

201 MSW

by Cde Anu

Submission date: 19-Jul-2025 09:35AM (UTC+0530)

Submission ID: 2717119374

File name: 201-MSW-_SGW.pdf (2.29M)

Word count: 28606

Character count: 148446

SOCIAL GROUP WORK

M.S.W., Semester-II, Paper-I

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M.S.W

First Edition : 2021

Reprint :

No. of Copies :

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Published by:

Dr. NAGARAJU BATTU,

Director

Centre for Distance Education,

Acharya Nagarjuna University

Printed at:

FOREWORD

Since its establishment in 1976, Acharya Nagarjuna University has been forging ahead in the path of progress and dynamism, offering a variety of courses and research contributions. I am extremely happy that by gaining 'A' grade from the NAAC in the year 2016, Acharya Nagarjuna University is offering educational opportunities at the UG, PG levels apart from research degrees to students from over 443 affiliated colleges spread over the two districts of Guntur and Prakasam.

The University has also started the Centre for Distance Education in 2003-04 with the aim of taking higher education to the door step of all the sectors of the society. The centre will be a great help to those who cannot join in colleges, those who cannot afford the exorbitant fees as regular students, and even to housewives desirous of pursuing higher studies. Acharya Nagarjuna University has started offering B.A., and B.Com courses at the Degree level and M.A., M.Com., M.Sc., M.B.A., and L.L.M., courses at the PG level from the academic year 2003-2004 onwards.

To facilitate easier understanding by students studying through the distance mode, these self-instruction materials have been prepared by eminent and experienced teachers. The lessons have been drafted with great care and expertise in the stipulated time by these teachers. Constructive ideas and scholarly suggestions are welcome from students and teachers involved respectively. Such ideas will be incorporated for the greater efficacy of this distance mode of education. For clarification of doubts and feedback, weekly classes and contact classes will be arranged at the UG and PG levels respectively.

It is my aim that students getting higher education through the Centre for Distance Education should improve their qualification, have better employment opportunities and in turn be part of country's progress. It is my fond desire that in the years to come, the Centre for Distance Education will go from strength to strength in the form of new courses and by catering to larger number of people. My congratulations to all the Directors, Academic Coordinators, Editors and Lesson- writers of the Centre who have helped in these endeavors.

Prof. P. Raja Sekhar
Vice-Chancellor
Acharya Nagarjuna University

SOCIAL GROUP WORK

SYLLABUS

Course Objectives: The main objective of this paper is to understand the social group work, principles of social group work and group dynamics; use of social group work on different settings like community centers, old age homes, and industries.

Course Outcome: To create awareness to the students on social group work method and their uses and application in different settings.

UNIT – 1

Social Group Work: Concept and Definition – Social Group Work as a Method in Social Work – Ethics and Principles in Practice of Social Group Work.

UNIT – 2

Group Dynamics: Concept, Nature and Significance – Importance of Recording in Social Group Work, Types of Recording.

UNIT – 3

Leadership in Social Group Work: Nature and Importance – Approaches to Leadership – Process of Leading, Terminate and Evaluate the Groups.

UNIT – 4

Communication: Concept and its importance in social group work – Verbal and Non-verbal communication – Communication Process in group work and group relations.

UNIT – 5

Social Group Work Practice: Group Work in Self Help, Orphanage, Old Age Homes, Community Centers, Industries/organizations and Hospitals.

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Lesson – 1

Social Group Work- Definition – as a method in Social Work

1.0 Objective:

The objective of the present lesson is to explain the significance of group work and a method in social work.

Contents:

- 1.1 Introduction
- 1.2 Definition of Social Group Work
- 1.3 Historical Development of Group Work
- 1.4 Role of Social Worker in Group Work
- 1.5 Essentials for the Group Worker
- 1.6 Functions of Group Work
- 1.7 Basic Skills in Group Work
- 1.8 Factors that influences the role of the worker
- 1.9 Group Work and Group therapy
- 1.10 Summary
- 1.11 Key Words
- 1.12 Exercise
- 1.13 Reference Books

1.1 Introduction:

Social Group Work is a method which is connected with a group constituted by individuals. Its central focus is a group rather than individual. In other words, Social group work is a very useful device for serving the individual. In other words, social group work is a very useful device for serving the group or collective interests. The principal aim of this method is to develop the entire group. Therefore during the process of social group work, emphasis is given on the social adjustment of collectivity.

Human beings do not live alone. They grow up in families, tribes, clubs, communities etc., Group life is, therefore basic to any human being. A group involves mutual and reciprocal give and take. The collection of those individuals who are interested in the same pursuits or who favour the same policy is called a group. Therefore, another important area of social work is social group work which deals with individual as members of group.

"In Social Group Work, the group itself is utilized by the individuals, with the help of the worker to relate themselves to other people and to experience growth and opportunities in accordance with their needs and capacities. In social group work, the group itself is utilized by the individual, with the help of the worker, as primary means of personality in helping to bring about individuals growth and social development for the group as a whole as a result of guided group inter-action".

1.2 Definition of Social Group Work:

It has been assumed that the social group work is oriented towards the progress of an entire group. Individual is a member of a group as such individual progress is linked with his group progress. The following are some of the notable definitions of social group work.

- (1) **Hamilton-** According to Prof. Hamilton, "Social Group work is a psychological process which is concerned no less with developing leadership, ability and co-operation than with building on the interest of the group for social purpose".
- (2) **Trekker** – According to Trekker, "Social group work is a method through which individuals in groups in social agency settings are helped by worker who guide their interaction in programme activities so that they may relate themselves to others and experience growth opportunities in accordance with their needs and capacities".
- (3) **Coyle** – According to Coyle, "Social group work, like case work, Community organisation, administration, and research is now recognized as a basic aspect of social work practice. Its distinct characteristics lie in the fact that group work is used within group experience as a means to individual growth and development, and that the group worker is concerned in developing social responsibility and active citizenship for the improvement of democratic society".

1.3 Historical Development of Group Work:

Group work as a method of social work is only a recent concept. Originally it was conceived of as a movement, always of democratic action and a part of several fields of social services. Foremost among these were informal education, youth services, recreation, helping the labour movement, settlement houses, and community centers. We must understand the historical development of what is today called the group work method to appreciate its underlying philosophy, to understand the particular form of working with the people and the way in which it has contributed to widen the concept of social work. Group work did not develop like a new drug which can be dated at least according to the day of its publication. It cannot even be traced to a certain person as the original formulation of the other method of social work. Case work which usually is credited to Mary Richmond. This method too has changed in this course of history, but it was its first development to one person in the service of one particular organization, the charity organisation societies. The history of the development of modern group work is part of the history of social agencies evolving within a changing society. Industrialization brought with it slums, movement of the farm population into the cities, the large-scale immigration to the United States. The older social services distinguished sharply between the giver and the receiver. Yet among the services there were the beginning of an idea turned into action. (Self help) self help of a group related not merely to improvement of wages, but having a strong cultural aspect with beginnings of the labour movement related not merely to improvement of wages, but having a strong cultural aspect with beginning of adult education and with camp vacations for their children financed by the worker's own efforts. The Jewish centers were developed practically by the older, more privileged immigration for the new poor eastern Jewish Immigration, and they partially presented the effort of the new.

Group interaction itself became the dominant concern. For many years group work and recreation, informal education were erroneously considered synonymous. In fact even in the present day this confusion often persists despite the change in the concept the organizations which build the foundations of group work were the self help and informal recreational once settlement house, neighborhood centers, the scouts, camp fire girls, Jewish center but from their inception they worked separately.

Participation in small groups, the democratic way of life, community responsibility in small groups, The democratic way of life, community responsibility and membership in a world wide

effort were new concepts which united these services and movements without being they are aware of it. In the period after world war I social case work used predominantly in the charity organisation societies, gained additional support from the psychoanalytical theory; this was necessary and valuable to its practice, but it was sometimes over-used. At that time the social group work method was hardly consciously developed, yet the services from which it grew increased not only in number, but also in significance. This was the period when most European monarchies in self government tried hard to develop a democratic society, and when the emancipation of women radically changed family relationships. In the United States there was disappointment that there the war had not made the world 'safe for democracy' but the picture of the roaring twenties is very incomplete; if it omits the enormous growth of voluntary associations and their impact on a rapidly changing society. It was during this time that an investigation into the unexplored area of group association started on as a dispassionate research into small group behavior, a better society and developing a true democratic value of life.

Edward C.L. Indeman developed in his early book, the community the important technique of following conflict to come into the pen in groups; Clara, Kaiser offered the first course of group work in the school of social work at western reserve in Cleveland. When she left for New York in 1935, Grace Coyle continued to develop the course; it was taught particularly as a method and practically as a field of practice. Despite the fact that group work was taught early in a school of social work its integration into the social work profession was not an easy one; group work seemed like a foreign body in social work. After all had grown out of the charity organization societies, which were geared to the relationship of helper to the one being helped. They put pride in their highly formalized approach and in their new-focus on the individual and the inner forces influencing him.

Group work, by contrast grew out of neighborhood approach and self help movements. It considered informal relations one of its basic approaches; It focused strongly on group interaction dynamics, but was vitally concerned with environmental and social developed as a conceptual system, and it was only partially identified with the profession of social work whose field of interest seemed, to group workers, too limited. Group work in the years after the 1920s was developed mainly through increasingly conscious group efforts or people from different professions especially education, Psychology and social work. In 1936 the American Association for the study of group work was founded. Its aim was to clarify and refine both the philosophy and the practice of group work, yet as late as 1939 group work was treated as a work. The period immediately proceeding world war II and the war years themselves has a strong impact on the development of group work, and hastened its identification with the social work profession.

The advent of the Nazis in Germany emphasized the importance of a constant and conscious work for democracy, not only as a political form of government, but also as a way of life. Edward C Lind man wrote in 1939. The shadows of fascist Germany highlighted those interested in group work had tried to shed on the importance of qualitative group life which meant increased participation by citizens in community life of strength that grows in the individual and in the group from the feeling of 'self help' and of the need to work with intelligent leadership in all strata of the population and in all groups.

During the war years the members of the rapidly developing American Association for the study of group work still initiated to identify themselves with any specific profession. In 1940, William Heard Kilpatrick wrote that group work should be identified with the profession of education. Yet the agencies from which it has grown, the developments described on the preceding pages, the change in social work itself which had moved away from its strong emphasis on psychiatry and the fact that group work was taught in a few schools of social work identified it more closely with social work.

At the meeting of the National Conference of social work in Buffalo, New York in 1946 the members of the American Association for the study of group work met in the auditorium of the

Kelinhous Music Hall. It was only a year after the end of the world war II, Hopes were yielding high for a new society and civic responsibility was strongly felt. The audience listened to the Grace Coyle, who had helped developing objectives and methods and who had established the first course in group work at Western reserve university in Cleveland.

1.4 Role of Social Worker in Group Work:

In the social group work, the group worker enables a group to function in such a manner so as to achieve the aims of social progress. From this point of view, the social worker has to discharge many functions; chief among them are as follows:

- (1) To provide opportunity for progress to each individual accordance to his ability and achievement.
- (2) To assimilate individuals with their groups.
- (3) To encourage individual towards his progress.
- (4) To make individuals conscious towards their rights and duties
- (5) To enable the group with regard to the determination of aim and the course of progress.
- (6) To encourage good will and friendship between the various groups.
- (7) To encourage the development of democratic principles
- (8) To make adjustment between individual needs and social resources.
- (9) To give proper attention on individual progress.

It is thus evident that social group work is guided by democratic ideals. It provides opportunity for progress to each individual and group. Its main aim is to create such a social atmosphere which is based on mutual good will and cooperation. Besides, social group work also aims to create social consciousness so that the individuals in groups may be aware about their rights and duties.

1.5 Essentials for the Group Worker:

The social group worker must have certain essential qualities. He could bring about the harmony and cooperation between groups and individual members only on the basis of his knowledge and experience. Besides, during the process of social group work the social worker has to assess the group needs and its available resources. He could only implement his work plan on the basis of such assessment. Therefore, the essentials which a social group worker must possess are as below:

- (1) To obtain maximum information about the group: In the social group work, the social worker maintains close relationship with the group under consideration. Therefore, he has to collect factual information about the group. The success of his work is based on the knowledge obtained with regard the group.
- (2) To know the status of an individual within his group: In addition to the group, the social worker should have sufficient knowledge regarding the individual status inside the group. With the help of his knowledge the social worker attempts to establish coordination between the individual and his group aspiration.
- (3) To obtain integration between the social work profession and the social ideals: In order to achieve the aims of social group work, the social worker has to establish integration between the social work profession and the social ideals. He has to accept the individual potentialities for progress and development. This acceptance is beyond the range of race, caste and creed. In this regard, the following observation made by Arthur E. Fink, Everett Wilson and Merrill Conover, is very important:

"The Group Worker to accomplish the social objectives of his profession must operate on the basis of deep convictions common to all social work regarding the capacity of individuals to grow, to develop and to change, and a deep belief in the inherent worth of every individual regardless of race, creed and colour."

- (4) To know the various factors involved in the group life: The group worker should have sound knowledge regarding the various factors involved in the group life viz, individual development, and dynamics of group actions, social economic and cultural activities. The social worker has to assimilate all these factors in the process of his group work
- (5) To know about the available resources of the group: The social worker has to carry out a work plan in accordance with the group needs. But besides he has to consider the resources available in the group.
- (6) To motivate the group for spontaneous progress: The social worker makes the group experience meaning to every member. Therefore, the group members devote their leisure towards creative activities, the methods of organizations and implementation of these activities. These methods of organization and implementation of these activities largely depend on the nature of group organization. With the help of motivation, the group worker makes the group members active and conscious.

1.6 Functions of Group Work:

The group worker is not a regular member of the group and his functions are guided by his professional understanding of the group life and by the individual members need for his help. In order to enable him to assume his responsibility the group worker needs to be aware of his professional self. He has to control his personal impulses, values and preferences and to concentrate on making it possible for the members of a group to obtain the achievement and satisfaction which the group has to obtain the achievement and satisfaction which the group and its activity offer. The worker's skills are most evident while he is actually engaged in a helping capacity in the group. The group worker has generic values in group work because, we are dealing with people. These play a vital role in social development.

Social Group work is Considered Developmental, Preventive and Remedial:

The group work is essentially a problem solving approach and its functions include restoration or improved social functioning of factors leading to impairment and provision of those resources and services in the environment which are needed for a healthy life. The characteristic feature of group work is that it shows all authoritarianism. It is essentially democratic in nature both in form and in content.

Developmental: Group work emphasizes education development and the cultural growth of the members of the group and for development and social adjustment of the individual through voluntary group action. This process is determined by the objectives of the agency, the dynamic forces, and the adjusted efforts with in the group itself and the group worker's skill of observation and interpretation of efforts with in the group itself. Group work is a method where by the group worker helps the members to participate with a big responsibility of the group in the planning, in developing their own ideas, skills and personal attitudes and to make their own decisions regarding the purposes and the actions of the group. Social group work helps the members to share experiences with others to give and take, to clarify differences of opinion and judgment with out hostility and frustration and to yield good spirit to the decision of the majority which is very important for the development of personality.

Preventive: Here the group worker is enabler. He is enabling group members of experience increasingly satisfactory forms of working through conflicts, that it creates to form contacts to solving through the group interactions. The group as a whole may be enabled by the group worker to move out from 'slugging out' a difference of opinion to solving conflicts by taking them out, or to use different democratic methods. The individual for example may be helped to stop running away when a conflict arises and to face the situation and gather the strength to work through significant for the group work method in the presence of a helping person, the social group worker.

Judicious and appropriate use of limitations related to the diagnostic assessment of each individual and the total situation is another important prevention of individual behavior. These limitations play an important part in intelligent and purposeful work with individuals and the group. The principle of acceptance is frequently misunderstood as meaning total permission to harm each other and to harm oneself, physically or emotionally.

Remedial: The group work thus attempts to provide experiences which integrate the essential needs of the individuals who form the group to encourage healthy, mental and social attitudes of the members of the group and to achieve skill in some leisure time pursuits and to provide experience in acceptable social behavior.

1.7 Basic Skills in Group Work:

Social group work is a method in the profession of social work through individuals in social agency groups are helped by a worker to relate themselves to others and to experience with opportunities that are in accordance with their needs and capacities. Method means the purposeful use of insight and understanding based upon body of knowledge and principles. Skill in the worker capacity to apply knowledge and understanding to a given situation; every worker must have skill in working as a part of an agency and community setting. He must know the agency and the community and must also possess a growing awareness of himself as well as the group.

The worker skills are most evident while he is actually engaged in a helping capacity with the group:

1. Skill in establishing purposeful relationship: The group worker must be skillful in gaining acceptance of the group and in relating himself to the group on a positive professional basis. The group worker must be skillful in helping individuals in the group to accept one another and to join with the group in common pursuits.
2. Skill in analyzing the group situation: The group worker must be skilled in judging the developmental level of the group to determine what the level is, what the group needs and how quickly the group can be expected to move. This calls for skill in direct observation of groups as a basis for analysis and judgment. The group worker must be skillful in helping the group to express ideas, work out objectives, clarify immediate goals, and the both, its potentialities and limitations as a group.
3. Skill in participation with the group: The group worker must be skillful in determining interpreting, assuming, and modifying his own role with the group. The group worker must be skillful in helping group members to participate, to locate leadership among themselves and to take responsibility for their own activities.
4. Skill in dealing with group feeling: The group worker must be skillful in controlling his own feelings about the group and must study each new situation with a high degree of objectivity. The group worker must be skillful in helping groups to release their own feelings, both positive and negative. He must be skillful in helping groups to release their own feelings, both positive and

negative. He must be skillful in helping groups to analyze the situation as a part of the working through the group of inter group conflicts

5. Skill in programme development : The group worker must be skillful in guiding group thinking so that interests and needs will be revealed and understood. The group worker must be skillful in helping groups to develop programme which they want as a means through which their needs may be met.

6.. Skill in using agency and community resources: The group worker must be skillful in locating and then acquainting the group with various helpful resources which can be utilized by them for programme purposes. The group worker must be skillful in helping certain individual members to make use of specialized services of means to referral when they have needs which cannot be met within the group

7.Skill in evaluation: The group worker must have skill in recording the developmental processes that are going on as he works with the group, the group worker must have skillful in using his records and in helping the group to review its experiences as a means of improvement.

1.8 Factors that influence the role of the worker:

The worker's role will be varying with different groups because groups and institutions within which this operates are so different; the worker should first seek to understand the group and their circumstances surrounding it before attempting to define the specific aspects of his job with it. The primary considerations of factors, that underline differences in the roles of worker are :

2. the community setting
3. the agency function & scope
4. Agency facilities and programmes
5. the kind of group with which he is working
6. the interests, needs, abilities and limitations of individual members
7. the skill and competence of the worker
8. the amount of help the group wants and its willingness to accept help from the worker.

These factors are operating in every group situation.

1.9 Group Work and Group Therapy:

The term group therapy refers to all methods of treating Psychiatric patients in groups under the leadership of a psychotherapist. Therapeutic groups may consist of children adolescents or adults in or out of institutions who are in emotional distress presumably arising in a large part from chromo disturbances in their relationships with other people.

The goal of these groups is to ameliorate the sufferings and improve the personal and social functioning of their members. To achieve means to these goals are emotional interactions of the members with the leader and to each other.

Group therapy is not confined to the method of one profession. It leaves it open to what kind of professional method a professional would adopt to conduct the groups. For example, a psychiatrist may follow x method or y method according to different school of thought he believes in and follows. Group therapy is practiced with the aim to ameliorate sufferings and improving the personal and social functioning of its members through specified and controlled group interaction aided by a professional person.

Social work being a method of social work helps persons to enhance either social functioning through purposeful group experience to cope with their personal, group or community problems. Generally the beneficiaries are sick in their health i.e group workers are concerned with the mental health and effective social functioning. Group work practices when directed to wards amelioration of personal and social functioning may be rightly called group therapy.

Group therapy is mainly applicable to solve the following problems:

1. Psychological problems such as anxiety , self conflict , inferiority
2. social maladjustment, excessive aggressivity, excessive submissiveness, malformation of habits
3. organic problems like schizophrenia etc.
4. Therapy is a process occurring in formally organized group with the aim of promoting individual or personal growth and development of behavioral change through specified and formulated programme activities.

Broadly speaking any group that helps people with problems can be considered a therapy group, specifically to treatment of patients with mental illness which involves 'uncovering' and achieving 'insights' into unconscious motivation and other intra psychological processes.

1.10 Summary:

Social Group Work is a method which **is** connected with **a** group constituted by individuals. Its central focus is a group rather than individual. In other words, Social group work is a very useful device for serving the individual. It has been assumed that the social group work is oriented towards the progress of an entire group. Individual is a member of a group as such individual progress is linked with his group progress. It is thus evident that social group work is guided by democratic ideals. It provides opportunity for progress to each individual and group. Its main aim is to create such a social atmosphere which is based on mutual good will and cooperation. Besides, social group work also aims to create social consciousness so that the individuals in a groups may be aware about their rights and duties.

1.10 Key Words:

1. Group therapy
2. preventive and remedial
3. social consciousness

1.11 Exercise:

1. Define social group work and historical development **of social group work as one of the methods in social work**
2. Explain **the functions of** group work working with different groups?

1.13 Reference Book:

1. Trecker H.B., Social Group Work-Principles and Practice, The Womens Press, New York, 1948.
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Dr.Y. Ashok Kumar

Lesson - 2

Principles in Group Work – Leadership in Group Work process

2.0 Objective:

The objective of the present lesson is to study the principles in group work and leadership in group work process

Contents:

- 2.1 Introduction
- 2.2 Principles of group work
- 2.3 leadership in group work process
- 2.4 Roles of Leadership
- 2.5 Qualities of leadership
- 2.6 Role of group worker
- 2.7 Summary
- 2.8 Key Words
- 2.8 Exercise
- 2.9 Reference Books

2.1 Introduction:

Social group work is a method of social work which develops the ability of establishing constructive relationship in the individuals through group activities. Group experiences are the essential needs of human being. Montague develop the idea that the pattern of social relationships is a natural continuation of the processes of biological growth, the source of the social appetite of all living creatures is traceable to the way in which living organism originates, all cells originate from cells in it is impossible for them to originate in any other way. Each cell of the organism is dependent for its proper functioning upon the interaction with it of every other cell of the organism; this is to say that every organism functions as a whole, and not as mass of discrete, independent cellular elements. The organism is itself dependent and interdependent whole. Montague thus, invests the social appetite of man with an instinctive quality, derived from the biological growth process and consistent with it.

Social Work as a method: As a method it is conscious procedure, a designed means of achieving a goal. It is outer sense, a method is a way of doing something but doing underneath we always discover an integrated arrangement of knowledge understanding and principles. It means the purposeful use of insight and understandings based upon a body of knowledge and principles. It also means that social group work, has special knowledge understanding principles and skills. Social group worker has the knowledge of individuals, groups and community behavior and skills of working with them. He is made aware about the factors of human behavior, such as role of heredity, environment, learning, socialization, motivation and perception. He is equipped with the principles of planned group formation, purposeful relationship, programme development, self determination, flexible functional organization, guided group interaction, resource utilization, etc. Social group worker is skilled in establishing purposeful relationship analyzing group situation participation with the group, dealing with group feeling, using agency and community resources.

Individual is helped through Groups in Social Agency: Groups and agency both are important for social group work practice. He is provide to the individual when he becomes a member of a particular group which exists in a social agency.

The Role of Worker is to Guide the Interaction process: The relationship between worker and group is based on acceptance. The basic function of social group worker is to direct interaction process of the group. He watches the activities and behavior of every member of the group. He keeps his eyes on member's participation, its frequency, time duration, order of participation, interaction level, meaning of activities to the group member. On the basis of this knowledge he provides adequate opportunities to each member for his proper growth and development.

The Purpose of Social Group Work is to provide experience, growth and development:

Social group worker helps the group to organize such types of activities through which group members increase their capacities for participation, belonging, decision-making, responsibility taking, and adjusting themselves. They avail opportunities for their growth and development. Democratic principles are followed in group work activities.

8.2 Principles of group work:

Douglas has described fourteen principles of social group work:

1. Recognition and subsequent action in relation to the unique difference of each individual.
2. Recognition and subsequent action in relation to the wide variety of groups as groups.
3. Genuine acceptance of each individual with his unique strengths and weaknesses.
4. Establishment of a purposeful relationship between the group worker and group member.
5. Encouragement and enabling of help and cooperative relationship between members.
6. Appropriate modification of the group process.
7. Encouragement of each member to participate according to the stage of his capacity and enabling, him to become more capable.
8. Enabling members to involve themselves in the process of problem solving.
9. Enabling group members to experience increasingly satisfactory forms of working through conflicts.
10. Provisions of opportunities for new and differing experience in relationships and accomplishments.
11. Judicious use of limitations related to the diagnostic assessment of each individual and the total situation.
12. Purposeful and differential use of programme according to diagnostic evaluation of individual members, group purpose, and appropriate social goals.
13. Ongoing evaluation of individual and group progress.
14. Warm human and disciplined use of self on the part of the group worker.

Terence J. Cooke has derived the following principles to use as a guide in applying the philosophy of St. Thomas.

1. All individuals have common human needs which they seek to satisfy in groups.
2. The primary objective of social group work is the development of the individual by means of the group in which some of these needs are satisfied and or the primary objective of group work is the development of the individual and the group.
3. In social group work, the group worker process, the dynamic interaction among the members of the group and the worker and the group is the primary means of personality growth, change and development.
4. Since social group work operates in a controlled agency setting, the group worker is essential to the group work process and he is necessary one who has knowledge, understanding and skill in the art of helping people related to and work with each other.

Friedlander has mentioned the following basic principles of social group work:

1. The function of the social group worker is a helping or enabling one. This means that his goal is to help the members of the group and the group as a whole to move toward greater independence and capacity for self help.
2. In determining his way of life, group worker uses the scientific method- fact finding (observation), analysis, diagnosis in relation to the individual, the group and the social environment.
3. The group work method requires the worker to form purposeful relationships to group members and the group. This includes conscious focusing on the purposeful of the sponsoring agency, and as implied in the member's behavior. It is differentiated from casual unfocused relationship.
4. One of the main tools in achieving such a relationship is conscious use of self. This includes self-knowledge and self-discipline in relationships without the loss of warmth and spontaneity.
5. Acceptance of people with out accepting all their behavior: This includes a basic respect and love for people, warmth relating to their strength as well as to their weakness. It is not sentimentality and is enhanced by understanding of individual needs and societal demands.
6. Starting where the group is. The capacity to let groups develop from their own point of departure without imposing immediately outside demands
7. The constructive use of limitations: They must be used judiciously in relation to individual and group needs and agency function. The forms will vary greatly. The group worker will mainly use himself, programmes materials interaction of the group, and awakening of insight in the group members.
8. Individualization.
9. Use of the interacting process.
10. The understanding and conscious use of non-verbal programmes as well as verbal material.

Tracker has explained the following principles:

1. The principles of planned group formation: In social group work, the group is the basic unit through which service is provided to the individual, consequently, the agency and worker responsible for the formation of groups of the acceptance into the agency of already formed groups must be aware of the factors inherent in the group situation that makes the given group a positive potential for individual growth and for meeting recognizable needs.
2. The principle of specific objective: In social group work, specific objectives of individual and group development must be consciously formulated by the worker in harmony with group wishes and capacities and in keeping with agency functions.
3. The principles of purposeful worker group relationship- In social group work, a consciously purposeful relationship must be established between the worker and the group members based on the workers acceptance of the group members as they are and upon the groups willingness to accept help from the worker because of the confidence the members have in him and in the agency.
4. The principle of continuous individualization: In social group work, it is recognized that groups are different and that individuals utilize group experience in a variety of ways to meet their differing needs; consequently, continuous individualization must be practiced by the workers. Groups and the individuals in the groups must be understood a developing and changing.
5. The principle of guided group interaction: In social group work the primary source of energy which propels the group and influences the individual to change are the interaction or reciprocal responses of the members. The group worker influence this interaction by the type and quality of his participation.

6. The principle of democratic group self determination – in social group work, the group, must be helped to make its own decisions and determine its own activities, taking the maximum amount of responsibility in line with its capacity and ability. The primary source of control over the group is the group itself.
7. The principle of Flexible Functional Organization - In social group work, the group work, the process through which the worker guides the group in setting up formal organisations is just as important as the actual structure details of that organization. Formal organization, should be flexible and should be encouraged only as it meets felt need, is understood by the members and can function accordingly. The formal organization of the group should be adaptive and should change as the group changes.
8. The principle of progressive programme experiences: In social group work, the programme experiences in which the group engages should begin at the level of member interest, need, experience, and competence and should progress in relation to the developing capacity of the group.
9. The principle of resource utilization : in social group work, the total environment of agency and community possesses resources which should be utilized to enrich the content of the group experience for individuals and for the group as whole.
10. The principle of evaluation: In social group work continuous evaluation of process and programmes in terms of outcomes is essential. Worker, group and agency share in this procedure as a means of guaranteeing this greatest possible self fulfillment for all.

2.3 Leadership in Group Work Process:

Leadership is the process of influencing large number of people in important ways. It is the process of changing the attitudes and values of many persons. It means solving problems for a group. It means directing the activities of many individuals in significant particulars. It means working through the group process so as to produce personality and social change. Leadership may ably depend on the traditions and customs of a group. It may be the complement of fellowship. It may be direct or indirect. It may be mental, social or executive, it may be autocratic, paternalistic, or democratic.

Leadership may be radical, liberal, compromising, conservative or reactionary. Leadership may originate in energy, in intelligence or in character or combination of all three. Sometimes it is due to the focalization of ordinary ability and again it is the expression of margin's of uniqueness and innate superior ability. It may be accounted for by a balanced integration of many traits. It may occur at the conjuncture of ability, crisis and opportunity.

Concept of Leadership: Leadership is such a work which suddenly draws to the attention of the people's eye. Since the times immemorial leadership has been receiving reverence from the people. The leader is something more than a citizen or common man. He can rouse the blood of the ordinary man; he possesses the strength enough to mobilize them as an unified spirit. Rise and fall of the countries in international eyes has its deep inter relation with the rise and fall of the leaders of the country. A good leader is a national asset and a precious dynamic device "to pull the national boat out the floating dangers of the time.

'Leader' as a concept is very difficult to define. It is interesting to note Prof. Bernard, in this context "Indeed, I have never observed any leader who was unable to be a leader, nor any statement of follower that acceptably suppressed why they followed". In simple terms a 'leader is he who leads the nation, a community or a group of persons joined for a common purpose. He unifies and embodies the opinion of the people and mobilizes it to a dignified or any coveted goal.

The two concepts of leader and functional leadership may not be fused in many cases. Certainly the former would appear to grow out to the latter. If some people are in search of former, some of them atleast may try to see in each functional leader, a leader. It would appear that those leaders with sufficient sense of the dramatic to lend themselves readily to conforming to the outward appearance of being a leader may more readily become one. Lincoln was rather a disappointment of many people in this context,. Hitler and Mussolini took to the root more readily.

The functional leader always earns respect and prestige to the extent that he fulfills his function, but immediate contact is apt to inhibit the growth of the extremes of the leader concept. It would appear then that the usual notion of the leader serves to cover to quite separate concepts. The first emotionally held conviction that some men are leaders and as such are set apart from the common lord. These leaders do not owe this position to their functional relationship with the followers but to almost magic which surrounds them. They have god like attributes which they have been endowed. Our hypothesis is that this concept arises in our culture out of the relationship of child with his father. An examination of the leader concepts among the males and females in our own culture should test this hypothesis.

The other concept of leadership places emphasis not on a fixed set of personal characteristics not on particular kind of leadership behaviour, but upon the circumstances under which groups of people integrate and organize their activities towards objectives, and upon the way in which the integration and organization is achieved. Thus the leadership function is analysed and understood in terms of a dynamic relationship. A leader may acquire followers as a group of people may create a leader, but the significant aspects of the process can only be understood in dynamic, relationship terms. Evidence and specialization make appear the functional or operational concept of leadership which provides the more useful approach.

2.4 Roles of Leadership:

The role of the leader is to organize the activities of the members of the group toward the accomplishment of some and through controlled means for the satisfaction of the relevant needs of the members of the group. When the leader has been chosen by a group of people who have decided upon an objective to attained, the leader role is obvious and his role is relatively simple. When the leader however, is not chosen by the group, but appointed and given means control by some one outside the group, or appoints himself because he requires a group to achieve his purposes his job is considerably more difficult.

The leader must appear to the people he is to lead as a means for their need satisfaction or they will not accept his direction. Different kinds of groups existing for different purposes, are likely to find that different sorts of persons are equally good facilitators. Group members whose facilitative effects are not recognized by others do not thereby cease to be facilitators, but it is more accurate to say that their contributions are leader like than that they themselves are leader like. Other members cannot take this parts in a role relationship to a leader whose facilitative contributions they do not recognize. The interactional aspect of leadership depends as to other role relationships on the sharing of attitudes and expectations by role participants.

If any organization is running well it is due to authoritarian leadership which is quite effective solves the problems and people have to accept the leader and his decisions. In times of crisis decisions must be forth coming and people expect the leader to exert an autocratic role. Natural leadership involves a situation in which certain activities of the leader and the group, if performed together, will serve as a means of satisfying common needs.

2.5 Qualities of leadership:

Prof. Bernard's opinion has been challenged on the ground of his order of preference enlisted for the leadership on common ground, following qualities must be present in a true leader

1. Decisiveness: He must have a form of decisive belief, flexibility, and integrity
2. Clear views: He must be very much clear in expressing his liking and dislikings.
3. Foresightedness: He must have enough intellectual capacity and reasoning power to see the future.
4. Correct Judgement
5. sympathy to his supporters
6. good public relations
7. self consciousness
8. a good speaker and guide

It is generally admitted that it is more difficult to work with people than to work for people. But working with people involves the difficult task of getting their co-operation, and making them get along well with you. In developing group process on these lines, it will be necessary to foster and develop certain qualities of the head and heart in the leader, who should be at his best even while the group is at its worst. It has to be admitted that there are people who may be called born leaders, who are liked, respected and followed without any conscious effort on their part. This is so because the way they do a thing or the manner in which they say something is so natural and appealing that co-operation is forthcoming spontaneously. But to the vast majority of people, it would be necessary on their part of discipline and train them, making a conscious effort to develop leadership qualities, which may be latent or dormant. These may come out into the open only with some effort.

A genuine interest in people in general, a liking for them in spite of difference and a frequent approach to all people are necessary in order to be successful in the art of working with people. Ordinary people are interested only in themselves and for anyone to be sufficiently interested in others is the sign of broad mindedness which is always received favorably by others. The sign of broadmindedness is always received favorably by others. The leader should be able to listen to other people, in fact oftentimes, do more listening than talking, and try to accommodate to the maximum extent other people's point of view.

He should not stretch his own point of view to the breaking point, but should be able to stick to essentials but conceding points where no harm will result there from. A sense of humour is a most important asset for a leader. To laugh with people, even at one's own expense, is a great thing. To see the lighter side of things even in an ugly situation, and to be able to make appropriate and humorous comments may sometimes ease and even clear up a very tense situation. Humour can be used in such a way as to strengthen the bonds of friendship and the feeling of oneness among the members.

The leader should be gifted with a positive and optimistic outlook, determined to make the best even out of the worst situations. He should be able to share the responsibilities with others in the group and let them take the credit for achievements, himself happy to remain in the background. To be properly geared to others in the group is the most important thing because it is this positive relationship which alone can lead to positive achievements. When mutual trust and confidence is built up, both the leader and the group are able to contribute their best and make a success of the group activities.

The art of working with people is one that is assuming great significance in modern times. The principles of group work are such that can be successfully applied not merely in the limited field of

group work but also in the larger field of social welfare and even in working with other groups in the political, social religious settings etc. Thus the principles and approach involved in group work have much wider applicability than in usually supposed. Whether one likes it or not, one finds that he is invariably working closely with other people, moving with some groups and connected with many more and what applies to the group work practice applies to the life outside. In India, greater use of the methods of group work is made in correctional and other social service institutions. But there is need not merely for group workers as such, but a still greater need for social workers who, no matter in which particular administrative or functional setting they work, will be able to make increasing use of the principles and approach of group work in their dealings with the groups of people coming to them for assistance.

2.6 Role of group worker:

The success of the group worker depends greatly on the positive role of the group worker. Even though he is part of the group and participate in its activities, he conducts himself in such a way as to enable the group to achieve its objectives. He plays the role of a helper and enables the group to achieve its objectives. He is the cementing force keeping the group together and giving their activities proper direction and co-ordination. He functions in the group in a planned and disciplined way, always conscious of his role as enabler and helper. He is the leader of the group, but not a dictator. He is a democratic leader who is interested not merely in taking the group through a program for its own sake, but one who enables the members to go through the experience of group activity by themselves and for themselves. The programme is not an end in itself but it is only the means to an end, which is the development of the individuals comprising that group. He has to look to the needs of the individuals in the group as well as those of the group as a whole.

Understanding and Acceptance: The first duty of the social worker is to know the group. This is a continuous process in the sense the social group worker should be gathering as much data regarding the social and personal background of the members, all through the group work activities. The behavior of individuals in the group makes meaning only against their background. In fact, it is the group workers intimate knowledge of the back ground of individual members that enables him to understand the functioning of the members in the group, their actions, reactions and interactions.

Just as in social case work, acceptance of the members by the social group worker must be complete and unreserved. The group worker should be impartial and while giving individual attention he should guard against showing undue preference for some members. He should behave in such a way that the entire group trusts him and has complete confidence in him. Only when the group worker and the group completely accept each other, the process of group work will be effective. The group worker should remain near and dear to each member, so that each one can approach him freely with what ever difficulty he may have.

The group members should be free to express their feelings to anger, dejection, etc., to the leader. He does not scold them for that, but tries to help them with their problem which has given rise to their feelings of anger or dejection. To be able to give vent to their feelings is itself a good thing. This kind of 'letting off the steam' will relieve them sooner than if they were obliged to contain all their feelings. The group worker continuously watches the individuals in the group and attends to their special problems. In certain cases, case work assistance is given to them if required. Thus individual attention is given even in a group situation.

Programmes: In group work situation, the implementation of any programme is to be held out as the ultimate objective. The programme is not an end. The programmes are mainly intended to provide an opportunity for activities and participation, conduct to the development of the members, what they do is not as important as how they do it. For example, take the case of a drama enacted by a group. The drama is such is not so important as the opportunity is provided to several members to self expression and the satisfaction and recognition they get on account of that. Some of the group activities like a drive for healthy living and hygienic habits are desirable ends.

But in group work more importance is attached to how they go about its work and how it leads to individual satisfaction and development. The programmes are tools which the group worker uses to enable the group to achieve the objectives of personal and social development. The programmes will have to be initiated, keeping in mind the composition and interests of the group concerned.

Democratic Management: Democratic management and organisation is the hall mark of group work activity. The group enjoys democratic self-determination. The leader does not impose his decisions on the group but helps them to arrive at a decision in a democratic way. Both in the planning and execution of programmes, the members are free to express their views but once the majority takes a decision, they abide by it. Responsibilities are given to the members, in keeping with their capacities. The members are given maximum of opportunities for the development of responsibility and leadership. The group worker particularly help those members who have any special difficulty so that in the process of group work they can get over these. The programmes may have to be constantly revised or changed in keeping with the progress of the group work they can get over these. The programmes may have to be constantly revised or changed interests. Constant evaluation of the group records are essential in group work.

Preventive Aspects: Social group work has a preventive aspect also. It has now been accepted that social problems reflect conditions of social life. It is these social conditions that often lead to social problems. Hence it is necessary that we move out into the breeding places of these social problems and initiate preventive programmes. For example, the problem of delinquency is mostly the result of social conditions. Hence, if activities like group work are started in such area, it gives them a socially acceptable means of self-expression. A comprehensive preventive programmes on progressive lines is called for, in order to prevent the occurrence of several social problems. Group work activity should be an integral part of such a programme.

Group Discussions: The method of open discussion of problems and plans is very important. It is in this way that clarification of issues, interpretation of objectives and co-ordination of efforts is brought about. The essence of group work as democratic process implies that decisions will be taken, as a result of the fullest possible discussion and maximum possible agreement among the members. Open and frank discussion is the best way to resolve conflicts and pave the way for better co-operation and greater determination to work together for the common good. Even though every one would seem to accept the need for discussions, many people also will note that oftentimes, many of these discussions in keeping with the objectives placed before the group is not an easy task. Often times members may digress and go off at a tangent. The group leader has the responsibility not merely to keep up the tempo of the discussion but also to ensure that it moves in the right direction. The group leader will have to contribute a great deal in maintaining an atmosphere of cordiality, friendship and cooperation, continuously focusing attention on the central problems to be tackled, so that wise decisions would be reached as a result of intelligent discussions.

Group Conflicts: Just as it is natural for people to agree to do thing in a group, it is equally natural for them to disagree when it is a question of going into the details. Personal failures on the part of some members and group conflicts among some others, may hold up the work of the group. To be involved in conflicts is merely an indication as to how human the members are, but to permit these conflicts to develop or harden is most fatal. The leader should settle the disputes not so much by apportioning the guilt, but rather by emphasizing the greater need to work together in spite of these differences and difficulties. The effort should be to develop and broaden the areas of cooperation narrowing down the areas of conflict.

2.7 Summary:

Social group work is a method of social work which develops the ability of establishing constructive relationship in the individuals through group activities. Group experiences are the essential needs of human being. As a method it is conscious procedure, a designed means of achieving a goal. In other sense, a method is a way of doing something but doing underneath we always discover an integrated arrangement of knowledge understanding and principles. It means the purposeful use of insight and understandings based upon a body of knowledge and principles. It also means that social group work, has special knowledge, understanding principles and skills. Social group worker has the knowledge of individuals, groups and community behavior and skills of working with them. He is made aware about the factors of human behavior, such as role of heredity, environment, learning, socialization, motivation and perception. He is equipped with the principles of planned group formation, purposeful relationship, programme development, self determination, flexible functional organization, guided group interaction, resource utilization, etc. Social group worker is skilled in establishing purposeful relationship analyzing group situation, participation with the group, dealing with group feeling, using agency and community resources.

2.7 Key Words:

1. Principles of Group Work
2. Democratic management
3. Acceptance

2.8 Exercise:

1. Explain the principles of Group Work?
2. Define the role of leadership in group work process?

2.9 Reference Books:

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Lesson -3

Programme Planning – Nature and importance

10.0 Objective:

The objective of the present lesson is to study the importance of Programme planning in working with individuals and groups

Contents:

- 3.1 Introduction
- 3.2 Meaning and importance of programme in group work
- 3.3 Programme planning and programme development
- 3.4 Importance of programme in group work
- 3.5 Role of group worker in programme planning
- 3.6 Group and group relations
- 3.7 Use of programme Media
- 3.8 Effective Programme development process
- 3.9 Programme evaluation
- 3.10 Group Structure
- 3.11 Group leadership
- 3.12 Summary
- 3.13 Key Words
- 3.14 Exercise
- 3.15 Reference Books

3.1 Introduction:

Group work method can be most advantageously used to achieve India's developmental objectives through programmes of health, family welfare, education, community development and housing to mention a few. This will demand a reconceptualisation of both group work theory and programmes. Hence, an orientation in group work should be given to students in schools of social work and to personnel in voluntary and government agencies. This orientation should include a background of social, political, and economic development, strategies of planned development in a developing economy, the need for and types of fundamental changes required in the social structure, and the steps being taken to bring about these changes. It should also cover an assessment of existing programmes, only then can practitioners meaningfully grasp the contribution of group work to the programmes like integrated rural development integrated child development, family planning and the nation adult education programmes.

In India, where poverty, disease, illiteracy and low level of living are widespread, group workers must strive for social action and social change even in remedial and clinical setting. To illustrate, school social work with a group of slow learners in the usual idea of group in the educational field. A wider way of looking at it would be to focus on functional literacy and social education programmes, establishment of parent teacher's association wherever possible in the neighborhoods and vocational guidance and counseling services on a community extension basis. Special programmes for culturally deprived children, prevention of school drop-outs, family life education

and organizing local pressure groups to demand changes in the educational facilities form local educational authorities, are some of the other ideas that can be initiated. One can also be involved in the preparation of memoranda and collaboration with other groups working in the same field. The scope of education should also be extended to cover education for health, better standards of living, housing with all its legislation and land reforms. So, social group will have to form a partnership with social education and deal with critical aspects of the client's life.

3.2 Meaning and importance of programme in group work:

Programme is a concept which broadly includes the entire range of activities, relationships, interactions and experiences which have been deliberately planned and carried out with the help of the group worker to meet the needs of the individuals and also groups and communities. Much of programme planning is discussed and group must be helped to discover and use their own resources in order to make the programme more and more effective. In programme making the group worker should keep in mind that the programme must be out of the needs and interests of the group members. It is the group worker's main duty to see the age, central background and also the economic differences of the group members.

Whenever a programme is made, there every individual is given chance to experience and express his interests inherent values among the group members. In order to make the programme more effective, the programme's rules and regulations must be flexible and varied to satisfy a variety of needs of the group. It must evolve from simple to complex. By keeping all these points in mind a group worker can guide and lead the people to make their programme a better one.

Importance of programme in group work involves so many essential points which are very important for the programme. The first importance of programme in group work is to develop a good personality. Unless and until a person is not developed in his personality he can not do a better work for the other people. So, the group programmes are the one which provides these kinds of opportunities. The second point is to socialize the people who do not know anything. The programmes are conducted by the group worker to make aware people in the villages. The third point is to integrate the goals and achievements of the group members. The group members are integrated by conducting different programmes to achieve their goals. The fourth point is to unite the group members in achieving the goals.

In a programme, the group members are achieving the goals. In a programme, the group member are given more stress to unite their group and make their group more strong. Because when the group is united then they can do even the difficult work more easily. Therefore, the unity among group is very much important. Another importance of programme in group work is to establish and develop a good relationship with others. There are many people who do not have a good relationship with one another. And the last point of the importance of programme in group work is to make a settlement of conflicts among the people and to control their conflicts with one another. This is very important in any group that unless the conflicts are settled there can not be a good and a healthy relationship in the group. So by organizing programmes the group worker solves the problems and establishes peace and harmony in the group.

3.3 Programme planning and programme development:

Programme Planning: Programme planning means helping the members to plan the programme, discovering and arousing interest relevant to age, socio-cultural, economic and educational background and using the environment to its maximum. The various people in the neighborhood can be tapped as resource persons and even talented group members can be used to demonstrate skills. The workers should know to work with in the limitations imposed by programme materials, roles and situations, agency and community resources, finances and time. The group worker

enables members to plan programmes by observing, listening and acting, visiting, consulting, analyzing and recording them. It helps him to gain insight in members, needs and forms of work. The worker will be in teaching programme activities and leading the group in such a way that the members enjoy participation, and opportunities for involvement are created even among the less dominant ones.

Programme Development: The democratic process of consulting people and helping them by the methods of different programmes about their needs and involving them in decisions about priorities which increasingly constitutes the core of programme development; objectives must obviously also be embodied in appropriate political forms and local and national administrative structure. The place of programme development in this wider context is probably unique. Programme development is a consciously planned, directed and evaluated endeavor to precipitate and guide desired social change. Success in programme development demands that the people emotionally identify themselves with these kinds of programmes. Such identification gives programme development, the character of a movement providing strength and sense of purpose to the current change over a whole country. Programme development is being formulated from the outset as a long-term programme of rural development for the whole village or even the whole country.

3.4 Importance of programme in group work:

Programme is a concept which broadly includes the entire range of activities, relationships, interactions, and experiences which have been deliberately planned and carried out with the help of the group workers to meet the needs of the individuals and groups. Much of programme planning is discussional and groups must be helped to discover and use their own resources. Following are the importance of programme in group work.

- The success of social group work depends upon the nature of programme and the way in which the group member makes use of them.
- Any individual value that a person learns through group work is through various programmes.
- Activities provide a chance to express friendliness and affection as well as indifference or open hostility towards others.
- Integration of the group is achieved through activities.
- Programme context provides a centre around which the members come together.
- It helps individuals to establish and develop relationships.
- Planning of the programme provides opportunities for the members to make and carry out discussions and to accept responsibilities.
- The programme activities themselves sometimes provide pattern for settling conflicts and establishing contacts.

3.5 Role of group worker in programme planning:

A social group worker has to perform following role in the process of programme planning:

1. Helping the members of the group to plan the programme,
2. Discovering potentials and arousing interests with in the individuals of the group.
3. extensively using the environment to stimulate new programme activities. The equipment and facilities of the agency may be like games, room, record player, library, swimming pools, natural atmosphere, etc. The members themselves, may bring out their own talents of singing, playing, etc. which is also a part of environment.

4. Using limitations in a right manner. There are limitations imposed by materials, rules of the agency and situations. Limitations imposed by resources and facilities also has an important place in the programme planning. For example the handicapped people may prove to be a failure in their performance of certain activities as compared to the normal people. In such situations the group worker has to guide the members to take up responsibility where they may not fail.

3.6 Group and group relations:

It is now generally recognized that it is of basic importance to social workers to know how to use knowledge of group process. Some of the groups covered here will thus require to be reinforced in the methods courses and in the field work. The subject matter will include the nature of groups with groups participation considered as being inherent in human nature, since group life is antecedent to the emergence of separate individual in the society. This indicates that group membership is essential for individual development and mental health, because it affords opportunities to satisfy basic human needs for mutual relation ship achievements security and recognition.

An analysis of the actual process of group life will include study of the impulses which brings people together, how groups, are formed, the purpose which different groups exist to fulfill, the natural history of a group and between different groups. The various types of groups, reference groups, peer groups, acceptable and disadvantaged groups, minority groups, groups which are held together by their social isolation, groups which are formed for a specific purpose and then disintegrate or agree to break up, groups which endure over-generation, and groups based upon conscious selection, or upon proper inquiry.

The values of group membership to the individual may also be studied developmentally, starting with the primary group of the family and going on through the natural play groups of childhood, school groups. The one sex and tetra sexual companionship and interest groups of adolescence, through which social skills are learned and initiation into adult society is facilitated, to the varied adult work, leisure, interest and social groups, and the closing circle of old age. The amount of social nourishment which the normal individual receives from satisfying group life throws light on the effects of impoverishment of group and social life, resulting in the anomie and rootless ness, the absence of a sense of belonging and to defined roles, status and expectations in society which sometimes result from the rapid growth of urban areas.

3.7 Use of programme Media:

largely because of its early linkages to the field of recreation, group work has recognized the value of additional types of activities in pursuit of change goals. Often, group workers introduce varied tasks and programmes to supplement discussion, depending on the particular composition and goals of the group. Since verbal abilities are less developed among the younger children, games and craft activities have been effectively used as part of their programmes, with adolescents and adults; on the other hand a number of social activities and planning for group action are found effective. Within institutions, client groups can be helped to explore problems of the social milieu by being permitted to undertake limited self-government. Many messages for social development and concretization are given through the use of folk media in villages and urban community groups. All these programme activities extend the opportunities for meaningful interaction among clients, significant involvement with social tasks and acquisition of valued interpersonal skills. For any of the type of models or approaches of groups referred in any setting of group work practice, one or a combination of the following programme activities can be used for diagnostic problem-solving or treatment purpose.

1. **Play:** The use of all types of games (physical, intellectual, memory, sensory) including playing with blocks, toys and water, in the case of young children.
2. **Drama:** Mime, use of puppets and masks and role-play; in these members of the group are asked to act various parts which have significance to their problems or difficulties. Individuals thereby gain insight into their own behavior and that of others.
3. **Music and Crafts and Arts:** The former which can be vocal or instrumental or a solo or a group basis provide an outlet for all varieties of human emotions whereas the thorough work with diverse materials such as wood, clay, paper, straw or paints give ample scope for self-expression, creativity, balance and harmony.
4. **Talk:** This is the action most people associate immediately with group activities especially of a problem solving or therapeutic nature dealing with critical topics related to the clients personal lives. Induced in this activity are small group discussion, lectures, seminars, conversations, sensitivity games and encounter sessions (A much mode of communication, talk is an essential part of the other activities.)
5. **Movement:** This kind of activities are being used, a counter to the rather over emphasized verbal communication just referred to activity includes exploration of touch, non-verbal communication, dance, mime and physical encounter.
6. **Work:** This activity speaks for itself and covers projects and tasks of all kinds of complexity which involve an ongoing process of co-operative endeavour.

3.8 Effective Programme development process:

Some of the pre-requisites of effective programme development process are as follows:

1. Programme should grow out of the needs and interests of the individuals who compose the group, e.g., youth, children, adult, etc.
2. Programme should take into its account the factors such as age of group members, cultural background and economic differences.
3. Programme should provide individuals with experience and opportunities for participation.
4. Programme should be flexible and varied to satisfy a variety of needs and interests and to afford a maximum number of opportunities for participation
5. The programme should be evolved from the simple to more complex level, with movement coming as a result of group growth in ability and readiness.

3.9 Programme evaluation:

Programme evaluation is very important part of group work process. There must be proper evaluation of each individual within the group as a whole through various programmes. Programme evaluation can be done in following ways.

1. Observing by listening to suggestions and actions of individuals and group, facial expression and tone of voice, etc.
2. Analysis various of situations and regarding the progress of activities and the individuals.
3. Visiting and consulting the family, school and other community sources as per the requirement of the process. Home visits gives insight into the members' family relationship, values, interests, etc.
4. Teaching and leading the group for growth and progress.
5. Helping individuals with in the group to gain skills to cope up with the activities.

6. Helping the members to lead various activities by endowing them with different duties and responsibilities.
7. Make use of experts and specialists in certain activities and taking their assistance in the activities for growth and progress of the group.
8. Social group worker himself should be a specialist in some areas to evaluate the whole process.

3.10 Group Structure:

The group structure or the developmental stages goes through different process. Tuck Mann (1965) divides this process into four easily remembered stage forming, is characterized by anxiety and dependency on the worker with most comments being directed towards the worker as well as members testing to ascertain the group norms. Storming, the second stage, includes conflict between sub-groups, disagreement between members, resistance to group control, and rebellion against the worker. The text stage forming shows the development of group norms and cohesion the resolution of conflicts and mutual support. The fourth stage performing, which is the final stage, is indicated by flexible and functional roles within the group, the resolution of interpersonal problems, and the use of the group resources of inter personal problems, and use of the group resources for the achievement of the task. These four phases are cyclical, not linear which means that a group may be at the performing stage when the entrance of new member to the group throws the whole group work to the forming stage.

An example of this cyclical process was illustrated in a support group for depressed single-parent –women. The members who had been meeting for some weeks, had formed supportive net works with in the group. A worker, with the permission of the members, introduced a new woman into the group. In a discussion the new member is prepared with one established member. At this interference in the existing supportive relationship, disagreed with by the pair burst into tears and left the room. The worker later persuaded her to return to the meeting but she remained silent for the reminder of the session. The workers feared that none of the women would attend again, but on looking at the process, realized that the group had reverted to the forming stage with the introduction of the new member, and had then progressed on the storming stage during the progress of the meeting, this in fact is what had happened and subsequent sessions saw the group working through, one more, to performing stage, this time with the inclusion of the new member.

Some writers include a fifth stage, mourning in the process this ending phase of a group is characterized by reactions such as denial that the group is finishing, regression to former behavior patterns, rejection of the group and worker, or the desire for a ritual ending such a party. Northen (1969) provides an excellent description of group termination. **The size of the group is determined by the nature of the interaction** desired. The smaller the group the greater the potential and demand for close relationships, the higher the rate of membership participation, the stronger the group pressures on each member and the greater the flexibility of the group to modify its goals to meet changing needs. Too small a group, however, means, you may have no group if members are absent or drop out.

When a group is larger than about eight, a formal structure begins to develop, sub-groups appear, communications are directed towards the worker, the number of interactions possibly increase and the group tends to find difficulty in making decisions. In deciding upon the size of a group and in selecting members for a group a worker needs to consider the needs of the clients, their prior group experiences, their personalities and whether or not they want to join a particular group. Effective groups have members who want to be there so the decision on whether or not to join should be critical attribute.

3.11 Group leadership:

leader is a person who influences the other persons. Leadership is a behavior that affects the behavior of other people. Leadership is a relationship of one person and one who influences other to work together. The crisis of administration in India today is the crisis of leadership. With the public sector constantly on the increase, large and complex organizations are being built up under the aegis of the ever expanding welfare state. All these organizations and groups big or small, need administrative as well as group leadership. More schools, more hospitals, more industries, more steel plants, more cooperation, more institutes and laboratories call for one indispensable element, namely, group work and administrative leadership. Similarly, the successful implementation of thousands of programmes included in our plan depends for their success on good leadership. Barnard is thus right in remarking that "Growth in technology and specialization too have made significance of the problems of leadership. Thus the first and the foremost task of the management to day is to provide leadership, that is, to direct, control and co-ordinate the activities of a group of persons with a view of achieving the desired goals of the organization.

In spite of the overwhelming significance of leadership there is no unanimity about its contents. "Indeed, I have observed any leader who was able to state adequately or intelligently why he was able to be a leader, nor any statement of followers that acceptably expressed why they followed says Barnard, and a person tend to forget that leadership has a double meaning. A look at the dictionary meaning of the verb to lead would show that the term is used in two different sense in sense it means "to excel, to be advance, to be prominent" and in another sense it means "to guide others, to be head of an organization or a group or hold command". In the words of Seckler-Hudgon: "leadership in large groups or organizations may be defined as influencing and emerging of people to work together in a common effort to achieve the purpose of the enterprise'.

In order to understand the group work it is important to know the cultural determinants affecting its practice such as nature of society and the individuals social functioning in groups in the Indians are very group conscious living closely knit in families and associating freely with neighbors and community members through many informal primary and secondary groups. The Indian virtually never steps out of his compact group relations, the family, the caste, etc. As the members of the family and the community are closely interdependent in the life of the Indians. Therefore, the group worker must realize that it requires greater strength of character on the part of the client who is closely tied to his environment to find solution.

The group worker cannot be tied solely to be the instrumental in bringing about a change in the individual as well as society. Therefore the group work, becomes a catalytic agent. In the light of this, the group worker should play an increasing part in community life and he be in contact with conditions that affects groups, communities and the wider society.

3.12 Summary:

Group work method can be most advantageously used to achieve India's developmental objectives through programmes of health, family welfare, education, community development and housing to mention a few. This will demand a reconceptualisation of both group work theory and programmes. Hence, an orientation in group work should be given to students in schools of social work and to personnel in voluntary and government agencies. Whenever a programme is made, there every individual is given chance to experience and express his interesting inherent values among the group members. In order to make the programme more effective, the programme's rules and regulations must be flexible and varied to satisfy a variety of needs of the group. It must involve from simple to complex. By keeping all these points in mind a group worker can guide and lead the people to make their programme a better one.

3.13 Key Words:

1. Leadership
2. Evaluation
3. Group leadership

3.14 Exercise:

1. Write the importance of Programme planning in social group work?
2. Discuss the role of leadership in working with the groups?

3.15 Referece Books

1. Trecker H.B., Social Group Work-Principles and Practice, The Womens Press, New York, 1948.
2. Dimock, S.H and H.B. Treker The Supervision of Group Work and Recreation, Association Press, New York – 1951.
3. Lindsay, A.W, Group Work Recording – Principles and Practice, the Womens Press, New York, 1952.

Dr.Y. Ashok Kumar

Concept of Group Dynamics [Nature and Significance]

4.0. Objectives:

The objectives of this lesson are to explain the concept of group dynamics its nature and significance.

Contents:

- 4.1. Introduction
- 4.2. Group dynamics – Meaning
- 4.3. Research Studies
- 4.4. Dimensions of Group Dynamics
- 4.5. The Interaction Patterns
- 4.6. Communication
- 4.7. Other Interaction Patterns
- 4.8. Group Cohesion
- 4.9. Social control Dynamics
- 4.10. Summary
- 4.11. Key Words
- 4.12. Exercises
- 4.13. Reference Books.

4.1. Introduction:

The understanding of group dynamics is useful for practicing effectively with any type of group. Many theories describe group functioning. All the theories state that one should understand groups as Social systems. A system is made up of elements and their interactions. Groups can be conceptualized as individuals in interaction with each other. The forces that result from interactions of group members are often referred to as group dynamics. Group dynamics influence the behaviour of both individual group members and the group as a whole. The worker's most important task is to help groups develop dynamics that promote the satisfaction of members' Socio-emotional needs. Group dynamics can also have negative effect on the meeting of members Socio-emotional needs and on goal attainment. Forces exerted in groups can have a powerful influence on group members and on the functioning of the entire group. On the other hand, appropriate development of group dynamics can lead to positive outcomes of the group and its members.

4.2 Group dynamics meaning:

When two or more individuals come together, and work for certain common goals, so that a group structure, as well as group norms, are set up, we have the formation of groups. That means, the behaviour of the individual influences the behaviour of the other individuals in the group. The behaviour of the other individuals influences the behaviour of the given

individual. This is group dynamics. Group dynamics indicates the adjustive changes which are occurring in the group as a result of the changes which are occurring in any part of the group.

Social Scientists earlier used the concept of 'group mind'. It means why the behaviour of an individual in a group is different from the behaviour of the individual when he is alone. The behaviour of the individual is affected by the behaviour of the other individuals when he is a member of a group. The concept of group dynamics has supplanted the old concept of group mind. When we study the group as a whole, we are aware of studying changes which occur in the behaviour of the individuals. These changes are transmitted to all the individuals, so that the behaviour of the group is altered. Culture determines group behaviour. The Social psychologist seeks to explain group behaviour on the basis of Social interaction and cultural transmission through Social interaction. This interactive psychological relationship is termed "group dynamics".

We can understand group behaviour only if we take into account both the personality of the individual and the character of the Social situation. In other words, group behaviour is a function of the individual and the Social situation.

4.3. Research Studies:

Lewin in his study found that lecture method brought about change in behaviour in 3 percent of the women, in conveying the information. When the same information was communicated by discussion method, 32 percent of the women used the new foods which were recommended by nutritionists. In another study it was found that mothers who participated in group discussion used cod liver oil to feed their infants more readily than the mothers who followed lecture method. It was also found that 90 percent of the mothers used orange juice after the group discussion method as against 35 percent of women who listened to the lecture. These results show that the discussion method is far superior to the lecture method in bringing about a Social change. The superiority of the discussion method is due to the greater involvement of the individuals in the problem under discussion. Lecture method makes people passive where as discussion method makes them active participants. When the group itself shows a readiness to change by active participation then actual Social change becomes possible. The change will be even more when the group actually takes the decision to change.

Coch and French conducted a study in a sewing factory. The management of the factory found it necessary to change the workers from one job to another and also to adopt new methods in doing old jobs. The study revealed that even efficient operators showed an immediate drop in production. The drop in production was due more to problems of motivation rather than to technical problems. So an experiment was conducted. The workers to be transferred were divided into three groups equal to one another with respect to efficiency. The first group was the control group; the members of the group followed usual method. When they were introduced to the new section. They were informed about the changes. It was found that there was a big drop in production. The second group was informed about the change but an explanation was given regarding the need for the change. Through group discussion, the group agreed that a change was necessary, after these new methods were explained in detail. For this group, there was initial drop and there was good recovery and no worker left the job. The third group was treated in the same way as the second group; only they were asked to participate in the work as "special operators". So there was prestige attached to the transfer. This group was superior to the second group. When there was group

discussion and group decision, there was not only increase in productivity, there was also no labour turnover; there was no aggression against the management. When a group understands the change, agrees to the change, and when there is a group decision with respect to the change, the productivity increases.

4.4. Dimensions of Group Dynamics:

Four dimensions of group dynamics are of particular importance to group workers in understanding and working effectively with all types of task and treatment groups:

1. Communication and interaction patterns
2. Cohesion
3. Social control mechanisms, that is norms, roles and status
4. Group culture

In depth knowledge of group dynamics is essential for understanding the social structure of groups and for developing beginning-level skills in group work practice.

4.5. The Interaction Patterns:

According to northern, "Social interaction is a term for the dynamic interplay of forces in which contact between persons results in a modification of the behaviour and attitudes of the participants". Verbal and nonverbal communications are the components of social interaction. Communication is the process by which people convey meanings to each other by using symbols. Communication entails (a) The encoding of a person's perceptions, thoughts, and feelings into language and other symbols, (b) The decoding of the transmission of these symbols or language, (c) The decoding of the transmission by another person. As members of a group communicate to one another, a reciprocal pattern of interaction emerges. The interaction patterns that develop can be beneficial or harmful to the group. A group worker who is knowledgeable about helpful communications and interactions can intervene to help the group achieve desired goals and to ensure the social-emotional satisfaction of the members.

4.6. Communication:

The worker should be aware that whenever people are together in a group, they are communicating. All communications are intended to convey a message. Silence can communicate sorrow, anger or lack of interest. Every group member communicates for many reasons. Kiesler has suggested that people communicate for (a) Understanding other people, (b) Persuading others, (c) Gaining power, (d) Defending themselves, (e) Provoking a reaction from others, (f) making an impression on others and (g) maintaining relationships.

Workers should observe, assess and understand communication and interaction patterns. Workers should use this information to work with individual members and the group as a whole. If one member is unassertive in the group, the worker might help the member to respond assertively to situations in the group. The worker suggests that the member practices the skills to respond assertively to situations.

The worker should also be aware that messages are often received selectively. Selective perception refers to screening of messages. Messages are decoded and their meanings are received. Selective screening sometimes results in blocking of messages so that they are not decoded and received. Napier and gershenfeld suggest that the perception

of a communication can be influenced by (a) experiences in early childhood, (b) stereotypes, (c) status of the communicator, (d) Previous experience and (e) assumptions and values. The interaction might have hidden meaning for both sender and the receiver of a particular communication.

It is not possible, for workers to analyze each interpersonal communication that occurs in a group. With little practice, they can become aware of the meanings behind messages and their effect on a particular member and on the group as a whole. The group workers can intervene in the group when they have full understanding of the meanings of the messages being communicated and received by each member.

Communications can also be distorted in transmission. One of the transmission problems are language barriers. There are problems of understanding accents and dialects. The meanings of many words are culturally defined and may not be interpreted as the communicator intended. Special care must be taken to avoid distorting the meanings intended by the communicator.

Noise and other distortions inside or outside the meeting room can interfere with effective communication. Hearing and eyesight problems can create difficulties in receiving messages. Elderly people have some hearing impairment and also suffer from severe visual impairment. When working with older people, the practitioner should be alert to members' potential difficulties in hearing and eyesight.

It is important that members receive feedback about their communications. Feedback is a way of checking that the meanings of the communicated messages are understood correctly. Feedback is designed to check the distortions rather than to confront or attack them. Feedback and clarification can help to prevent communications from being interpreted in unintended ways.

4.7. Other Interactions patterns:

A variety of interaction patterns have been identified in social work literature (Middleman), such as (a) the leader is the central figure and communication occurs from leader to member or from member to leader; (b) members take turns talking; (c) there is exchange between the leader and a member, as the other members watch; and (d) all members take responsibility for communicating. The first three patterns are leader-centered; the fourth pattern is group-centered, because it emerges from the initiative of group members.

The workers should facilitate development of group-centered rather than leader-centered interaction patterns. In group-centered patterns, members freely interact with each other. Group centered patterns increase social interaction, group morale and members' commitment to group goals. But group centered patterns are less efficient than leader-centered patterns.

Patterns of interaction are affected by (a) the cues and reinforcements; (b) the emotional bonds that develop between group members, (c) the sub-groups that develop in the group, (d) the size and physical arrangement of the group and (e) power and status relationships in the group. Workers can change interaction patterns by modifying these important factors.

Cues and Reinforces:

Workers and members can decide to use verbal and non-verbal behaviours to facilitate modifications in established patterns. Cues such as words or gestures can act as signals to group members to talk more or less frequently to one another or to the worker. Workers and members can also use other reinforcers to encourage beneficial interactions.

Emotional Bonds:

Positive emotional bonds such as interpersonal liking and attraction increase interpersonal interaction. Negative emotional bonds reduce solidarity between members. Hartford calls alignments based on emotional bonds "interest alliances". Members of a minority group might form an interest alliance based on similar concerns about the lack of community services for minority groups.

Sub-groups:

Sub-groups also affect the interaction patterns in a group. Sub-groups form from emotional bonds and interest alliances among sub-sects of group members. Individuals look forward to interacting with those to whom they are particularly close. They should not be viewed as threat to the integrity of the group unless the attraction of members within the sub-groups becomes greater than their attraction to the group as a whole.

There are variety of sub-group types, including the Dyad, triad, and clique. Also there are isolates, who do not interact with the group, and scapegoats who receive negative attention and criticism from the group.

Sub-group formation is useful for assigning certain tasks to committees, delegate councils and some teams. The results of the sub-groups work are brought back to the larger group for consideration and action. The formation of intense sub-group attraction, can be a problem. Sub-group members may challenge the worker's authority. They may substitute their own goals and methods for the goals of the larger group.

Size and Physical Arrangements:

As the size of the group increases, the possibilities for potential relationships increase. As groups grow larger, each member has more social relationships, but less opportunity to maintain. With increased group size there are also fewer opportunities and less time for members to communicate. A reduced chance to participate leads to dissatisfaction and lack of commitment to decisions made by the group.

The physical arrangement of group members also influences interaction patterns. For example, members who sit in circles have easier time communicating with each other than do members who sit on rows. Circular seating arrangements promote face-to face interaction, they are often preferred to other arrangements.

Power and Status:

Two other factors affecting communication and interaction patterns are the relative power and status of the group members. When members carry out roles that are important to the group, their power and status increases. When a member enjoys high status and power, other members are likely to direct their communications to that member (Napier & Gershenfeld)

Communication-Principles:

Workers may find the following principles about communication and interaction patterns helpful.

1. Workers should help members communicate effectively throughout the life of a group.
2. communication patterns can be changed strategies. Workers can change sub-groups, group size, structure or alter the power or status relationships in a group.
3. Workers should help members understand each other's intentions by clarifying them through group discussion.
4. Workers should help members understand and appreciate the meaning of different communications
5. Workers should help members listen to what others are communicating.
6. Workers should help members clarify verbal and non-verbal communications.
7. The worker should educate members about how to give and receive effective feedback.
8. workers should encourage communication patterns that are appropriate to the purpose of the group.

Workers should follow the above principles to help groups develop patterns of communication and interaction.

4.8. Group Cohesion:

People are attracted to group for a variety of reasons. According to Cartwright, four interacting sets of variables determine a member's attraction to a group.

1. The need for affiliation, recognition, and security
2. The resources and prestige available through group participation.
3. Expectations of the beneficial and detrimental consequences of the group.
4. The comparison of the group with other group experiences.

Cohesive groups satisfy members need for affiliation. Many people join groups because of the people they expect to meet and get to know. Prestige may also be an incentive. Another incentive is access to services or resources not otherwise available. Cohesion can affect the functioning of individual members and the group as a whole. Cohesion can lead to dependence on the group.

Group Cohesion – Principles:

- The following principles are helpful to enhance a group's cohesiveness.
1. the worker should use group discussions to encourage interaction.
 2. The worker should help members identify their needs and how they can be met in the group.
 3. the worker should help members to achieve goals.
 4. The worker should help group members to cooperate rather than compete with each other.
 5. The worker can use inter group competition to build inter-group bonds.
 6. The worker should give all members the opportunity to be fully involved.
 7. The worker should help members clarify their expectations

8. Workers should help groups to be rewarding experiences for members.
9. The worker should help the group develop pride in its identity and purpose.

4.9. Social Control Dynamics:

Social control includes the norms that develop in the group and the roles and status of individual group members. Social order and stability are prerequisites for the formation of a cohesive group. Social control can be used by workers and members to gain compliance from deviant group members. Social controls that are too stringent can reduce group attraction.

The extent of social controls varies from group to group. In groups with strong social controls, members must give up a great deal of their freedom and individuality. In some groups this is necessary for effective functioning.

How Norms, roles, status and other social control mechanisms can satisfy members' social emotional needs, are described below.

NORMS:

Norms are shared expectations and beliefs about appropriate way to act in social situation such as a group. Norms stabilize and regulate behaviour in groups. Norms result from what is valued, preferred and accepted behaviour in the group. Norms develop as the group develops. The emergence of the norms as the group progresses, however, reduces the need for structure and control by the worker. Norms may be overt or covert. Some norms are strictly enforced while others are rarely enforced.

Deviations from group norms are not necessarily harmful to a group. Deviations help groups move in new directions. Norms may be dysfunctional, or unethical, or it may be beneficial for members to deviate from them. The worker can help groups examine whether norms contribute to the effective functioning of the group the worker should ensure that the developing norms are beneficial for the group. New norms become the recognized and accepted rules by which the group functions. Napier and Gershenfeld have suggested ways that norms can be changed.

1. Discussing, the decisions about the group norms
2. Directly intervening in the group to change a norm
3. Deviating from a norm and helping a group to adapt a new response.
4. Hiring a consultant to work with the group to change its norms.

Roles:

Roles can also have an important influence on group members. Roles are shared expectations about the functions of individuals in the group. Roles define behaviour in relation to a specific function that the group member is expected to perform. Roles provide social control in groups by prescribing how members should behave in certain situations. Performing in a certain role not only prescribes certain behaviour but also limits member's freedom to deviate from the expected behaviour in the role. Changes or modifications of roles are best undertaken by discussing members' roles, asking members to assume new roles or adding new roles.

Status:

Status refers to an evaluation and ranking of each member's position in the group relative to all other members. Because status is defined relative to other group members, a person's status in a group is also affected by the other members.

Low-Status members are the least likely to conform to group norms, because, they have little to lose by deviating. Medium status group members tend to conform to group norms so that they can retain their status and perhaps gain a higher status. High status members generally conform to valued group norms. Changing member's roles in the group and helping them to achieve more visible or responsible position within the group can also increase members' status.

Social control-Principles:

Norms, roles and status are interrelated concepts. Social controls limit individuality, freedom and independence. At the same time social controls stabilize and regulate the operation of groups by helping them to function efficiently and effectively. Worker may find the following principles about social control dynamics helpful when facilitating a group.

1. Social control dynamics help regulate and stabilize group functioning.
2. Workers should help members avoid stereotypical way of interaction and develop an awareness of their own stereo types.
3. The Worker should mediate value conflicts among members and between members and the larger society
4. the worker should promote values such as openness, self- determination, fairness and acceptance of difference which are fundamental to social group work and social work profession.
5. Groups are most satisfying when they meet members' socio emotional needs

4.10. Summary:

The understanding of group dynamics is useful for practicing effectively with any type of group. One should understand groups as social systems. A system is made up of elements and their interactions. The forces that result from interactions of group members are often referred to as group dynamics. Group dynamics influence the behaviour of both individual group members and the group as a whole.

When two or more individuals come together and work for certain common goals so that a group structure, as well as group norms are set up, we have the formation of groups. That means, the behaviour of the individual influences the behaviour of the other individuals in the group. The behaviour of the other individuals influences the behaviour of the given individual. This is group dynamics. Group dynamics indicates the adjustive changes which are occurring in the group as a result of the changes which are occurring in any part of the group.

There are four types of group dynamics which are helpful to group workers for working effectively with the groups, (1) communication and interaction patterns, (2) cohesion, (3) Social Control Mechanisms, that is norms, roles and status, (4) Group culture.

According to Northern, " Social interaction is a term for the dynamic interplay of forces in which contact between persons results in a modification of the behaviour and attitudes of the participants". Verbal and non-Verbal communications are the components of social interaction. Communication is the process by which people convey meanings to each other by using symbols.

The worker should be aware that whenever people are together in a group, they are communicating. All communications are intended to convey a message. Silence can communicate sorrow, anger or lack of interest. Every group member communicates for many reasons. Workers should observe, assess and understand communication and interaction patterns. The worker should also be aware that messages are often received selectively. Selective perception refers to screening of messages.

Communications can also be distorted in transmission. One of the transmission problems are language barriers. There are problems of understanding accents and dialects. The meaning of many words are culturally defined. Noise and other distortions inside and outside the meeting room can interfere with effective communications. It is important that members receive feed back about their communications.

The workers should facilitate development of group-centred rather than leader-centred interaction. Patterns of interaction are affected by (a) the cues and reinforcement; (2) the emotional bonds, (3) the sub-groups, (4) the size and physical arrangement of the group, (5) Power and status relationships in the group.

People are attracted to groups for a variety of reasons. Cohesive groups satisfy members' need for affiliation. The extent of social controls varies from group to group.

4.11 Key words:

- a) Group dynamics
- b) Interaction Patterns
- c) Communication
- d) Group cohesion.

4.12. Exercises:

1. Explain the concept of group dynamics and its nature and significance.
2. Discuss various dimensions of group dynamics.

4.13. Reference Books:

1. Kuppaswamy (1965) : An Introduction to social Psychology; Asia Publishing House.
2. Lewis, Oscar and Dhillon (1954) : Group dynamics in a Northern Indian village- A study of Factions, Planning commission.
3. Sherif and Sherif (1953) : Group in Harmony and Tension, Harper

Prof. M. Lakshminpathi Raju

Recording in Social Group work (Importance and Types)

5.0. Objectives:

The objectives of this lesson are to explain the importance of recording and also to analyse the types of recording.

Contents:

- 5.1. Introduction
- 5.2. Importance recording in group work
- 5.3. Types of Recording
- 5.4. Factors that influence the keeping of process records
- 5.5. Content of records
- 5.6. How to write records
- 5.7. Principles of Recording
- 5.8. Using process records
- 5.9. Evaluation of group work
- 5.10. Role of group worker for the satisfaction of social needs
- 5.11. Group work practice in agencies
- 5.12. Summary
- 5.13. Key words
- 5.14. Exercises
- 5.15. Reference Books

5.1. Introduction:

Recording is an important method to learn social work practice. Field work is the heart of social work training. The very purpose of field work is defeated if the interactions during field work are not recorded. Recording helps in learning. It is also an opportunity to reflect back upon his interactions and identify the mistakes committed by him. It helps him to organise his information, observations and interactions in the group. The student absorbs the knowledge received from supervisors and literature. Recording serves administrative and research purpose also. One can see that how different approaches used are helpful and what modifications are required in the approaches to achieve the desired results. Records serve teaching purposes also, as they can be used to discuss methods, skills, techniques etc., in practice. Records are also used to evaluate appropriateness of the process used and the work done. It provides an opportunity to offer constructive criticism to the student/ worker to rectify his deficiencies, and improve his performance.

5.2. Importance of recording in group work:

Record taking in group work is important, and is becoming increasingly important. The group worker, whether professional or non-professional, needs accurate information.

Recording helps to the understanding, the worker has of his relations with his groups and the inner dynamics of the group processes. Recording increases the objectivity with which, the

group workers view their work. The group worker takes record of the group members and different activities of the group. He meets the group in different times. In every meeting the group worker observes carefully the members of the group and makes record.

Records are also important to the agency which sponsors the worker. The agency, through the supervisor, has a means of knowing what is going on, if there is a record. It aids the worker through guidance and improves the programme. In some agencies, the records are regularly used in staff conferences to provide a basis for staff discussion and learning.

The important part of group worker's responsibility is the preparation and writing of records. The minutes of the meetings may be kept by the elected secretary of the group. These minutes are used by the groups, in reviewing its experience in making plans and in follow up work. Another type of record kept by group workers is processed records. In this kind of records, each meeting of group is described in full details. It is a process record in the sense that primary attention is given to participation and interaction of the members with a view to determining the role of each individual in the affairs of the group.

The writing of record is becoming an integral part of social groups work practice. It is a tool for the improvement of group worker and has important values for the groups, the worker. The agency and the field. The major value of narrative process record help the worker to do more effective job with his group. By writing a complete process record, it serves as a tool of understanding the group and learning how to help it. When the worker puts in writing what happened in each group meeting, what he did, what problems he faced and what questions arose in his mind, he is thinking into the group situation.

Process records are written by the worker primarily for himself for his own use continuously throughout his relationship with the group. These records help the worker to become more aware of the members of the group. He can see the development of skills and social attitudes. Process records show the worker the variety of patterns of interpersonal relationships which take shape within the group. As the worker writes his records after each meeting, he develops a picture of the group that can be passed on to his superior. Together, worker and supervisor can focus their attention on the group situation as experienced by the worker. Records are useful for evaluating the group experience of the members and for helping the worker in the individual and group supervisory conferences.

In worker evaluation, records are indispensable when new workers are assigned to groups. Past records become useful at the point of orientation and help to new workers to understand the kind of experience, the group has enjoyed prior to the coming of the new worker. Records are valuable to other departments of the agency. They are important in the planning of referrals of individuals to community resource agencies.

Records are useful to administration in determining whether its service is in the line with purposes and objectives of the agency, and whether there is need to change policies and practices. Further more well kept records are useful in interpreting group work as a method in social work. Agency Boards and community groups can be helped to appreciate the need for added facilities, equipment and staff. When a review of the records of several groups reveals common problems, it is possible to utilise factual information as a base for the selection of staff members and for staff training.

Records have value for the group, the worker, and the agency and for the field of social work. They serve as teaching material for in-service training, and professional education. They serve as discussion material for professional organizations that conduct institutes and conferences. **Group records are essential in study, research and experimentation.**

5.3. Types of Recording:

Records can be written in different ways. Process recording is the most effective way. Other ways (types) of recording are narrative, role recording, summary recording and abstract. Narrative, process and role recording form a continuum.

Narrative Recording:

A beginner in social work should start with narrative recording. In narrative recording everything that has happened is recorded as it has happened. We have to reproduce the situation. It consists of all the statements, observations and comments of the worker. It is narration of what has happened and a detailed account of the events.

Process recording:

Process recording is of immense value to the learners of social work methods. Process is continuous development involving many changes. It is a series of actions, changes or functions that bring about a result. Process record includes these developments and actions. These developments are meaningfully related to the person-in-situation. It is selective in its recording. Interactions which have meaning for intervention are recorded and the rest of the details are discarded. The focus is on the developments relevant to understanding of psycho-social life of the client. Process recording includes relevant conversations, observations of the worker. It gives an idea to the supervisor whether the therapist (caseworker) has used his knowledge of human behaviour, and his reactions to the client's communications are appropriate.

Role-Recording:

It is a refined version of process recording. It focuses on the role of the worker in his interaction with the client.

Summary recording:

It summarizes the interactions with focus on main events. It avoids details of any event. It is useful for keeping the records of the work carried out. This is used in the regular practice when the worker has limited time.

Summary recording saves time and labour. Process recording is time-consuming. Abstract, a condensed form of summary recording, presents the basic idea or action taken.

5.4. Factors that influence the keeping of process records:

Not every agency has got adequate facilities for recording. All agencies cannot keep full records on all their groups. It is necessary to point out some of the factors that influence an agency's decision to keep process records.

- 1) If the agency is committed to the task of providing individualized group experience, it becomes necessary to keep the records.
- 2) If the agency has workers who are qualified to do a good job as group workers, they should assume a responsible role in relation to recording.

If the workers are not well-trained, they may not be capable of keeping records. Workers, who never engaged in record keeping, will need special help in record keeping. They have to develop skill in this area.

- 3) It takes time to write records. The agencies should provide proper facilities and staff services such as dictating machines, stenographic services and well-kept filing systems.
- 4) Another factor to consider is the nature of the specific group. If the group has a short term activity, there may not be the need for keeping records. If the group has got long term activity and it is considered permanent, then the records should be kept.
- 5) The availability of competent supervisory help for the worker is another factor. If the supervisors discuss with the workers, about the content of the records, it would be much more meaningful.
- 6) If records are used by all the departments of the organisation, there should be uniformity of content. If the agency is related to other agencies in the community by way of referral services, it must be included in recording.
- 7) If the agency is a part of a national organisation, the records will have to be geared to the total requirements of the national scene.

5.5. Content of records:

- 1) When we record the group work process, we write about the behaviour of the individuals in the group.
- 2) We write about the type and extent of participation of individuals. We concentrate upon what individuals do as they associate with one another.
- 3) We note and record the origin and development of ideas, including their acceptance or rejection by the individuals involved.
- 4) We write in the record what the group worker does, as he works with the group. We also record what the worker thinks and feels about the group.
- 5) We note the movement, growth and change as we see it in individuals and in the group as whole.
- 6) We write about the relationship between the group and the agency and include community relationships

Recording the group work process implies that we shall concentrate upon (1) individuals working together in group situations; 2) relationships among individuals as reflected by their participation, interaction within the group and between groups, and ourselves as workers present to exercise a helping role.

The content of Narrative record:

The working of the narrative record is but one part of the worker's job in group work. Various items which might appear in the records of a group which has been meeting for some time include the following.

- 1) The record should include basic identifying information about the group, its name, the date, time and place of its meetings the names of individuals present and absent,
- 2) The record should include individuals by name; what they do, what they say and how they get along in the group. Specific contributions of individuals should be mentioned as they interact with other members of the group.
- 3) By working with the group, the worker will become aware of the group. By writing in the record the activity program, by noting positive and negative response to experiences, the

worker becomes conscious of the group as it moves through various phases of its development.

4) The relationship and role of group worker should be included. When the worker does anything in relation to the group, it should be recorded.

5) At the close of each meetings record the worker should include evaluative comments regarding what has happened during the meeting. The record should include explanations as to why things occurred or failed to occur, the tentative plans for the future.

6) If the worker works with committees that are a part of the group, these meetings should also be described. Individual conferences between the worker and officers of the group should also be included. The goal should be to make the record as complete as possible.

5.6. How to write records:

Skill in recording is a matter of becoming capable of observing the group, analyzing what is going on and understanding what it means to the individuals. As workers become more skillful in their work with groups and develop insight into their own role, their records reflect this growth.

Simple language, short sentences, frequent paragraphing and the use of topical headings throughout the record will make it easier to analyze at a later time. Identification of the worker by 'w' or 'worker' is preferable, though some find the use of the personal pronoun "I" easier and more natural for them. The dating of all entries is important because it shows continuity and development. Periodic summaries of individual and group growth are important means of reviewing the record and modifying future entries as to style or content.

5.7. Principles of Recording:

The principles of recording are found in Linday's book. She lists and describes five basic principles:

1. The principle of flexibility:

By this she means that record must be adapted to the agency's purpose because group work practice and agency purpose are interrelated.

2. The principle of selection:

It implies that the worker does not include everything in his record but selects significant material in the light of individual and group development.

3. The principle of readability:

Form and style are important. Clarity of expression is essential for all written material. The record must be readable in its form and style.

4. The Principle of confidentiality:

The record is professional document. As such its contents are guarded by a sense of professional ethics. The record containing confidential material should not be kept open to all people. The worker should maintain confidentiality in so far as the information relating to the group and the agency is concerned.

5) Principle of worker acceptance:

The worker must accept his responsibility to write records because of his conviction that records have value in rendering high quality professional service.

These principles reveal that workers use their records to improve upon their work with their groups.

5.8. Using process records:

The primary value of the records is in helping the worker think through his work with the group. The record should be reviewed before each meeting with the group. Thereby the worker will be helped to recall salient features of the group's development. The accumulated information in the record should be studied with a view to ascertaining trends and movements. Record usage centres around both immediate and long term goals.

Good records help the worker to understand the kind of relationship he has established with the group. They show his sensitivity. They reveal how he picks up group leads or fail to respond to requests for help. Records help the worker to learn how his role has changed as the group has developed.

Records help the worker to deepen his understanding of individual and group behaviour. Individuals who need special attention emerge. The extent to which their needs are being met in the group can be seen. The records help the worker to identify individuals with leadership abilities and they can be helped to take greater responsibilities for the activities of the group.

Records are most useful for evaluation of the group work process. Without records, evaluations of program, individual growth, or worker performance cannot be made. Thorough evaluation is possible only if adequate records have been kept.

Summarizing and analyzing group records:

From time to time, it is necessary to prepare an analysis and summarize the records. This exercise is rewarding to the worker. The worker can learn a great deal about what has happened in the group. He can retrace the role he has played in bringing about the group development.

Such a review is essential particularly when the group is closed. It is also needed when the worker is transferring the group to a new worker. For agency evaluation the summary analysis is indispensable.

5.9. Evaluation of group work:

Evaluation attempts to measure the quality of group's experience in relation to the objectives of the agency. Evaluation may be done to measure individual growth, programme content or worker performance.

Evaluation requires gathering of comprehensive evidence of individual member growth. The level of development he had achieved at the time of entry into the group and the level of development he had achieved as a member of the group will be studied. Evaluation should be thought of as a continuous rather than periodic. It is an integral part of good group work.

Evaluation begins with the formulation of specific objectives for individuals and groups. It is necessary to clarify the objectives by identifying individual and group behaviour. The next step is to provide programme experience designed to offer opportunities for adjustment and growth. These experiences may be of long or short duration. The worker should keep full records of the behaviour of individuals and study their response to group, program and worker.

If inter predation of evidence shows that prevailing programme is meeting needs, it may be continued. If it is necessary to improve the quality of experience provided, changes can be made. Through evaluation, it is possible for workers to know the extent to which they are accomplishing their objectives. Without continuous evaluation, objectives become outmoded, programs become static and groups fail to meet needs. It is the obligation of every worker, and every agency to rethink and reorganize its practice in the light of thoughtful evaluation.

5.10. Role of group worker for the satisfaction of social needs:

The individual and the group are in a process of interaction and neither need to dominate the other. The group exists in part for the satisfaction of social needs and the development of individuals and the community.

The group worker relates the social needs of individuals to the activities which groups perform. The worker must understand how he can appraise the social needs and development and also the community. For the assessment of social needs of individuals and development of individuals and also the community, some of the ways are as follows.

i. Personal interview:

Some agencies conduct personal interviews with all individuals before permitting them to join group activities. One child would like to act in a play rather than engage in any other activities which the agency offers. Another child prefers to play basket ball to the exclusion of all other activities. These needs are plain and may be easily detected. The interview may also be used to uncover such basic needs as security, response and recognition, that can be met in any group. The interview is useful after placement in understanding the requirements of the individual and the community.

ii. Tests:

Tests for determining the social needs of the individuals and community must be used by group workers. To provide the best possible group experience for the clients, the tests must be increasingly used by the group workers. The commonly known standardized tests can point out to the worker the kind of skills that individuals have. The worker can determine what rates of learning is expected of individuals. The worker should not expect more or less from individuals. The individuals may fail to function according to the development of their groups. The group worker can use the findings of the tests to evaluate the work of the agency.

iii Observation:

For all individuals, we cannot conduct interviews and tests for entrance into a group work agency. The condition on which they will enter may well be their right to determine their own membership and to plan their own activities. The group benefits the individual. The group should provide security to the individual. He must be able to express himself freely, both vocally and in activity. The group should help a person to express himself without fear. The individual may expect the worker to serve him, but he must also expect to serve the group. He needs to know to what extent the group will cooperate with him.

He must also know to what extent the groups expect cooperation from him. He sees his role in relation to those of others. He develops a sense of responsibility towards the group.

Group work plays a vital role in the development of community also. Group workers should focus their attention not only on themselves, but also on others especially on the

community. The group work plays a great role in community development. The group worker finds more helpful work to play a role in the development of the community. The group work plays a vital role in the development of the individual and also in the development of the community.

5.11. Group work practice in agencies:

Group worker needs to develop group programmes which can become an integral part of the agencies' services. Very few agencies have utilized the group work method.

In most of the agencies, the official policy does not demand utilization of group approaches to achieve their overall objectives. Therefore group work is conducted on an adhoc basis. This is due to a lack of conviction, inadequate skills and the vagueness of its place in the total educational programme for social work. If group work is conducted, it is generally found that records are often not maintained or are so sketchy that it is not possible to get any idea of its process and methodology.

A large number of governmental and voluntary agencies manned by both qualified and untrained social workers do conduct group programmes. The majority social work personnel lack the technical knowledge of working with groups. The competent group work practitioners do not document their work and hence a wealth of good data is lost.

5.12. Summary:

Recording is an important method to learn social work practice. It is also an opportunity to reflect back upon his interactions and identify the mistakes committed by him. It helps him to organise his information.

Record taking in group work is important and is becoming increasingly important. The group worker, whether professional or non-professional, needs accurate information. Recording increases the objectivity with which, the group workers view their work. It is a tool for the improvement of group worker and has important values for the group, the worker, the agency and the field.

Not every agency has got adequate facilities for recording. All agencies cannot keep full records on all their groups. Some of the factors that influence an agency's decision to keep process records are: 1. If the agency is committed to the task of providing individualized group experience. 2) if the agency has workers who are qualified; 3) it takes time to write records; 4) the nature of the specific group; 5) the availability of competent supervisory help for the worker; 6) if all departments of the organisation use the records, there should be uniformity of content 7) if the agency is a part of a national organisation; the records have to be geared to the total requirements of the national scene.

When we record the group work process, we write about the behaviour of the individuals in the group. We write about the type and extent of participation of individuals. We concentrate upon what individuals do as they associate with one another. We note and record the origin and development of ideas, including their acceptance or rejection by the individuals involved.

The narrative record should include basic identifying information about the group, its name, the date, time and place of its meeting, the names of the individuals present and absent. The record should include individuals by name, what they do, what they say and how they get along in the group.

Skill in recording is a matter of becoming capable of observing the group, analyzing what is going on and understanding what it means to the individuals. Simple language, short sentences, frequent paragraphing and the use of topical headings throughout the record will make it easier to analyze at a later time.

The principles of recording include, 1) the principle of flexibility, 2) the principle of selection 3) the principle of readability, 4) the principle of confidentiality, and 5) principle of worker acceptance.

The record should be reviewed before each meeting with the group. Thereby the worker will be helped to recall salient features of the group's development. Record usage centres around both immediate and long -term goals. From time to time, it is necessary to prepare an analysis and summarize the records.

Evaluation attempts to measure the quality of groups experience in relation to the objectives of the agency. Evaluation may be done to measure individual growth, programme content or worker performance.

5.13. Key words:

- a) Process Recording
- b) Narrative Recording
- c) Evaluation

5.14. Exercises:

- 1) Discuss the various types of Recording in group work.
- 2) Explain the importance of recording in group work

5.12. Reference Books:

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Lesson- 6

SOCIAL CASE WORK AND GROUP WORK IN HEALTH / HOSPITAL SETTINGS.

13.0 Objectives:

The objective of this lesson is to learn the role of a social caseworker and the group worker in health and hospital settings.

Contents:

- 6.1. Introduction.
- 6.2. Casework Practice In Health Setting.
- 6.3. Role Of Caseworkers, In General.
- 6.4. Specific Roles Of Social Caseworkers.
 - 6.4. I. Half Way Homes.
 - 6.4. II. Crisis Work.
 - 6.4. III. Therapeutic Communities.
 - 6.4. IV. Rehabilitation Work.
 - 6.4. V. Long Term Care.
 - 6.4. VI. Family Care Homes.
 - 6.4. VII. Day Care Centers/Night Hospitals.
- 6.5. Group Work Practice In Hospitals.
- 6.6. Summary
- 6.7. Key words
- 6.8. Exercises
- 6.9. References

6.1.Introduction:

Social casework in its most informal method is being practiced even before the recognition of Social Work as a profession. Social casework is widely known as method of helping people individually through a one to one relationship. As a method it deals more with the conscious and subconscious aspects of the mind than the unconscious aspects. It thus differs from the traditional psychotherapy and psychological techniques of dealing with the problem. It is extensively practiced in various fields with a specific purpose. Some of the fields where it is practiced are:

6.2.Casework Practice In The Health Setting:

Casework practice in the health setting can be as varied as the countless number of health problems itself. In a broad sense, health problems can be classified into physical, psychological (mental), neurological, neurosurgical and the like. Though in general a caseworker follows common principles/techniques to help the client, he/ she needs to fine-

tune the skills and techniques to suit the needs of the respective field. The kind of difficulties the client has may also be according to the disability one has.

A social caseworker's role in the health setting can be termed as psychiatric social work and medical social work. In a psychiatric set up, a social worker basically deals with all the psychiatric (mental health and mental illness) issues. Whereas, in a medical set up, a social caseworker deals with all those issues that are not purely psychiatric and which have medical origin for the problems.

The opportunities and challenges for the social caseworker in the health settings are quite different from what it was around two to three decades ago. There is a much wider range of local community based services available now. Also, better information, new philosophies and knowledge have contributed to raised expectations all over

Any form of ill health affects not only the person suffering from it but also the ones who are involved in the care taking of the sick person. It leaves one pondering where to go for help, what are the procedures involved in the treatment process, the likely duration of treatment, the outcome that could be anticipated, the severity of the illness one has, the likely expenditure and finally the acceptance of the treatment and continuation of the same. In a health setting a social workers role becomes very crucial in disseminating the right kind of information to both the treating team and also the party being treated. A social caseworker's active involvement in the treatment process from the initiation of the treatment till the completion of the procedure and even in the post recovery period is essential.

It is often observed that both the patients and their family members become very anxious and stressed as soon as one of the family member falls sick. Though only a few are able to cope up with the situation, most people succumb to it. Surprisingly enough more than the illness itself, it is the anxiety and the panic that hits them worse. Thus a social caseworker in a hospital setting has to work both with the patient and their family members to bring harmony in the existing family conditions.

6.3.Role Of Caseworkers, In General:

1. The prime responsibility of the caseworker is to establish rapport with the patient so as to get a realistic understanding of the client's problems.
2. Once he has gathered all the information, he needs to help the client also to analyse them.
3. Based on the information gathered, he needs to break the news in such a way that the client does not break down in despair.
4. The client needs to be helped to prioritize his problems.
5. The caseworker instead of acting as a judge or a decision maker, needs to act as a facilitator and help the client look for choosing the alternatives and also explore the available resources.
6. The caseworker needs to help the patient realize the importance of the timely treatment.
7. A client also needs to be told about the necessity of continuing the treatment procedure as long as he is advised to.
8. The client needs to be helped to realize his strengths and weaknesses.
9. Client also needs to be guided toward the utilization of his strengths in the right direction.
10. Wherever necessary, client has to be told about the need

for regular drug compliance.

11. Emphasis should also be in the need for regular follow up.

12. The client also needs to be given a clear picture (as far as possible) about his current condition and the likely duration for recovery.

13. The client has to be informed about the post recovery measures that are to be taken.

14. The patient needs to be actively involved at every step of planning for his future plan.

6.4. Specific Roles Of Social Caseworkers:

A social caseworker needs to utilize his or her experiences as a practitioner and the knowledge of individual client to contribute to a new style of service planning that is more personal, local and involves assessment of community resources as well as the individual.

The specific roles of a social worker in a non- traditional (mental) health services are as follows:

6.4.i. Half Way Homes:

Half way homes are an arrangement for clients to stay for a short while. It is basically to assist the clients to get adjusted to the community life after a period of long stay in the hospitals. It is generally located in the middle of the hospitals and the community where the client stays. It is also for those who do not require a complete institutional regimen. In some cases it also serves as the permanent facility for people who are not able to fully move into the community. The chief functions of a social caseworker in a half way home are:

i. To assist the client and the family members in having an understanding of the client's condition and the burden caused to the family as a result of client's condition.

ii. Enhancing the capabilities of the residents or those who are impaired by residual deficits from mental illness to remain in the community, participating to the fullest possible extent.

iii. To provide facilities for mediating between a person with emotional problems and the community with its requirements and opportunities.

iv. To ensure a proper balance between rehabilitative measures and the need to provide a home like atmosphere.

v. In fact, a case worker in units for residential care work at two levels;

1) Personal level – working with the feelings and behaviour of the clients

2) Interpersonal level- concentrating on the relationship between the client and others.

A social caseworker in any residential care unit needs to be well equipped with the following four approaches

6.4.ii. Crisis Work:

Working with the individuals and the families in crisis is one of the major responsibilities of a social caseworker. Using residential care as an integral part of crisis work presents a considerable challenge for those involved in it. It calls for expertise and confidence. It requires that the workers involved in it share aims, objectives and information and whether the ups and downs involved in managing limited resources in the face of considerable demands.

6.4.iii. Therapeutic Communities:

These have developed on the premise that it is helpful for individuals with psychological problems to live in a group where they are encouraged to confront and share their difficulties with others. Such communities have been organised on the basis that all aspects of the daily routine provide therapeutic opportunities.

Some of the benefits of this form of residential care have been described as providing individuals with experiences that help minimize distortions of reality, encourage better communication and participation, reduce anxiety and increase self esteem and insight into the causes of individual difficulties. It is claimed that a period spent in such a community can result in growth and development and therefore long term changes in behaviour and ways of relating to others.

6.4.iv. Rehabilitation Work:

The use of residential care to rehabilitate mentally ill has become much more important. The focus of this kind of care is to use the intense experience of communal living to enhance the abilities of individuals to cope with recurring or long-term difficulties. The emphasis is on doing, on improving skills by practice and graded learning opportunities in order that individuals can survive more successfully in the outside community. The workers concentration on individual and group programmes is on the social skills needed to cope with life in the community, with personal needs, occupational and recreation. For the worker, this kind of a unit can be an invaluable resource in planning to support individuals who need to stabilize more independence from their families or re-establish routines of daily living.

6.4.v. Long-Term Care:

The main goals of a social caseworker in long-term care are to:

1. Counsel: in the initial stage the main role of a social caseworker is to identify for whom the institutional care is required. Also, to match the individuals to the appropriate facilities that serves the purpose. The nature of the problem needs to be examined, alternatives need to be explored, offering choices and an opportunity for the client and family to collaborate in the planning has to be done. An appraisal of the total situation that includes the mental and physical health of the person, physical environment, social and economic situation, family relationships should be made.
2. Provide direct individual and group services to the clients and their families.
3. Collaborate with other staff and professionals both in and outside the facility in developing and implementing co ordinated, individualized treatment programmes and supportive services.
4. Help to maintain ties with the community, family and friends
5. Help in sustaining earlier lifestyles or finding substitute roles.

6.4.vi. Family Care Homes:

Family care home is used to describe a system of care in which discharged psychiatric patients are cared for in non – institutional living groups that are not their own. It is an attempt to find alternative sheltered care for the mentally ill in the community with private families other than their own. The social care worker's roles in a family case home are as follows:

- i) to set the standard policies and the goals for the agency
- ii) to assess the coping abilities of the families with a sick person
- iii) to help families to understand the problems of the mentally ill.
- iv) To assess the family income of the clients to find out any financial liabilities and also to assess near by community services for the welfare of the client.
- v) To modify the attitudes by encouraging the interchange of experiences with the worker and also between other families.
- vi) To encourage continuous supervision and periodical group meetings.

6.4.vii. Day Care Centers / Night Hospitals:

The main aim of this kind of facilities is:

The provision of treatment and training designed to improve individual functioning.

The provision of work experience and also preparation for work in paid employment.

The provision of opportunities to pursue educational, recreational and leisure activities.

Treatment and training:

The non-physical treatment or training that is available in most psychiatric day care units are based on group therapy and rehabilitation techniques. Day cares provide more limited contact between staff and residents to test out new skills and ideas at their homes.

Work and retraining:

The emphasis in some day care centers is on work and retraining for work stems from two traditions. First, is to provide a sheltered alternative to work for groups in the open market. The second is to increase client's chances of finding suitable employment by establishing or re establishing work habits and teaching new occupational skills.

Recreation and education:

Picking up the challenge that unemployment poses for some center users will influence the content of the third main area of work in a day care center (opportunities to pursue educational, recreational and leisure activities). It is significant to note that students of day care centers consider talking to others as one of the major positive activity to spend time. Recreational and educational opportunities that provide social contact and stimulation are a valued part of day care.

The other forms of traditional services could be sheltered workshops, psychosocial rehabilitation centers where the role of a social caseworker would be the same as in day care center.

6.5. Group work practice in hospital settings:

In a hospital setting, various group activities can be conducted based on the requirements of the situation. The groups could be conducted for the clients exclusively, family members exclusively or for both the clients and the family members together. Further, the group could either be homogenous or heterogenous both in terms of the disease conditions and the gender of the members involved in it. Often group work plays a very important role in the psychiatric set ups. However, group activities are very helpful in medical set ups too. In imparting the knowledge about several communicable and chronic diseases, its causes, remedies and the preventive measures, group work is indispensable.

In a psychiatric setting, the group activities are required for insight facilitation, reality orientation, skills learning and the like. The purpose of the group can vary according to the settings where it is conducted. For eg, the group activities required for those suffering from a schizophrenic disorders may be quite different from the group activities conducted for the alcoholics. Further, the group activities usually are more productive in case of the neurotics than the psychotics.

Often in the child guidance clinics, the group activities are more rigorously required for the parents of the children with problem than the children themselves. Through group activities, the parents are taught several techniques that are very essential for the handling of their child's difficulties. The group activities for the children are basically recreational in nature.

Effective group activities can be conducted with the family members of the clients too. These group activities usually emphasize on the handling of the negative and expressed emotions, over involvement of the family in client's care taking, negligence of the client and also on the various ways and means through which the family members can help the client in speedy recovery.

6.6. Summary:

It could be stated that the role of a social caseworker in a non-traditional mental health services is manifold, where the welfare of the client is first and foremost catered. The worker acts as a liaison with the agency, where the agency standards are made clear to the family. The family and their needs are also catered to. Most of all, the client is helped to be integrated back into his community. It is not just the casework but also the group work activities that are very essential in the total recovery or rehabilitation the client. It would not be an exaggeration to say that both casework techniques and the group work techniques go hand in hand in this direction.

6.7. Key words:

Half way homes
Therapeutic communities
Family care homes
Rehabilitation work
Long term care

6.8. Exercises:

Elucidate the responsibilities of a social caseworker in a health setting.
Bring out the importance of group work in a psychiatric set up.

6.9. References:

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Lesson-7, Part-I

GROUP WORK PRACTICE IN COMMUNITY CENTERS.

7.0 Objectives:

The objective of this chapter is to familiarize the use of group work techniques in a community setting.

Contents:

- 7.1. Introduction
- 7.2. Approaches to rural community development
- 7.3. Adoption of new ideas and practice
- 7.4. Types of group activities
 - 7.4.1 Developmental
 - 7.4.2 Preventive
 - 7.4.3 Therapeutic
- 7.5. Essentials of group work activities
- 7.6. Other group work situations.
- 7.7. Summary
- 7.8. Key words
- 7.9. Exercises
- 7.10. References

7.1. Introduction:

Community organisation is also one of the significantly developing fields of social work in India. This field is gaining momentum with the organisation of the community centers and national development projects. The two main sub fields in this area are rural community organisation and urban community organisation. The prime objective of this field is to provide valuable experience to the individuals in the group in order to build a healthy community.

Community means a group of people living in a contiguous geographical area and interacting to meet their needs. In Indian situation, a community is generally equated with the village. Community assumes a we- feeling- a sense of belonging. Self – reliance is one of the objectives of development programmes in India. However, the programmes that have been launched seem to increase the dependence of the rural people on the government rather than developing a sense of self- help.

The rural population in India is very large. Their needs are manifold. The resources of the country are limited. Hence, any programme launched by the government cannot meet the demanding challenge of the rural development. These programmes should act only as stimulants and demonstration. Ultimately, the community has to respond and organize itself to meet its needs.

7.2. Approaches To Rural Community Development:

There are two major approaches to rural community development namely

a) Service approach: this aims at providing services needed by the community with the hope that people would use them to improve their living conditions. The service approach proved a failure when it was not based on the felt needs of the people.

b) Educational approach: it is a major means of change. It involves motivation, communication and decision-making. The results, although slow, are permanent. The educational approach may be classified as

Individual and family approach

Small group approach

Mass approach

7.3. Adoption of new ideas and practices:

People pass through a series of distinguishable stages before they adopt a new practice.

These stages are

Awareness

Interest

Evaluation

Trial

Adoption

The above stages are not necessarily rigid. At times there may be skipping of stages. Adoptions are usually slow in the beginning and increase as more and more people accept the practice.

It is here that the group work activities can play a major role. In many cases individual action cannot yield much results. A group is more important and effective than an individual. A group is defined as two or more people in a reciprocal communication. An individual needs group participation as he grows up in a group and others satisfy most of his wants indirectly. Some groups may have common interests and others have divergent interests. A group worker in a community needs information about the group to gain their support in disseminating information and other aspects of his work. The groups like women at the drinking water well, in hukka group or in a recreational group may not be formally organised but are important in decision-making. This does not mean the underestimation of the formally organised groups like the caste group or the religious group. A group worker in a community setting must understand that in his approach to an organisation, he is dealing with the systematically organised group of people, who are organised to achieve a common purpose and where each member has a specified role. The group worker has to know whether the change he is going to bring is in conflict with the common interest or purpose of the organisation, does it conflict with the prescribed roles of any member of the community organisation?

However, in a community setting, the group activities can be carried out at three levels-
Developmental,
Preventive and
Therapeutic.

a) Developmental group activities:

These are usually conducted by involving the youth clubs, mahila mandals and the women self help groups. The youth groups basically aims at identifying the needs of the youths, especially the employment needs, the empowerment (especially economic) of women. It also aims at developing the leadership qualities in the youth thereby making them the responsible citizens capable of taking the responsibilities of building the community. The women groups also aims at making the women more self-reliant by inculcating some of the

leadership qualities in her. Wherever possible women are also taught the basic skills that are economically rewarding.

b) Preventive group activities:

Before actually conducting this group activity, certain groundwork needs to be done. It is essential to identify the high risk group in terms of school drop out, alcoholism, drug dependence, vulnerability to communicable diseases and the like. These group activities aims at teaching the high risk group those measures that are required to keep away from the risk situations. The group members need to be taught the healthy techniques to guard themselves from the risk situations.

C) Therapeutic Group Activities:

This group essentially aims at offering some of the therapeutic measures to the members. Often such group comprises of those individuals who have been victim of some or the other form of disease, ailment or disability. This group provides skills and techniques that are needed to cope with the current conditions and also the measures needed to be adopted for a healthy and better living.

7.4. Essentials Of Group Work Activities:

Some of the highlights of the outcome of the group work activities can be briefly mentioned as follows.

- ✓ Dissemination of knowledge about various governmental schemes and the developmental programmes available for the community and the actual benefits they are entitled for.
- ✓ Assisting people in understanding the various terms and conditions to be fulfilled to avail the benefits and also the eligibility criteria, the safety measures and the procedural requirements.
- ✓ Help the individuals in the group to modify their attitude wherever required in order to meet the needs of the present situation.
- ✓ Promote the value of self-employment and also provide the suitable guidelines and trainings required for being self-employed.
- ✓ Help eradicate some of the myths and misconceptions that are groundless and impractical.
- ✓ Empower the community people to understand the ways in which they are being exploited and also aid them in choosing the ways and means to combat the same.
- ✓ Help the members identify the local resources available.
- ✓ Assist people in linking the available resources to the utilization for the community development purpose.
- ✓ Helps in the implementation of the facilities available both within the community and outside the community.

7.5. Other Group Work Situations:

Some of the other important group activities in the community set up are as follows:
Participatory rural appraisal:

Known in different names as rapid rural appraisal, relaxed rural appraisal, participatory learning and action, has drawn its methods, principles and approaches from various disciplines. It is based on the practice and experience of what works and what does not. However, the principles of PRA include:

Reversal of learning: here the required information about the community is gathered from the hands on experience directly from the community people.

Rapid and progressive learning: this is a substitute for the traditional blue print approach. It concentrates on the rapid and progressive learning through the use of flexible and innovative methods.

Offsetting biases: this means keeping away from the rural development tourism or anti poverty biases (a process where in plenty of outsiders visit the village and make statements that are never real or complete) it also emphasizes on being relaxed and seeking out the poor.

Optimal ignorance: this indicates that one should not go into dwelling the unnecessary details.

Triangulation: it refers to the assessment and comparison of the findings from several angles. Complexity and diversity: focus on variability, complexity and diversity than averages.

The PRA techniques generally banks on the local community participation. It involves the people in the community directly to gathers information on various aspects of it. In a way, it minimizes the out side influence. It believes that people within the community themselves are capable of analyzing their problems; its complexities and also they are capable of creatively using their knowledge and skills to solve those problems. It rejects the notion that people are ignorant.

7.6. Summary:

It is to be observed that the group work activities in community settings are very essential in the overall development of the community. The scope of the group work practice in such a setting is very vast. The activities can be planned to suit the needs of the particular community. The effective and healthy use of the group work skills could bring in the desired results.

7.7. Key words:

Community organisation
Participatory rural appraisal

7.8. Exercises:

1. Explain the relationship between community centers and group work.
2. Highlight the importance of group work in rural community development.

7.9. References Books:

1. Pepell, C.P. and Rothman, B., Social Work with Groups, New York: The Haworth Press.
2. Garland, J.A., (Ed.), 1992, Group Work Reaching Out: People, Places and Power, New York: The Haworth Press.

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Lesson-7, Part -II

GROUP WORK PRACTICE IN INDUSTRIES

7.0 Objectives:

The objective of this chapter is to enlist the areas requiring group work intervention in industrial settings.

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- 16.1. Introduction**
- 16.2. Labour Management**
- 16.3. Labour Welfare**
- 16.4. Motivation**
- 16.5. Other Group Work Situations**
- 16.6. Summary**
- 16.7. Keywords**
- 16.8. Exercises**
- 16.9. References**

7.1. Introduction:

Social work has a very important role to play in industrial settings. A social worker can contribute equally well both in the case work and the group work aspects. However, the major areas where social group work activities can be conducted are as follows:

Work groups where team work is involved
Committees such as work committee, canteen committee, safety committee
Joint consultation situations such as labour management councils
Collective bargaining contexts
Administration of bargaining agreements
Training programmes, group meetings, conferences and seminars
Building and maintaining group morale.

7.2. Labour Management:

Labour turnover is one of the vital indicators of the need for labour management. The high index of labour turnover is a warning signal that something is wrong with the organisation. Too low labour turn over can also be a danger signal. In every organisation, employees constantly join and leave the institution for one reason or the other. Persons may leave the organisation by tendering resignation, by retrenchment or by retirement. Labour turn over is a measure of the extent to which old employees leave and new employees enter the services of a concern in a given period.

The effects are expensive: Low output during the replacement period, higher cost of recruitment, selection, training of the new employees, increased cost of wastage and spoilage due to inexperience of new workers, higher rates of accidents, loss of production during training period, additional overtime allowance due to lower speed of work, under utilization, mishandling of machines and equipments.

The causes for such problems are of two types. One is avoidable and the other is unavoidable. The avoidable causes can be listed as shortage of material, inadequate planning, seasonal character of the business, lack of management foresight and determination, dissatisfaction with the job, remuneration, hours of work and working conditions and poor interpersonal relations. The unavoidable causes are beyond the control of the management. Viz. personal betterment, domestic affairs, illness and accidents, unsuitable for job or misconduct, housing or transport problems and retirement or death.

Remedial measures:

The social worker employed in the organisation along with the concerned authorities can discuss about the following issues using various group work techniques.

- 1) Proper manpower planning
- 2) Sound personnel policies – recruitment, selection, promotion, placement and training
Attractive wage incentives
- 3) Provision of welfare measures
- 4) Setting up of machinery for ascertaining the causes of grievances and redressal thereof.
- 5) Provision of retirement benefits
- 6) Good communication system
- 7) Good working conditions and work environment
- 8) Proactive attitude of management
- 9) Workers' participation in management

7.3. Labour Welfare:

A state of living of an individual or a group in desirable relation to the total environment – animate and inanimate – is called welfare. Adjustment to the environment is necessary not only in the interest of mere survival but also of those of growth and development of the individual. Life would be impossible without this adjustment. This adjustment of the individual to the environment is not purely physical, the goodwill and affection of others constitute welfare. Adjustment with the family and the neighbourhood are also essential.

It is to be noticed that all the four components (physical, mental or intellectual, moral and emotional) are integrated as one. These are considered as four pillars on which the structure of welfare is built. In planning welfare, the individual alone should not be taken into consideration. One needs to remember that man is a member of a family and family is not an isolated unit. It is related to other families and the neighbourhood (community). Welfare is based on the well being of the total man. It is also a three dimensional concept implying the welfare of the family and community in addition to man himself.

Labour welfare is an area of social work. Social work started as a help rendering process and grew into a self-help rendering technique. Labour welfare officers have great scope for the practice of social work. Labour welfare, for that matter, is an essential part of social welfare. This means the adjustments of the labourers' work-life and family life to the community and the social life around. The need for labour welfare lies in the fact that the industrial workers today constitute functionally a very significant and important element of the country's population.

7.4. Motivation:

Through various group activities, the group worker can facilitate motivation in the workers. Motivation to work is a human state where competence to work and will to work fuse together. Without employee motivation, all other resources are futile. Motivation refers to any

inner condition of the organism that initiates or directs its behaviour towards a goal. Motives are mostly the expression of personal needs. The specific motives of an individual are limitless. These are the basic cores of needs that apparently must be met if the individual is to grow and function normally. This includes biological and psychological needs. These needs are to be fulfilled for homeostasis or equilibrium. Motives are mostly unconscious. Individuals are often unaware or only partially aware of what his needs and goals really are. The satisfaction of so-called needs is necessary but not sufficient for full and truly satisfying life. Man's basic psychological requirements are less readily identifiable than his requirements for food water and sleep.

Sometimes change in life situations may lead to the modification of his motive pattern. For example, the key motives of the child are not the same as those of the adolescents as the key motives of the adolescents are not the same as those of the adults. The employee who has taken little responsibility in work may show a considerable shift in behaviour when he is placed in a supervisory position. Motives change according to the environmental conditions too (the past experiences and the new requirements in life). Through positive and negative incentives one can motivate people to change some of their behaviors. **Men work for various reasons, sometimes for a combination of reasons and sometimes for different reasons at different times.** We can motivate people only when we know them- see what they want and how best their needs can be fulfilled within the acceptable limits. Rewards help in changing behaviour and punishment rarely yield the desired results.

7.5. Other Group Situations:

Some of the other larger group activities that could be carried out are as follows:

Union development and leadership at all levels.

Putting forth demands	Peaceful strikes
Conferences and seminars	Securing labour legislations
Union and public relations	Trade union's participation in politics.
Union's participations in International Organisations. Eg. ILO.	

7.6. Summary:

A good group worker can play a very vital role in maintaining a good balance between the workers and the management in an industrial setting. The skill lays in identifying the key situations that require group activity and co ordinating the same efficiently.

7.7. Key words:

Labour management Labour welfare

7.8. Exercises:

Identify the situations warranting group work intervention in industry.

A social group worker is the key person in balancing a good relationship between the workers and the management. Justify.

7.9. References:

- 1) Garwin, C. 1987, Contemporary Group Work, New York: Prentice Hall Inc.
- 2) Konopka, G., 1963, Social Group Work: A Helping Process, Englewood Cliff, N. J: Prentice Hall Inc.

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201SW21

ACHARYA NAGARJUNA UNIVERSITY
CENTER FOR DISTANCE EDUCATION
SEMESTER – II
SOCIAL WORK

Paper-1: **SOCIAL GROUP WORK**

Time: Three hours

Maximum: 70 Marks

Answer any Five Questions

All questions carry equal marks

1. Define **Social Group Work**, discuss the **social group work** as a method of Social Work.
2. Explain **the** principles and ethics Social Group Work.
3. Define the group dynamics and discuss its nature and significance.
4. Discuss the importance of recording and explain the types of recording in Social Group Work.
5. What is leadership? Discuss the importance of leadership in Social Group Work
6. Explain the approaches of leadership in Social Groups Work.
7. What is communication? Explain the concept and importance communication in Social Group Work.
8. Discuss the process of communication in social group work and group relations.
9. Explain the social group work practice in India.
10. Discusses role of old age homes in implementation Gerontological Social Work.

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