



Short Review Paper

Desirability of a comprehensive model for school social work practice in India

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Abstract

During childhood, kids generally occupy their schedule in schools. Therefore, concern of attention and protection of the kids is in palm of school authority. Day by day, issues and difficulties related to school children are increasing. The current review is talk about the necessity to assimilate comprehensive models for school social work practice in India. The review emphasizes on pertinent studies from different online search engines, journals and unpublished thesis, Mizoram University library and articles from the past 10 years. The review found that there is a dearth of inclusive models, lack of school social work practice and school children are more vulnerable in their environment in India. However, it is important to integrate a comprehensive model for the care and protection of school children.

Keywords: Comprehensive model, environment & health, social work practice, school going children, India.

Introduction

India is the home of the largest number of children and slightly less than one quarter of the world population¹. In India, 40 percent of India's population is below 18 years old. The statistics shows that 60% of children in India are anemic, 30% of them caused by acute respiratory infections, 20% by diarrhea and 50 % of due to malnourishment². Less than half of Indian children aged between 6 and 14years go to school. There are 8.4 crores children who do not go to school at all due to various reasons like poverty and labour³.

A multiethnic country like India, school kids in the diverse topographical locations have different form of difficulties. There is ethnic variance in each state, place, belief and caste which play a vital role for the development of school children. The school children are vulnerable to physical abuse, sexual abuse, academic stress, lack of family support, difficulty in studies, mental illness, substance use etc. The children who are homeless, migrant, on the streets and runaway, orphaned or abandoned, working, children in sex trade, trafficked, jails/prisons, affected by disasters, conflicts, HIV/AIDS, diseases, disabled, lower caste etc. and predominance of the school kids have numerous risks⁴.

Due to the various dilemmas midst the kids, there is an extensive possibility for social work practitioners in school premise. School social workers duty/tasks is to endure primarily to deliver apt attention and sustenance to school kids. School social workers pursue to confirm impartial tutoring chances; and psychological, bodily, and emotionally fortune of pupils. School social work repetition is a intricate, focused pitch and

constructive deviations essential to be forge in pedagogic policy, fact-finding & practice⁵. Therefore, the current review pursues to highlight the necessity to assimilate comprehensive models for operating school social work in India.

Methodology

A secondary data review was done from databases such as PubMed, Science direct, Google scholar, Cochrane library, and Psycinfo. The pursuit terms included School Social Work Practice, School Children, Comprehensive model for school children, Assessment on school children in India, Environment of School Children and School social workers or School counsellors. Extensive manual for the development of school children in India, Journals, reports and unpublished thesis from Mizoram University library, were also reviewed. Around 150 articles were retrieved for review of various school-based studies and interventions from the last 10 years. Studies on School social work practice in the Indian setting were also included in current review.

Need for preparing comprehensive models for integrating social work practice in India: School social work on track after independent India and utmost school social workers in India accommodate to glitches of pupils like presence, psychological issues, substantial and motivational desires, distinct schooling zones and child protection⁶. The School social workers handle these cases as part of their career profile⁷. School social work is a vital element of most of the schools in western countries and social workers do a decisive part in confirming psychological health and social well-being of children in educational setting. However, in India, it is still in its

emerging phase. School social work has received scanty research attention in the Indian setting.

There were limited studies which were fixated on the opportunity and tasks of school social work^{6,8,9}. Most of the studies intensive on incidence of bodily and psychological health of school kids, collation with the topographical zones, gender and informative proportion of pupils. Immensely fewer interventional studies, plan application and valuations completed amid the school going adolescents remain endowed.

The elevation of school mental health programmes in India stands progressively cumulative and models has advanced by numerous agencies such as NIMHANS was established models intended for preferment of mental health and well-being of adolescents in schools¹⁰. Others like Life skills education work book for children in difficult circumstances¹¹ and Student Enrichment Programme work book for adolescents¹² are some of the other models. The models, manuals and workbook only point out the specific aspects like mental health, parental level, exam preparation and health for the school children. There are no comprehensive models for including other aspects related to children in India.

But in western scenario, we find specific interventional models for school going children in all aspects. A new model for school discipline¹³, training resource for teachers, care and social workers¹⁴ are some of the models in the western context. Four primary models for the school social work services given by Rocher are clinical model which emphasizes on students and their relatives in bond to the social and emotional aspects, social interaction model interface between the students, school and community; ecological model in which school, community and the sets of children become targets for variation and community-school model where consideration is pinched to the effect of public and environment in schools and its students¹⁵.

The character of school social worker is to measure bio-psycho-social features, intervention with kids and family members, home/school/community linkage, advocacy, multidisciplinary team work, case supervision, outside agency connection, alliance, parent edification, discussion, anticipation, organization, appointments, assistance, backing student's education's etc. Thus, there is a need to develop a comprehensive model based on the aforementioned roles of school social worker.

There is a numeral of studies illustrated the strength of tasks confronted by pupils at distinct degree, school and home environment. India is fronting a portion of teenager connected problems and currently no everlasting social worker counsellor/psychologist in popular schools in India. The school social worker counsellor are part of the multidisciplinary team and to necessitates consistent monitoring and valuation. Nomination of everlasting school social worker/counsellor in schools is

mandatory for cracking the difficulties of school going adolescents.

Apart from the bio-psychosocial model, cultural aspects, health, government schemes and programmes, collaborative programmes, issues faced by school authority, the involvement of parents and teachers, awareness of policies, promotion of yoga, school safety plan, skill development programmes and spirituality should be included the inclusive model for practicing school social work in India.

Conclusion

School social work practice in India has yet to progress in the areas of education, policy, evidence-based research and also allocate the role of school social worker. There is a necessity to integrate physical and psychological health, home and school environment, specific complications and a collaborative work among the school social worker/counsellor, psychologist, teachers, school administrators, parents, speech therapist etc. There is a need to prepare a national guideline for the school social workers or counsellors for promoting well-being of school children in India. The guidelines should be based on the geographical conditions or cultural aspects of the students. A course or specialization of school social work practice in social work curriculum has to be implemented.

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