

**Report of**  
**The Round Table on Field Work Placements in**  
**Criminal Justice**

Organised by  
Prayas and  
Centre for Criminology and Justice  
School of Social Work  
**Tata Institute of Social Sciences**

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## **Abbreviations**

CCI : Child Care Institutions  
CCJ : Centre for Criminology and Justice  
CJ : Criminal Justice  
CJS : Criminal Justice System  
CJSW : Criminal Justice Social Work  
CCL : Children in Conflict with Law  
CNCP : Children in Need of Care and Protection  
CSA : Child Sexual Abuse  
CWC : Child Welfare Committee  
DGP : Director General of Police  
DLSA : District Legal Services Authority  
FAP : Field Action Project  
FW : Field Work  
IJSW : The Indian Journal of Social Work  
JJ : Juvenile Justice  
JJB : Juvenile Justice Board  
MoU : Memorandum of Understanding  
NGO : Non Governmental Organisation  
OH : Observation Home  
PO : Probation Officer  
POCSO: Protection of Children from Sexual Offences  
PRO : Public Relations Officer  
SSW : Student Social Worker  
SW : Social Work  
TISS : Tata Institute of Social Sciences  
UGC : University Grants Commission

## **The Context of the Round Table**

### ***'The Need and Scope for Social Work Intervention in Criminal Justice'***

#### **About the Centre for Criminology and Justice**

Set up in 1954, the then erstwhile Department of Criminology and Correctional Administration (CCA) was directed towards creating trained personnel in the field of correctional and criminal justice administration. Students who enrolled for M.A. in Social Work with Specialisation in Criminology and Correctional Administration was 'deputed candidates' from the Departments for Social Welfare, Probation and Prisons. Later, this practice waned as the state governments developed their own in-house post-induction correctional training institutes. The candidates admitted to the programme gradually began to include non-deputed candidates since the late seventies who came in through an open competition process. In 2006, the TISS underwent academic re-structuring and expansion in tune with changing realities. Thus, the CCA Department felt the need to broaden its focus from corrections to include access to justice, social exclusion and the re-entry of marginalised groups and thus renamed itself as the Centre for Criminology and Justice (CCJ).

The Centre offers intensive post-graduate specialized class instructions and practical training in important sub-areas of criminology, victimology, juvenile justice, criminal law and policy, human rights, social exclusion, criminalisation of poverty and correctional social work with adults, juveniles and children both within the institutional and the community contexts. It provides for specialised teaching towards developing skilled human resources to work in the areas of crime prevention, human rights, access to justice, urban poverty and homelessness, custodial care and rehabilitation of institutional populations; exploring models and practise towards strengthening social inclusion of marginalised groups through its field action projects, and arriving at alternative strategies in criminal justice and correctional social work through research and training.

The objective is to impart a comprehensive understanding of the justice system (adult and juvenile), and rights-based and correctional social work to the students. Attention also is given to issues as youth and crime, women and crime, destitution, homelessness and beggary, citizenship rights of the marginalised and urban poor, and the place of control agencies in the larger societal

context. Students develop a comprehensive knowledge of the major theoretical perspectives in criminology, the historical development of the discipline, and the operations and processes related to the criminal law and policy and the apparatuses of the Criminal Justice Administration. Through its work and focus, the Centre has a long tradition of providing experiential learning to students which can help develop critical and creative thinking as well as 'doing' capacities in them.

### **About Prayas**

Prayas is a field action project of the Centre for Criminology and Justice, School of Social Work, TISS, attempting to demonstrate the need for trained social workers in the criminal justice system, towards the promotion of legal rights and rehabilitation of persons in or vulnerable to crime, commercial sexual exploitation or destitution. The project was initiated in one prison at Mumbai in 1990 and is today based in nine prisons, three protective institutions for women, legal aid systems and three community based rehabilitation centers in six districts of Maharashtra and Gujarat (Mumbai, Thane, Latur, Solapur, Bharuch and Rajpipla). The project is involved in direct service delivery, training of criminal justice functionaries, documentation of issues and policy changes towards the promotion of legal rights and rehabilitation of custodialised populations in criminal justice, or those vulnerable to negative lifestyles.

One of the objectives of the project is to demonstrate the need and role of trained social work personnel in the criminal justice system to address issues of citizen participation in crime prevention and rehabilitation of custodialised populations in criminal justice. This is being attempted through the placement of social workers in prisons, police stations, courts, legal aid systems, protective institutions for women and in community-based structures, to reach out to vulnerable groups through guidance, information, counseling, referral and provision of services. An attempt is made to interact with the system, colleges of social work and law, and civil society organizations through training programs, workshops and meetings organized from time to time towards this objective. Over the years, Prayas has actively participated and initiated moves towards policy change, and implementation and/or reform of law and procedure to enhance and promote legal and rehabilitation rights of persons vulnerable to criminalization and sexual exploitation.

## **Rationale for the Roundtable**

The social work profession in our country emerged and grew out of the changing needs of our society in the post-independence era. India had adopted a democratic, socialist and 'welfarist' structure of the State, whereby development and welfare of the people, especially of the weaker and vulnerable sections were the keystones to progress. While development was to come through economic and social progress, welfare was to be achieved through protection and care of vulnerable sections. A plethora of welfare legislation was passed and a subsequent institutionalization of those sections living on the social fringes took place. These developments led to the need for a care-giving profession. The social welfare departments required trained human resources, as did the voluntary sector which had taken roots in society.

The groups that seemed to fall in the 'welfare' bracket consisted of destitute and or so-called delinquent women, children and deviant groups such as beggars, mentally disturbed, prostitutes and the like – anyone who could be bracketed as vulnerable to neglect or moral danger. Some of these groups were seen to be in need of care and services also because of the threat they posed to social order. The social work profession emerged in response to these realities. The colleges of social work set up during that period were to produce the trained personnel for this social change that India was in the midst of.

The Department of Criminology and Correctional Administration (now the Centre for Criminology and Justice) at TISS was a direct response to the need for creating this resource. A positive development that has come about as a result of interventions by social work education institutes / colleges is the collaboration between police and social work profession to reach out to and provide services to women, children and other vulnerable sections approaching the criminal justice system. The women's movement with its strong focus on rights of women and justice for victims of violence has led to starting of a number of collaborative interventions between the police and the social work profession to address the gap in services.

However, in recent years, this emphasis of placing social workers and social work students in custodial institutions and in criminal justice settings has been declining, primarily due to reasons such lack of job opportunities for social workers in the CJS and difficulties in getting permissions to place students in such settings. Despite these challenges, the CCJ, TISS, and Prayas have

persisted with the idea of criminal justice social work through placements in prisons, police stations, courts, custodial institutions for women and children, human rights and women's commissions and community based rehabilitation projects. There are few other colleges of social work in other parts of the country who have also continued with such placements, while a few others have experimented with the same but discontinued it after some time. There is a need to share experiences between the faculty from these colleges of social work to develop shared strategies to promote criminal justice social work through field work placements.

### **Objectives of the Roundtable**

1. To share the experiences of social work intervention in different settings of the criminal justice system: Prisons, police stations, courts and correctional institutions
2. To initiate a dialogue among social work educators and practitioners about the importance of the role of social workers in the criminal justice system
3. To explore the possibility of field work placement of social work students in criminal justice settings as part of their curriculum.
4. To identify strategies for promoting the role of social workers in the criminal justice system.

### **Rights of persons processed by the Criminal Justice System**

The rights of persons processed by the CJS include their Right to life; Right to justice and legal aid; Right to health, education, and skill development; Right to reintegration; Rights as citizens in terms of their identity, voting, access to government schemes, etc.; Right to shelter, care; Right to protection against violence and abuse; and Right against discrimination on the basis of caste, sex, religion, community, etc. These rights are enshrined in the Constitution as well as through specific laws like the Cr.P.C., Police, Prison and Criminal Manuals, JJ Act, Mental Health Act, National Food Security Act, social protection schemes, etc.

### **Enumerating Vulnerable Groups in CJS**

The vulnerable groups that come into contact with the CJS either as victims or as offenders, alleged offenders and/or their families (especially their children) include the poor in general, women and

children; De-Notified Tribes, destitute, homeless and persons in beggary; mentally ill and disabled, SC, ST and minorities communities, families of prisoners and victims, especially children; persons trafficked into CSE, child labour, domestic servitude, bonded labour, etc.; and persons addicted to substances. These groups are often unable to access their rights and entitlements, despite Constitutional safeguards and policies and programmes aimed at them. In the absence of civil society or social work intervention, these groups are likely to fend for themselves, or worse still, get criminalized further in the absence of social supports.

### **Some Suggestions from previous workshops and conferences**

- Systematic compilation of work of NGOs, to emphasize the role of social workers and establish their recognition. One should be able to quote figures, and generate data that supports and presents the work of the social sector.
- Public administration systems should be understood, to understand the context of work.
- Training of criminal justice staff is crucial to achieve the goal of protection of legal rights and rehabilitation, in collaboration with academic institutions and the NGO sector.
- There is a need to revise the parole and probation systems.
- There is a need to focus on young adults and women prisoners.
- Speedy trials for women and children in conflict with law should be a priority.

### **About the Round Table**

In this context, the CCJ and Prayas, TISS, organized a One Day Round Table to share experiences of social work colleges / departments of organising field work placements in CJ settings, and discuss the opportunities and scope for the placement of students in the CJS. The Round Table was organised on 25<sup>th</sup> October, 2019, at TISS, Mumbai. The participants came from social work colleges/ departments across India. The session-wise discussion notes and proposed way forward and constructive suggestions are presented in this report.



### **Session-1: Inauguration and Welcome Address by Prof. Shubhada Maitra, Dean, School of Social Work, TISS**

*Dr. Roshni Nair, Chairperson, Centre for Criminology and Justice (CCJ), SSW, TISS, welcomed the participants on behalf of the Centre and hoped that the deliberations during the day would pave the way for placing students in criminal justice (CJ) settings and take the agenda of criminal justice social work (CJSW) forward.*

*Prof. Vijay Raghavan, Project Director, Prayas and the faculty with CCJ, School of Social Work, TISS, initiated the round table with a round of introduction of participants and outlined the objectives of the Round Table. He invited Prof. Shubhada Maitra, Dean, School of Social Work, to address the participants.*

*Prof. Shubhada Maitra, Dean, SSW, TISS, in her welcome address focused on the scenario of social work in institutional settings, working within the custody and within the framework of the law and the challenges thereof. She shared her experiences with Project Tarasha, a Field Action*

Project (FAP) of the Centre for Health and Mental Health, School of Social Work, and its modus operandi, how it has changed the way ‘occupational therapy’ is understood within and outside institutional settings. She pointed out that merely keeping patients occupied with drudgery does not amount to livelihood support or occupational therapy. It is all about dealing with emotions, self-care, dignity, reuniting with family with other supports like vocational training. Further, this project has been able to give women an identity beyond ‘madness’, i.e. secured them with documents like Aadhar card and bank accounts. She stressed upon the importance of continued work with the system to allow entry of CJSW and engage within the system. Reporting and calling out on the system is not the only way of changing a system’s approach, it does not help in the long run. In this context, field work engagements with and within the systems are instrumental in bringing about significant changes.

## **Session 2: Overview of Field Work Placements in Criminal Justice**

*Dr. Sharon Menezes, Assistant Professor, CCJ, SSW, TISS*, provided a backdrop to CJSW – field action projects and student social workers’ (SSWs) placements in various criminal justice settings. Demonstration with experience is very important. Journeys of students engaging with CJSW are different for each one of them. The SSWs have worked at police stations, prisons, courts, women’s and children’s institutions and post release rehabilitation systems. For many of them, they chose a sector, responded to it and continued their journey forward from there. It is a two-way process; many a time, students are interested to work in the field, but have no institutional backing. So the institutional support is required to engage at a deeper level.

Dr. Menezes’ presentation gave an overview of the various field work placements at CCJ, TISS:

### ***Field work placements***

- Children’s institutions
- Police stations
- Prisons
- Courts
- District Legal Services Authority
- State Human Rights Commission, Commission for Women, Commission for Protection of Child Rights, Commission for Minorities

- Community based rehabilitation centres
- Communities – at risk, stigmatized
- Custodial, protective and remedial institutions

This is modified based on the agencies’ and student social workers’ feedback every year; some settings are discontinued or put on hold based on the experiences. Situations of prisons and shelter homes were discussed with cases from the field. It was emphasized that levels of interest of students are different and they need to be guided on processes to coordinate with.

**Overarching Framework:** Criminal Justice, Procedural Justice, Social Justice – students engage and journey across these three frames. A student may start working with the criminal justice system – victim or offender, understand the procedures required to work within the system, and move to social justice.

***A Framework of CJSW***

Goals of CJSW ----> Prevention, Humanising the system, human rights, reforming the system

*Conflict* ----> *Cooperation* ----> *Participation*

Goals of CJSW----> Rehab, correction, reformation, social development, social inclusion

*Help* ----> *Change*

**Session 3: Social Work Intervention in CJS: Learnings from FW Placements**

Dr. Roshni Nair presented her insights regarding field work placements based on her doctoral thesis. She had done a content analysis of the CCJ second-year students’ recordings of their field work placements in CJS. It was a qualitative, exploratory study with specific criterion to select recordings over a period of ten years from 2000 to 2009. Various themes were analysed, based on certain assumptions. For instance, since authenticity check could not be done, students’ reflections and recordings were taken at face value to understand their exploration and depiction of the sector.

***Key findings from the study***

- Field of criminology: Working with the system comes with some unique features and challenges related like use of power and authority, and challenges peculiar to working in closed institutions. In their field work recordings, students shared about their personal belief systems and the ideology of the CJS e.g. personal beliefs against a punitive approach but working with a system driven by rules with a punitive approach.

- Sub-sectors like forensic social work and restorative justice were identified as areas that can be further explored within CJSW.
- Facilitating people's journeys from system to community/ family - need to work on reintegration.
- Work with police system was well explored over the years.
- Work with legal aid system and lawyers needs further exploration.
- Work with prisons was a sub-sector rich in experience – it has grown and evolved.
- Working through an FAP, having a field contact worked as a buffer in negotiating with the negative and hostile environment of this sub-sector.
- Work with Commissions had been a mixed experience and needs maturity and sensitivity in students to deal with this setting.
- Work with institutions – student filling gaps where functioning of the system was not optimal.
- Rehabilitation – challenges of SSWs with clients, especially when not having clear mandates to work on. It needs to be developed further and practices that have already been well set need to be documented. Stigma and family support need to be focused upon.
- Difference in ideology – CJS is hostile, and official-student conflict is seen in the recordings.
- Need to strengthen FW placements through documentation, research, dialogue with CJS, reviewing rehabilitation work, and increasing visibility of the sector to study and engage with it.

*'Your field work is not just a field. You're building a sector, a cumulative building of a field'*

*– a senior academician in the field, quoted in Dr. Nair's thesis.*

### **Participant discussions**

- Dr. Renu Shah from College of Social Work, Nirmala Niketan (CSW-NN) shared challenges and expectations of students vis-à-vis institutions. For instance, engaging students with fund raising most of the time limits their learning as shared by students working in childcare institutions.

- Dr. Neena Pandey from Delhi School of Social Work (DSSW) shared challenges change with change in leadership in the prison department. For instance, introduction of new rules like police verification of students.
- Dr. Keshav Walke from MSS Institute of Social Work, Nagpur shared that a major challenge is in getting permission for field work. Even for children's institutions, it is a time-consuming process. Placements have been stopped due to this reason.
- Dr. Sony from Central University of Gujarat suggested that (1) there is a need to include CJSW curriculum in training curriculum of CJ functionaries, and (2) at policy level, ensure that faculty with SW background are appointed in social work departments to benefit students and CJSW.
- Prof. Archana Dassi from Jamia Milia Islamia suggested that (1) social work profession need to work 24\*7 in CJ settings in shifts, along the lines of CJ functionaries; (2) CWC and JJB members need to be sensitized to working with children. In Delhi, CWC members are now being paid a substantial honorarium per sitting, amounting to Rs. 70,000 to 80,000 per month. As a result, bureaucracy has crept in their appointments – they lack sensitivity, (3) Jamia had a specialization in Criminology till 1992 but not anymore, students are sent to organizations of CJS but permissions are a challenge. Students are working well in Tihar prison. Students are pushed but see poor role models in childcare institutions through functionaries, welfare officer is disinterested, only caretakers working 24\*7, so SSWs do not get the right motivation; (4) Family is emphasized upon for rehabilitation but family may not always be safe spaces, for example in cases of CSA; (5) Commissions are doing good work; (6) National Institute of Criminology and Forensic Sciences has an MA Criminology programme but they have a very different ideology from CJSW; (7) Professional social workers are not recognized in allied settings.
- Challenges related to time granted for FW in prison (only 2 hours per day), permissions to work in these settings were shared by the participants.

#### **Session 4: Field Placements in Children's Institutions: Issues and Challenges**

*Dr. K.P. Asha Mukundan, Assistant Professor, CCJ, SSW, TISS, discussed about her experience of placing students in Child Care Institutions (CCIs) in Mumbai for field work. SSWs get insights*

on various aspects of the institutions – a positive experience of working with CCIs. It brings significant changes as they enter a new world of realities different from their ideas. Cases from the field were shared and different viewpoints that exist were discussed. Dr. Mukundan discussed the issues and challenges in CCIs with experiences from the field:

- Negotiating and understanding the viewpoint of the functionaries: For instance, a PO is unable to make home visits due to workload issues and needs to be present in the institution. He, therefore, does not allow the SSWs to make home visits since they are apprehensive of alternate reports of better quality from the SSWs.
- Dealing with sensitive cases of children: For example, if a student takes action on sensitive cases, it jeopardises the permissions of working in institutions. These considerations have to be made each year while sending students to various children's settings.
- Documentation: Sometimes SSW reports are submitted as Probation Officer's (PO) reports without the supervisor checking it.
- Home visits: The SSW is sometimes seen as an extra hand and sent on more home visits. Also, travelling expense is a burden for SSWs.
- Keeping SSWs motivated through structural and other issues is a challenge
- Very few people working with CCL in Maharashtra – most organizations are working with CNCP cases. Therefore there is a need to place SW students in OH/JJB settings.
- Institutions view students coming from different specialisations and colleges as same, their lens is important in approaching the field.

### **Participant discussions**

- Dr. Pandey – there is a need to educate school students on child rights and laws like JJ Act and POCSO to prevent children from getting exploited or landing up in the JJ system.
- Ms. Sushma Gholap, FW Supervisor from TISS spoke of the process to be followed to place students in the same organization, and collaborative work is needed from colleges/institutions. After training functionaries, monitoring of the training being implemented is not taking place.
- Learning of students in NGOs working with children – activities, interfacing with CWC, etc are positive and there are differential learning experiences.

- Ms. Devayani, Senior Social Worker from Prayas spoke of the need to provide life-skills and child rights education to school children, and even teachers were unaware about laws related to children.
- Mr. Pradeep Jare from CSRD, Ahmednagar said (1) field work in TISS SW is very structured, other colleges in Maharashtra not clear/ structured. He shared his experiences as a field work coordinator in his college. They have developed learning outcomes and selected specific agencies – this has helped to mark students’ learnings; (2) placing students from different institutions in same setting is challenging and may be avoided, role of faculty supervisor very crucial.
- Dr. Mukundan shared the other perspective where learning is better when students from different streams engage and approach the same setting and issue differently.

### **Session 5: Field Placements in Beggars’ Homes: Issues and Challenges**

*Ms. Pallavi Thakre, Coordinator, Koshish* introduced Koshish, a field action project of TISS, with a background of the condition of beggars’ homes under the beggary prevention law in India. The poor are punished under this law and Koshish works with them in the beggars’ homes after they are arrested. Koshish has diverse activities and approaches in various states; it works in Mumbai, Delhi and Bihar currently. Students coming for block field work placements are sent to one of the three states for learning exposure e.g. open shelters vis-à-vis closed shelters; and night-outs in urban centres on the streets to understand the lives of homeless people. She talked about a practice of student feedback which is insightful; feedback is sought about the agency and the project’s work and also each agency’s feedback on the student helps to understand one’s work better. She shared about the Koshish Youth Engagement Programme as well, which accepts students from varied background as part of internship with a view to develop their perspective on issues relating to homelessness and destitution.

*Mr. Mohd. Tarique, Assistant Professor, Director’s Office, and Project Director, Koshish*, added and shared his experience as a student in beggars’ home in Mumbai. Koshish designs field work keeping in mind that field work is not for the one year that students engage, but as a preparation for their life after two years. In a field setting like beggars’ home, it is a challenge to keep students

motivated. They try to make students' experience an enriching one as that is most important component of their academic life.

### **Participant discussions**

1. Questions posed to Koshish team: Where do the students come from? How long is the FW? How is accommodation arranged? Mr. Tarique shared that students come from different streams, states, institutions, and not restricted to social work. At least one month is needed to learn. Internship gives exposure to the setting, visit to different institutions, and spending time with the team. It is planned and attached to a Koshish staff for supervision and students come throughout the year. Arrangements to stay are facilitated by Koshish through hostels, etc.
2. Dr. Vaijayanta Anand from CSW-NN, shared their personal experience with placing students with Koshish: Students get meaningful exposure with Koshish, their views change in looking at homeless population and CJS. Need discussion amongst faculty for learning and exposure of students.
3. Identity issues of homeless population: Koshish could get 10,000 election cards issued in Delhi this year and 12,000 issued last year. Even the pillar number, street name, temple name etc where they sleep is mentioned as the address, and the officials are asked to visit during the day and even night to verify the people in that space. This process is done for issuing ration cards too.

### **Session 6: FW Placement in Prisons: Issues and Challenges**

*Dr. Penelope Tong, Field work Supervisor, SSW, TISS*, shared her experience of over 20 years with FW placements in prison settings. Her talk reflected on why prison may not be typically identified as a placement site – due to inherent risks, prisoners not seen as vulnerable, access and entry appears difficult, unfamiliarity, unsure about scope and contribution to student learning. Students from TISS have been placed and continued to work with prisons/ prisoners in the past.

#### ***Rationale for student placements in prisons***

- Psycho-social support to prisoners by SW students
- Crossing boundaries of CJS that has legal boundaries
- Learn about varied dimensions of vulnerability, marginalization, exclusion

- May never get an opportunity to get trained within a prison setting and educational institutions can facilitate this.
- Enables robust learning skills

Scope and learning opportunities in prison are possibly more than other settings as one can work with individuals, families, groups, community, police, courts, etc. Students learn about custody and custodialization – issues related to pre-custody, custody and post-custody. Students learn to navigate and negotiate spaces in the CJS, and work on self.

Students grapple with issues of self-beliefs and system within legal boundaries. Educators and supervisors need to be clear about this. It is important to understand where the resistance to permissions is coming from in order to work on it. It is important to work within these boundaries which in fact enable growth and learning. Students need to be oriented and prepared, and those interested in the setting need to be encouraged. There is a need to work with the prison department to make them understand about field work objectives and learning outcomes.

*Adv. Shahnawaz Pathan, Senior Social Worker, Prayas,* added to Dr. Tong's presentation and shared his experiences with student supervision. He highlighted how initial impressions students come with about prisons break and change as they interface with the system. Under trial prisoners are very high and policies are not applicable related to correction and rehabilitation for them – many students engage with them – activities inside the prison, contacting their families, etc. A challenge is how to engage inside the prison, what kind of activities can be done. They learn to interact with law, overcome the fear of law, prisons, etc.

### **Participant discussions**

- Dr. Pandey raised question on the issue of home visits of under trial prisoners not being allowed by prison authorities, a challenge mentioned by the resource person. Prof. Raghavan shared that it is ingrained in the training of the prison staff and in the Prison Manual that there should be no contact of prison staff with inmates and their families, etc. to avoid corruption of any form. Dr. Tong added that we need to think from the point of view of the prison officials. She said that it is difficult to understand and negotiate as no boundaries should be crossed through social worker's visits, but over time, officials see some home visits are necessary and allow them.

- Mr. Murlidhar Jagtap, Social Worker from Prayas stressed upon the need to understand and follow the Prison Manual as there are some good practices which can be brought in through training of jailors by TISS and can bring in significant change in the language and approach of prison officials.
- Mr. Pradeep Jare spoke of an area of intervention of SW institutions – conducting training and short-term training programmes for prison officials. He also shared his experience of placing students in the Family Court.
- Mr. Tarique said that CJSW in academics, curriculum, in the system – need to speak up and ask for it systemically through advocacy with government. There is a need to move from the ‘permission raj’ to carefully worked out MoUs with CJS departments whereby social work faculty and students can play a proactive role in promoting rights of custodial populations and corrections. There is inadequate recognition of CJSW in SW education, and need to lobby with UGC to bring it in SW education.
- The larger question of SW as a professional course, uniformity in SW education, a place of recognition for CJ in SW was discussed.
- Trainings for prison welfare officers is needed to negotiate and advocate for this, rather than waiting to get a two-hour sessions in the training programme. SW and the CJS are working at cross-purposes and there is a need to bring the two to a point of convergence and get CJS to see the value of SW.
- Mr. Vikas Kadam from Prayas added that prisoners are not a priority population which poses challenges in bringing changes in the system. Secondly, earlier POs were trained social workers but now people from other disciplines are hired, vacancies are not available for trained social workers. So students do not see a career progression even if they are interested, and their engagement with CJSW ends after two years.
- Prof. Raghavan shared about collaborative efforts needed to address these issues and advocate on the importance of CJSW to govt.
- Mr. Ganesh Chadre from TISS Tuljapur shared about theory versus practice dichotomy, and the orientation of students. Many students work hard for a month but there is no continuity with the next batch of students leading to clients getting fatigued with each batch

starting afresh and ‘repeat interventions’. So they have now changed their strategy, whereby students guide the new batch in the same setting, and the identified issues are carried forward by the next batch, rather than starting over again and identifying same or new issues. This ensures continuity to the work and helps the students to learn and grow mentoring each other.

- It is important to build trust that SW will not jeopardise the system; also institutionalizing these partnerships is important so we do not start anew with each new leadership.
- Mr. Kabeer Ahmed from Tata Steel Foundation (TSF) shared about the perspective of those at the receiving end – at TSF they take interns for field work. They had started the practice of getting interns and those performing well were offered placements. But they do not perform well after recruitment in the community, so it is a challenge and need good understanding for developing a strong intern management system.
- Prof. Raghavan shared it is important to understand the nature and character of the State we are working with. The context is important, so CJSW needs to hold its ground. Onus is on us to change the permission-culture to MoU-culture, and take it to next level.
- Mr. Tarique added that the key link is the relationship between SW and the community, the level of integration, engagement with community, what do they get – this decides the fate of CJSW. It is required to assert ourselves that we have a legitimate presence and work together with the system.
- Dr. Sony spoke about the need for specialization of CJSW which can be highlighted through such conferences. Space for CJSW can be created through orientation and in-service trainings of CJS functionaries.
- Dr. Shereen Sadiq from Aligarh Muslim University (AMU) said that such opportunities should be open to students from other disciplines, not only SW. More researches are required in this field, and there is a need to identify funding sources. She said that currently, 19 students from the Department of Sociology at AMU are working voluntarily in Aligarh District Prison under her guidance.
- Mr. Pradeep suggested to bring out a Special Issue on FW Placements in CJS in the IJSW. Also, narratives from open prisons give a very different perspective, and students can be placed there for block FW for a rich experience.

## Session 7: FW Placement in Police Stations: Issues and Challenges

*Dr. Ruchi Sinha, Associate Professor, CCJ, SSW, TISS*, shared her experiences with police stations over the past 20 years. Working with the police system requires a balance of authority as it is an authoritarian system as well as negotiating skills. The police need to be shown how SW role is for their own benefit and then changes can be seen. She gave a brief history of social work in police stations – started in 1992 in the context of the Bombay riots and need felt by the police also for social workers in police stations to work with the communities.

### *Main components of work with police*

- Mission (multi-agency coordinated effective response to police response to socio-legal work, being visible physically)
- Location within CJS (strategic, collaborative, complimentary)
- Approach and practice (social work, people centric, pro-system engagement) – not advocacy mode, dialogue process, keep deconstructing their stereotypes
- Process of intervention (joint problem solving, individual, group & systems) – example of making handpump available to a community through intervention of police
- Psycho-socio-legal services and support - not only legal

Work at police stations can begin at various levels like working at police station level or at higher office level – both has pros and cons. Changing the perceptions of police functionaries.

### *Impact of work*

- Reaching out to people, implementation of key laws like POCSO, rapport with the police – begin on a partnership mode, they start demanding work once this rapport is built. For instance, calling in SW on a sensitive case and if they get pressured to close a case, they point at the presence of SW to continue with the case.
- Police value cases intervened by SSWs, continuity of work done by SSWs is important – responsibility of supervisors to bring in that continuity. Community gets educated on NC cases. Resolution through sensitizing the police, human rights not only for community, but also police. We acknowledge the challenges faced by the police as well.
- Students are instructed to understand and demystify every single aspect about a police station – recording, duties, cases, corruption, accessible officials etc. For instance, a batch

of students placed in the police station developed a system whereby the role of SW was identified and presented to the police. SSWs worked along with the police PRO to develop a drug de-addiction programme for youth in the community. Cases were identified with the help of police and these cases were sent for de-addiction through recognized institutions. There was fear in the minds of youth that if they went for de-addiction, they would lose their jobs since they would have to take leave for at least one month. The SSWs and the PRO went to every employer and requested them to take back the youth in their jobs after they completed their de-addiction. Community partnership with police and SW was forged effectively towards de-addiction of their community members. Out of 182 cases that went for de-addiction, 25 have been completely de-addicted and reintegrated with jobs in the community. This improved the relationship of the police-community and police-SW.

- Students have done advocacy on the issue of working hours of the police – from 12 hour to 8 hour shifts.
- There is a need is to make the police station a public agency.
- Police-public partnership has been reduced to community policing which needs to be reviewed.

### **Participant discussions**

- Dr. Neelam Sukhramani from Jamia Milia Islamia, Delhi asked (1) how do you upscale these interventions? (2) there are instances of corruption within the police system and officers who work against the interest of SW, how do you deal with it? She shared about her experiences of supervising SSW in police stations to work with women, children and elderly.
- Dr. Ruchi Sinha responded that upscaling is a challenge due to lack of funding; and there is a need to work towards this in partnership with the police and the community. One needs a multi-pronged approach, and showcase impact through large number of cases through media coverage.
- Prof. Raghavan added during the Mumbai riots of 1992, the second batch of SW students of TISS was placed and the role played by the students during the riots was appreciated by the police. Based on a proposal submitted to the DGP in 1992 about the need for trained

social workers in the CJS, a Police-TISS Committee was formed and a report was submitted in 1993 recommending a cadre of trained social workers in the CJS to the DGP, which was forwarded by him to the Home Department, but the matter did not go further. It was proposed that 2 social workers may be appointed per police station, but issues such as budget constraints, purported interference by social workers in police work and social workers becoming ‘systemized’, were cited by Home Department officials as reasons why the proposal could not be accepted.

- More ground work needs to be done so that fear of the police is reduced amongst the community, and misconceptions are also removed. This can be done if the Station In-charge understands the importance of SW in police stations.
- Ms. Sushma Gholap from TISS shared about her experience of supervising students in police stations. Initial months go in observation and getting to know the system. Students go into the community and identify risk-zones for child protection. Police and SSW develop a plan to educate community and children on CSA. She emphasized on the relationship of the police and SSW through examples.

### **Session 8: FW placement in Courts and DLSA: Issues and challenges**

*Adv. Silvin Kale, Legal Resource Person, Prayas*, shared about his experience of student placement within District Legal Services Authority (DLSA). Permissions are hard to get as they are wary of outsiders, so first judiciary needs to be sensitized to the role that social workers can play in the system. Effective use of the Probation of Offenders’ Act was highlighted. Building relationships, rapport developing and trust building is a long term process and a lot of hard work, but that becomes an entry point to work in the court system even when formal permissions may not be there.

Prof. Raghavan added that SSWs are trained as part of their SW curriculum which helps to get permissions. He gave a brief history given about work started by SSWs in courts. A note was developed by a SSW on role of social worker in courts through his field work experience in 1992. The note highlighted the role of the student social worker vis a vis information about where to pay fines in the court offices, possibility of submitting Social Inquiry Report/ Home Inquiry Report by social worker to release under trials on bail or probation – this became a starting point. Once entry

is received, there is a lot of scope for work. Court and Police social work are unstructured settings and dependent on the response from the system and the initiative taken by students.

*Ms. Devayani, Senior Social Worker, Prayas*, shared about her experience of working in Solapur, of placing students in police station and prison. She spoke of the many challenges faced in supervising students whereby field work is not taken seriously by the colleges as well as students and even basic aspects like dressing appropriate to the cultural context of settings need to be emphasized. In TISS Tuljapur campus, there is no system of concurrent field work and field work is done through month long block field work across the 4 semesters. She suggested them to place students in police stations to survey about the types of crime, understand various types of cases e.g. Non-cognizable offence cases of domestic violence where SSWs can play a useful role, as these cases later amount to serious cognizable crimes. There are increasing number of spousal murder cases which need specialized intervention. So there is a need to survey and understand the trends to address them. Changing the mindset of faculty was also a challenge for her, as well as travelling long distances for students with limited bus facilities in rural settings is a real challenge for students. Police setting is an open setting compared to closed setting of a prison, so there is more scope for SSWs.

*Dr. Yogendra Ghorpade, Coordinator, TANDA (Towards Advocacy, Networking and Developmental Action), TISS*, a FAP of CCJ, TISS, shared his experiences of working with NT-DNT communities: Due to the historical reasons and social stigma, the education, health, livelihood situation of NT-DNTs is very poor. TANDA works to mainstream them. Challenges were many in this area of work as issues are at many levels. There is a need to work on daily basis with ICDS and the health system, so one cannot work in confrontation mode; there is a need to build relationship with service providers. Students are guided to read about the Criminal Tribes Act, 1871, visit the field, and see students as burden-sharers but learners and enable their learning. This helps in them being able to contribute better. Role of supervisors is to understand each student and their need, be flexible, give them freedom and liberty and see what they bring in.

## Participant discussions

- Curriculum development – There is a module on CJSW on ePG Pathshala website of the UGC which has been developed by TISS. This module can be used by faculty and students placed in CJS settings.
- A common concern was time period in prison for field work is very short, e.g. two hours per day – such issues can only be dealt with continuous engagement with the system.
- Three sets of faculty amongst the participants – one who have been placing students, others who did and stopped, third who never have placed – we need to address concerns of all three groups.
- Dr. Sony suggested that in the context of the Police-TISS Committee report, can policy advocacy be initiated for trained SW at every police station, as part of their recruitments; writing to police academies to include CJSW in their training curriculum; SW education should ensure CJ is part of specialization.
- Mr. Pradeep suggested that two-day seminar can be organised to present field work experiences of students in CJS; and form a formal association/ body of CJSW may be set up.
- Prof. Raghavan said that the larger initiatives can happen when there is a critical mass of faculty engaging in CJSW and more colleges of SW place students in CJS; over time, we can advocate for policy change in the CJS.
- Dr. Sukhramani said that it was important to document efforts in CJSW to advocate in the future. One should take up the onus for in-service training for police, and regular training is required at the district level to popularize CJSW. Wherever entry is difficult directly, go through NGOs working with CJS that already have MoUs with the state.
- Dr. Sony highlighted the need to conduct such seminars and take it to next level – orient SW faculty. There is a need for a structured FW manual.
- Two SSWs from Mumbai University placed with Prayas for field work were present at the round table and they shared their experience and challenges – dealing with CWC, home visits, dealing with new stakeholders, etc. They shared the relevance of such a round table

- Organising student field work seminars to document and discuss their experiences, open to other disciplines within colleges to attend and participate, at the end of the semester.
- Bringing in retired CJS personnel to engage in field action projects that will make the journey of SSWs smoother.

### Way Forward

1. Formulation of a field work manual in CJSW - with details of each of the setting in the CJS - initially a draft would be prepared by CCJ and shared with participants, followed by a detailed consultative workshop.
2. At the regional level, each university/college can organise similar conferences as well as engage in CJSW practices in a much more focused manner.
3. A workshop of two or three days could be organized (including participation from colleges across regions) to share experiences of faculty working in the area of CJ, on the role of social workers and field work in CJ in different settings. This conference can include faculty from others disciplines like sociology, law, public administration, etc. (who are working with the CJS).
4. Initiate steps towards strengthening CJSW as one of the specialisations in social work education in India. The departments of Social Work in Delhi, in coordination with this group would take up the issue with the UGC and Associations of Social Work Educators.
5. The CCJ faculty would work towards bringing out a special issue of the IJSW on Field Work in Criminal Justice System.

### Preparatory work for next steps

1. Prepare and share the report of the Round Table by Prayas.
2. Create a group email id by Prayas and share participants' names and contact details.
3. Prof. Raghavan to share the Police-TISS Committee Report with participants.
4. Presentations of the day and other material like permission letter templates will be shared on the group email id with the participants.
5. Participants to share a list of colleges working on CJSW - need to find out more people engaging in field work in CJS.
6. Participants to present ideas and share documents etc in the group email.

### **Closing remarks and Vote of Thanks by Mr. Vikas Kadam, Prayas**

Mr. Vikas Kadam, Senior Social Worker, Prayas stressed upon the need to maintain the tempo and enthusiasm generated through the discussions in the Round Table and urged the participants to take the discussions forward. Mr. Kadam thanked the participants for their participation through the day and expressed hope that the objectives of the Round Table may be achieved over time. He also thanked the Prayas team, CCJ faculty, TISS Accounts and Administration team, Guest House and Dining Hall staff, Security staff and attendants who helped in making the Round Table a success.

### Annexure-1: Programme Schedule

**Venue: Old Conference Hall, TISS Main Campus, Mumbai**

**Date: 25<sup>th</sup> October 2019**

**Time: 10.00 am to 6.00 pm**

<b>Time</b>	<b>Topic</b>	<b>Resource Person / Discussion Initiator</b>
10.00 to 10.30 am	Inauguration and welcome address	Prof. Shubhada Maitra, Dean, School of Social Work Dr. Roshni Nair, Chairperson, CCJ
10.30 to 11.15 am	Overview of field work placements in Criminal Justice	Dr. Sharon Menezes, CCJ, TISS
11.15 to 11.30 am	<b>Tea</b>	
11.30 am to 12.00 pm	Social work intervention in CJS: Learnings from FW placements	Dr. Roshni Nair, CCJ, TISS
12.00 to 12.30 pm	Field placements in children's institutions: Issues and challenges	Dr. Asha Mukundan, CCJ, TISS
12.30 to 01.00 pm	Field placements in Beggars' Homes: Issues and challenges	Mr. Mohd. Tarique and Ms. Pallavi Thakre, Koshish, TISS
01.00 to 02.00 pm	<b>Lunch break</b>	
02.00 to 02.45 pm	FW placement in prisons: Issues and challenges	Dr. Penelope Tong, TISS and Mr. Shah Nawaz Pathan, Prayas
02.45 to 03.15 pm	FW placement in police stations: Issues and challenges	Dr. Ruchi Sinha, CCJ, TISS
03.15 to 3.30 pm	<b>Tea</b>	
03.30 to 04.15 pm	FW placement in courts and DLSA: Issues and challenges	Adv. Silvin Kale, Prayas
04.15 to 05.45 pm	Experience sharing by participants on field placements in CJS	Prof. Vijay Raghavan Ms. Devayani Tumma, Prayas
5.45 to 6.00 pm	Conclusion and vote of thanks	Mr. Vikas Kadam, Prayas

## Annexure-2: List of Participants

S. No.	Name of the Participant	Affiliation	E-mail Address
1.	Dr. Mahendra Dhore	Mumbai University (Dept. of Social Work)	mahendra3112dhore@gmail.com
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<b>S. No.</b>	<b>Name of the Participant</b>	<b>Affiliation</b>	<b>E-mail Address</b>
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