

In the first chapter, study problem was delineated and objectives of the study were specified. The term social intervention role was explained at length and detailed discussions on the procedures of data collection and data analysis was explicated. The second chapter reviewed social work and literature on the studies conducted so far, in the same lines of the study problem undertaken. The third chapter presented the profile of the institutional care agencies of Social Defence in Baroda (Gujarat). A profile of the respondents was also presented. Chapter four and five analysed the social intervention role of respondents in terms of identified major functions and supportive functions of social intervention.

The present chapter is an attempt to draw conclusions and suggestions from the discussions held so far.

6.1 The Setting

The study was conducted in the institutional care agencies under Social Defence, Baroda (Gujarat). According to the criteria set by the investigator, nine institutional care agencies qualified for the study. From among these nine agencies, three were grant in aid and six were governmental agencies. Six of the agencies were

for correctional services and three for services of physically, visually and mentally handicapped children. According to the latest definition of social defence, all these agencies are brought under it.

6.2 Study Group

The study group comprised of workers with designation of superintendent, deputy superintendent, house mother/master, probation officer/case worker, vocational/educational teacher. Twenty five workers were finally selected as they satisfied the criteria. Fourteen of the respondents were professionally trained according to their designations. While nine of them had taken specialization in their own fields. The specialization mainly consisted of short term courses in the particular field or one year diploma course. Two of the respondents were graduates but had no specialization in the particular field that they were working in. On the merit of their experience in the agency for a longer period, these respondents were upgraded to the posts of house master and house mother respectively.

6.3 Major Findings

Following are the major findings of the study. The thirteen job functions of social intervention are discussed in terms of participation and average time

spent by the respondents in descending order of relative importance as presented in Tables XVIII and XIX, in the previous chapter.

i. Agency routine work

As seen in the table, agency routine work was given the highest importance by the respondents in terms of participation as well as average time spent by them. Therefore, we justify our statement when we say that in any governmental grant agency, the priority is given to agency routine work i.e. maintaining cash files, budgeting and expenditure etc.

The amount of average time put in by the administrators, comprised of $\frac{1}{2}$ of the average time spent in this function. They were also significantly featured in all the tasks of this function. Next were the semi-administrators. Their contribution in terms of time devoted, comprised of $\frac{1}{3}$ rd of the average time spent in this function. They, however, more significantly contributed in the two tasks, namely, i. recording information about all the clients and ii. attending staff meetings concerning the institutional policies. The technicians devoted the least (approximately $\frac{1}{10}$ th of the average time spent in this function). They played a significant role in mainly recording the information

about all the clients.

ii. Implementing interventive plan

Implementing interventive plan was next in order of importance according to the participation and average time spent. As mentioned earlier, this function consisted of a. Life style in the agency, and b. Educational/Vocational training programmes. These two functions are the core of all the functions performed in the present set up of institutional care agencies. The agencies justify their existence or working pattern according to the amount of importance given to the above two. Probably this is the reason why this function is given the second importance to agency routine work.

The amount of time put in by the technicians comprised of $\frac{3}{4}$ th of the total time spent in this function per week. They were devoting on an average 22.25 hours per week. Three of them featured significantly in all the tasks while the rest mainly i. assisted and actually conducted educational/vocational programmes, and ii. helped the clients to solve problems.

The amount of time put in by the semi-administrators comprised of $\frac{1}{7}$ th of the total time spent in this function i.e. on an average they spent 4.12 hours per

week. They more significantly contributed in helping out the clients in their day today activities and also assisted them in educational/vocational training by providing necessary material, incentives etc. Their overall participation was mainly in supervising, assisting, and giving direct help whenever necessary.

The administrators featured mainly in giving assistance whenever required or when it was unavoidable by them to ignore certain things. They devoted least of the time as compared to others i.e. 1/9th of the total time spent or on an average 2.66 hours per week.

iii. Other services on behalf of clients

Other services on behalf of clients follows 3rd in order of importance. This function entails those tasks which involve more of arranging and looking after various facilities for clients in the agency. Going back to the Table XIV, we can see that this function involves wide range of tasks which are very important and unavoidable by any workers in the agency for performing them. This can be the reason why it has been given 3rd importance.

The amount of time put in by all the three categories of respondents in this function was almost equal. Except for semi-administrators who put in a little more

than 1/3rd of the total hours spent in this function. These semi-administrators featured very significantly in a. arranging entertainment and recreational programmes and b. arranging for leave/parole etc. In the other tasks they featured in varying degrees of participation.

The administrators and technicians spent approximately the same hours i.e. 1/3rd (respectively) of the total hours spent in this function. However, the administrators featured significantly in five to six important tasks of this function. They spent approximately on an average 3.55 hours per week, which means that every day atleast 35 minutes on an average they devoted to look after all these tasks. While the technicians on the other hand featured more significantly in arranging entertainment and recreational programmes. Two from among them (i.e. occupational therapist) participated in almost all the tasks of this function.

iv. Non-clinical assessments of clients

Non-clinical assessments of clients was done in the very beginning when the clients enter the agency after admission. This function mainly consisted of taking rounds of the agency in order to observe the clients on the ongoing activities. This function was probably given 4th importance over the others, since all the

agency workers made it a point to go around the agency atleast once in their daily working days. They made these rounds in order to see the clients while they were performing any activity.

The technicians put in more amount of hours per week as compared to others. They spent on an average 3.25 hours per week. Two of the technicians took rounds of the agency, specially to observe the clients over various ongoing activities. All of them, however, observed the clients for sometime in their occupational/educational/vocational training classes. They played an important role in assessing the clients aptitude, interests etc.

The administrators and semi-administrators spent approximately the same average time (i.e. 2.00 hours and 1.88 hours, respectively). The semi-administrators, however, featured more significantly as they specially took rounds of the agency in between to observe the new entrants apart from their daily morning rounds. The administrators on the other hand only took the daily morning rounds of the agency.

v. Termination

Termination of clients was rated fifth in the order

of importance. Once again, the reason for giving priority to the function over the remaining functions was a. that the clients' return to home or for further training, entailed procedures which were important from the point of view of official matters. b. Writing in advance to the higher authorities for permission was one of the necessary tasks. c. For every client there was a termination period and this occurred atleast once a week during the working days for the outgoing clients.

From among the respondent groups, the semi-administrators put in, on an average, one hour more than the other respondents for performing this function (i.e. 2.38 hours per week). These respondents featured more significantly in conducting the termination interview and in keeping touch with the family members. Four of them were the only ones to make home visits whenever it was required.

The administrators and the technicians devoted approximately the same average time (1.66 hours and 1.5 hours, respectively). The administrators played an important role in contacting resources and corresponding with the higher authorities for permission, while the technicians played an important role in conducting termination interview.

vi. Evaluation

Evaluation was next in the priority of importance. All 25 respondents participated in this function. Importance to this function was probably of given, as evaluation of clients in any form was necessary for documenting the data in agency reports.

The semi-administrators put in on an average more time than the rest of the respondents. They spent approximately 2.25 hours per week. They featured significantly in preparing and presenting the evaluation reports regularly. To certain extent, they contributed towards clients evaluation by preparing own observations and talking to clients individually.

The administrators and technicians spent approximately 1.5 hours on an average per week respectively. The administrators featured significantly in presiding over the evaluation committee meetings. Five of them also observed and noted the clients progress. The technicians featured significantly in observing and noting the progress of clients.

vii. Working agreement about clients goals

Working agreement about the clients goals, was observed to be seventh in the order of importance. Over here, only 22 respondents out of the 25 were partici-

pating in this function. This function has its importance, because if the workers of the agency sit as a team and chalk out the plan for clients stay in the agency, overlapping of activities and excessive free time for the clients can be avoided. This function in fact is so important that it should be performed by all the workers in the agency.

The administrators and semi-administrators put in approximately the same average time in the function (on an average 2.33 hours per week respectively). The administrators significantly contributed in contacting resources for treatment as well as presiding over the meeting which was held for taking decisions. While the semi-administrators featured significantly in almost all the tasks - preparing detailed information, presenting and contributing in the meetings, assigning work to other workers and conveying decision to the clients.

The technicians spent on an average 1.37 hours per week. All five who were participating, prepared detailed reports, while three of them featured significantly in all the tasks of this function.

viii. Reception of clients

Reception of clients was rated eighth in the priority of importance. This function is the very first

function in chronological order so far as the clients entry into the agency is concerned. It is at this point when the clients first come into contact with the members of the agency. Therefore, it is an important function, involving, a. receiving the cases, b. scrutinizing the cases, c. discussion on need and need catering agency, and d. referring and recommending to other agencies. But we can see that the participation of respondents was limited to 19.

The administrators put in maximum time in this function as compared to the others. On an average they spent 2.2 hours per week. They featured significantly in receiving the cases and discussing about the need and need catering agencies.

The semi-administrators spent on an average one hour per week. They featured significantly in receiving and scrutinizing the cases and also discussing about the need and need catering agencies.

The technicians devoted approximately 0.25 hours per week on an average. This was because only two technicians participated in this function. These two were the occupational therapists and they featured very significantly in all the tasks of this function.

ix. Introduction and orientation of clients

Introduction and orientation of clients was ninth in the order of importance. Only the semi-administrators and technicians participated in this function. This function is, in fact, the most important function of all the functions. This is when the first impression of the clients are building up.

The semi-administrators played a very vital and significant role in this function. On an average they spent 4.12 hours per week. This means that every new client had a maximum share of their time for getting adjusted to the agency system.

The technicians spent on an average 2.75 hours per week. All of them significantly featured in involving the clients into the institutional activities, while three from among them helped the clients to transfer relationship and get adjusted to the agency system.

x. Intake of clients

Intake of clients is pre-requisite for admission to the agency and yet it is tenth in order of importance in terms of participation and amount of average time spent in this function. It consists of lengthy processes like interviewing the clients and assessing their

residual abilities, needs etc.

The administrators and semi-administrators spent on an average 2.4 hours per week. The semi-administrators featured significantly in all the three tasks of this function. They were observed to interview the clients and assess their residual abilities with greater concern. On the other hand, not all the administrators participated in this function. Four of them assessed the clients psycho-socio-economic history with more concern.

The technicians spent on an average 0.75 hours per week. It was so because only 3 technicians participated in this function. All the three had significant role to play in intake of clients.

xi. Referral services for clients rehabilitation

Sixteen out of the 25 respondents participated in the function. This function involves tasks which are performed in order to help the clients with their future employment and further training.

The administrators put in maximum hours for performing this function as compared to the others. They spent on an average 2.22 hours per week and featured significantly in performing the tasks of contacting

employment/training agencies and directing the clients to them.

The semi-administrators spent on an average 0.87 hours per week and only five from among them were participating. They featured significantly in contacting employment/training agencies. The average time put in by the technicians was 0.37 hours per week. This was so because only two occupational therapists participated in this function.

xii. Community contact

Community contacts is almost at the tailend of the priority. 15 of the respondents participated in this function.

The administrators spent 1.66 hours per week on an average. They played an important role in meeting people in connection with the clients and took part in professional association meetings whenever they were held.

Only 4 semi-administrators participated in this function. On an average this group devoted 0.75 hours per week. Three from among them were the only ones to speak to the community group.

Two technicians (i.e. the occupational therapists) participated in this function and they had a significant role to play in this function.

xiii. Clinical assessment of clients

Clinical assessment of clients was the last in the order of priority. It is an important function as it involves detailed procedures for assessment of clients. As seen, only 14 respondents participated in this function.

The semi-administrators had the most significant role in contributing towards the assessment of clients. They devoted on an average 2.87 hours per week. They participated in collecting clients background information and assessing educational/vocational aptitude with greater concern.

The administrators, on an average spent 1 hour per week. Four of them participated in this function and they found out the clients background information with a lot of concern.

The technicians spent on an average 0.62 hours per week. Only two occupational therapists participated and they were the only ones to assess the clients residual abilities, interests, needs, potentials, through observation of them over various activities.

From the major findings, we can draw the following conclusions.

Major functions of social intervention

- i. Reception of clients: This major function was rated eighth in the order of importance given in terms of participation and average time spent. The administrators and semi-administrators participated significantly.
- ii. Intake of clients: The function intake of clients was rated tenth in the order of importance. Semi-administrators participated significantly followed by three technicians and four administrators.
- iii. Introduction and orientation of clients: This was rated ninth in the order of importance. The semi-administrators and technicians participated very significantly. The administrators did not participate at all.
- iv. Clinical assessment of clients: This major function was rated last in the order of importance. All the semi-administrators participated very significantly followed by four administrators and two technicians.
- v. Non-clinical assessment of clients: This function was rated fourth in the order of importance. The technicians featured significantly in this function. The semi-administrators took special rounds in

in addition to routine rounds of the agency to observe the clients while the administrators took the routine rounds only.

- vi. Working agreement about clients goals: This important major function was rated seventh in the order of importance. The semi-administrators played a significant role in this function. The administrators presided over the decisions that were to be taken about the clients. The technicians participation was limited to five respondents only.
- vii. Implementing intervention plan: This was rated second in the order of importance. The semi-administrators featured significantly in all the areas in terms of helping the clients. The technicians played a significant role in conducting educational/vocational training programmes. While the administrators mostly helped; to solve problems and giving assistance whenever needed.
- viii. Evaluation: This function was rated sixth in the order of importance. The semi-administrators contributed significantly, followed by the technicians.
- ix. Termination of clients: The function termination was rated fifth in the order of importance. The

semi-administrators featured significantly in conducting termination interview, followed by the technicians. The administrators played an important role in contacting resources.

Supportive functions of social intervention

- x. Other services on behalf of clients: This function was rated third in order of importance. The administrators played a significant role in this function followed by semi-administrators and technicians.
- xi. Referral services for clients rehabilitation: This function was rated eleventh in the order of importance. The administrators featured significantly, followed by the semi-administrators and lastly, by two technicians.
- xii. Agency routine work: This function was rated first in order of importance. The administrators featured significantly in this function, followed by the semi-administrators and lastly by technicians.
- xiii. Community contact: This function was rated twelfth in the order of importance. The administrators played a significant role as compared to the others.

6.4 Conclusions

The roles of the respondents as administrators, semi-administrators and technicians were assessed over thirteen job functions, identified in the beginning. These job functions were divided into two, viz. major functions and supportive functions. The roles were further assessed in terms of time spent per week and participation in the job functions. Following mentioned are the overall assessment of the respondents.

Administrators

- i. These respondents spent approximately on an average $\frac{1}{3}$ rd of their total time in major functions of social intervention (i.e. on an average 15.68 hours per week). The remaining $\frac{2}{3}$ rd of their time was spent in supportive functions (i.e. on an average 26.2 hours per week).
- ii. These respondents did not participate in the major functions, i.e. introduction and orientation of the clients to agency and conducting educational/vocational training programmes. Majority also did not participate in intake and clinical assessment of clients. This accounts for spending only $\frac{1}{3}$ rd of the time in major functions.

- iii. These respondents participated in all the sub-functions of supportive functions. Looking at the time spent by them in these functions, it can be inferred that concentration of their work was more in this area.

Semi-administrators

- i. These respondents spent on an average little more than half of their total time in major functions of social intervention (i.e. on an average 23.5 hours per week). They spent a little less than half of their total time in supportive functions (i.e. on an average 18 hours per week).
- ii. These respondents participated in each and every functions of social intervention except for seven of them who did not participate in conducting educational/vocational training programmes. One of them did not participate in clinical assessment of clients.
- iii. All these respondents participated in sub-functions of supportive functions except for two who did not participate in referral services for clients rehabilitation and four in community contacts.

- iv. In both the major functions and supportive functions their concentration of work is significant and equally distributed.

Technicians

- i. These respondents spent on an average $\frac{5}{6}$ th of their total time in major functions (i.e. on an average 34.5 hours per week). One sixth of their total time was devoted to supportive functions (i.e. on an average 7.2 hours per week).
- ii. These respondents participated significantly in introduction and orientation of clients, solving day today problems and conducting educational/ vocational training programmes.
- iii. Majority of them did not participate in referral services for rehabilitation of clients and community contacts (supportive functions). Though they participated in other two functions, the average time spent by them in these functions indicates that their contribution is less significant.

The above conclusions to certain extent justify the general assumptions made by people that majority of the workers are more desk-oriented, in another words, devoting more time for maintaining different registers,

accounts and other mundane activities which do not involve worker-client relationships. But we have already seen in the discussions in chapters IV and V that whatever tasks/activities that involved interactions with the clients for them the participating respondents did have components in their performance that could be legitimately called components of social intervention, such as, understanding clients moods, interests etc., building meaningful rapport with clients, understanding the dignity of clients, sympathetic listening, confidentiality, objectivity etc. These observations were brought out in the discussions regarding the participation of the respondents in tasks/activities, in order to justify our assumption that there was something like social intervention in the work performance of the respondents as they were dealing with human client system.

The various facets of the elementary components have been brought to the surface, though the respondents were not aware of existence of such components. Presently, our main objective would be to make them conscientious of such components and to implement them in its proper perspective.

Following are the remodification and reorganization of the observed social intervention components in the

work performance of the respondents in order to facilitate our discussions:

Techniques (Tools)

Some of the techniques used in the approach of the respondents are: 1. Support, 2. Clarification, 3. Information, giving, 4. Interpretation, 5. Development of insight, 6. Identification with agency functions, 7. Use of activities and projects, 8. Provision of positive experiences, 9. Teaching programme, 10. Stimulation of group interaction, 11. Utilization and tapping of available resources, 12. Effecting change in immediate environmental forces operating upon the individual of groups.

Skills (Technical expertness)

The skills employed in the effective use of the techniques described above are: 1. Confidentiality, 2. encouragement, 3. participation, 4. empathy and 5. objectivity.

In order to increase their skills they utilize 1. recording, 2. supervision, 3. conferences, 4. consultations, 5. review and evaluation.

6.5 Suggestions

After pointing out the components of social intervention, let us now divide the major functions of social intervention into different phases in order to understand the importance and influence of these functions on the clients and the role of the agency workers in relation to helping the clients concerned. It is needless to say that supportive functions are also important as they facilitate the major functions. At this juncture, we will not take them up for discussions but will be taking it up later into the action plan for inservice training programme.

The phases are as follows:

1. Phase of initial client contact. The functions involved in this phase are: reception of clients, intake of clients and introduction and orientation of clients.
2. Pre-requisite phase for clients stay. The functions involved are: clinical and non-clinical assessment of clients and working agreement about clients goals.
3. Phase of long term client contact. The functions involved are implementing interventive plan, evaluation and termination.

Before suggesting a modified version of orientation to services in a schematic form let us first of all see the pattern of functioning of the agencies selected for the study.

Initial contact and Pre-requisite Functions for Clients Stay

It was observed that in the Institutional Care agencies under study, the time span of this phase, from the clients point of view, was too short. A proper introduction and orientation of the client to the agency system, a thorough assessment of clients abilities, interest etc. and working agreement about clients goals have important bearings on the clients adjustment and treatment. This phase, therefore, should be visualised and properly planned by the workers who are prominently featured in this phase, i. The agency should be in a position to identify those workers who are skilled and represent the spirit and intent of the agency to take up the responsibility of receiving the clients in the agency, ii. the assessment period or diagnostic period at the time of commitment is most threatening period for the client. The client is more likely to cooperate and be himself under favourable conditions. Therefore, the less tense and anxious the atmosphere and the more normal and absorbing the activities for the clients

during this period, the better it would be to get his response (Amos and Manella, 1965), iii. The clients introduction and orientation to the agency should be interesting with institutional tours, interviews, introductions, physical examinations, immunizations, special recreational activities etc.

Long Term client contact

The quality, planning and organization of day today activities of the agency decides how far the agency has been in a position to help the clients in modifying values, attitude and behaviour. The goal of the agency should be to harmoniously mold together the various services into treatment for clients, promote greater knowledge of the clients under care and develop better understanding of the manner in which the staff should relate to clients. Successful treatment is achieved by performing the day today activities of the agencies as a common shared tasks among the clients and its most important tie to institutional life. If these are conducted under enjoyable circumstances, it would bring the clients together and also closer to the staff members who supervise them. The vocational/educational training programmes should also fit into the day today

activities of the agency in such a manner that they give meaning to the clients. Following are the observations regarding the agencies, under study:

- i. The workers who are prominently features in this phase are the semi-administrators and technicians. These workers should be oriented towards the clients interests, moods, background etc. so that in their dealings with the clients, they take up more sympathetic attitude.
- ii. These workers should also be involved in the reception, introduction and orientation and assessment of the clients, so that the clients come to know them well and vice versa.
- iii. The administrators should play an important role in organizing, assigning and supervising these activities so that they get time to be in contact with the clients outside their office. One of the activity they are interested in which directly relates to the clients should be taken up by them.

Keeping all these observations in mind, following is a suggested scheme for performing various functions in order to help the clients more effectively. The time

span given in the first column is from the clients point of view. It is according to the different phases the client passes from reception to termination.

The terminologies of the job functions and tasks/activities are modified and presented. The components/elements of social intervention and knowledge required are also presented.

The time to be devoted by the workers in each function should be judiciously allotted. A tentative attempt has been made to allot the time.

A discussion on Refreshers course/in-service training programme is presented as a concluding suggestion.

ACTION PLANREFRESHERS COURSE/IN-SERVICE TRAINING PROGRAMME

" Talent develops in solitude, Character in the stream of life "

Goethe

Reformation of character and rehabilitation have been the pivotal important goals of social defence. With the development of social and behavioural sciences, personnel working in the social defence agencies have to abreast themselves with the latest development in the field. Professional growth has always been considered as concurrent - life time learning. From the study as mentioned in this chapter earlier, it is found that administrators of social defence agencies need to vocal their problems, needs and expectations of the field. The gap between the ideal/ desired and current practice can not be overlooked. Seminars, Workshops and inservice training programmes are a few ways of making our social defence institutions more meaningful and useful from today's platform. Refreshers course or inservice training programmes are a must for the newly recruited personnels.

Following are the outlines of inservice training programmes for personnel working in social defence agencies.

Six Weeks' Training Programme

This inservice training programme could be sponsored by social defence department, for the newly recruited personnels, before they join their duties. Any school of social sciences of Faculty of Social Work can be given the responsibility to organize this programme.

Who could be the trainees?

Superintendents, Assistant Superintendents, Deputy Superintendents and others who are shouldering responsible positions in the correctional and physically, visually and mentally handicapped childrens' agencies. At a time 20-30 trainees can be taken up.

Objectives of Training Programme:

Broad objectives could be as follows:

- i. To enrich trainees' knowledge regarding latest information on social and behavioural sciences contribution with agencies perspective.
- ii. To probe into the social, emotional and developmental aspects of physically, mentally, socially handicapped and Juvenile Delinquents.
- iii. To probe into the mal-adjusted, demoralized personality's needs and how to cater their needs, keeping in view their rehabilitation and agencies goals.

- iv. To examine the various factors which would hinder the agencies goals.
- v. To sharpen their techniques and methods of dealing with inmates, with human touch.
- vi. To probe into the services of delivery, how best it could be made meaningful and useful today.
- vii. To introduce management techniques, for smooth and effective functioning of the agency.

Faculty (Staff):

- a. Experts in Psychology.
- b. Experts in Psychiatry.
- c. Experts in Correctional Social Work.
- d. Experts in Agency Management.
- e. Experts in Policy Science and
- f. Experts in Sociology.

Sessions and content

- Phase I - 1. Objectives of training programme.
- 2. Objectives of Social Defence Department.
- 3. Philosophy of Social Defence.
- 4. Changing concepts for dealing with physically, mentally and socially handicapped persons.

- Phase II - 1. Psycho-social needs of Juvenile Delinquent handicapped persons and divorcees/
deserted, marital problem-facing persons.
2. Common problems caused to handicapped/
delinquent/deserted by other members of
the society and vice versa.
3. Problematic inmates in the agency
and how to deal with them.

- Phase III - 1. Importance of family background, for
effective dealings.
2. Co-operation of guardians/family members
for rehabilitation plans.
3. Importance of modification of social
milieu.
4. Societal reaction.
5. Cultural aspects.
6. Resocialization.
7. Labeling, rehabilitation and follow up
(community base corrections and handi-
capped persons rehabilitation).
8. Laboratory work - e.g. practical applica-
tion of differential association theory
(Henry McRay).
- 3 types of intervention programmes were
suggested as a means to control individual's
participation in delinquent behaviour.

- a. Direct intervention in the life of the individual.
- b. Intervention in social situation and group relationship.
- c. Unplanned intervention into the lives of other persons - related or associated with inmates.

Similar examples can be quoted for intervention programmes with physically, visually, mentally handicapped persons.

Phase IV -

- 1. The concepts of mental deficiency.
- 2. The concepts of personality or character disorders.
- 3. Abnormality and dealing of inmates.
- 4. Inter disciplinary approach to agency functioning.

Phase V -

- 1. Philosophy of Juvenile Justice System.
- 2. Co-based corrections, rehabilitation of physically, mentally, socially handicapped.
- 3. Rehabilitation in terms of resource, mobilization skills.
- 4. Follow up of discharge inmates.

- Phase VI -
1. Communication skills.
 2. Rapport building skill.
 3. Public relation techniques.
 4. Professional closeness skills.
 5. Man and material resource mobilization.
 6. Coordination skills.
- Phase VII -
1. Constructive leisure activities.
 2. Therapeutic values in certain programmes
e.g. yogic exercises, guidance and
counselling, emotional support, etc.
 3. Research skills in knowing inmates
attitudes towards institution
its staff and other functionaries.
 4. Implementing innovative ideas and
moral courage for the same.
- Phase VIII -
1. National and international agencies
working for the juvenile delinquents
and physically, mentally, socially
handicapped persons.
 2. Evaluation of current practice in
the agencies and discussion for
bridging the gap between ideal/desired
and present practice.

3. Visits of well-developed agencies.

Phase IX -

1. Evaluation of trainees.

2. Exit interviews about training programme.

Phase X -

Sound follow up strategies after a period of six months and other subsequent follow ups.

Concluding Remarks

Effective dealing of inmates in any agency requires knowledgeable, committed, sensitive and innovative administrators. Their work-values are of utmost importance in humanizing institutional services. Quite a few thought provoking issues, questions and topics could be covered in the training programme. This programme can bring the desired results if it is viewed in the light of past influences, contemporary circumstances and future hopes.