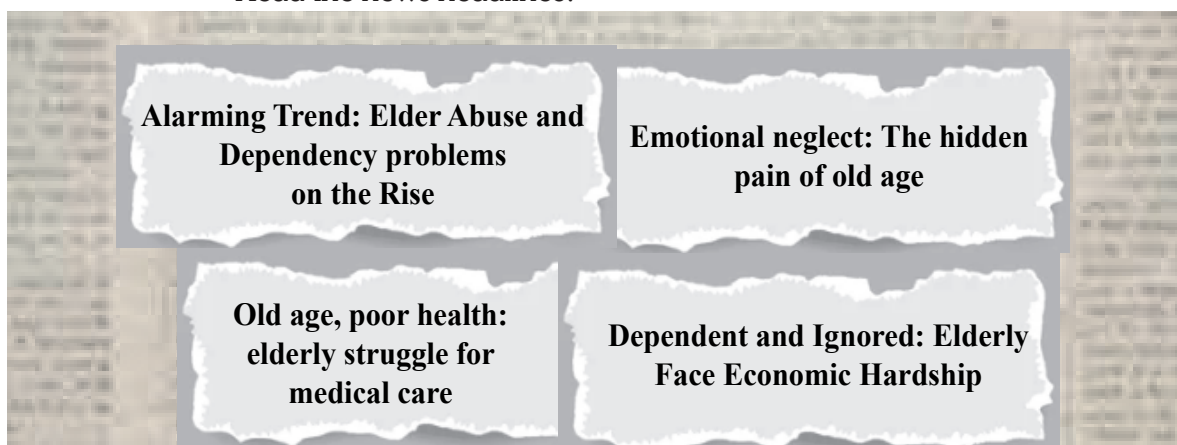


- Which stage of development do you think is the most challenging in terms of developmental tasks? Why?
- Find classmates who share similar or different opinions and present your ideas digitally in class.



c. Developmental hazards

Read the news headlines.



What problems do people face at this stage?

- Elder abuse
-
-
-

At every stage of life, people face certain developmental challenges. If not handled properly, they can become hazards that affect growth, development, and overall well-being. For instance, in old age, health problems, loneliness, and lack of support can lead to emotional and social difficulties. Understanding these challenges at each stage helps in preventing such hazards and promotes healthy development throughout life.



A **hazard** is any risk, difficulty, or problem that can slow down, disturb, or negatively affect a person's normal growth and development at different stages of life.

Visit a nearby Anganwadi center along with your teacher. As part of the visit, prepare an interview schedule to understand the various hazards affecting people at different stages of life, such as children, adolescents, adults, and the elderly.



During the visit, interact with the Anganwadi workers and beneficiaries to collect relevant information. Observe the environment carefully and note down the different types of hazards present, including health, social, and environmental risks.

Based on your observations and interview responses, organise your findings and present them digitally in the classroom using suitable tools such as slides, charts, or reports.

3.3 Perspectives on personality development

Observe the given situations.

Three students are expecting their examination results.

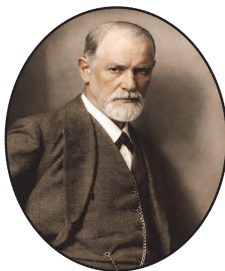
- Student A feels very nervous and thinks about the worst outcome.
- Student B stays calm and is ready to try again if needed.
- Student C is relaxed, laughs with friends, and does not think the results are very important.

Why do students A, B, and C react differently to the same situation.

Is it because of their thinking, feelings, or personality?

Do all people respond to situations in the same way? Justify your stance.

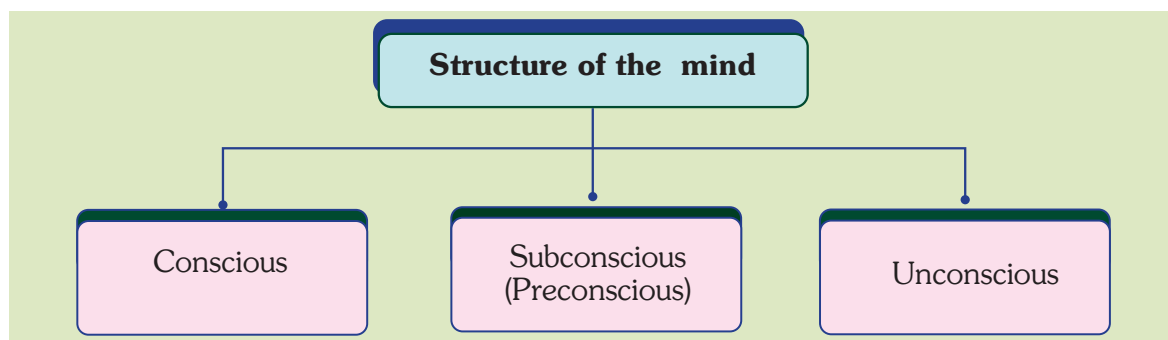
Every person thinks, feels, and behaves in a different way. These differences are related to one's personality. Psychologists have developed different perspectives on personality to explain why people behave the way they do.



Sigmund Freud

a. Psychoanalysis - Freud's conception of personality

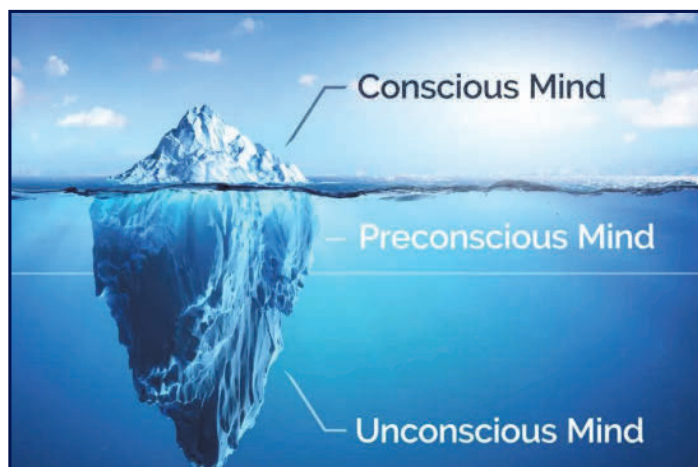
Psychoanalysis as a system or School of Psychology is the brainchild of Sigmund Freud. It put forward different views to explain human behaviours. Sigmund Freud developed the **psychoanalytical theory** to explain human behaviour. According to Freud, the human mind has three levels - **conscious, subconscious (preconscious), and unconscious.**



Freud compared the human mind to an iceberg in water. The Conscious mind is like the tip of the iceberg above water. It contains the thoughts and ideas that we are aware of at a particular moment. For instance, thinking about what you will do after school.

The Subconscious (preconscious) mind lies just below the surface. It stores memories and information that are not in our awareness now but can be easily recalled. For instance, remembering your teacher's name when someone asks.

The unconscious mind is the deepest and largest part of the mind. It contains hidden wishes, fears, feelings, and desires that we are usually not aware of. For instance, a fear or desire that we do not openly express.



Read the given situations and identify and note down whether it responds to Conscious, Subconscious, or Unconscious mind.



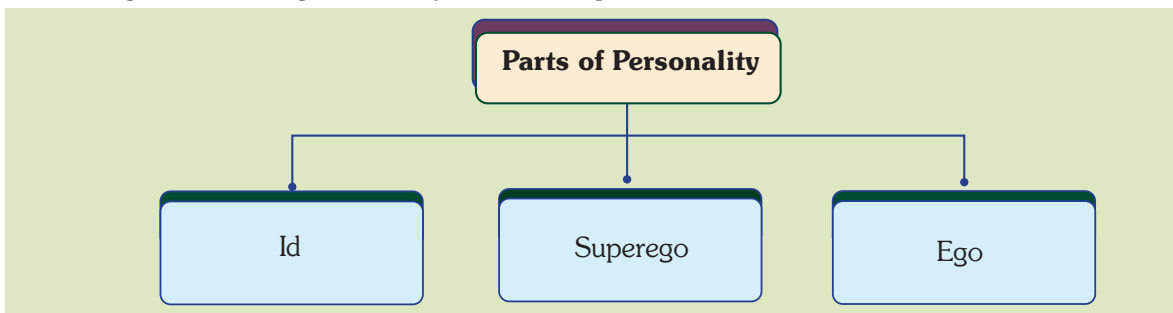
You remember your friend's phone number when someone asks.

You suddenly recall a childhood memory when you see an old photograph.

A hidden fear affects your behaviour without you realising it.

Freud's division of personality

Freud explained that personality has three parts.



Think about this situation.

You have an important exam tomorrow. Your friends invite you to go out and watch a movie tonight.



What would be your decision?

Now, inside your mind, different voices begin to speak.

Id

The voice of immediate pleasure says:



"Go to the movie! It will be fun. You can study later."

This is the Id. The Id wants immediate pleasure and satisfaction. It does not think about rules or consequences.

Superego

The voice of morality says:



"You should not go. Exams are important. A responsible student studies first."

This is the Superego. It reminds you about rules, values, and what is right or wrong.

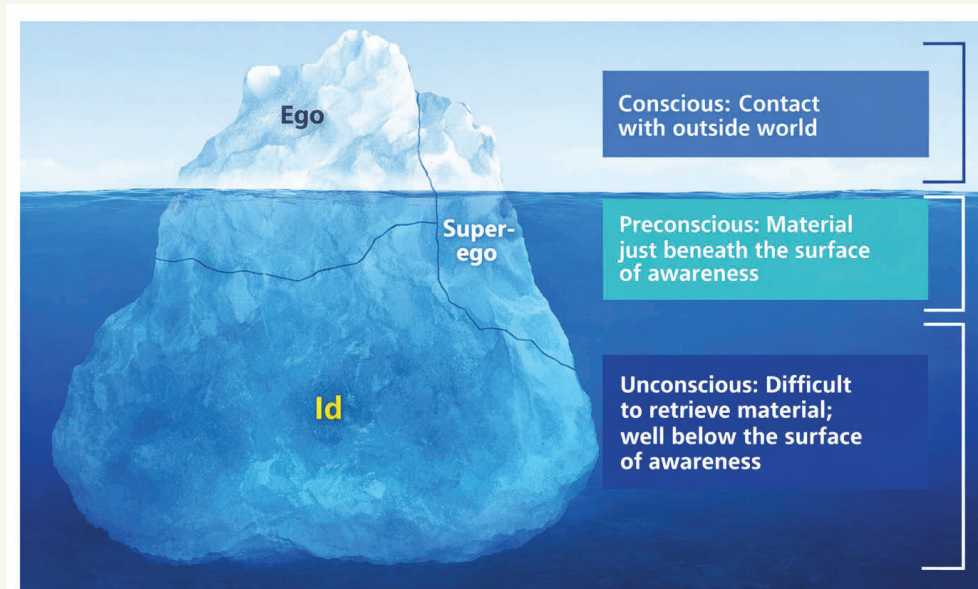
Ego

The decision maker Ego attempts to solve the problem.
It says:



"Maybe I can study for three hours and then meet my friends for a short time."

The Ego makes a practical decision that tries to satisfy both the Id and the Superego.



Pictorial representation of Freud's Conception of the Personality



Match the following.

A	B
Id	Moral guide
Ego	Pleasure principle
Superego	Decision maker

How does the three parts of personality work together?

According to Sigmund Freud, the Id, Superego, and Ego are always interacting with each other. The Id makes strong demands for immediate pleasure and satisfaction. The Superego sets rules and moral limits about what is right and wrong. The Ego acts like a mediator or decision maker, trying to satisfy the Id in a way that also follows the rules of the Superego. At times, the Id and Superego come into conflict, making it challenging for the Ego to satisfy both, which results in anxiety or inner tension.

Freud believed that personality works through this constant conflict. When the anxiety becomes too strong, it may lead to unhealthy or disordered behaviour. To deal with this anxiety, the mind uses **Defense mechanisms**. These are unconscious mental strategies that change or distort reality to reduce anxiety. These defense mechanisms were later studied in detail by his daughter Anna Freud, a psychoanalyst in her own right.

According to Freud, defense mechanisms help manage the conflict between the Id, Superego, and Ego, allowing the personality to function more smoothly.

Defense mechanisms

Observe the scenario.

Students didn't prepare well for an exam and ended up with low marks.

How might they respond?

Consider the conversation among the said students.



The boy blames something else for his result, the girl tries to ease her disappointment, and another student acts as if nothing happened. These are all examples of defense mechanisms used to reduce anxiety.

Types of defense mechanisms

1. Denial

Imagine a student who fails an exam but says, “The result must be wrong. I cannot fail!” Here the person refuses to accept reality. This is called denial.

2. Repression

Think of a person who had a painful experience in childhood but cannot remember it clearly. The mind pushes painful memories out of awareness. This is repression.

3. Rationalization

A student who fails in a test says, “The question paper was too difficult anyway.” Instead of accepting the mistake, the person gives a logical excuse. This is rationalization.

4. Projection

A student who dislikes a classmate says, “He doesn’t like me.” The person puts their own feelings onto someone else. This is projection.

5. Reaction formation

When a person behaves in a way that is opposite to their true feelings. Their real feelings are hidden by exaggerated behaviour, helping them control unacceptable emotions. For example, a student who dislikes classmates may act overly friendly toward them.

6. Displacement

A student is scolded by the teacher at school but later shouts at his younger brother at home. The anger is shifted to a safer person. This is displacement.

7. Regression

When facing stress, a teenager starts behaving like a small child, crying or throwing tantrums. Returning to childlike behaviour is called regression.

8. Identification

A student admires a famous sports personality and tries to behave like them. Trying to imitate someone we admire is called identification.

9. Compensation

A student who is weak in sports and works very hard and becomes excellent in studies. Trying to overcome weakness in one area by succeeding in another is compensation.

10. Sublimation

A person who feels a lot of anger starts boxing or martial arts training. Unacceptable feelings are changed into positive activities. This is sublimation.

Have you ever made an excuse after performing poorly in a test?

Have you ever shouted at someone else when you were upset?

These everyday behaviours help us understand how defense mechanisms work in real life.

Have you ever experienced a conflict between what you wanted to do and what you felt you should do? In such situations, which part of your personality was stronger - the Id, Superego or the Ego?

How did you handle that situation? Share and discuss your answers in the classroom.



b. Psychosocial theory

The Psychosocial theory, proposed by Erik Erikson, explains how personality develops through the interaction between the individual and society. Erikson believed that development continues throughout the lifespan. He explained eight stages of human development- **Infant, Toddlerhood, Preschool Age, Elementary School Age, Adolescence, Early Adulthood, Middle Adulthood and Late Adulthood**. At each stage, a person faces a psychosocial challenge involving personal needs and social expectations. Successfully resolving these challenges helps develop positive qualities such as trust, confidence, and responsibility, while failure may lead to emotional or social difficulties. This theory highlights the importance of social relationships and life experiences in shaping personality.



Erik Erikson



Erikson's Psychosocial Stages of Development

Stage	Developmental crisis	Successful dealing with crisis	Unsuccessful dealing with crisis
1. Infant Birth to 1 year old	Trust vs. Mistrust Infants learn a basic sense of trust dependent upon how their needs are met.	If babies needs for food, comfort, and affection are met, they develop a sense of trust in people and expect those needs to be met in future.	If babies needs for food, comfort, and affection are not met, they develop a sense of mistrust and do not expect their needs to be met in future.
2. Toddler 1 to 3 years old	Autonomy vs. Shame and Doubt Toddlers begin to understand that they can control their own actions.	Toddlers who are successful in controlling their own actions develop independence.	Toddlers whose attempts at being independent are blocked develop a sense of self-doubt and shame for failing.
3. Preschool Age 3 to 5 years old	Initiative vs. Guilt Preschool children learn to take responsibility for their own behaviour as they develop self-control.	If preschoolers succeed in controlling their reactions and behaviour, they feel capable and develop a sense of initiative.	If preschoolers fail in controlling their reactions and behavior, they feel irresponsible and anxious and develop a sense of guilt.
4. Elementary School Age 5 to 12 years old	Industry vs. Inferiority The school-aged child must learn new skills in both the academic world and the social world. They compare themselves to others to measure their success or failure.	When children feel they have succeeded at learning these skills, they develop a sense of industry, making them feel competent and improving their self-esteem.	When children fail or feel that they have failed in learning these skills, they feel inferior when compared to others.
5. Adolescence 13 to early 20s	Identity vs. Role Confusion Adolescents must decide who they are, what they believe, and what they want to be as an adult.	Adolescents who are able to define their values, goals, and beliefs will develop a stable sense of identity.	Adolescents who are unable to define themselves remain confused and may isolate themselves from others or try to be like everyone else instead of themselves.
6. Early Adulthood 20s and 30s	Intimacy vs. Isolation Young adults face the task of finding a person with whom they can share their identity in an ongoing, close, personal relationship.	Young adults who successfully find someone and share their identities will have a fulfilling relationship founded on psychological intimacy.	Young adults who are unable to find someone (often because they do not yet have a stable identity to share) will isolate themselves and may experience loneliness, even when involved in shallow relationships with others.
7. Middle Adulthood 40s and 50s	Generativity vs. Stagnation The focus of this task is to find a way to be a creative, productive person who is nurturing the next generation.	Adults who are able to focus on the next generation will be productive and creative, leaving a legacy for the future.	Adults who are unable to focus outside themselves will remain stagnated and self-centered, and feel that they have not made a difference.
8. Late Adulthood 60s and beyond	Ego integrity vs. Despair The task in this stage involves coming to terms with the end of life, reaching a sense of wholeness and acceptance of life as it has been.	Older adults who are able to come to terms with their lives and the things they have done and left undone and are able to "let go" of regrets will have a sense of completion and will see death as simply the last stage of a full life.	Older adults who have not been able to achieve identity or intimacy or generativity, who cannot let go of their regrets, will feel a sense of having left things until too late and see death as coming too soon.

Source based on Erikson, E.H. (1950) *Childhood and society*, New York: Norton

c. Humanistic approach

Have you ever thought about what you want to become in life? Do you want to learn new things, develop your talents, or achieve something meaningful?



Abraham H. Maslow

The humanistic approach in Psychology helps us understand these human desires for growth and self-development. This approach was strongly explained by Abraham H. Maslow. He believed that human beings are basically good or neutral and that everyone has a natural desire to grow, improve, and develop their abilities.

Imagine a student who loves drawing. At first, the student learns basic drawing skills. Later, the student practices more, experiments with new styles, and finally begins to create beautiful original artwork. This journey shows a desire to grow and reach one's full potential. Maslow called this highest level of development as **self-actualization**. It means becoming the best version of oneself.

Self-actualization in everyday life

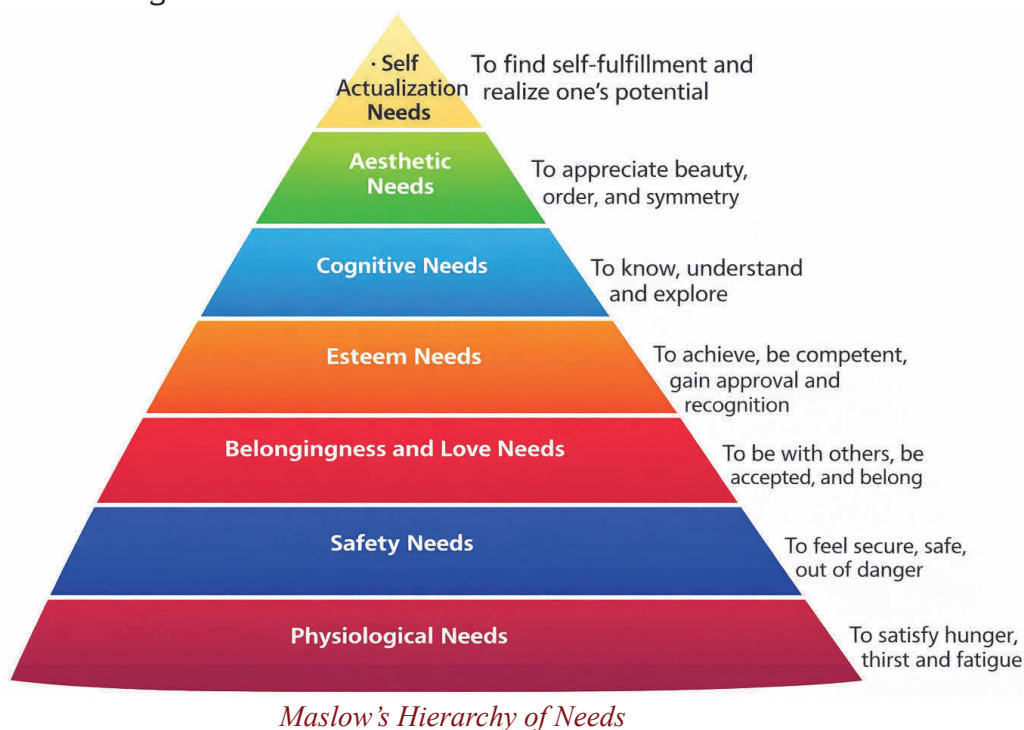
Self-actualization can appear in many daily activities such as:

- Learning new knowledge – for example, reading books or exploring new ideas.

- Appreciating beauty – enjoying nature, art, or music.
- Being creative and playful – writing stories, drawing, or solving problems in new ways.
- Becoming self-reliant – making responsible decisions in life.
- Searching for truth and meaning – thinking about life goals and values.

Consider a student who aspires to become a scientist. Primarily, the student needs basic necessities like food, safety, and education. Once these needs are satisfied, the student can focus on learning, curiosity, and creativity. Through continuous effort and learning, the student moves closer to self-actualization. According to Maslow, individuals must satisfy a series of needs at different levels (Hierarchy of Needs) before attaining self-actualization.

Observe the diagram.



Which talents and/or abilities do you want to develop in your life?

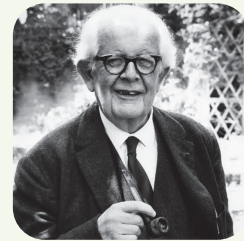
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According to Maslow, an individual can attain full personal development only after their basic needs have been satisfied. However, Maslow also believed that very few people completely reach self-actualization, because it requires continuous effort to fulfil one's potential.



Cognitive theory

The major proponent of the cognitive approach is Jean Piaget, who explained how thinking develops in various stages from childhood to adulthood. Piaget designed a proper framework to understand the structure, functioning and development of cognitive network of human mind. The cognitive theory explains personality by focusing on how people think, understand, and interpret their experiences. It states that thoughts, beliefs, perceptions, and problem-solving skills influence behaviour and personality. People respond to situations based on how they process information, not just on the situation itself.



Jean Piaget

Behaviourist theories of personality

Important contributors include John B. Watson and B. F. Skinner, who explained how behaviour is learned through conditioning. Behaviourism explains personality through learning and experience. It believes that people are not born with a fixed personality; instead, personality develops through interaction with the environment. Behaviour is learned through rewards, punishments, habits, and repeated experiences.



B. F. Skinner



John B. Watson

Trait theory

One important contributor to trait theory is Gordon Allport, who explained that traits guide behaviour across different situations. A trait is a consistent, enduring way of thinking, feeling or behaving. Trait theories attempt to describe personality in terms of a person's trait. The trait theory provides a framework for understanding personality by focusing on the enduring characteristics that define who we are. This approach not only helps in predicting behaviour but also in appreciating the diversity of human personalities.

Personality theories support Professional Social Workers to understand why people think, feel, and behave in different ways. This understanding shows the need for skills that help manage emotions, relationships, and challenges. The subject matter of Psychology helps Social Workers in finding the root causes of difficulties and understanding the relevant theoretical approaches.

Theory card exchange

Step 1: **Make a card**

Prepare a small card with:

- Name of the theorist.
- Key idea. (in 2–3 simple sentences)
- One example from daily life.

Step 2: **Exchange cards**

- Exchange your card with the student next to you.
- Read your partner's card carefully.

Step 3: **Give feedback**

Give simple feedback:

- Is the idea clear?
- Is the example easy to understand?
- One suggestion to improve.

Step 4: **Improve your card**

- Take back your card.
- Make changes based on feedback.
- Present your cards in the class.



3.4 Society

What are the factors that contribute to the development of personality?

-
-

Do you think personality can be developed in isolation?

-

Would a child who is growing up alone develop values, manners, beliefs or social skills?

-

Personality does not grow in vacuum. It develops within a social environment and that social environment is Society. When people live together in relationship with one another, rules and co-operation, it forms a **society**.

Imagine there were no rules, no family, no school, no government. What would life be like? What will happen?

- no safety
- confusion
-
-



Auguste Comte

Auguste Comte the father of Sociology viewed society as a social organism possessing a social harmony of structure and function.

According to **MacIver** society is a web of social relationships.



MacIver

a. Characteristics of Society

What makes a society possible?

- People • •
- Co-operation • •

Society is universal. Human beings cannot live in isolation. Society is based on a sense of belonging and shared consciousness. It is a system, not a crowd.

Likeness and Difference

Likeness is the foundation of Society. As MacIver says, "Society means likeness." People come together because they share common features like language, culture, values, and customs.

However, society is not based only on similarity. Differences also exist. People differ in abilities, interests, talents, and roles. These differences are important because they lead to the division of labour, which helps society function smoothly.

Abstract social relations

Society is not something we can see or touch. It is made up of relationships between people. These social relationships connect individuals and form society.

Interdependence

People depend on each other to meet their needs. No one is completely self-sufficient. Today, even countries depend on one another for trade, resources, and co-operation.

Sociability

Human beings are social by nature. A person cannot develop properly without society. Language, culture, values, and personality grow through interaction with others.

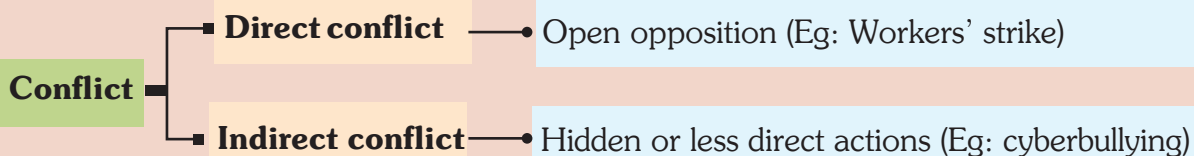
Permanent organisation

Society is not temporary like a crowd. It is a network of statuses and roles occupied by individuals. It is a stable and continuous system that exists across generations. Society continues as long as human beings exist.

Co-operation and Conflict

Co-operation is necessary for society to survive. People work together to achieve common goals, which helps maintain peace and proper use of resources.

At the same time, conflict is also part of society. It happens when individuals or groups oppose each other. There are two forms of conflict:



Though conflict may create problems, it can also bring change and adjustment in society. According to Karl Marx, conflict is a major source of social change.

Competition

Competition is an indirect and impersonal form of conflict. People compete for limited resources such as jobs, wealth, power, and status. It encourages individuals to improve their skills and performance.

Accommodation and Assimilation

These processes help maintain harmony in society. Accommodation means adjusting to each other and reducing conflict. Assimilation means different groups gradually adopt common cultural patterns. Both help society function smoothly.

Create a concept map on the topic “Characteristics of Society.”

Explain your concept map to the class in a few sentences.



b. Community

Does the term Society and Community mean the same?

•

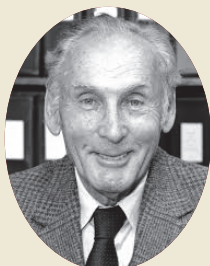
Observe the images.



What connects the people in these pictures?

Are they strangers or members of a group?

A group of people living in a specific area with common interests forms a **community**. A community is a smaller group within society where people live together and interact. Members of a community share a common area, culture, and relationships. They follow shared rules, values, and traditions in their daily life which create a sense of belonging among members. Hence the members experience 'we' feeling.



Kingsley Davis

"Community is the smallest territorial group that can embrace all aspects of social life." (1960)



Charles Harrison Page

"A community as an area of social living marked by some degree of social coherence." (Maclver and Page 1950)

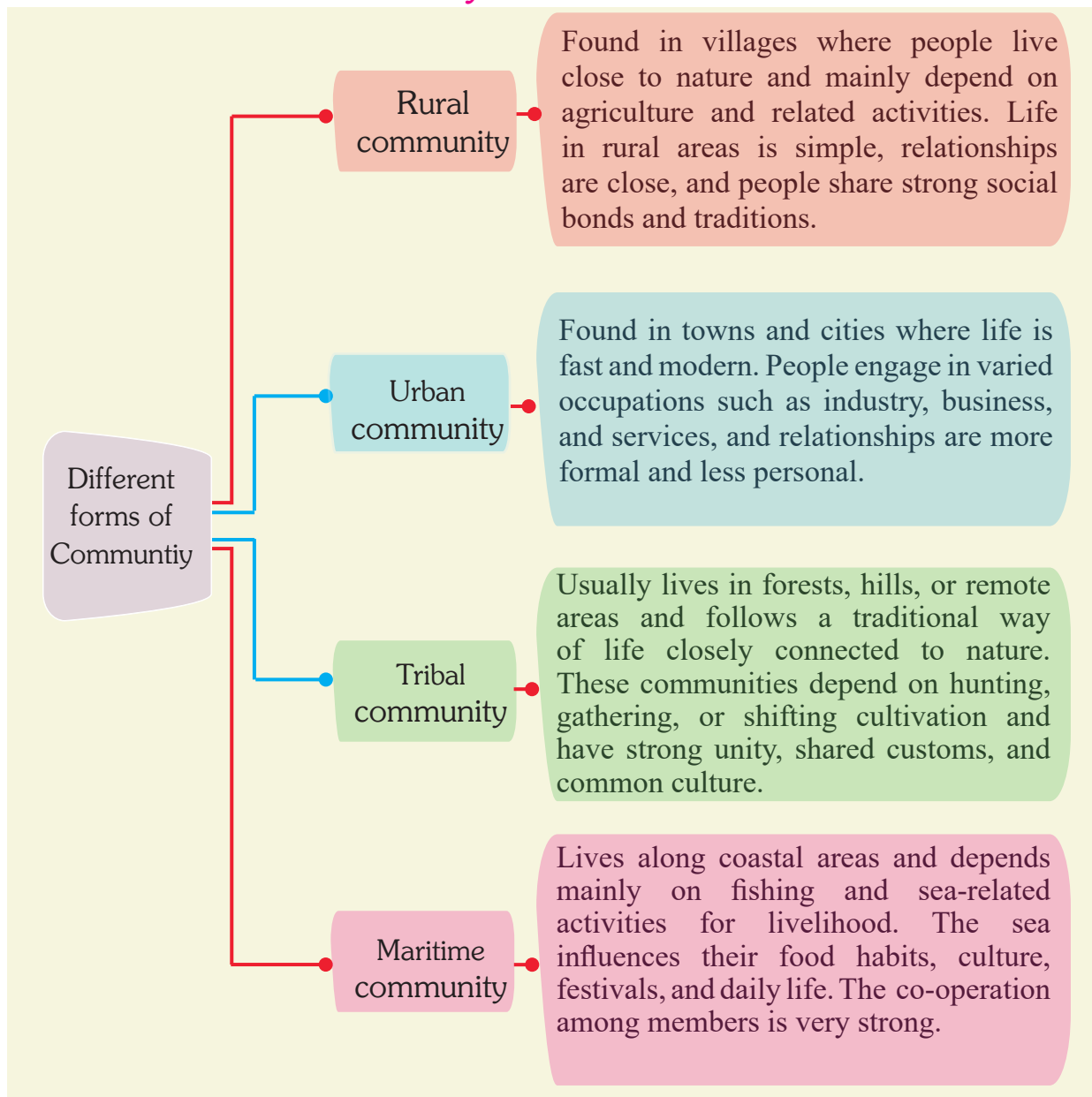
Communities provide emotional support and help people meet their common needs by sharing resources. They encourage co-operation, preserve culture, and ensure safety of their members. Communities also help people solve local problems and live together in a meaningful way. Therefore, communities are the basic building blocks of society.

Think about your surroundings and community. Are they living close to one another and using the same places?

List out the features of a community.

- Specific geographical area
-
-
-

Different forms of Community



The communities, differ in terms of environment, occupation, lifestyle, and culture, showing the diversity of social life.

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

- Society is wider but community is smaller than society
-
-
-

Society	Community
Society is a large group of people living together with shared rules, institutions, and culture.	Community is a smaller group of people living in a specific area or having common interests.
Society is broad and includes many communities.	Community is smaller than society.
Society may not be limited to a specific geographical area (e.g., Indian society).	A community usually has a definite geographical area. (e.g., village, town).
Relationships in society are mostly formal and indirect.	Relationships in a community are close, personal, and direct.
The sense of belonging is comparatively less personal.	A strong sense of belonging and “we-feeling” exists.
Society exists to fulfill all social needs of people.	Community exists to meet common local or group needs.

i) Identify whether the statement refers to Society or Community.



- Strong sense of belonging and emotional attachment
- Large and abstract in nature
- Face-to-face interaction is common
- Includes many communities within it

ii) Write a speech on the topic “The Communities I belong to and the Societies I live in.” Your speech should include:

- At least one community you belong to
- One feature of society
- One difference between community and society

3.5 How does a society function?

Society is not just a group of people living together; it is a dynamic system that operates through continuous processes and relationships. It functions through key elements such as socialisation, social interaction, social groups, and social stratification. These elements help individuals learn social norms and values, build relationships,

organise themselves into groups, and understand their positions in society. Together, they explain how society works, maintains order, and adapts to change.

I. Socialisation

Read the case.

Genie: A Childhood of Isolation and Silence

Genie was a 13-year-old girl from California who was discovered in 1970 after living in extreme isolation. From infancy, she had been confined to a small room and was not spoken to by her parents. She grew up malnourished, neglected, and without love, toys, or any form of social interaction. When she was found, she was unable to stand upright or speak, and could only make soft whimpering sounds.



Her isolation began when she was about 20 months old. Her father kept her locked in a room, often tying her to a child's toilet or restraining her in a crib with her arms and legs immobilised. He prevented anyone from interacting with her. Because she was never exposed to normal communication, she did not develop language skills during childhood.

In November 1970, when Genie was 13 years old, her condition came to the attention of child welfare authorities in Los Angeles County. She was then taken into care and became a ward of the state of California.

What did Genie miss by growing up alone?

A new born human is helpless. The infant has a lot to learn. It must learn the skills, knowledge and accepted ways of behaving in society into which it is born. It must learn a way of life, that is to learn the culture of its society. Culture is a design for living held by members of a particular society.

‘Culture is that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society’. (1871)



E.B. Tylor

Culture determines how members of society think and feel; it directs their action and defines their outlook on life. The process by which individuals learn the culture of their society is known as

Socialisation. Primary socialisation, probably the most important aspect of socialisation process, takes place during infancy, usually within the family. By responding to the approval and disapproval of its parents and copying their example, the child learns the language and many of the basic behaviour patterns of its society. Every human being learns these skills through everyday experiences, not through a single lesson.

‘Socialisation is the process whereby the helpless infant gradually becomes self-aware, knowledgeable person, skilled in the ways of the culture into which she or he is born’. (1977)

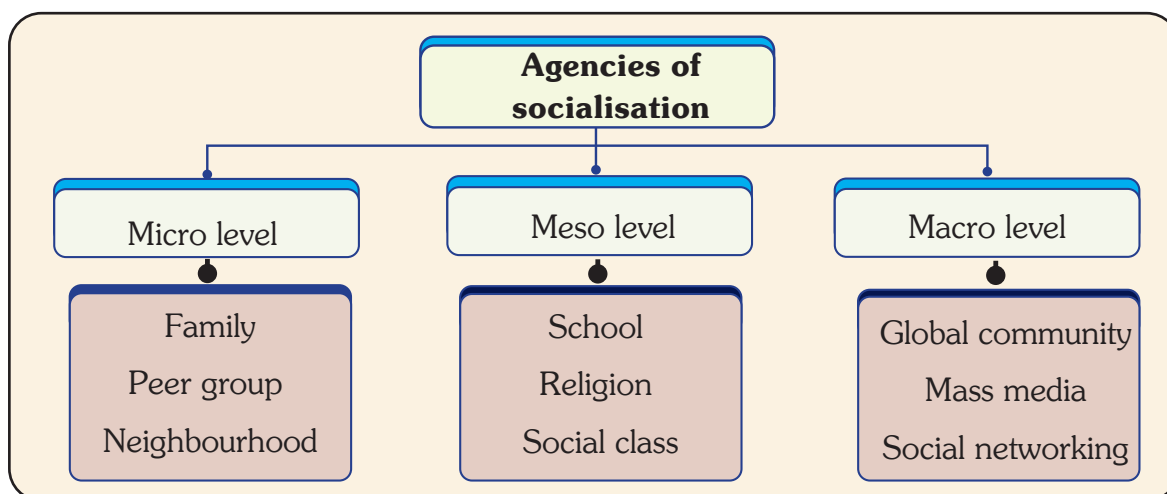


Anthony Giddens

How do we learn to speak, behave, and live with others?

Agencies of socialisation

Socialisation is not limited to childhood; it continues throughout life as people take on new roles, change jobs, and adapt to changes in society. Through this ongoing process, individuals learn values, norms, and appropriate behaviour. The people and institutions that influence this learning such as family, school, peers, and media are the agencies of socialisation. These agencies can be classified in different ways: formal or informal, active or passive, and primary or secondary. However, these categories often overlap, as all agencies are closely connected. Agencies of socialisation can be understood at three levels: micro level, meso level, and macro level.



A. Micro level socialisation

Micro level socialisation refers to interactions within small groups. It is very important because close, face-to-face, and personal interactions form the foundation of socialisation. The main agents at this level are family, peer group, and neighbourhood.

a. Family

Who taught you what is right and wrong before you went to school?

• • •

Socialisation is a continuous process that takes place throughout a person's life. The family is the first and most lasting agency of socialisation. It is the basic social unit where a child begins to learn.

A child's early relationship with family members strongly shapes their personality and outlook on life. The family is often called the "cradle of social virtues" because it is here that children first learn values like co-operation, tolerance, love, affection, and self-sacrifice. In all societies, the family plays a key role in transforming a newborn into a social being.

b. Peer groups

Do you think your dressing style or music taste is influenced more by parents or peers?

A peer group consists of people of similar age, development, and maturity. It includes friends, classmates, siblings, neighbours, and playmates.

Peers often share similar interests and interact closely with each other. During adolescence, acceptance by peers becomes very important. Peer groups greatly influence behaviour, choices, and identity.



c. Neighbourhood

Who are the people you meet most often outside your home and school?

• •

Have you ever learned a habit, language, or behaviour by observing people in your neighbourhood?



The neighbourhood is a local area where people live in close proximity and interact regularly. These frequent interactions help individuals learn from others. Neighbourhoods usually include people from different backgrounds. Through these interactions, individuals are exposed to diverse customs and ways of life. For children, the neighbourhood plays an important role in shaping behaviour, helping them learn discipline, co-operation, and social manners.

B. Meso level socialisation

Meso level socialisation takes place in medium-sized social units. These are larger than small groups like family or peers, but smaller than large, global structures. Examples include schools, educational institutions, political groups, and non-governmental organisations (NGOs). These institutions go beyond personal daily experiences and play an important role in shaping individuals.

a. School

Who taught you to stand in a line, raise your hand before speaking, or follow a timetable?

The school acts as a miniature society where children from different families, religions, castes, and economic backgrounds come together. They participate in common activities and learn how to live and adjust in a social environment. A child's entry into school marks an important step into meso-level socialisation. In school, the values learned at home and in the neighbourhood are strengthened and developed further. School not only supports academic learning but also teaches values like punctuality, discipline, teamwork, co-operation, and resilience.

b. Religion

Why do most religions emphasise values like truth, kindness, sharing, and discipline?



Emile Durkheim

Religion plays an important role in socialisation by shaping beliefs and values. Religious practices such as weddings, festivals, and rituals bring people together and create a sense of unity. Sociologist Emile Durkheim defined religion as “a unified system of beliefs and practices related to sacred things.” Through religion, people sharing common beliefs become part of a moral community. As an agent of socialisation, religion

introduces individuals to spiritual ideas and encourages moral behaviour. However, religion should not be misused for harmful or divisive purposes. It is important to respect all religions, accept individual choices, and promote secular values in society.

c. Social class

Why do people in the same society differ in the way they speak, clothing, or think? What causes these differences?

- differences in education
- differences in income

Society is divided into different social classes, arranged in a hierarchy. Resources such as wealth, education, and opportunities are not equally distributed. Some groups have greater access, while others have less. A social class includes people with similar levels of income, education, occupation, and social status. Each class develops its own distinctive lifestyle, attitudes, and values. Children grow up learning the norms of their social class, which influences their behaviour, thought processes, and life chances. Thus, social class is an important agency of socialisation and plays a major role in an individual's development into fully functioning adult in society.

C. Macro level socialisation

Macro level socialisation includes large scale social units such as nations, global forces, and international communities. These influence people beyond their immediate surroundings.

a. Global community

Look at the picture.



Have you heard of *Loka Kerala Sabha*?

Lakhs of Keralites live in different parts of the world. Even though they live abroad, they remain connected to Keralam. To bring together their ideas, experiences, and opinions, the Government of Kerala conducts

a special programme called *Loka Kerala Sabha*.

What new ideas can Keralites abroad bring to Keralam?

How does living in another country change a person's values and behaviour?

Can these ideas influence the society of Keralam?

People living across different countries form a global community. Through meetings like Loka Kerala Sabha, social media, education, work culture, and shared experiences, the global community influences our values, attitudes, lifestyle, and thinking. Therefore, the global community acts as an important agent of socialisation.

What are the global communities you are familiar with? How do they influence the socialisation process?

b. Mass Media

"Media don't just inform us, they shape us." Do you agree to this statement?

Which film/show has influenced you the most? If so why?

•

It is difficult to imagine life without printed materials, television, radio, or mobile phones, as these have become an essential part of daily life. Along with parents, schools, and peer groups, mass media is also a powerful agent that influences young minds. It plays an important role in spreading information widely and reaching large numbers of people. In today's fast-changing world, societies and institutions are constantly evolving, leading to new social patterns and modern forms of communication, especially through mass media.



Media

The term media is derived from the Latin word for "middle," means channels used to communicate information to people. The media has become instrumental in defining what we think, how we look upon our social place and issues in society.



How does media influence your daily life and choices?

c. Social networking

Read the news.

Selfie With Daughter — A Social Media Campaign on Gender Equality



The Selfie With Daughter campaign was launched in India on 9th June 2015 by social activist Sunil Jaglan in Haryana to promote the importance of daughters and gender equality. Parents and families were encouraged to take and share selfies with their daughters on social media platforms to celebrate girls and raise awareness against discrimination. It was initiated so as to challenge gender bias and show pride in having a daughter helping change social attitudes. The campaign later expanded to include promoting girl education and economic empowerment.

Have you seen campaigns spreading through social media?

Social networking uses internet-based platforms to connect people with family, friends, and larger social groups. It allows individuals to share ideas, interests, and experiences. Through online communication, people are exposed to new lifestyles, values, and perspectives that shape their attitudes and behaviour.

Virtual communities are online groups formed around common interests or goals. It brings together people from different places and provide spaces for interaction, learning shared values, and developing a sense of belonging. Thus, they act as important modern agents of socialisation.

However, social networking can also lead to negative implications like cyberbullying, which will affect a person's self-esteem and promote unhealthy attitudes. Despite these drawbacks, mass media, electronic media, and virtual communities continue to play a major role in the socialisation process.

Do you take part in social networking campaigns?

Why do they influence you?

What changes have you seen or helped to bring through them?



i) Classify the following agents under Micro, Meso, or Macro level socialisation.

Family, School, Social networking, Peer group, Religion, Mass media, Neighbourhood, Social class.

Micro level	Meso level	Macro level
•	•	•
•	•	•
•	•	

ii) Prepare a 'My Socialisation diary' for one week. Each day you must record one situation where you learned something (value, behaviour, rule). Identify the agents of socialisation involved (family, school, peers, media, religion etc). Conduct a digital presentation in the class.

II. Social interaction

From the time you wake up until you reach school, you interact with many people.

- Friend
- Teacher
-
-

Were you completely alone at any time?

All these actions - talking, responding, greeting, and messaging - are examples of social interaction. Human beings interact with others to satisfy their needs and to build relationships. Communication and interaction are essential for maintaining social relationships.



"Social interaction is the general process whereby two or more persons are in meaningful contact as a result of which their behaviour is modified however slightly."

Eldredge and Merrill (1952)

Social interaction is a basic feature of society. People may live together, but society becomes meaningful only when they interact with one another. In daily life, we talk, listen, help, co-operate, and respond to others at home, school, and in the community. These everyday actions help form relationships and social bonds.

Social interaction is a continuous process where people influence and respond to each other. It can take place between individuals or groups. These interactions occur through different **Social processes**, which are the basic ways people build relationships. The term social processes refers to the general occurrence of repeated modes of action in social situations.

Analyse the two situations given below.

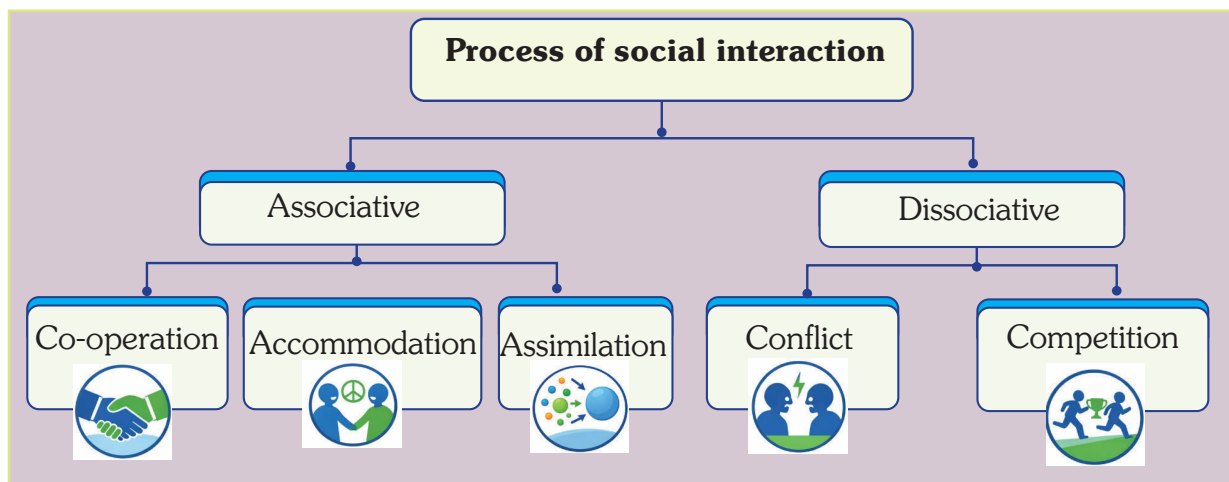
Situation 1 : Suppose the road that leads to your house is unfit for commute. But there is a possibility to construct a new one with a group effort. What will you do?

Situation 2 : 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, people come together and co-operate to build a road. In second instance, people question or oppose someone for blocking the road. This shows that interaction can happen in different ways depending on the situation. Therefore, social interactions are classified into two types: Associative and Dissociative processes.

Can you say situation 1 and situation 2 are coming under which category?

Situation 1:..... Situation 2 :.....



a. Co-operation

When your class prepares for Arts Day or Sports Day, can one student do everything alone?

•

When people join hands to achieve a common goal, it is called co-operation. The word comes from two Latin words: 'Co' meaning



“Co-operation is a form of social interaction wherein two or more persons work together to gain a common end”.

Merril and Eldredge (1980)

together and ‘Operari’ meaning to work.

Co-operation is a basic part of social life. Society cannot exist without it. It means working together for shared goals or common interests. It is a joint effort where people contribute and share the rewards. Co-operation helps us face and overcome different situations in both personal and social life.

b. Accommodation

Have you heard about Srirangapatna Treaty 1792?

Who signed this treaty? What was it for?

•

What might have happened if this agreement had not been signed?

•



Accommodation is a term used by the sociologists to describe the adjustment of hostile individuals or groups.

Ogburn & Nimkoff (1958)

In any conflict, there are always efforts to bring peace because conflicts cannot go on forever. After some time, the opposing sides come to an agreement. This process is called accommodation.

Accommodation means adjusting to a new situation after conflict. In life, people face many conflicts, but these cannot continue indefinitely. So, adjustments are made to restore peace. Accommodation is the continuous process by which people adjust to different situations and groups.

c. Assimilation

A migrant family from another state settles in Keralam.

What changes might there be in their lifestyle?

•

•



“Assimilation is the process of mutual cultural diffusion through which persons and groups become culturally alike”.

Horton and Hunt (1964)

Overtime they start speaking Malayalam, celebrate festivals of Keralam, follow local food habits and adopt social customs of Keralam. They become indistinguishably integrated into the dominant host society (Keralam). The subordinate group (migrant family) comes to accept and internalise the values and culture of the dominant host society. This process is defined as assimilation.

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.

d. Competition

In a class, two students prepare for the same school-level scholarship exam. Both work hard, attend extra classes, and try to score better than the other. Only one will be awarded the scholarship.

Why are both students working harder than usual?

Are they enemies?

Do they follow the same rules?

What pushes them to improve their performance?

When people strive to achieve the same goal within accepted rules, it is referred as competition.

People begin to compete when opportunities are limited but the number of people wanting them is high. This is a form of social interaction. Competition is a basic, universal, and impersonal type of social interaction. It occurs when individuals or groups try to achieve goals that only a few can attain. Competition promotes efficiency, creativity, and self-improvement. Even though it may sometimes create stress or rivalry, it plays an important role in progress in education, the economy, and social life. It motivates people to perform better and achieve success.



“Competition is a contest to obtain something which does not exist in a quantity sufficient to meet the demand”.

E. S. Bogardus (1913)

e. Conflict

Can society exist without disagreements?

Do all people have the same interests?

What happens when needs, power, or opinions come into conflict?

When individuals or groups try to protect their own interests, conflict naturally arises. That is why sociologists consider conflict as an important social process.

Human beings are often self-centered, and yet also tend to question or protest in the face, unfair, unjust and exploitative situations so disagreements and struggles are common in



“Conflict is the deliberate attempt to oppose, resist, or coerce the will of another or others.”

A.W. Green (1956)

society. For this reason, conflict is seen as a basic form of dissociative interaction. Whenever there is a difference in the interests or goals of people, some form of conflict is likely to occur. Conflict can take place between individuals, between groups, or even between societies or nations.

Does conflict lead to social change?

i. Write the kind of interactions involved in the situations given below.



- Farmers helping each other during harvesting.
- Two students try to score the highest marks in an examination.
- Workers go on strike demanding higher wages.
- Two neighbouring communities adjust their practices to live peacefully.
- A migrant group gradually adopts the language and culture of the host society.

ii. Prepare a digital album showing the process of social interaction and present it in class.

III. Social group

Imagine five people standing in an elevator or lift. They are all staring at the floor, not speaking. Are they a social group?

That is just an aggregate. It is a collection of people in the same place at the same time.

Now, imagine the elevator or lift breaks down. These five people start talking, sharing names, and working together to press the alarm. Now they are a social group.

How did aggregate become a social group?



“Whenever two or more individuals come together and influence one another, they may be said to constitute a social group.”

Ogburn and Nimkoff

Aggregate evolved into a group when the goal was to press the alarm and get saved. Have you had such situations in your life?

A social group is an organised collection of individuals who are aware of their membership and are connected through social relationships. Human beings constantly come together to form groups such as families, friendship circles, neighbourhoods, businesses, clubs, and communities. These groups are formed based on shared experiences, interests, and loyalties.

A social group is more stable and lasting than a crowd. It consists of people who are connected through continuous interaction and relationships. Social groups are the basic elements of

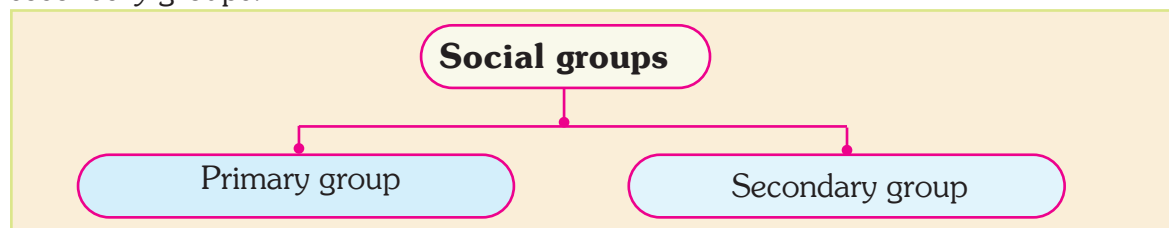
society because they help in forming and sustaining social life.

Social Workers often work with families, communities, self-help groups, peer groups, and support groups. In simple terms, a social group is a collection of two or more people who interact with each other, share common goals or interests, and influence one another.

Social workers often work with different types of groups such as families, communities, self-help groups, peer groups, and support groups.

Classification of social groups

Based on the level of personal closeness and concern among members, sociologists classify social groups into primary groups and secondary groups.



Primary group

According to Charles Horton Cooley, a primary group is a small group in which members share close, personal, and lasting relationships. Members of such groups spend a lot of time together, take part in common activities, and know each other well. These groups are based on strong emotional bonds. Even though there may be occasional conflicts, members show genuine care and concern for one another.

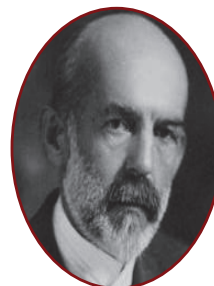
Family and close friends are the best examples of primary groups. These relationships provide a sense of comfort, security, and belonging.

What are the main features of Primary group?

- Face to face interaction
- Small size

Secondary group

In contrast to primary groups, a secondary group is a large and impersonal social group formed to achieve a specific goal or activity.



C.H.Cooley

Some examples of Primary groups



Some examples of Secondary groups



Office Colleagues



Online Community



Reading Club



Official Meeting

Relationships in such groups are formal, with weaker emotional connections and limited personal interaction. Secondary groups are usually large in size, such as cities, nations, political parties, or labour unions. In these groups, interactions are often indirect, and personal bonds are minimal. According to William F. Ogburn, “Groups that provide experiences lacking intimacy are called secondary groups.”

What are the main features of secondary groups?

- Large in size
- Indirect relation
- Impersonal relation



Mark tick (✓) to the right answer corresponding to the features of each group.

Features	Primary group	Secondary group
Face-to-face interaction	☐	☐
Physical proximity	☐	☐
Small size	☐	☐
Large size	☐	☐
Informal relationships	☐	☐
Formal relationships	☐	☐
Strong emotional attachment	☐	☐
Relationships are impersonal	☐	☐
Long-term and permanent	☐	☐
Temporary or goal-oriented	☐	☐

Reference group

When buying clothes, whose opinion matters most to you?

•

When choosing a career, whom do you look up to?

•

How do you decide what is 'right' or 'wrong', who influences you?

- friends •
- celebrities •
- sports personalities •

Why do we care about their opinions?

Do we always belong to these people or groups?

Do they influence our thinking and behaviour?

These people or groups act as standards for our behaviour, choices, and values. In Sociology, such groups are called reference groups. A reference group is one that we use to evaluate ourselves and to decide how we should think, behave, or act.

We often use reference groups in our daily life. They serve as a point of comparison when making decisions or forming opinions. The term reference group was introduced by Herbert Hyman in 1942 to describe groups that people use to evaluate their own situation or behaviour. A reference group can be either a primary or a secondary group.

These are groups with which we psychologically identify. We may or may not be members of them, but we may aspire to belong to them. Therefore, people do not need to be actual members of a group for it to influence their thoughts and actions.

Name one person or group you admire.

•

How does that person or group influence your behaviour, goals, or lifestyle? Write in the box provided below.



IV. Social Stratification

Read the situations given below.

Situation 1

Imagine two students in the same class who are equally intelligent and hardworking. Both have the dream of getting into an IIT. After Plus Two, one student joins an expensive entrance coaching center with high fees, while the other cannot afford it and relies on free online tutorial classes and shared notes. Even though both students have similar abilities, their preparation environments are different.

Why was the second student unable to join the entrance coaching programme?

-
-
-

Situation 2

In a village, some families continue to follow their caste-based traditional occupations, such as pottery, weaving, or manual labour, even though the younger generation may wish to choose different careers.

In what ways does caste influence occupational opportunities?

-

Situation 3

A pair of twins - a boy and a girl - complete their schooling with equal marks. Both get admission to an expensive professional course. However, due to financial difficulties, the family decides to support only the boy's education, while the girl is asked to choose a less expensive course or stop her studies.

Why was the girl not given the same educational opportunity despite having equal qualifications?

-

Which all factors are most prominent in these three situations?

-
-
-

What factors are responsible for creating these differences?

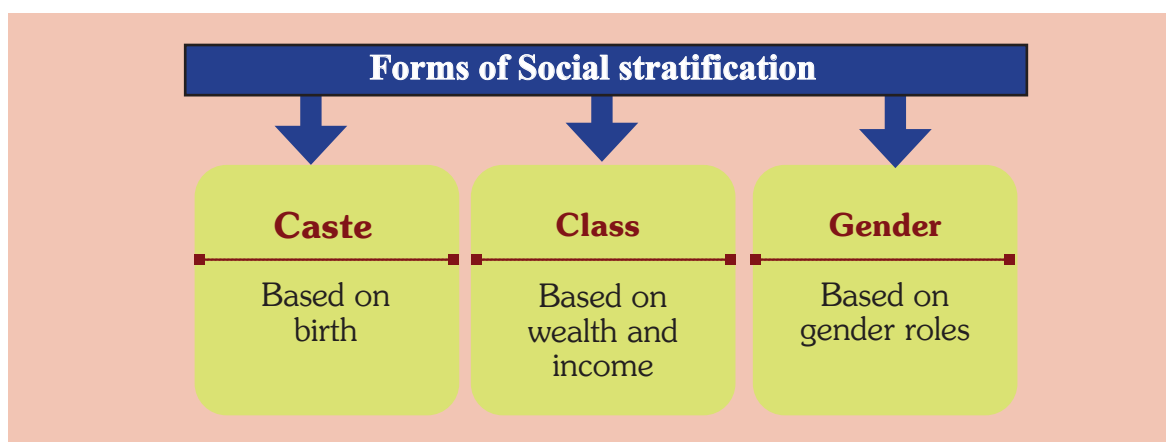
All human societies, from the simplest to the most complex, have some form of social inequality. Social inequality refers to differences created by society, where power and prestige are not equally distributed among individuals and groups.

When society is divided into different layers based on factors like income, education, occupation, and power, it is called social stratification. It refers to a system in which social groups are ranked one above another, usually based on the level of wealth, power, and prestige they possess. Social stratification is a key feature of society that results in unequal access to resources.

“Social stratification is an arrangement of positions in a graded hierarchy of socially superior or inferior ranks”

Kurt B. Mayer(1955)

People differ in terms of wealth, occupation, education, gender, caste, race, and power. These differences create social divisions, where some groups enjoy higher status and privileges, while others receive less respect and fewer opportunities. As a result, individuals experience unequal opportunities in life, such as access to education, healthcare, and employment. The caste system existed in India is a clear example of social stratification. A person's position in this system can strongly influence different aspects of their life.



a. Social stratification based on Caste

What are some of the basic features of the caste system?

The caste system is a hereditary and hierarchical form of social stratification that is supported by religious beliefs. It divides

society into fixed and unequal groups known as *jatis* and *varnas*. This system restricts social and occupational mobility, preventing people from choosing their own professions and leading to the improper use of human resources. The most harmful and degrading feature of the caste system was untouchability.

How did the caste system that existed in India restricted social and occupational opportunities and mobility?

•

How did the Indian Constitution abolish the rigid restrictions of the caste system?

•

b. Social stratification based on Class

Has society treated the rich and the poor equally?

•

The class system is a form of social stratification mainly found in modern, industrial, and capitalist societies. It refers to the division of society into different groups or classes, where members share similar socio-economic status, education, occupation, wealth, and lifestyle. People belonging to the same class often have similar life chances. Their access to opportunities, privileges, and resources is largely influenced by their class position.

c. Social stratification based on Gender

Are you aware of gender identities other than men and women?

•

Are they treated equally compared to men and women?

•

Gender is a social and cultural concept that refers to the roles, behaviours, expectations, and attributes that society considers appropriate for men, women, and other gender identities. Society often assigns specific roles and responsibilities based on biological sex. Sociologists view gender as an important factor in social stratification, as it creates unequal distribution of status, power, and privileges between men, women and other gender identities.

Through the process of **Gender Socialisation**, individuals learn how to behave according to societal expectations. For example, masculinity is often associated with strength, rationality, and dominance, while

femininity is linked with gentleness, emotionality, and submission. These socially defined roles reinforce patriarchy, which can limit women's participation in education, employment, and decision-making. At the same time, it may also restrict men from expressing emotions or taking up nurturing roles.



THE TRANSGENDER PERSONS (PROTECTION OF RIGHTS) ACT, 2019

THE TRANSGENDER PERSONS (PROTECTION OF RIGHTS) AMENDMENT ACT, 2026

k(i) "Transgender person" means a person having such socio-cultural identities as kinner, hijra, aravani and jogta, or eunuch, or a person with intersex variations specified below or a person who, at birth, has a congenital variation in one or more of the following sex characteristics as compared to male or female development:-(a) primary sexual characteristics; (b) external genitalia; (c) chromosomal patterns; (d) gonadal development; (e) endogenous hormone production or response, or such other medical conditions;

No person or establishment shall discriminate against a transgender person on any of the following grounds, namely-

- (a) the denial, or discontinuation of, or unfair treatment in, educational establishments and services thereof;
- (b) the unfair treatment in, or in relation to, employment or occupation;
- (c) the denial of, or termination from, employment or occupation;
- (d) the denial or discontinuation of, or unfair treatment in, healthcare services ...

Source: Ministry of Law and Justice

Read the news headlines.



Classify these headlines based on the different forms of social stratification and identify more similar examples to add to the list. Work in groups to prepare infographics that illustrate the forms of social stratification using images and relevant statistics.

Sociological understanding helps Social Workers see individual problems in a broader social context. It helps them understand how factors like poverty, caste, class, gender inequality, family, and culture influence people's behaviour. Instead of blaming individuals, Social Workers can find the real social causes of problems and plan better solutions. It also helps them understand inequality and support marginalised groups, promoting social justice.

To be effective, Social Workers must understand both individuals and society. Studying society helps them learn about social systems, groups, and problems, while understanding individuals helps them study behaviour, emotions, and mental health. By combining Sociology and Psychology, Social Workers can better understand people and their situations. Without this knowledge, they cannot properly solve problems. Therefore, learning both subjects is important for successful Social Work practice.



1. Conduct a case study showing how environmental factors shape an individual's personality.
2. Observe your school life and list: rules and routines, discipline practices, teacher-student interaction, celebrations, assemblies, uniforms. Prepare a poster on 'Hidden Curriculum in My School'
3. Conduct a Role play regarding the theme
Adulthood- "Between Work and Family"
4. How do social processes help maintain social order in a society?
Write a short reflective essay on the topic.
5. Take a virtual tour : a shopping mall, a government hospital, a slum area, a rural village. What differences did you notice in the environment? What type of social stratification is evident?

SOCIAL WORK IN PRACTICE: KEY FIELDS AND SETTINGS

4



What was the problem discussed by the students here?

What solution did the students suggest to help her overcome the problem?

•

Social Work is a professional discipline that aims to enhance the well-being of individuals, groups, families and communities. Social Workers work in diverse settings, and the field in which they practise depends on the nature of the problems faced and the population they serve.

Do you know such fields of Social Work?

•

Look at the notice board of a Social Work club in a Higher Secondary school.

Fields of Social Work, Transforming lives across Society



Community Development



**Gerontological
Social Work**



**Environmental /
Eco-Social Work**



**Social Work in
De-addiction Settings**



School Social Work



Industrial Social Work



**Correctional Social
Work**



**Social Work in Disaster
Management**



**Health (Medical and
Psychiatric) Social Work**

Observe the fields and identify the main client in each settings.

- Community Development - community
- Gerontological Social Work - senior citizen
-
-
-
-

Apart from these, Social Work profession also carries out interventions in the following areas.

- Differently abled Persons
- HIV/AIDS affected people
- International Social Work
- Family and child welfare
- Women and Gender issues
- Youth and Adolescent development
- Human Rights
- Social Entrepreneurship
- Immigration and Refugee support
- Anti-Trafficking prevention

Each of these areas represents a specific setting where Social Workers use their knowledge and skills to deal with different issues. The type of problems and the roles of Social Workers vary from one setting to another. Therefore, it is essential to have a clear understanding of these settings.

4.1 Major fields/ settings of Social Work

I. Community development

Read the experience of a village.

KARIMPADUKKA: A BEACON OF EMPOWERMENT THROUGH COLLECTIVE ACTION

Karimpadukka: Once a remote tribal hamlet, Karimpadukka suffered from poverty, social isolation, and lack of basic facilities. Over the years, the village has experienced significant positive change through systematic community development efforts guided by Professional Social Work intervention.

The Social Worker played an important role by mobilising the villagers and conducting a participatory assessment to identify their felt needs. Through continuous interaction and trust-building, the Social Worker motivated the community to take active part in development programmes and collective decision-making.

Using local resources and skills, the Social Worker organised self-help groups among tribal women. Activities such as dairy farming, hut-based homestay tourism, and indigenous product units were promoted. These initiatives improved household income and enhanced women's confidence, leadership, teamwork, and financial management skills. Women also began to participate more actively in household and community-level decisions.

In the social sector, the Social Worker co-ordinated with Panchayat authorities and health departments to address education and health needs. School attendance among

children improved, adult clubs were formed to promote social participation, and awareness programmes on health and hygiene helped improve living conditions in the village.

Sharing her experience, Dhanya, a resident of Karimpadukka, stated that the community once felt neglected but now lives with hope and unity. During a community meeting, villagers expressed their gratitude to the Social Worker for the committed and culturally sensitive approach. Today, Karimpadukka is recognised as a model tribal hamlet, clearly showing the transformative impact of collective action and professional Social Work in community development.

What were the activities carried out under the leadership of the Social Worker for community development in Karimpadukka?

-
-

What socio-economic developments have taken place in Karimpadukka as a result of these interventions?

-
-

Karimpadukka's story illustrates the concept of community development. It is a process in which people come together to identify their needs, plan collectively, and take action to improve their social, economic, and cultural conditions. Community development is not limited to building roads or infrastructure; it focuses on empowering people, developing leadership, and encouraging active participation and self-reliance.

Many communities face challenges such as poverty, unemployment, lack of education and healthcare, poor infrastructure, and inadequate living conditions. Moreover, vulnerable groups frequently face inequality and social marginalisation. These issues highlight the need for people's active involvement in planning and implementing development programmes. Therefore, community development plays a vital role in ensuring overall progress and enhancing the quality of life.

According to Frank, F. and Smith, A. (1999) Community development is the planned evolution of all aspects of community well-being (economic, social, environmental and cultural). It is a process whereby community members come together to take collective action and generate solutions to common problems.

"Community development is a process designed to create conditions of economic and social progress for the whole community with the active participation of the people, and as far as possible, on the initiative of the community". *United Nations (1955)*

By examining Karimpadukka Grama Panchayat, it becomes clear that the objectives of community development were effectively achieved through well-planned, people-centered programmes. The major aim was to improve the quality of life by meeting basic needs such as housing, sanitation, health services, safe drinking water, electricity, and education. All these programmes were formulated after

identifying the problems and priorities expressed by the people, thereby directly addressing their felt needs. Another important objective was to promote people's participation by involving the community in identifying problems, planning activities, and implementing programmes. Social justice and equality were ensured by empowering women and marginalised groups and enabling them to take part in social and economic life. Skill development and livelihood programmes aimed at economic self-reliance and employment generation. Environmental protection and sustainable use of resources supported long-term development. Through co-operation, self-help, and collective action, Karimpadukka moved towards an inclusive, sustainable and self-reliant community.

Felt Need



A felt need is what individuals or community perceive as a problem or requirement based on their own experiences, which they believe requires immediate intervention.

Identify the objectives of Community Development interventions based on the case of Karimpadukka and complete the diagram.



In Karimpadukka, numerous positive changes have been achieved through the effective implementation of community development programmes under the leadership and guidance of a Professional Social Worker. Improvements in livelihoods, health, education, sanitation, women empowerment, and community participation were not accidental; they were the result of planned community development interventions.

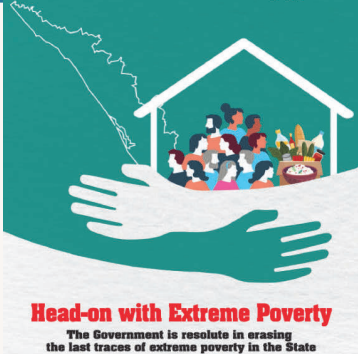
List out the major community development programmes being implemented in your locality.

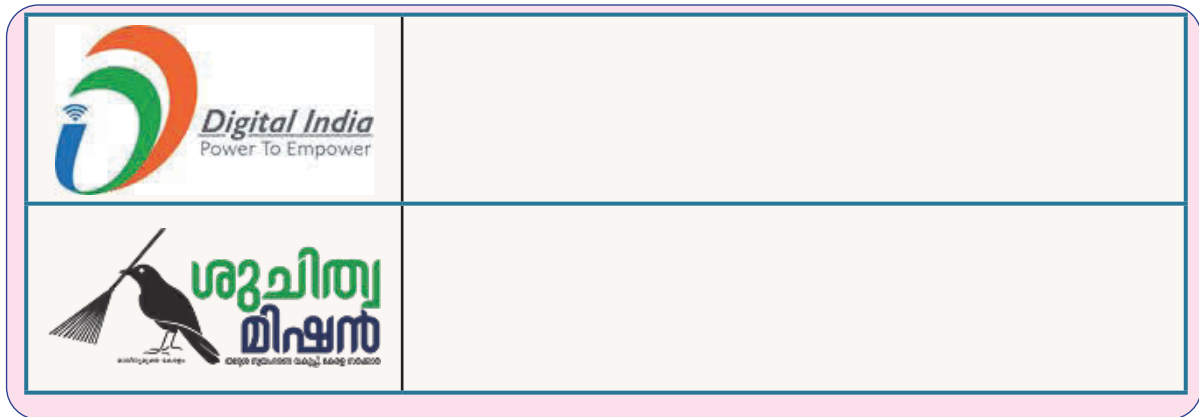
- Kudumbashree •
- •
- •



Some important Community Development Programmes being implemented in India to promote social welfare, economic development, and people's participation are listed below. Identify the poster/logo of other Community Development Programmes given below and complete the table.

Major ongoing community development programmes in India

Poster/Logo	Activities
	Jal Jeevan Mission (2019) aims to provide every rural household with a regular supply of clean, safe drinking water through functional household tap connections, improving health and living standards.
	Vayomithram (2010-11) is a senior citizen welfare project of Kerala, provides mobile health check-ups, basic medical care, counselling, and home-based palliative services to ensure the health and well-being of elderly people in the community.
	Extreme Poverty Eradication Programme (EPEP-2025 of Kerala) addresses food, housing, health care, education, and livelihood needs through customised plans implemented by local governments, Kudumbashree, and converged welfare schemes. On 1 st November 2025, Kerala became the first Indian state to be declared free of extreme poverty, reflecting sustainable and community-centered development.
	
	



a. Role of a Social Worker in Community Development

Jasmin, the Social Work teacher of Government Higher Secondary School took the Humanities students for a field visit to Karimpadukka. Listen to their conversation after the field visit.



Read the observation note prepared by the learners on the role of Social Workers in community development.

Study of community: The Social Worker begins by understanding the felt needs of the community. This involves conducting surveys, observing living conditions, talking with residents, and identifying problems such as unemployment, poor housing, lack of education, or inadequate health facilities. Community Development starts with understanding the real needs of people.

Organising communities: Once the community's needs are identified, the Social Worker helps people come together and participate in collective action. They form groups, associations, or committees so that people can discuss issues and make decisions together.

Resource mobilisation: Community Development requires the use of both internal and external resources. The Social Worker helps the community identify, gather, and use these resources effectively.

Capacity building: Capacity building means strengthening the knowledge, skills, and confidence of people so that they can manage their own development. The Social Worker conducts training, workshops, awareness campaigns, and leadership development programmes.

Planning, implementation, and co-ordination: This is one of the most important role of Community Development Social Workers. They help the community plan development activities, implement them effectively, and co-ordinate with various agencies for support.

Project management: Social Workers are involved in the planning, implementation, and supervision of community development projects. They prepare project proposals, manage funds, co-ordinate with officials, and ensure timely completion of activities.

Advocacy: It means speaking up for the rights and needs of marginalised groups in society. Social Workers act as advocates to influence policies, mobilise public opinion, and ensure justice for vulnerable sections.

Monitoring and evaluation: After implementing projects, Social Workers regularly monitor activities and evaluate their results. They check whether the project goals have been achieved and assess their impact on the community.

Work in groups and analyse the situation:

A coastal village often faces floods. Many families lose their homes, children stop going to school, and there is poor sanitation. People depend on outside help and there is no local organisation.



What problems do you see in the community?

As a Community Development Social Worker, name any three roles you would take. Suggest one long-term solution based on community participation.

b. Where do community Social Workers work?

Social Workers in community development work in different sectors and institutions where they help people organise themselves, access resources and promote social welfare.

Fields of community Social Work

Rural communities

Social Workers play an important role in rural development by working closely with village communities. They help organise self-help groups, support agricultural development, promote sanitation and health awareness, and guide people in accessing government welfare programmes. These include poverty alleviation initiatives such as the Kudumbashree Mission and various employment schemes.

Urban communities

In urban areas, especially in slums and low-income neighbourhoods, Social Workers work through programmes like the National Urban Livelihoods Mission (NULM) and institutions such as Slum Development Boards. They organise community groups, support skill development, improve housing and sanitation, and facilitate access to social services.

Tribal communities

In tribal areas, Social Workers promote education, health awareness and livelihood opportunities. They help tribal people access government development programmes, protect their rights and preserve their cultural identity. They collaborate with institutions such as Kerala Institute for Research Training and Development Studies of Scheduled Castes and Scheduled Tribes (KIRTADS), Tribal Extension Offices and Ekalavya Model Residential Schools (EMRS).

Government development agencies

Social Workers are employed in departments such as the Department of Women and Child Development (ICDS/Anganwadis), Department of Social Justice, and Rural Development Departments, along with local self-government institutions. They implement welfare schemes and promote community participation.

Non-Governmental Organisations (NGOs)

Social Workers work with registered voluntary organisations such as PRADAN (Professional Assistance for Development Action), SEWA (Self-Employed Women's Association), CRY (Child Rights and You), Childline, HelpAge India and environmental groups like Thanal. They implement projects related to education, health, environment, livelihood and empowerment of marginalised groups.

Community-Based Organisations (CBOs)

Social Workers assist in forming and strengthening community-based organisations such as self-help groups, youth clubs and neighbourhood associations. These organisations help people collectively address their problems and participate in development activities.

Health and public welfare programmes

Social Workers are involved in programmes such as the National Health Mission (NHM), Community Health Centers (CHCs) and the ASHA (Accredited Social Health Activist) network. They promote health awareness, disease prevention and maternal and child health services.

International level

Social Workers collaborate with organisations such as the United Nations, UNICEF, World Health Organisation (WHO) and International Labour Organisation (ILO), contributing to global programmes on health, poverty reduction and sustainable development.

Educational and awareness programmes

Social Workers work in institutions such as the Kerala State Literacy Mission Authority (KSLMA) and Continuing Education Centers, along with schools and colleges, to promote literacy, awareness and social education.

Invite a Professional Social Worker working in community development, such as from Kudumbashree, Vijnana Keralam, or a local NGO, to your class.



With the help of your teacher, prepare an interview schedule. After the interaction, write a short report and present your findings in class, focusing on the role of the Social Worker and the impact of their programmes on the community.

II. Environmental Social Work

Read the profile.

Ramisetti Murali is a Professional Social Worker and environmental activist from Andhra Pradesh. He completed his BSW and MSW from Nagpur University. He works in the areas of environmental sustainability and rural development, focusing on issues like water conservation, sustainable agriculture, waste management, and community participation. Through his initiatives, he promotes activities such as tree planting, watershed management, sanitation, and sustainable livelihoods. As the founder-director of *Modern Architects for Rural India* (MARI) and through his association with *Freshwater Action Network South Asia* (FANSA), he works closely with rural communities and self-help groups. He encourages practices like organic farming and vermicomposting.



What are the main areas Ramisetti Murali works in?

-
-

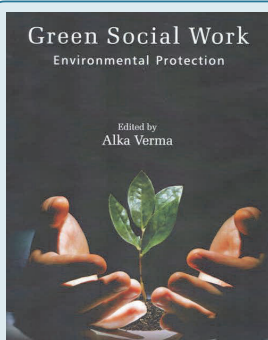
His work shows how Professional Social Workers can combine environmental protection with social development.

Why is environmental sustainability important for community development?

-

Environmental Social Work is significant because it connects environmental protection with social responsibility by mobilising communities, creating awareness, supporting people affected by environmental problems, and promoting sustainable use of natural resources for long-term social well-being.

Environmental Social Work, also known as Green Social Work, is a specialised branch of Social Work that recognises the interdependence between people and the natural environment. It emphasises that environmental protection is essential for human health, livelihoods, and sustainable development.



Dr. Alka Verma in her book *Green Social Work: Environmental Protection* (2015) described green Social Work as "A holistic and interdisciplinary branch of Social Work that seeks to protect the biophysical environment and ensure social justice by addressing the environmental factors that impact human health, livelihoods, and community well-being."

This field addresses issues such as climate change, pollution, deforestation, resource depletion, and disasters, which often affect vulnerable communities more severely. By linking ecological concerns with social responsibility, Environmental Social Work promotes environmental awareness, sustainable lifestyles, responsible use of natural resources, community participation in conservation, and respect for traditional knowledge systems to ensure long-term social and environmental well-being.

Objectives of Environmental Social Work

Read the case.

Haritha Nagar, once known for its greenery and clean water, gradually declined due to plastic dumping, deforestation, and poor waste management, leading to water pollution, health problems, and loss of livelihoods. To address these issues, the Local Self Government brought the area under the Haritha Kerala Mission and appointed an environmental Social Worker as the Suchitwa Mission co-ordinator.

The Social Worker organised awareness programmes and training on waste segregation at source, composting, reduction of plastic use, and scientific waste management. She also collaborated with local authorities and service providers to strengthen waste collection systems and ensure proper implementation of initiatives.

Community activities such as river cleaning, tree planting, disaster preparedness programmes, and conservation of natural resources were undertaken to reduce pollution and environmental risks. These efforts promoted sustainable resource use, enhanced community participation, ensured cleaner air and water, and gradually improved the overall living conditions.

Identify the objectives of Environmental Social Work in this case.

- To create awareness on environmental issues
-
-
-

This case shows how Environmental Social Work helps protect the environment while improving people's health, livelihoods, and overall well-being.

a. Role of Environmental Social Workers

Environmental problems like climate change, pollution, and natural disasters affect society, especially the vulnerable groups. Environmental Social Workers, also called Eco-Social Workers combine social justice with care for the environment.

Community organiser	Bring people together for environmental action, form eco-clubs, support groups like <i>Haritha Karma Sena</i> , organise activities under <i>Haritha Kerala Mission</i> , <i>Suchitwa Mission</i> , and <i>Kudumbashree</i> environment projects.
Educator	Create awareness about pollution, deforestation and waste management, organise campaigns, promote recycling, tree planting, and eco-friendly habits, conduct mass media awareness programmes and behaviour change communication to encourage environmental responsibility.
Policy advocate	Work with Government and Non Government Organisations (NGOs) to support policies that protect natural resources, speak up for communities affected by pollution, displacement, or environmental injustice.
Psychosocial support	Provide emotional, social support and guidance during floods, landslides, droughts, and other disasters.

Disaster management supporter	Train communities in disaster preparedness, early warning, and risk reduction.
Researcher and project planner	Study environmental problems and design sustainable solutions like rainwater harvesting, organic farming, waste management, and renewable energy projects.
Promoter of sustainable lifestyles	Encourage eco-friendly habits such as reducing waste, conserving water, reusing and recycling, show how responsible use of resources helps both society and the environment, especially vulnerable communities.
Collaborator	Work with National and International organisations like, United Nations Environment Programme, World Wide Fund for Nature and United Nations Development Programme to link local work with global goals such as the Sustainable Development Goals (SDGs).
Mediator between people and nature	Help communities understand their responsibility toward the environment and promote harmony between human life and ecological balance. Co-ordinate with local authorities and service providers to strengthen source-level waste management, ensure proper waste collection and disposal, and support effective environmental service delivery.

Form groups and read the situation.

A village near a river is facing serious water pollution due to waste dumped by nearby factories. Fisherfolk are losing their livelihoods, children are falling ill, and protests are increasing.



Present a role play showing how an Environmental Social Worker:

- Identifies the issue
- Mobilises the community
- Negotiates with authorities
- Works for a sustainable solution

b. Where do Environmental Social Workers work?

Social Workers work in different settings to promote environmental protection along with community development.

Fields of Environmental Social Work

In **local communities and grassroots initiatives**, environmental Social Workers work closely with rural, urban and tribal populations that depend on natural resources. They promote environmental awareness, encourage sustainable use of resources and strengthen community participation. Through grassroots initiatives such as Suchitwa Mission, Haritha Karma Sena, Ward-level Health and Sanitation Committees, they support activities like waste management, water conservation and tree planting.

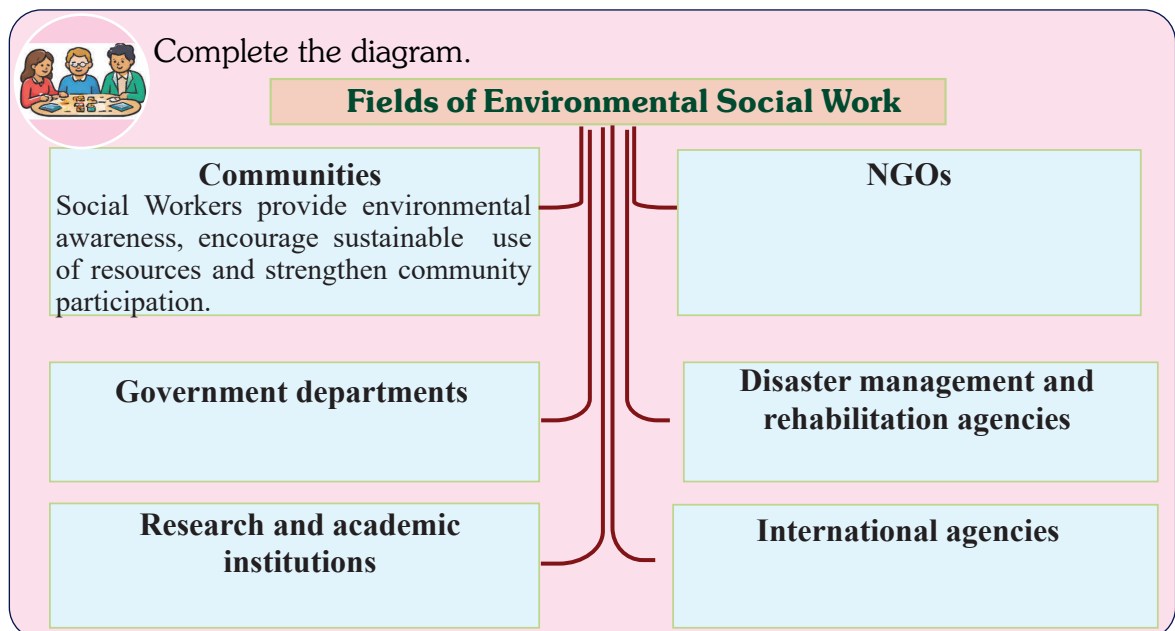
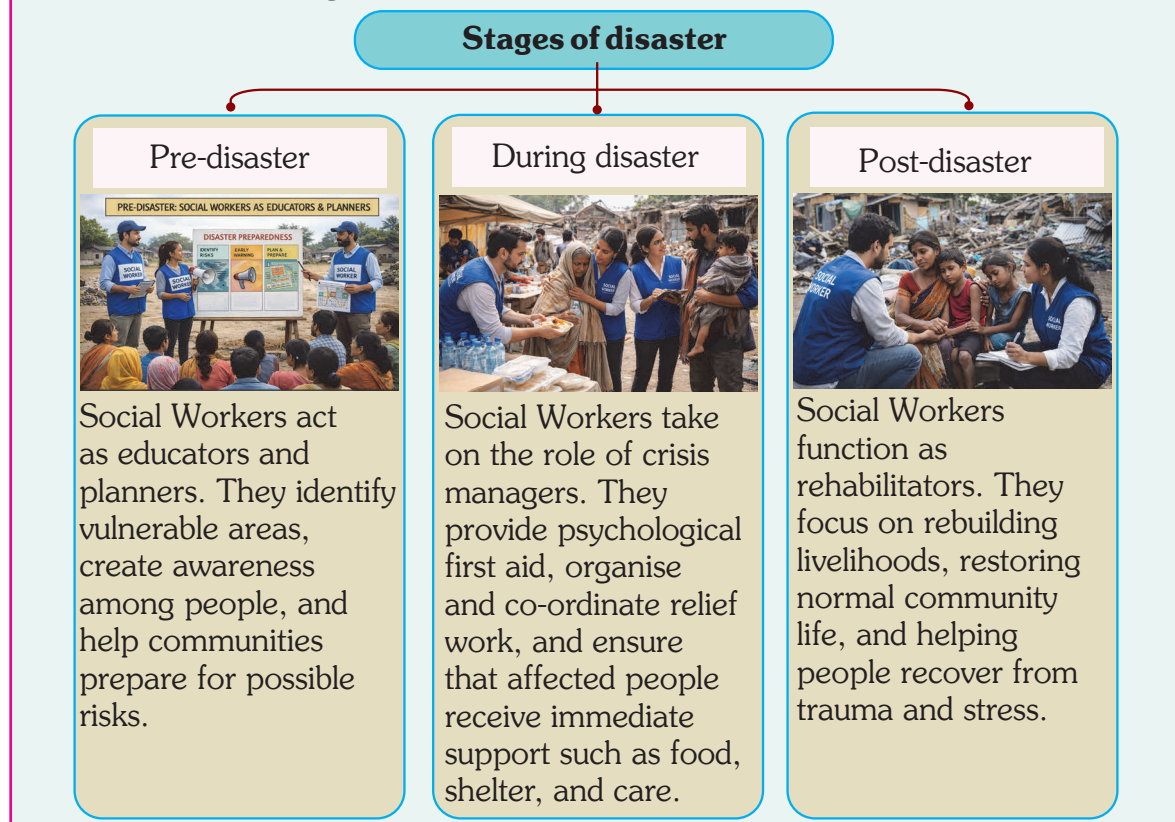
Environmental Social Workers are also employed in **non-governmental organisations** such as World Wide Fund for nature (WWF) India, Center for Science and Environment, and Thanal. In these organisations, they implement environmental projects, mobilise communities, promote eco-friendly practices and advocate for environmental protection.

In **Government departments and development agencies**, Social Workers contribute to environmental management and policy implementation. They work in institutions such as the Kerala State Pollution Control Board, Department of Environment and Climate Change and Forest Department. Their role includes supporting programmes related to pollution control, afforestation and sustainable development.

In **research and academic institutions**, environmental Social Workers contribute to research and education. They work in institutions such as the Kerala Forest Research Institute, Center for Water Resources Development and Management and Universities offering Social Work programmes, conducting studies and promoting sustainable practices.

Environmental Social Workers also work with **international agencies** that address global environmental and development issues. Organisations such as the United Nations Environment Programme, United Nations Development Programme, and the World Health Organisation implement programmes related to climate change, environmental health and sustainable development where Social Workers contribute to community-based interventions. They also participate in environmental movements and advocacy groups, creating awareness and influencing policies to protect ecosystems.

Environmental Social Workers also play an important role in **disaster management and rehabilitation**. They work with agencies like the Kerala State Disaster Management Authority, National Disaster Response Force and organisations such as the Red Cross to support preparedness, relief, rehabilitation and community rebuilding. The role of Social Workers in disaster management varies at different stages of a disaster.



III. Health Social Work

Read Lena's school experience shared at the Alumni meet of her School.

"My school life here is something I'll never forget. The support and guidance I got really shaped who I am today.

Everything changed suddenly when I fainted in class and was taken to the hospital. The doctors found that I had a serious illness, and I had to go through surgery. After that, I felt very weak, both physically and mentally. Around the same time, I also lost my father. Slowly, I started keeping to myself, lost interest in studies, and began to feel depressed. Even though the doctors treated my illness, my emotional pain needed more care. That's when my class teacher, Roshna teacher, understood what I was going through and introduced me to Mr. Haris, a health Social Worker at the hospital.



Haris sir became a big support in my life. He listened to me patiently and understood my feelings, my family situation, and our financial problems. He gave me continuous emotional support and arranged counselling sessions for my family. He also helped us get financial assistance through the Karunya Benevolent Fund and connected us with local community organisations.

He also worked with a psychiatrist to make sure I got proper mental health care along with counselling and family support. Within a few months, I slowly got my confidence back, returned to my studies, and my family also started feeling hopeful again."

Was medical treatment alone enough to solve all her problems?

•

What kind of additional help did Lena and her family need beyond medical care?

•

How did the combined efforts of psychosocial support help in her recovery?

•

From this case, it becomes clear that recovery from illness is not complete when only the physical condition is treated. Illness often affects the mind, emotions, family relationships, and even the financial and social stability of the patient.

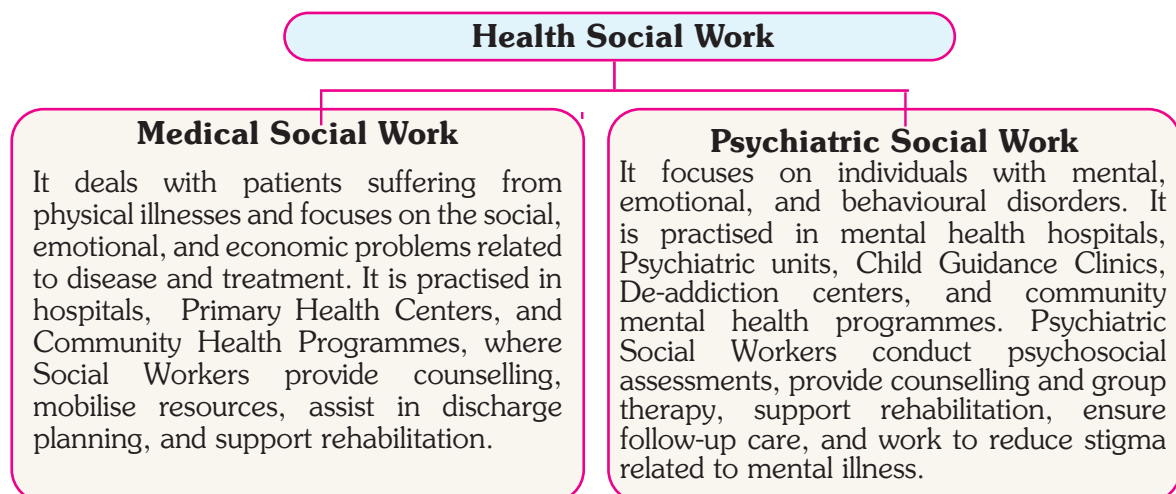
Health and illness are not influenced by biological factors alone; social and psychological conditions also play a significant role. Issues such as poverty, malnutrition, overcrowding, and limited access to healthcare increase the risk of disease and can slow down recovery. Migration, unsafe working environments, and unhealthy lifestyles such as poor diet and substance abuse further impact health.

Lack of education and awareness about disease prevention can contribute to the spread of infections. At the same time, social stigma related to illnesses like tuberculosis, leprosy, and HIV/AIDS may lead to discrimination and social isolation. Cultural beliefs can shape people's attitudes toward treatment, sometimes affecting their willingness to seek care. Moreover, psychological factors such as stress, anxiety, and fatalistic thinking can reduce a person's ability to cope with illness and delay seeking proper treatment.

Since health problems are closely related to these social and psychological factors, medical treatment alone is not sufficient. Health Social Work is therefore necessary to understand these conditions and provide appropriate support. Social Workers help patients manage emotional stress, access health services and utilise community resources.

Health Social Work is a professional practice that focuses on addressing the social, psychological, economic, and environmental factors affecting the health and well-being of individuals, families, and communities. It views illness not merely as a medical condition but as a social phenomenon. The health Social Worker helps institutions and communities to promote holistic care by integrating medical treatment with psychosocial support, rehabilitation, and community resources.

Health Social Work has two main branches:



Both branches aim at the same goal, achieving total well-being by integrating medical care with emotional, psychological, and social support.

Based on the interventions carried out by Mr. Haris, the health Social Worker, identify the main objectives of health Social Work and complete the diagram.



Objectives of health Social Work

**Promote
counselling
and
emotional
support**

a. Role of health Social Worker

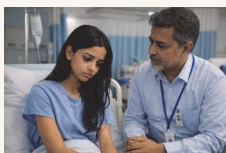
How does health Social Work connect medical treatment with the emotional and social needs of patients?

Did Haris start the intervention as soon as he met Lena?

Look at what Haris actually did in the beginning:

1

Met Lena personally, spoke to her in a calm manner, and observed her emotional condition.



2

Met Lena's mother and collected details about the family background, the death of Lena's father, their financial situation, and the changes seen in Lena's behaviour after the illness and surgery.



3

Discussed Lena's condition with the doctors and reviewed the medical reports.



Through his interactions, Haris understood that Lena was dealing not only with a physical illness but also with emotional distress, depression, family problems, and financial difficulties.

Beyond the steps already taken, a Social Worker can take several additional measures to support a person like Lena. Health Social Workers play a vital role in assisting patients and their families by addressing not only medical needs but also the social and emotional dimensions of illness. When a patient is admitted to a hospital, the Social Worker conducts a detailed assessment to understand the patient's physical condition, emotional well-being, family background, and social circumstances. This assessment helps in planning suitable interventions and support services.

They provide psychosocial education by explaining the nature of the illness, treatment procedures, and the importance of emotional stability and family support. Social Workers also offer counselling and emotional support, helping patients and their families manage stress, anxiety, and fear. As cultural mediators, they ensure that care and treatment respect the patient's cultural beliefs and values, improving communication between patients and healthcare professionals.

In addition, health Social Workers support rehabilitation by helping patients regain confidence and independence through education, skill development, and therapy. They assist in resource mobilisation by linking patients with financial aid, welfare schemes, and community support services. They may also organise group activities such as discussions, awareness programmes, and recreational sessions, where patients and families can share experiences and build positive coping strategies.

Social Workers function as part of a multidisciplinary team alongside doctors, nurses, and other professionals to provide co-ordinated care. They also engage in social advocacy to safeguard patient rights and ensure equal access to healthcare services. Before discharge, they plan for continued care through referrals and follow-up, helping patients adjust to life after treatment and maintain their well-being.

Health Social Workers integrate medical care with social support, promote recovery and improve the overall well-being of patients and their families.

Form groups and discuss the situation.



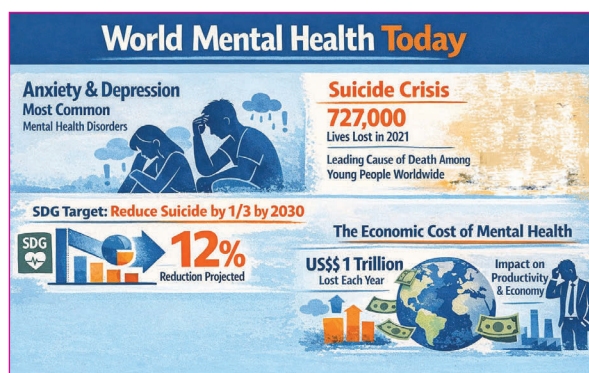
Sinu, a 45-year-old daily wage worker, has been admitted to a government hospital after an accident. He does not have insurance and has a low income, which makes him worried about his family's future. He is also experiencing stress and anxiety.

Discussion points:

- Identify any four roles a health Social Worker would play in this situation.
- Explain how the Social Worker supports Sinu and his family. Mention two community resources the Social Worker might use.

b. Social Work in the field of Mental health

Observe the poster.



Source : WHO Report on Global Mental Health (2022)

Are mental health problems increasing around the world?

Mental health problems affect many people around the world, but not everyone gets proper care. This is often due to stigma, lack of awareness, poverty, and limited mental health services. As a result, people with mental distress may remain untreated and face problems in their personal, family, and social life.

Mental health is influenced by many social and psychological factors. Rapid urbanisation, changes in family structure, and increasing pressure from studies and work can cause stress. Excessive use of digital devices and social media can also affect emotional well-being. In addition, poverty, unemployment, family conflicts, social isolation, and discrimination can lead to mental distress. These changes in society can affect relationships, lifestyles, and emotional stability.

People with mental illness often face stigma and social exclusion, which discourages them from seeking help.

Since mental health is closely connected to social conditions, medical treatment alone is not enough. Support from families, communities, and social institutions is also important.

Social Workers play a key role in promoting mental health and supporting

The Mental Healthcare Act, 2017

An Act to provide for mental healthcare and services for persons with mental illness and to protect, promote and fulfil the rights of such persons during delivery of mental healthcare and services and for matters connected therewith or incidental thereto.

Source: <https://sjd.kerala.gov.in/>



affected individuals. They assess the person's social, emotional, and family situation to understand their problems. They provide counselling and emotional support to help individuals cope with stress and anxiety. Social Workers also guide families, help people access treatment and welfare services, and work to reduce stigma through awareness programmes. They support rehabilitation so that individuals can return to society and live meaningful and productive lives.

c. Social Work in community health

Community health Social Work combines the ideas of Social Work and public health to improve the well-being of people as a whole. It focuses on communities such as villages, neighbourhoods, and towns rather than only individuals in hospitals. Health is seen as linked with living conditions like housing, sanitation, clean water, nutrition, income, and social support. The main aim is to move from only treating diseases to preventing illness and promoting good health. Community health Social Workers create awareness about sanitation, nutrition, immunisation, and healthy lifestyles. They encourage people's participation, help them access government health schemes, and work to reduce health problems caused by poverty and overcrowding. Through education, organisation, and advocacy, they support healthy and balanced communities.

Where do health Social Workers work?

Health Social Workers work in a variety of settings where health care services are provided and where social factors influence health and well-being. Their work involves supporting patients, families and communities while co-ordinating health services and social support.

Fields of health Social Work

Hospitals and medical institutions

Health Social Workers work with patients and their families to provide counselling, conduct psychosocial assessments, assist with discharge planning and co-ordinate rehabilitation services. They also collaborate with doctors, nurses and other health professionals to ensure comprehensive patient care.

Community Health Centers

They work in community health centers to promote preventive health care and public health programmes. They conduct awareness programmes on hygiene, nutrition, maternal and child health and disease prevention. They also help communities to access available health services.

Public health programmes

Health social workers participate in national and local health programmes such as immunisation campaigns, tuberculosis control programmes, HIV/AIDS prevention initiatives and maternal and child health service

Rehabilitation centers

Health Social Workers work in rehabilitation centers that support individuals recovering from physical disabilities, chronic illnesses or injuries. They assist patients in adjusting to new life situations, accessing rehabilitation services and reintegrating into society.

Non-Governmental Organisations (NGOs)

Many health Social Workers are employed in NGOs that work in areas such as community health, HIV/AIDS prevention, rehabilitation of differently abled persons and health awareness programmes.

Research and academic institutions

They work in universities, research institutes and training centers where they conduct research on health problems, teach Social Work students and contribute to the development of health policies and programmes.

International health organisations

Health Social Workers may also work with international organisations that focus on global health issues, such as the World Health Organisation, the United Nations Children's Fund, and the International Red Cross and Red Crescent Movement. In these organisations they contribute to health promotion, disaster response and community health development.

IV. De-addiction and Social Work

Read the story of Shine.

Shine, a 28-year-old man, was hardworking, cheerful, and the only earning member of his family. After work, he used to spend time with friends at a nearby tea shop, where he was gradually introduced to alcohol. What started as occasional drinking slowly became a daily habit. Without alcohol, he felt restless and irritable.

Over time, his income decreased, family conflicts increased, and his behaviour at the workplace became rude and irresponsible. One day, Shine met with a minor accident while driving under the influence of alcohol. Although no one was seriously injured, the incident alarmed his family and made them realise the seriousness of his addiction.



At this point, a Professional Social Worker from the VIMUKTHI Center intervened. The Social Worker provided psychosocial support to Shine and his family, helped him understand the harmful effects of alcohol addiction, and motivated him to seek treatment.

With support, Shine underwent a 21-day treatment programme at a de-addiction center, which included medical care, counselling, and behavioural therapy. After completing the programme, he was encouraged to join Alcoholics Anonymous, where he received continued peer support and motivation to stay alcohol-free.

Through regular meetings and support, Shine strengthened his recovery. Gradually, he rebuilt his family relationships, regained stability at work, and began actively participating in awareness programmes. He now shares his experience to help others overcome addiction. By spreading awareness through social media about the dangers of drunk driving, Shine was also selected as a Resource Person for the Vimukthi Project.



How did Shine's life change after he became addicted to alcohol?

Who supported Shine during his recovery?

What were the positive changes that took place in Shine's life after completing de-addiction treatment and joining the AA group?

How does a simple habit slowly transform into a chain that controls the mind, body, and life itself? Addiction is not just a bad habit or a matter of weak willpower, it is a condition in which people become physically or psychologically dependent on a substance or behaviour, even when they know it is harmful. Over time, the body and mind begin to crave the substance or activity, and stopping it causes discomfort or emotional distress.



Social Work in a de-addiction setting is a professional practice that helps people overcome substance dependence by providing medical treatment and addressing the social, psychological, and environmental factors that cause addiction. It focuses on restoring dignity, self-control, and social roles by supporting recovery within the family and community.

Digital Addiction: A modern challenge

Read the news headlines.



Is screen addiction a “silent global epidemic”?

Can digital screens and online games become addictive in the same way as smoking or consuming alcohol?

Digital addiction refers to the excessive and compulsive use of digital devices such as smartphones, computers, online games, and social media that interfere with daily life, relationships, health, and responsibilities. It often begins innocently with a few hours of gaming, chatting, or scrolling but slowly turns into a habit that takes over one’s life. Children are increasingly exposed to screens at a very early age, affecting brain development, attention span, and emotional regulation, while adolescents face heightened risks of mental health problems and dependency.

List out the consequences of digital addiction?

- Sleep disturbance
-
-
-
-
-

One-day Digital Detox Challenge

Digital Detox Tips for School Students



Observe the poster.

Discuss in your groups how excessive mobile use affects your life. Prepare your own Digital Detox Tips. Make posters or charts with slogans, drawings, or short messages, and exhibit them at your school as a Digital Detox Awareness Corner.

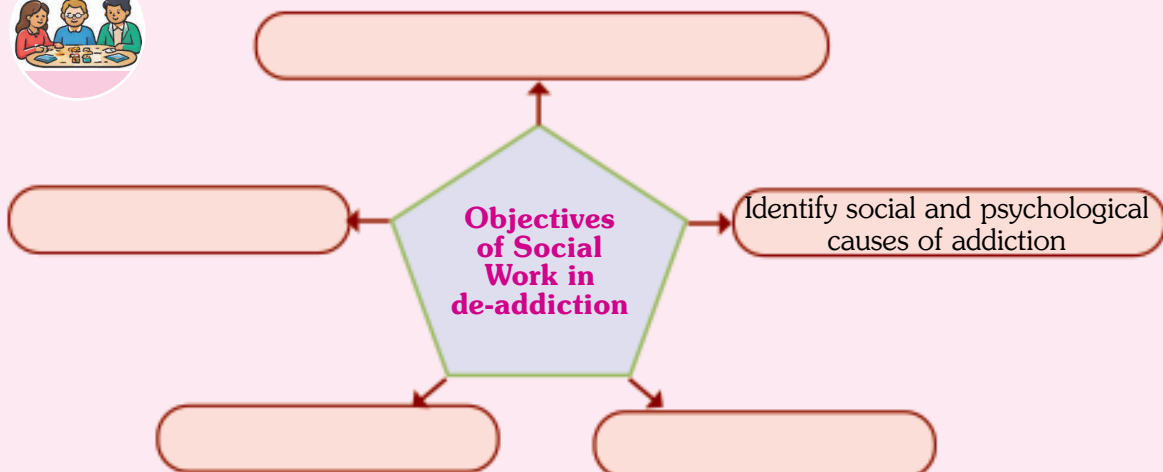
a. Objectives of Social Work in de-addiction setting

The objectives of Social Work in de-addiction setting are to help individuals rebuild their lives by addressing mental health, physical health, living conditions, and social support together. It aims to ensure easy and equal access to de-addiction services in a non-judgemental and respectful environment, where individuals are treated with dignity and not stigmatised. Social Work in de-addiction setting goes beyond medical care by identifying the social and psychological reasons behind addiction and eliminating family, emotional, and social barriers through treatment. Another objective is to protect the rights of clients and ensure fair and lawful treatment. Social Workers maintain regular contact, even during relapse, to prevent social or physical breakdown. They also help individuals build self-confidence, self-control, and independence for long-term recovery. Social Work in de-addiction setting focuses on linking community resources, reducing environmental triggers, and creating awareness about the dangers of substance use to support recovery and prevention.



Relapse refers to the return to the substance use for addictive behaviour after a period of abstinence or improvement during recovery.

Complete the diagram.



b. Role of Social Worker in de-addiction

Social Workers help individuals and families recover from addiction and rebuild their lives. Their interventions focus on both emotional healing and social reintegration.

Psychosocial Education	Social Workers create awareness about addiction, its causes, and effects. They organise educational sessions in schools, families, and communities to promote healthy lifestyles and prevent substance and digital addiction.
Rehabilitation	Social Workers provide psychosocial support in de-addiction centers, psychiatric units, and rehabilitation homes, and through programmes like Vimukthi Mission, Clean Campus Safe Campus, and NAPDDR (National Action Plan for Drug Demand Reduction), ensure follow-up care and effective community reintegration.
Working with families	Social Workers provide psychosocial support to families to reduce guilt, conflict, and stigma. They help families actively participate in the recovery process by improving communication and emotional support.
Working with Support groups	Social Workers connect clients with support networks such as Alcoholics Anonymous (AA – a self-help group for people recovering from alcohol addiction), Narcotics Anonymous (NA – a peer support group for individuals recovering from drug addiction), Al-Anon (a support group for family members and friends of people with alcohol addiction), and Alateen (a support group specially designed for children and adolescents affected by the alcoholism of a member of the family).
Follow-up & Relapse prevention	After treatment, the Social Worker regularly stays in contact with the recovering person to monitor progress, offer encouragement, and identify early warning signs of relapse. They support healthy routines, connect the person to support groups, and help them manage stress and temptations so that recovery is maintained in the long term.

Group therapy

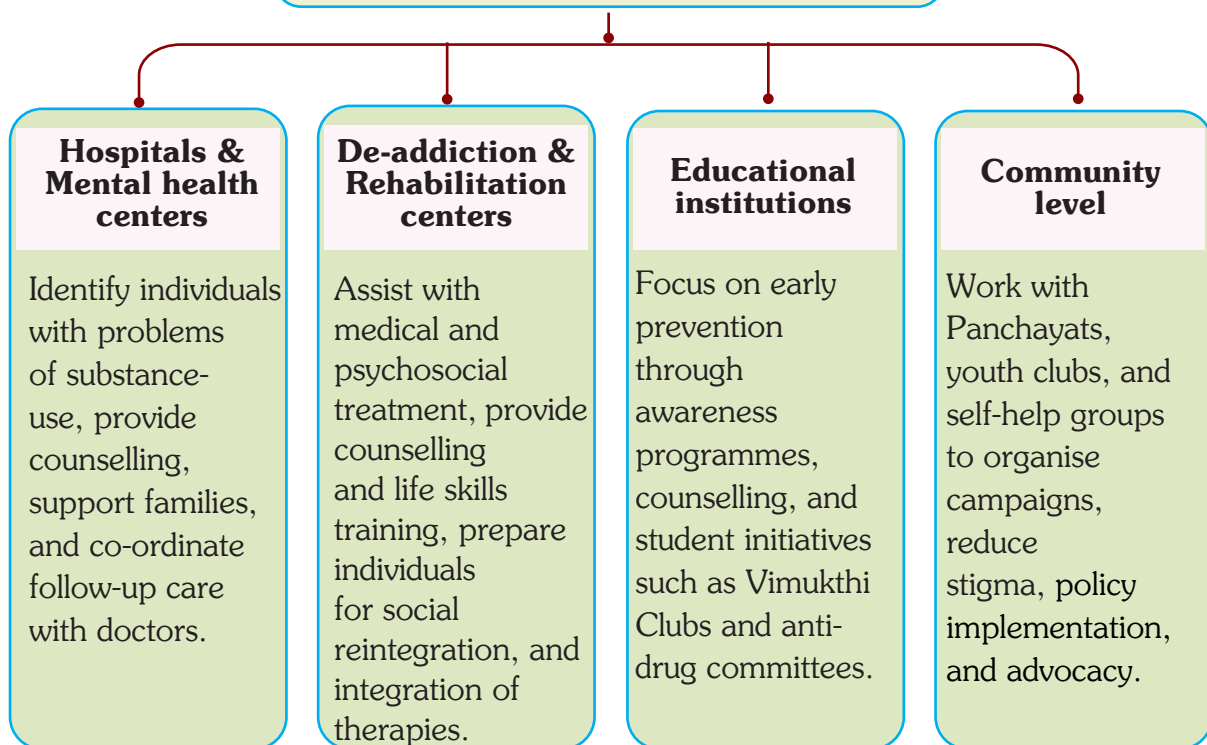
Social Workers conduct group sessions where clients share experiences, learn coping strategies, and gain encouragement from peers. This helps build confidence and reduces isolation.

Where do Social Workers work in the field of de-addiction?



Social Workers work in diverse settings in the field of de-addiction to ensure prevention and treatment. Rehabilitation services reach people at all levels of society.

Fields of de-addiction Social Work



Social Workers play an important role in NGOs and government programmes such as the National Action Plan for Drug Demand Reduction (NAPDDR) and the National Health Mission (NHM), ensuring outreach, treatment linkage, and continuity of care.



Imagine a young person in your locality is struggling with drug addiction and seeks help. Discuss the following:

- Which institution would you refer the person to?
- What role would a Social Worker play in supporting the person's recovery?

V. Gerontological Social Work

Read the story.

Breaking the silence of loneliness

Kamala teacher was a 78-year-old retired headmistress living alone in her ancestral house. After the death of her husband a few years earlier, life became quiet and lonely. Her children were employed abroad, and her days passed slowly, filled with memories and long hours of silence. Every morning, Manu, a young BSW student, delivered newspapers in the neighbourhood to earn a small income while continuing his studies.

One morning, Kamala teacher waited for him at the gate. With a gentle smile, she said, “Manu, from tomorrow, please ring the calling bell and hand the newspaper to me. I will pay you extra”. Manu was surprised and replied, “Why, teacher? It is easier to leave the newspaper at the gate”. She answered softly, “When you ring the bell and I open the door, it makes me feel that someone still remembers my presence.”

Manu was deeply moved by her words. He shared this experience in his Social Work class. His teacher explained the importance of emotional needs and social inclusion of senior citizens. The teacher also introduced *Sayamprabha* Home, a government-supported day-care center for senior citizens. At this center, senior citizens spend their day participating in group activities, reading newspapers together, sharing life experiences, and enjoying companionship under the guidance of Professional Social Workers.



With the support of his field supervisor, Manu discussed this idea over the phone with Kamala teacher's children, who were living abroad. At *Sayamprabha* Home, the Social Worker provided psychosocial help and encouraged participation in group activities. By recognising her teaching skills and promoting active involvement, Kamala teacher felt respected and useful. Through interaction with others, she gradually adapted to the new environment. When Manu and his classmates visited during their fieldwork, Kamala teacher smiled warmly and said, “Now my mornings have a purpose. I am no longer alone. I have friends, laughter, and a place that feels like home.”

Why did Kamala teacher feel lonely even though she had all basic comforts?

How did the Social Worker and the *Sayamprabha* Home project change her world?

Is it important to provide emotional and social support to the senior citizens?

Aging is a natural part of human life, but growing older does not mean becoming weak or losing one's value. It simply means entering a new stage of life that requires care, respect, and understanding. Aging is not just about growing old, it is about changing physically, mentally, and socially as we move through life.

This situation shows us why society needs a special type of Social Work to care for elderly people. **Gerontology** is the scientific study of aging and the social, emotional, and biological problems of older persons. It looks at how aging affects a person's health, mind, relationships, and position in society. The term was derived from the Greek words "Geron" meaning "old person" and "Logos" meaning "study." **Gerontological Social Work** is a specialised area of Social Work that focuses on the well-being of older adults, commonly referred to as senior citizens in the Indian context. The Gerontological Social Worker plays an important role in helping older adults lead a healthy, dignified, and independent life through appropriate social, psychological, and welfare interventions.

Just as Kamala teacher found joy again through *Sayamprabha* Home, many senior citizens can regain confidence, companionship, and dignity when society offers them care and inclusion.

However, the experience of aging is not the same for everyone. Some enjoy a peaceful and active life with their family, while others suffer from loneliness, poverty, and health problems. Social work with senior citizens aims to ensure that all older adults live with dignity, comfort, and self-respect.

Healthy aging

Healthy aging means being able to do everyday activities, make decisions, and stay connected with family and society. According to World Health Organisation (2015) "Healthy Aging is the process of developing and maintaining the functional ability that enables well-being in older age."

Healthy aging depends on two main factors. The first is **intrinsic capacity**, which includes a person's physical strength, mental health, memory, and emotional well-being. The second is a **supportive environment**, such as access to health care, safe housing, family support, and a friendly community that helps older adults remain active and independent. Healthy aging does not mean being free from

illness; many older adults live with manageable conditions and can still enjoy a good quality of life with proper care and support. By promoting physical activity, healthy food, social participation, and supportive services, healthy aging helps older adults live with dignity, confidence, and well-being.

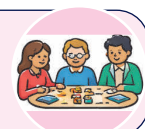


a. Objectives of Gerontological Social Work

Gerontological Social Work aims to ensure that older adults live with health, dignity, security, and happiness, while maintaining independence and meaningful roles in family and community life. It promotes healthy and active aging through proper nutrition, physical activity, preventive health care, and timely medical support, along with attention to emotional and mental well-being by reducing loneliness, anxiety, depression, and grief through counselling and social interaction. The field seeks to strengthen social belonging and participation by encouraging community involvement, volunteering, and lifelong learning. Another key objective is to ensure economic security and social protection. This is achieved by helping senior citizens access pensions, welfare schemes, and legal safeguards. It also involves protecting their rights, dignity, and well-being, and preventing abuse or neglect.

Gerontological Social Work also emphasises family and community support, promotes intergenerational harmony, supports aging in place, and helps individuals prepare for aging positively, with special care for vulnerable groups such as rural elders, tribal populations, widows, and elderly women.

Form groups and create a concept map showing the objectives of Gerontological Social Work and discuss how these objectives help improve the lives of senior citizens.



b. Roles of Social Worker in Gerontological settings

Social Workers play a key role in promoting the physical, emotional, and social well-being of the elderly.

Promoting healthy and active aging

Gerontological Social Workers promote healthy and active aging by encouraging senior citizens to maintain physical health, mental well-being, and independence. They create awareness about preventive health care, healthy lifestyles, and active participation in family and community life.

Improving quality of life

A key role of the Gerontological Social Worker is to improve the overall quality of life of senior adults. This includes addressing physical comfort, emotional satisfaction, social relationships, and a sense of purpose. Social Workers help them adjust to changes such as retirement, reduced income, and loss of loved ones.

Protecting the rights and dignity of senior citizens

Gerontological Social Workers work to protect the rights and dignity of senior citizens. They help prevent elder abuse, neglect, and discrimination, and assist older adults in accessing pensions, legal aid, and government welfare schemes. They also promote respectful treatment of elders within families and care institutions.

Strengthening family and community support

Social Workers promote intergenerational bonding, provide family counselling, support caregivers, and encourage community-based programmes and senior citizens' groups to reduce loneliness and social isolation.

Facilitating access to services and resources

Gerontological Social Workers help older adults access essential services such as health care, housing, nutrition, social security benefits, and legal support. Special attention is given to vulnerable seniors, including widows, economically poor elders, and those living alone.

Providing emotional and psychosocial support

Aging involves emotional and social adjustments. Social Workers provide counselling, emotional support, and group activities to help senior citizens cope with stress, anxiety, loneliness, and feelings of dependency.

Encouraging social participation and productive aging

Gerontological Social Workers encourage social participation and productive aging by motivating older adults to take part in learning activities, volunteering, cultural programmes, and community service. This helps senior citizens feel valued, socially included, and confident.

Policy formation and social advocacy

Gerontological Social Workers play an important role in policy formation and social advocacy by identifying the needs of senior citizens and promoting age-friendly policies. They work to improve social security, ensure accessible health care, protect the rights of older adults, and help include their voices in decision-making processes.

Form groups and present a short role play illustrating the challenges faced by senior citizens and the interventions provided by a Gerontological Social Worker.



c. Where do Gerontological Social Workers work?

Do you think senior citizens receive care only in old age homes?

Old age care is not limited to institutions. It begins at home and extends to the whole community.

Fields of Gerontological Social Work

Family and Home care

In family settings, Social Workers help members of the family understand the physical and emotional needs of the elderly. They provide counselling and help solve family problems, ensuring that older persons feel safe, respected, and cared for.

Community-based care

Community programmes such as Pakal Veedu and Sayamprabha Home help senior citizens stay active and socially connected. Social Workers organise group activities, health programmes, and awareness classes.

Institutional care

Old age homes and residential centers provide care for elderly people who need constant support. Social Workers assess their needs, offer counselling, protect their rights, and help create a supportive and homely environment.

Hospital and health care settings

In hospitals, Social Workers assist elderly patients with long-term illnesses or disabilities. They work with doctors and nurses, support families, and help plan rehabilitation and home care services.

Non-Governmental and Voluntary Organisations

Social Workers in NGO's conduct health camps, provide legal aid, counselling and guidance, and create awareness about the rights and dignity of the elderly rehabilitation and home care services.



Maintenance and Welfare of Parents and Senior Citizens Act, 2007

The Maintenance and Welfare of Parents and Senior Citizens Act, 2007 is a welfare legislation enacted to protect the rights and dignity of elderly persons in India.



The Kerala State Elderly Commission Act, 2025

An Act to constitute an Elderly Commission for giving guidelines in matters related to the welfare and protection of the elderly and to enable their rehabilitation and to undertake and carry out schemes and activities necessary for making use of their skills and experience for utilizing it for the general public and to ensure the protection of rights and for matters connected therewith or incidental thereto.



Source: <https://sjd.kerala.gov.in/>



Organise an exhibition for Senior Citizen Day under the leadership of the Social Work Club. Prepare posters showing the services and schemes available for senior citizens through government and non-government systems.

- Health and Medical Services: Government hospitals, mobile clinics, home care, palliative care
- Welfare Schemes: Pensions, financial help, emergency support
- Community Programmes: Day-care centers, *Pakal Veedu*, *Sayamprabha* Homes, senior citizen clubs
- Legal and Rights Services : Laws for protection, complaint systems, safety of life and property
- NGO Support: Counselling, health camps, awareness programmes, recreational activities

4.2 Other Social Work practice settings

a. Social Work with differently abled persons

Do you think it is the responsibility of society to ensure that everyone can participate equally?

•

Why should inclusion be viewed as a right rather than an act of kindness or charity?

•

Why is it important to create inclusive environments to ensure equal opportunities for differently abled persons in society?

•

People with physical, sensory, intellectual, or mental challenges often face difficulties not only because of their conditions, but also due to social barriers such as inaccessible buildings, negative attitudes, stigma, and lack of opportunities.

Is there any scope for Social Work to intervene in this field?

•



Social Work with differently abled persons is a special field that helps them live with independence, dignity, and full participation in society. It follows a rights-based and person-centered approach, focusing on their abilities and strengths rather than their limitations. The main aim is to help them lead meaningful and self-reliant lives. The Social Worker helps to improve the quality of life of differently abled persons.

Rights of Persons with Disabilities Act, 2016



The Rights of Persons with Disabilities Act, 2016 (RPwD Act) is an important law passed by the Government of India to protect the rights, dignity and equality of persons with disabilities. The Act defines a person with disability as one who has long-term physical, mental, intellectual or sensory impairments that limit full participation in society. It increased the number of recognised disabilities from 7 to 21 and introduced the concept of benchmark disability, which means 40% or more disability. The Act ensures equality, non-discrimination and protection from abuse. It promotes inclusive education and provides free education for children with benchmark disabilities between 6 and 18 years, along with 5% reservation in higher education and 4% reservation in government jobs. It also focuses on accessibility in public places, transport and communication, and provides social security, healthcare and rehabilitation services. For effective implementation, authorities such as the Chief Commissioner and State Commissioners are established, and penalties and Special Courts are provided to address violations.

Role of Social Worker with differently abled persons

The role of Social Workers is holistic and multi-dimensional. Social Workers understand their needs and problems through proper assessment. Based on this, they prepare individual rehabilitation plans includes medical care, physiotherapy, special education, skill training, and vocational training which support physical, emotional, social, and economic development. At the individual level, they provide counselling and emotional support to build self-confidence.

Social Workers also act as facilitators, helping individuals access services such as assistive devices, disability pensions, welfare schemes, housing, and educational or job reservations. This support helps them live more secure and independent lives.

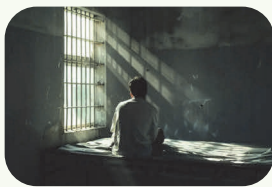
What are the major welfare schemes available for differently abled persons?

Social Workers also play a role in advocacy and removing barriers. They work to ensure accessibility in education, employment, transport, and public spaces by promoting facilities like ramps, lifts, and accessible services.

At the family and community level, Social Workers create awareness to reduce stigma and promote acceptance. They encourage inclusion in schools, workplaces, and society. One important method is Community-Based Rehabilitation (CBR), which helps differently abled persons live and work within their own community.

Social Work for differently abled persons focuses on empowerment, inclusion, and social justice. It helps them gain independence, confidence, and leading to an inclusive society. Above all they encourage them to take part in decisions about their own lives and work to remove social barriers so that everyone can live with dignity and equal rights.

b. Correctional Social Work

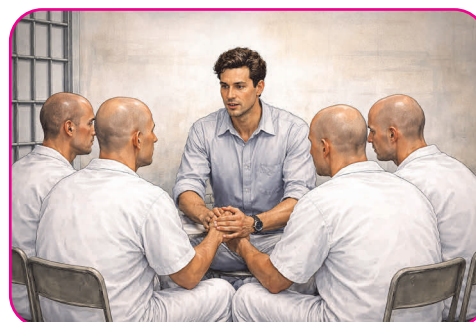


When you hear the word prison or correctional institution, what comes to your mind first - punishment or an opportunity for reform?

Correctional Social Work is a specialised field that deals with offenders, ex-offenders, and their families. It is based on the idea that crime is influenced not only by individuals but also by social conditions. Correctional Social Work is a planned process of helping people in conflict with the law through counselling, rehabilitation, and social support. Its aim is to improve their behaviour and help them adjust positively and become responsible member of society.

Objectives of Correctional Social Work

- to reform and rehabilitate offenders
- to prevent re-offending
- to protect their rights and dignity
- to help them reintegrate into society
- to address causes of crime such as poverty, family issues, and social problems



Correctional services

Correctional services include both institutional and community-based programmes that focus on the rehabilitation and reintegration of offenders into society. Institutional services consist of prisons, Borstal schools, and juvenile justice institutions, while community-based approaches include probation and open prison systems.

Prisons serve as correctional centers for adult offenders, where they receive counselling, education, and vocational training to support their reform. Borstal schools are meant for young offenders below 21 years and provide education, skill development, and rehabilitation in a separate environment away from adult prisoners. Juvenile justice services function through child care institutions such as observation homes, special homes, and places of safety for children in conflict with the law.

Community-based initiatives also play a significant role. Programmes like the Kaaval Programme in Keralam help in the rehabilitation and reintegration of children in conflict with the law. Probation services allow offenders to remain in the community under supervision instead of being imprisoned. Prison leave

(earlier known as parole) enables deserving prisoners to maintain family and social relationships through temporary and conditional release. Open prison systems allow selected inmates to work outside the prison with minimal supervision, helping them maintain family ties and develop self-reliance.



Role of Social Worker in correctional settings

Social Workers act as a link between offenders, institutions, and society. Their aim is not to punish but to support rehabilitation and reintegration.

- Assess the background and causes of crime
- Prepare individual care and treatment plans
- Provide counselling and behaviour change programmes
- Help with education and vocational training
- Ensure legal support and protect rights
- Assist in getting legal aid and understanding court procedures
- Maintain contact between inmates and their families
- Work with prison staff to support mental health and development

After release, Social Workers help ex-offenders:

- Overcome stigma
- Find jobs and use community resources
- Adjust to society and avoid re-offending

Correctional Social Work focuses on reformation, rehabilitation, and reintegration. It helps offenders lead a positive and socially acceptable life.

c. School Social Work

In Unit 2 we discussed, a 16 year old student who was experiencing emotional distress, family conflict, and gradual withdrawal from academic activities. With timely support from Anagha, a Professional Social Worker, her difficulties were understood and addressed effectively.

Do you think many students' problems are not only academic but also social and emotional in nature?



In today's world, students encounter various challenges such as exam anxiety, academic pressure, bullying, peer influence, digital addiction, and identity concerns during adolescence. Family-related issues like conflict, poverty, and lack of parental support can further intensify these difficulties. In such circumstances, school social work plays an important role in creating a safe, supportive, and

inclusive learning environment. It is a specialised field that focuses on the well-being and holistic development of students within the school setting, addressing the emotional, social, behavioural, and environmental factors that influence a child's learning and adjustment.

The main objective of school Social Work is to ensure the holistic development of students by helping them overcome barriers to learning. It promotes mental health, emotional balance, and positive behaviour. It also aims to prevent problems like absenteeism, indiscipline, and dropout.

The role of a school Social Worker

Counselling and psychosocial support

At the individual level, they provide counselling and psychosocial support to students facing stress, anxiety, and learning difficulties. They help to improve self-confidence, and manage both academic and personal challenges.

Life skills development

School Social Workers also focus on life skills development by organising programmes to improve communication, decision-making, emotional control, and resilience. These skills help students deal with peer pressure and competition.

Behavioural guidance

Social Workers work on dropout prevention by identifying students at risk and supporting them through counselling and motivation. Behavioural guidance is given to help students adjust positively in school. By addressing student's social and emotional needs, school Social Worker supports their academic success and overall development.

Ensure inclusive education

For children with special needs, school Social Workers ensure inclusive education by providing extra support, connecting them with services, and co-ordinating with teachers and parents.

Career planning

Social Workers guide students in career planning by helping them understand different educational and job opportunities based on their interests and abilities.

Better parenting practices

At the family level, Social Workers work closely with parents to understand the child's background and guide them on better parenting practices. They may also conduct home visits and support families facing economic or emotional problems.

Create a safe and inclusive environment

At the school and community level, Social Workers collaborate with teachers, school authorities, and community agencies to create a safe and inclusive environment. They organise awareness programmes on issues like mental health, substance abuse, and child rights, and connect students with needed services and resources.

d. Industrial Social Work

Have you ever noticed workers in a factory, bank, or hospital experiencing stress, conflicts with supervisors, or pressure due to heavy workloads?

What happens when machines function efficiently, but workers are stressed, frequently absent, or lack job satisfaction?

Who do you think understands people better- a manager with authority or a trained Social Worker with empathy?



Industrial Social Work means applying Social Work knowledge and skills in the workplace (industry) to improve the well-being of workers and help them adjust to their job.

According to Saini (1975), industrial social work has come to be defined as a systematic way of helping individuals and groups towards a better adaptation to work situation.

Objectives of Industrial Social Work

- Assist workers in adapting to the work environment and contribute to improving their working conditions.
- Promote good relationships between workers and management
- Improve the well-being of workers and their families
- Increase productivity by solving personal and social problems

Role of Social Worker in industrial settings

- Conduct awareness and preventive programmes on safety, health, hygiene, social security and financial management to promote well-being at the workplace.
- Provide counselling and psychosocial support to employees facing personal, family and work-related problems.
- Assist workers and their families in accessing welfare services and improving their overall quality of life.
- Handle employee grievances and facilitate communication to ensure proper redressal and maintain harmony.
- Support management as consultants in improving human relations, resolving conflicts and developing welfare policies.
- Promote labour–management co-operation to maintain industrial peace and mutual understanding.
- Organise and implement Corporate Social Responsibility (CSR) activities for community development and social welfare.
- Link workers with community resources and services such as healthcare, counselling and government schemes.
- Provide crisis intervention and rehabilitation support during emergencies and help employees return to work.
- Conduct research and ensure implementation of welfare measures to improve organisational effectiveness and employee satisfaction.

e. Social Work in the field of HIV/AIDS

Read the paragraph about Arthur Ashe.

Arthur Ashe, a legendary Wimbledon champion and former world No. 1 tennis player, contracted HIV through a blood transfusion following surgery. He faced the illness with dignity and used his voice to raise awareness. However, what pained him most was not the disease itself, but the stigma and rejection he experienced from society -a reality that many people living with HIV continue to face even today.



Arthur Ashe

In your view, are stigma and discrimination more challenging than the disease itself for people living with AIDS? Why?

•

Many individuals experience rejection, isolation, and unfair treatment

in their families, schools, workplaces, and communities. This shows that HIV/AIDS is not only a medical issue but also a serious social and emotional problem.

Even though Antiretroviral Therapy (ART) helps control the virus and enables people to live longer, their dignity and quality of life depend largely on social acceptance and support. Therefore, prevention and care require a strong “social vaccine”, which includes awareness, responsible behaviour, and compassion.



Kerala State AIDS Control Society

The Kerala State AIDS Control Society (KSACS), plays a pivotal role in the state’s strategy in combating the HIV/AIDS epidemic. It works under the National AIDS Control Organisation (NACO) which is a part of the Ministry of Health and Family Welfare of the Government of India.

Social Workers play a key role in supporting people living with HIV/AIDS. They provide psychosocial support to help individuals cope with the shock of diagnosis, fear, trauma, grief, and emotional stress. They offer counselling and guide clients on safe and informed disclosure of their HIV status.

As case managers, Social Workers encourage regular use of ART and identify barriers such as side effects, lack of proper nutrition, and poor housing conditions. They help individuals to access healthcare services and ensure continuous treatment. They also connect them with services like nutrition support, housing assistance, financial aid, and welfare schemes.

Social Workers also work closely with family members to provide emotional support and create a caring and supportive environment for the affected person.

f. International Social Work

Why should the protection of people who are forced to migrate due to conflicts, disasters, or pandemics be seen as a shared global responsibility?

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Are you familiar with the different international organisations that provide services to address global challenges and needs?

Mention a few.

•

International Social Work is a specialised field that deals with social problems across countries. In today’s

interconnected world, issues like poverty, war, migration, pandemics, and environmental problems affect many nations and require global co-operation. It refers to Social Work practice that goes beyond national boundaries to improve the well-being of people worldwide. It focuses on helping vulnerable groups such as refugees, migrants, and disaster-affected people through international co-operation.

Objectives of International Social Work

- Promote human rights, social justice, and dignity
- Address global problems like poverty, inequality, and conflict
- Provide humanitarian aid during disasters and emergencies
- Ensure access to basic needs like food, shelter, healthcare, and education
- Promote peace, sustainable development, and global co-operation

Role of International Social Workers

- Provide humanitarian assistance during crises such as wars, disasters and pandemics by ensuring food, shelter, healthcare and psychosocial support.
- Support refugees and migrants by helping them access legal aid, counselling, rehabilitation and social integration.
- Protect human rights of vulnerable groups such as women, children and victims of trafficking by promoting equality and justice.
- Promote global health programmes related to mental health, nutrition, disease prevention and overall well-being.
- Engage in peace-building and conflict resolution to restore harmony in affected regions.
- Assist in post-disaster and post-war rehabilitation by helping communities rebuild their lives.
- Conduct research and policy advocacy to identify global issues and influence social policies.
- Promote community development and capacity building to strengthen local communities.
- Collaborate with international organisations such as the United Nations, World Health Organisation, UNICEF and UNHCR.
- Promote social justice and global co-operation to improve human well-being across nations.

From the six fields given below, each group shall select one field. Each group study and analyse the selected field and discuss the meaning of the field, its objectives and the role of the Social Workers in that field. Based on this, prepare script for a video documentary explaining these points clearly.



After the preparation, upload the video to the school wiki with the support of your teacher.

Fields

1. Social Work with Differently Abled Persons
2. Correctional Social Work
3. School Social Work
4. Industrial Social Work
5. Social Work in the field of HIV/AIDS
6. International Social Work



1. Arrange an online or offline interaction with a Social Worker from a de-addiction center under the auspices of school Social Work club. Prepare five questions on the need for de-addiction Social Work, Social Worker interventions, government or community initiatives, and job opportunities in this field. After the session, discuss in groups and prepare a brief report.
2. *Sayambrabha home/Pakal veedu* visit : Plan a visit to a nearby senior citizen's day care center *Sayamprabha home/Pakal veedu*. During the visit, you should interact with the inmates and carefully observe the activities conducted there and roles played by the Social Workers. After the visit, you prepare a brief report on the different roles of Social Workers observed at the center.
3. Interview different Social Work practitioners representing different fields of social work.
4. Professional Social Workers intervene in various sectors of society to help solve problems. Identify the human right violations that occur in different fields and prepare a note explaining how a Professional Social Worker can take different types of interventions to become a protector of human rights.