CHAPTER-2
REVIEW OF RELATED LITERATURE

INTRODUCTION

**Meaning of review of literature:** This chapter deals with the internal review of the literature. It is an attempt to discover relevant material published in the problem area under study. This covers the empirical research studies done previously in the problem area. The studies conducted during the last few decades in the field of achievement that are more relevant and pertinent to the present investigation are discussed in this chapter.

For any worthwhile study in any field of knowledge, the research worker needs an adequate familiarity with the library and its many resources. Only then will an effective search for specialized knowledge be possible. The search for reference material is a time consuming, but very fruitful phase of a research programme. Every investigator must know what sources are available in his field of enquiry, which of them he/she is likely to use and where and how to find them. (Sukhia, et al, 1980)

The related literature forms the foundation upon which all future work will be built. It enables the investigator to know the means of getting to the frontier in the field of his research. It also provides ideas, theories, explanations, hypotheses or methods of research, valuable in formulating and studying the problems. It furnishes the researcher with indispensable suggestions about comparative data, good procedures, likely methods and tried techniques. The information about the activities of previous investigations, stimulate the researcher to use each bit of knowledge as a starting point for new and further progress. There are number of studies relating to the Scholastic/ Academic Achievement done in the past. However, only the literature pertaining to the independent variables used in the present study is referred in the succeeding pages.

1. **Social worker and professionals issues:**

   Jenny Shaw and Diane Perrons (1981) in their book employment Deregulation and equal opportunities. The case for monitoring gender work stated the despite the existence of equal opportunities policies at a variety of level and despite the attainment of equal opportunities has been limited. The increase in the deregulation of employment and
some aspects if organization policy are working against equal opportunities and making the operation of the existing legislation more difficulty to monitor and to enforce.

**Herzberg (1983)** emphasized job characteristics rather than individual differences. The theory suggests that jobs with opportunities for achievement, recognition, responsibility, advancement and growth in competence are those that enhance motivation and job satisfaction.

**Rudd and Wiseman (1984)** found that inadequate equipment and supplies as well as lack of other facilities have often been a source of low morale and dissatisfaction

**Rohila (1984)** found that the sanitary workers if they physical environment in which the work is done, is unhealthy, it may contribute to a sense of uneasiness and that work done in poor physical condition over a long period of time may result in dissatisfaction with the job.

**Goble’s (1988)** job satisfaction survey showed that a majority or workers in broiler processing plant, were dissatisfied with their work. Those workers who were least satisfied with coworkers, seemed to have more family-illness-related -absences, than did those who were more acceptable to others

**Vanita (1988)** according to men enjoy superior status in the households and they only take most of the important decision concerning family matters. Women’s participation in gainful employment is bound to bring changes in their position in the family. Working women jointly or independently manage the family budget.

**Deal and Kennedy (1989)** in their study stated that the value systems influence employee’s behaviour and attitudes. The aspirations and objective reality of their work and society make to think in such fashion and thus, make them differ in their perception about those factors of quality of work life (QWL) in terms of importance they attach to these factors

**Decotiis and Summers (1987)** have reported that commitment is strongly associated with individual motivation, desire to leave, turnover and objective measures of job performance.
Gratification received from helping people, reflecting the works desire to be stimulated and challenged by the job to exercise acquired skills at work according to the general job satisfaction literature many of the relevant aspects or facts of the job can be organized into a limited number of critical dimensions and are often differentiated between intrinsic and extrinsic motivational rewards (Herzberg 1959). Based on this analytical distinction, Koeske et al. (1994) has developed a three factor structure (job satisfaction scale) that reflects the intrinsic qualities of the work role, the organizational aspects and the more extrinsic ones.

The intrinsic rewards refer to the inherent features of work and characteristics associated with the task itself, for instance the capacity to workers a sense of achievement.

Kalleberg (1977), stated that, Interest, responsibility or accomplishment is valuation of this dimension thus reflects the workers desire to be stimulated and challenged by the job and to be able to exercise acquired skills at work, according to previous research. Intrinsic rewards have important implications for social workers.

Overall satisfaction at work and to be able to exercise acquired skills at work and desire to commit to their job (Ballock et al. 1998) Penna et al. 1995, Huxiey et al. 2005, Papadaki 2006). Also studies of child welfare workers are an impotent factor in job satisfaction as well as client. Outcome (Stalker 2007), despite stressful working conditions most of them felt committed to making a contribution to improve the lives of children, according to the professional code to ethics and ideal of care and service that regulate their relations with clients. Thus the rewards coming from the intrinsic aspects of work often serve as the most important motivational factors for social workers who interact with clients by providing help and assistance hoping to achieve change and improvement in client lives. In addition to the altruistic motives, studies have demonstrated the importance of self-directed motives related to personal interests and quest for working tasks that individuals find meaningful and engaging (Jensen 2003). The extrinsic rewards often refer to job characteristics that are external to the tasks themselves.

Social support is sought for several reasons (Carver et al. 1989). One is seeking
support for instrumental reasons, such as the more practical advice, assistance or information, named problem focused coping another is seeking support for emotional roans; getting moral support sympathy or understanding named emotion-focused coping according to Himle et al.(1989), emotional support given at the work place is positively associated with job satisfaction to talk about stress-related feelings may help people to better cope and find resolutions to their problems when supportive social networks are available at work.

**Gregersen and Black (1992)** have indicated that there is a positive relation between the commitment of managers assigned abroad to their parent companies and to local operations.

**Florkowski and Schuster (1992)** have shown that profit sharing support can strengthen the workforce and it is an important determinant of organizational commitment.

1. **Social workers and motivational factors:**

**Sandhu and Singh(1979)** reported that motivation factors viz. feeling of achievement, ability utilization, recognition and rewards, creative work freedom of expression and scope for professional growth contributed comparatively more to job satisfaction than factors like behaviour of immediate officers, job security and advancement, adequacy of salary, administrative setup and social status attached to the job.

**Paliwal & Paliwal (1986)** conducted a study on the need importance in relation to personal characteristics of 52 industrial employees. The results indicated that the skilled semiskilled and unskilled groups expressed equally strongly the need effort dignified behaviour, giving this need the first place of importance. Need for wage increase was almost the same for all the three groups. Need for housing varies from group to group- the unskilled feeling it least and the skilled feeling it highly strongly.

**Hackman and Oldham (1987)** found that a job high in motivating potential will not affect all individuals in the same ways. In particular who strongly valve and desire personal feelings of accomplishment and growth, would respond very positively who do not value personal growth and accomplishment may find such a job anxiety-arousing and may be uncomfortably ‘stretched’ by it.
Faris (1988) found that the motivator factors commonly associated with meaningful work experience appeared to provide an intrinsic source of job satisfaction. In addition to this, perceived success attained through achievement on the job and advancement through the organizational hierarchy, appeared to be major determinants of job satisfaction.

Sindhu and Singh (1988) reported that motivation factors viz. Feeling of achievement, ability utilization, recognition and rewards, creative work, freedom of expression and scope for professional growth contributed comparatively more to job satisfaction than factors like behaviour of immediate officers, job security and advancement, adequacy of salary, administrative setup and social status attached to the job.

Herzberg (1959), Kalleberg (1977) found that, providing benefits or rewards like pay, job security and recourse adequacy and the extrinsic dimension also include the more symbolic rewards in terms of client recognition and public approval and the social support in relationship with co-workers and whether the job permits chances for the workers to take personal interests in each other as colleges. Valuation of this dimension reflects a workers desire for the satisfaction of social needs from the work activity.

First being valued receiving praise and support and positive feedback are considered to be a central part of the professional’s rewards and identities (Gibbs 2001). The most unsatisfactory aspects of the social workers job context arise from not being valued by their employers and wider society, and some of the most satisfactory from the support of colleagues and supervisors (Huxley et al. 2005). in literature however theorists disagree upon this issue, according to Le Grande (2003) the degree of approval from the outside world seems of little or no importance as a motivation reward compared to other personal altruistic actions primarily depends on the sort of help that gratification deriving from the extent to which they have the opportunities to help and on the benefits to the users concerned. On the contrary, Evetts (2006). Argues that a good reputation has a great impact on professional pride and motivation as a central part of the professional’s rewards second being valued at the work place. Receiving support and assistance from leaders, supervisors or employers is considered to be helpful when coping with stress (Thomson et al. 1994). Studies have shown that stress and satisfaction are closely
interrelated (McLean and Andrew 2000). Receiving support has a positive impact on overall satisfaction and mental health, mediating the negative effects of demands, stress and exhaustion (McLean 1999, Huxley 2005).

Amsa (1982) has in his research found that the expression of commitment values in the form of good work performance takes place only when an employee’s expectations from his job are reasonably fulfilled by the organization.

Dhuru and Jyotsana (1982) have observed that a member’s lowest degree of commitment to his organization is when he voluntarily intends and wished to stay in the organization.

Sinha (1983) has found a significant and positive relationship between overall organizational climate and organizational commitment.

Curry, Wakefield, Price and Mueller (1986) have found that high levels of repetitive work are associated with low commitment and high levels of fairness in rewards are associated with high commitment.

Baack and Taylor (1987) have found that age, education tenure in the organization, tenure in the present position and supervisory status have a positive relationship to organizational commitment. 42 Review of Related Literature and Studies Alvi and Ahmed (1987) have indicated that the fulfilment of workers’ psychological needs along with others is a very important predictor of their organisational commitment.

Glisson and Durick (1988) have observed that in human service organizations, larger worker groups rate themselves as less committed, whereas work groups that provide both residential and walk-in service are more committed than those providing more limited services.

Dornstein and Matalon (1989) have indicated that work experience shows the strongest relationship with organizational commitment. D’Souza (1990) has in his research study found that there exists a significant positive relationship between quality of work life and employee commitment for both managers and workers.

Mathieu and Kohler (1990) have stated in their study that the lowest absence rate was found among employees who expressed both high organizational commitment
and job involvement. Randall, Fedor and Longenecker (1990) have observed that employee’s commitment to the organization is expressed through their behaviour indicating a concern for quality, a sacrifice orientation, a willingness to share knowledge and through their presence in the work place. 43 Review of Related Literature and Studies Oliver (1990) has noted that employees who show strong participatory values exhibit relatively high commitment whereas employees with strongly instrumental values show relatively lower commitment.

Sagar (1990) states the importance of sales people’s commitment to the organization to enhancing retention. Based upon the study findings, several strategies are described that managers can use to increase retention of sales people. Managers need a better grasp of how to retain sales people.

Raju (1991) in his research study regarding teacher’s commitment to the teaching profession has indicated that the more committed teachers express high intrinsic motivation, inner direction, religiosity, external expectations, self accountability and desire to utilize skills.

Lee and Johnson (1991) in their studies have found that the full time employees have higher organizational commitment than part time workers when both work at a preferred schedule. Sharma and Chauhan (1991) have observed that highly motivated employees feel more committed to their organization than those who are less motivated.

2. Social workers and job satisfaction

Caldwell (1983) argued that satisfied job incumbents may describe their job favorably in terms of job characteristics, rather than in terms of variations in job dimensions, leading to differences in job satisfaction.

Glickon (1983) conducted a study on the job satisfaction of social workers. They ranked their job satisfaction in the following order. Satisfaction with co-workers highest, followed by satisfaction with supervision, the work itself, pay and lowest satisfaction with promotional opportunity.

Umstot and Mitchell (1987) investigated the effects of job enrichment and goal setting on employee productivity and satisfaction in a well-controlled simulated job
environment. The results indicate that job enrichment had a substantial impact on job satisfaction but little effect on productivity. Goal setting on the other hand, had a major impact on productivity and a less substantial impact on satisfaction. In the second phase (after two day’s work) people with unsearched jobs worked under the enrichment conditions and people originally without goals, were assigned goals. Job enrichment again had a positive effect on job satisfaction, while goal setting had a positive effect a performance.

Gupta (1977) in his research study conducted on the industrial workers employed in the Diesel locomotive unit in a public sector undertaking found that workers in the public sector industry were highly committed to industrial work.

Padaki (1982) has found that individuals differing in their locus of control react differently to organizational situation and correspondingly they differ in their levels of commitment, motivation and satisfaction.

Anthea (2005) The present paper investigates issues of job satisfaction and gender. In particular, the finding that women are significantly happier in work than their male counterparts is examined. To shed light on this issue, smaller subgroups of the total sample are analysed and more subjective 76 variables (in addition to more traditional objective variables) are incorporated. It is found that differences in reported job satisfaction are more pronounced when looking at individuals with lower levels of education in lower skilled jobs. The determinants of job satisfaction for men and women in this group are significantly different; this was not found to be the case when looking at higher skilled, higher educated individuals. Women in this latter group exhibit similar (i.e. lower) levels of satisfaction to their male counterparts. It is conjectured that this result is due to differences in expectations of work among men and women and also among women themselves.

Kalleberg, (1977) In view of the sociological literature, job satisfaction is defined as an overall affective orientation on the part of individuals towards work roles which they are presently occupying overall satisfaction is directed towards the individuals total job situation and differs from satisfaction with the more specific dimensions or aspects of his/her work role. Accordingly job satisfaction implies a subjective and emotional
reaction toward different aspects of the job, perceived as an emotional state resulting from the appraisal of ones situation (Lodemel2001).linked with the characteristics and demands of ones work(spector 1997.arches1991)

Since job satisfaction arises from the ability to act in accordance with ones motivation relationship between what individuals wants from their work and what they actually be considered important (Abu-bader 2000).the question of satisfaction from work cannot be considered without taking into account the values that people attach to their work activity (Kalleberg 1977).the satisfaction an employee obtains from work is a function of his/her individual motives and values, not only of the objectives properties of that job. The values constitute potential sources of job rewards such as enjoyment of the tasks.

**Bokemeier and Shepard (1983)** have indicated that regardless of age and educational or occupational prestige level, men remain more committed to continued working than women.

**Balaji (1984)** in his research on managers in co-operatives has found that managers at the higher levels of the organizational hierarchy are more committed to their organization than those at the lower echelons.

**T.V.Rao.(2001)** The study titled, "A study of Human Resource Development concepts, structure of HRD Departments and BIRD practices in India" stated that the HRD departments need to have professionally trained and competent staff members so that they will make an impact, and enhance the maturity levels of all the systems and subsystems in the organization. These system and subsystems have a lot of potential for giving competitive advantage through the development of employees and their competencies.

**D.K.Dash, (2001)** The study titled, "Human Assets the factors of turn around" closely scrutinize the profiles of employees form the top level to bottom level. The employees knowledge, skill and attitude should develop so that they make combined efforts to meet the challenges before the banking activities and services. A study on the inter personal relationship between management and employees
3. Social workers and organization:

Anjaneyulu (1985) divided the factors of dissatisfaction into three categories: (1) strong dissatisfied (2) weak dissatisfied and (3) conditional dissatisfaction if the situation was changed. Factors like frequent transfers, low standard of pupils, and interference of politicians which was peculiar in certain managements have caused conditional dissatisfaction.

Oscar (1966) has found that the strength of a person’s commitment to an organization is influenced by the rewards he has received from the system and the kinds of experiences he has had to undergo in order to receive the rewards.

Robert (1970) has observed that people in low status occupations are thought to have little commitment whereas people in high status occupations should be more highly committed.

Sharma and Rahman (1971) have in their studies indicated that recognition is a variant of prime importance that influences one’s commitment to organizational goals.

Hrebinia and Alutto (1972) in their studies have shown that there is a strong positive relationship between organizational commitment and experience or seniority.

Porter, Steers, Mowday and Boulian (1974) have observed that individuals highly committed to an organization’s goals and willing to devote a great deal of their energy towards those ends would be inclined to remain with the organization.

Staw (1976) has noted that negative consequences may actually cause decision makers to increase their commitment.

Steers (1977) has found that work experiences are more closely related to commitment than personal or job characteristics.

Marsh and Mannari (1977) have observed in their study that Japanese workers have higher levels of organizational commitment than Americans.

Fottler (1977) has reported that the failure of commitment at the top leads to a failure of commitment in staff management at the personnel department and the operating departments.
Aryeh (1978) has indicated that workers with high protestant ethic tend to express high moral commitment, while those with low protestant ethic tend to express low moral commitment. Jauch, Glueck and Osborn (1978) in their study among professors have shown that researchers with the strongest professional commitment have higher research productivity than others.

Steers and Porter (1979) have found that the better performing branches of a bank have employees with relatively higher levels of organizational commitment than the low performing branches have.

Cook and wall (1980) have stated that supervisory relations and interpersonal trust are positively related to organizational commitment.

Angle and Perry (1981) have found that organizational commitment is positively related to some dimensions of organizational effectiveness such as organizational adaptability turnover and tardiness rate.

Morris and Sherman (1981) have in their research indicated that the level of education is negatively related to organizational commitment.

O’Reilly and Caldwell (1981) have shown that job choice decision and expectation of an employee can affect his future attitudes and commitments.

Welsch and Lavan (1981) have stated that organizational commitment is an important behavioural dimension which can be utilized to evaluate the strength of an employee’s attachment to his organization.

Ferris and Aranya (1983) have observed that organizational commitment is becoming an increasingly used instrument to predict performance absenteeism and turnover.

Oliver (1984) in his study of organizational commitment in six workers co-operatives in Scotland has observed that the founder members of the co-operatives showed significantly higher organizational commitment and also identification involvement and loyalty than other members.

Balaji (1985) has found that professionals have weaker organizational commitment than non-professionals. Aranya, Kushnir and Valency (1986) in their study
among men and women accountants working in professional organizations indicate that women accountants tend to have lower levels of commitment than their men colleagues.

**Jacob C.D.Maunder D.A.0 and Fouracre P.R (2001)** in their study titled "Characteristics of conventional public transport service in third world cities" have analyzed the growing demand for public transport in recent years. They study has suggested that the transport policies development, objective, operating circumstances, and resources available. Sweeney, Anthony P.; Hohenshil, Thomas H.; Fortune, Jimmie C. (2002) This study was designed to examine job satisfaction in a national sample of employee assistance program (EAP) professionals. Data were collected from 210 EAP professionals through mailed surveys consisting of an individual information form and the Minnesota Satisfaction Questionnaire (MSQ; D. J. Weiss, G. W. England, & L. H. Lofquist, 1967). The average MSQ total score was within the satisfied range. The results indicated that respondents employed by external EAP organizations were more satisfied with their jobs than those who were employed by internal EAPs. Age, gender, race of respondent, rural vs. non rural work setting, and national certification of respondent had no. Long,

**Whiteacre, Kevin W (2006)** Administrators in community corrections are increasingly expected to provide concrete and meaningful outcome measures to a host of stakeholders. However, extensive research shows that job satisfaction and stress consistently remain important factors to a number of workplace outcomes such as turnover, absenteeism and dependability. Fortunately, standardized surveys of staff perceptions of the workplace are reliable and can fulfill several administrative needs, particularly the implementation of a tangible evidence-based practice. Studies have found that satisfied employees live longer, healthier lives and are happier, more cooperative, more dependable, less critical and less likely to quit their jobs.

The detailed review of some previous investigations is presented in this chapter. The chapter covers aspects such as origin and development of Social Work in European-western country and India Karnataka context professional social work meaning, definitions, characteristics, flash back and today next organizations in government and non governments working satisfaction of professional social workers in Karnataka state
are summarized. It identified the research lacunae after critically reviewing the previous studied.

Jacob (1994) has described fifty years history of Social Work education in India. Professional Social Work education is under scanning for evaluation. The critical explanation and analysis of the profession is the scope of academic development. Hence, it is studied as the opportunities and challenges in Social Work education. The world is on the verge of social and economic crises. People are facing a lot of problems in their daily lives to earn a livelihood. National and international debates and discussions on social problems are forcing to bring about social changes.

The networking, group dynamics, and lobbying of different institutions help us to achieve the goals of Social Work and social development. Social Work education is expecting constructive, visible, and sustainable output, e.g., a module of training for social workers or an intervention on the social issues (Ranade, 1994). Social sciences and behavioural sciences are essential components for strengthening the profession. “New Social Technology” and “Social Welfare Grid” are the major concepts to understand the discourse of different approaches towards Social Work education (Kulkarni, 1994). The identity of social workers is the major concern in the professional community. Self-isolation from social scientists and activists will not provide the solution on the social problems in its totality for professional social workers (Ranade, 1994). A theoretical understanding of Social Work is the major contribution of social scientists. They have enforced and envisioned the direct micro action programme in the community (Singh, 1994). Social Work education should look for change in its approach towards contemporary issues. Social educators have to play a major role with their different theoretical perspectives.

The business of Social Work profession is to care, cure, and change to ensure the betterment of society. The study areas in the field are gerontology, environment, peace studies, counseling, and tribal exploitation. It is important for the profession of Social Work to engage with all types of new upcoming areas of studies. Quality is the only essential component of Social Work education. Good communication skill and friendly
academic environment in Social Work training institutions will ensure the quality of students.

The historical review of Social Work education demands a paradigm shift from welfare to development perspective. The changes and up gradation in the course content should be in tune with the five-year plan of the country (Chowdhry, 1994). The curriculum development for Social Work course is a difficult task, but the Center for Curriculum Development has done a good job in accordance to the process. It is important to identify the centre and the periphery of the subject contents as per the expectations of contemporary social issues and challenges. The curriculum development is an active, ongoing, and mutual process. The academicians, practitioners, administrators, and experts are engaged in developing the assigned task for curriculum development.

The components of knowledge, philosophy, values and ethics are the core contents in the process of development. The discourse on “Development” is widely accepted across the Social Work education field (Gokarn, 1994).

The history of Social Work curriculum development has set milestones at the TISS Golden Jubilee workshop. The American pattern of Social Work education in India was critically evaluated in the workshop. Community organization and social action was declared as the future course of Social Work methods (Desai, 1994).

Social Work education should have the research approach of quantitative as well as qualitative methods. It enables us to look at different social issues through the perspectives of justice and democracy (Verma, 1994).

The teaching and the quality of literature available for the Social Work education is of concern. The western impact on Social Work literature limits the scope and growth of the indigenized Social Work profession. The creative literature in the form of stories, poems, and letters has the potential to explain different concepts in Social Work education. Anthological writing has the scope and importance for future reference.
Advanced communication tools should be used in the Social Work classroom teaching and learning process. The transformation of traditional to modern teaching tools and methods ensures quality education (Mazumdar, 1994).

While developing a curriculum for Social Work, it is important to understand the value of human relations. A study conducted by Sugawra (2009) indicates the role of human relations in the process of curriculum development where social capital can be made available to Social Work faculty and students for their benefit. The study, based on the survey completed by 88 social work educators, reveals that social linkages may hold an important place in curriculum development and in enhancing faculty member’s intellectual capacities, prompting them to become better scholars and contributors to the curriculum.

In the article ‘The 5-year BSW-MSW program: a new curricular option’ Simon and others (2010) described and analyzed the development and implementation of five-year BSW-MSW programme, where pedagogical and programmatic rationale was developed. This study also discusses the effectiveness of this programme, evaluation, and areas of improvements in implementing this new approach.

Edwards and others (2002) in their article ‘Social Work Education and Global Issues: Implications for Social Work Practice’ stressed upon the international dimension of Social Work education. They have suggested that Social Work education must include some of the international contents focusing on cross-national policy and programme comparisons. They concluded that schools of Social Work must incorporate in their foundational curriculum a discussion of international Social Work with a transnational focus. Learners should get the substantial components of international learning, i.e., international placement programme, for which the subject curriculum should go little beyond the national boundaries and incorporate the new trends prevailing in international Social Work.

Social Work institutions are unable to maintain the quality standards for its originality and excellence. A case study of Tamil Nadu critically explains issues in the trends and problem of quality standards. The challenges are to regulate and monitor curriculum, specializations, research, fieldwork, teachers load, and interdisciplinary role
in the Social Work profession. The quality standards regulating authorities are set up for different course of education, e.g., the Medical Council of India, the Council of Technical Education.

The ASSWI (Association of Schools of Social work in India) had a wide scope in establishing an independent council for envisioning the quality of Social Work education (Palaniswamy, 1994). The undergraduate courses in Social Work education needed to focus with a potential to evolve a postgraduate professional of the subject. The negligence to the undergraduate course leads to stunted academic growth of postgraduate professional. Today’s academic era have the significance of research. It is the method of Social Work education. The teaching of research is a subject of training and practice.

The theoretical and practical knowledge with skills in students ensure a fully developed researcher (Prasad, 1994). Fieldwork is the core component of Social Work education. Social development can be achieved with restructuring and improving the contents and quality standards of fieldwork. The projects for social development should be taken up by the Social Work institutions.

The UGC is ready to finance such innovative programmes. It leads to introduce new models of “Neighborhood Development”, “System Approach” and “Social Change Approach”. It gave practical insights to students regarding different models of community organization (Siddique, 1994).

Bodhi (2011) is enforcing us to think on the professional and intellectual crisis of Social Work education. It helps us to understand the eventual establishment and growth of the profession in India. The evolution of Social Work as a profession in India and the discourses are the crux of this writing. It raises the concern to synthesize an indigenous theory of Social Work education. It strongly proposed the theory of ‘Dalit Centred Social Work’ and ‘Tribe Centred Social Work’. It negates the traditional method of Social Work and tries to focus on ‘Indigenous Libratory Social Work’. It portrays a picture of Social Work education voyage in India from its conception up to the current discourses. It talks about the Anti- Oppressive Social Work practice and Structural Social Work in India.

The inception of Social Work profession in India has been discussed to understand Social Work education. The institutional establishment of Social Work started
in the pre-independence era. The then British government was controlling the education stream too in the Indian Social Work arena. The indigenous social service activities were running in the form of Gandhi’s Constructive Social Workers. Social Work education was defined as the education for “Training of Personnel”. The voyage of academic development of Social Work education is from indigenous practice of social service as Constructive Social Work to the imported American and British model of Social Work education. It developed the remedial model of practice. It limited its role to provide services ‘within’ and ‘outside’ the government system. It entrusted the philanthropic Social Work education and practice.

This was the government policy, but the political turmoil was at its peak in these years of pre-independence. Most of the political leaders were against the development policies of the government. It helped them to stand against the government policy of social services and remain alien to the process of social development. The courseware and the academic growth of Social Work education in India were the import ideology of the “West.” It was a dark shadowed start off under the American and British school of thoughts. In the post-independence era, i.e., decades of 60 onwards there were many attempts to raise concern about the indigenous knowledge base practice. The University Grant Commission’s official review reports of Social Work education came in decade of 70’s and 80’s. It denotes ignorance to the knowledge upgradation of this profession.

Social Work education and practice was set as a response to the Contemporary Indian Reality. Indian diversity has a crucial role to play in the standardization of Social Work education. The various socio-cultural and politico-economic dynamics put in force for not having uniform curriculum across the country. Indian reality has complexity lying in its structural inconsistencies, which carved through less democratic perspectives, poor commitment of bureaucratization, and increased In the Opening Assembly Address of the Sir Dorabji Tata Graduate School of Social Work for the year 1940, the then director Dr. Clifford Manshadt, explained expectation of Social Work education in the context of the twentieth century. He had the vision of social justice with ‘social change’ as ‘end’ and ‘education’ as a ‘means’ to achieve it. He put forth the social problems of capitalist society and its interlinking with the government.
Lawani and Jadhav (2010) have compiled thoughts of academic intellectuals on higher education. It has a significant knowledge base for developing perspective on governance of higher education in particular. This writing was a detailed account of “All India Vice Chancellors Conference and 85th Annual meeting of the Association of Indian Universities”. It helps to understand various trends, issues and challenges in higher education in context of globalization. Lawani and Jadhav (2010) discussed issues of governance in Social Work education with reference to Maharashtra in the University News magazine.


He concluded that Social Work education should invest great amount of time in developing relevant curriculum and also potential difficulties in Social Work professional training. There are five main stakeholders who must be involved in the process of construction of a Social Work curriculum as Aptekar (1971) referred to, namely, a) the student, b) the instructional.

It is been observed that fieldwork, field study, field practicum and fieldwork curriculum is the core, and often, the neglected part in Social Work education. Many scholars like Hamilton (1981), Borsuk (1969), and Loevenberg (1978) had much celebration in their articles. Content, mode, nature of fieldwork, examination of fieldwork, objectives of Social Work education and how they can be achieved through fieldwork experiences are discussed in respective papers. Field education or supervised practice has always been closely linked in the development of Social Work practice and education. Field practicum is an integral part in total Social Work education.

Marshall (1980) stressed that field practicum helps in concurrent learning of theory and actual practice skills and also plays an important role in keeping practice education abreast of changes in the community. Whereas, Gangrade (1975) and Gerrand and others (1978) emphasized that supervised fieldwork forms an integral part of Social
Work education and students must get supervised experiences in the field, including particular skills and responsibilities.

Bidarakoppa (2014) in his key note address at the seminar on ‘Innovations in women empowerment: social work perspective’ at Bijapur revisited the initial decades of the Social Work education in India, its achievements, and also the avenues for change. He stressed that any activity for the welfare of the society, for that matter, has to undergo four important phases to be called as a profession, viz., voluntary work incidental involvement, vocational showing interest and getting involved quite often in an activity, occupational –having regular jobs paid/unpaid, and professional having systematic body of knowledge, authority, sanction of society, regulative code of ethics, and a professional culture. He also emphasized, to be an established profession one must engage in service first then build training, research and documentation that will support the process of professionalizing Social Work.

He was also critical about the way schools of Social Work are growing and made serious remarks on five states where the concentration of such schools are found. He quoted Shrivastava (2005) that he has rightly said, “today many of these schools are no better than ‘teaching shops’”. He stressed that we can think of setting up of a Social Work taskforce on par with England to reform Social Work education. According to him, evidence-based Social Work (Gibbs, 2003), rigorous fieldwork, common language and syllabi, qualitative and applied research methodologies can ensure a better professional identity to Social Work.
References:


